Exploring Managerial Effectiveness in the Public Sector: A Qualitative Approach

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Efficiency and effectiveness are the two primary themes of the management domain. Every organisation strives to attain greater efficiency in their business process, and the educational sector exemplifies this. Every educational institute's primary goal is to deliver the right knowledge sets in an efficient manner. The government of Oman has recently prioritised a greater emphasis on the development of its educational sector. In this regard, managing an educational institution is a major concern. In fact, there is a great lacuna in this domain. Currently, no scientific research is available regarding Omani's educational sector. Hence, the primary aim of this study is to understand the factors affecting the effectiveness of management in public educational institutions. An extensive literature review was conducted to explore and identify the factors in question. A semi-structured interview was conducted with two different groups of employees in a public educational institution in Oman, namely managers and other staff. Based on the interviews, there are identical behavioural differences between lower level employees and managers towards their managerial effectiveness in their organisations. Four factors had been identified affecting the managerial effectiveness in the public educational institution in Oman. This study provides several important recommendations in order to improve the situation. This study, indeed, is one of the very few that investigate these issues, especially in the Omanis context.

Key words: *Efficiency, Effectiveness, Public Sector, Management, Strategic Planning.*

Introduction

Effectiveness and efficiency are the two most important concepts in successful management. These two concepts help to provide clarification with regard to organisational processes and performance. Recent research has identified that effectiveness and efficiency may be understood as complex mechanisms within organisations. Managers are seldom able to

optimise the ratio between efficiency and effectiveness (Chong, Yuen, Tan, Zarim, & Hamid, 2016). Asadullah, Mumtaz, Batool, & Hameed (2016) define effectiveness as being mainly concerned with the ratio between output and input without compromising the quality of the product or service. Nyland, Morland, & Burns (2017) suggested that managers applying effective leadership skills can help to increase the productivity of an organisation (Aaltola, 2018). Yao & Deng (2018) have suggested that successful and effective managers are those that can make constructive use of their given authority and the ability to take the necessary actions and formulate the right goals to accomplish organisational targets (Naqshbandi, 2016).

The government of Oman has recently prioritised educational reform and the quality of education on a national level. In relation to this, they included a number of quality measures in their vision plans for 2020 and 2040, such as the development of educational infrastructure and facilities (Aslam, Ilyas, Imran, & Ur Rahman, 2016). The aim of this development is to improve economic performance and diversification by shifting the dependency upon the oil industry towards other sectors, also to improve human capital skills by promoting a highly educated, proficient labour force (Aslam et al., 2016). Throughout this process, the public educational institutions have received an increasing amount of pressure, not only from young Omanis wanting to enrol in educational initiatives but also from the government, due to the need to comply with its higher education goals as outlined in the Vision 2020 initiatives. Investigations of public educational institutions are a relatively new concept, especially within the Arabian Peninsula.

Although plans have been formulated, there is a lack of understanding of their effective and efficient execution. Many prior studies have pointed out that managing educational institutes effectively and efficiently is a major concern (Hassan, Prussia, Mahsud, & Yukl, 2018). Similarly, Nyland et al. (2017), state that many top-level managers require more in-depth training, as they have a lack of understanding regarding their roles. As a result of inefficiencies, many educational institutions are finding it difficult to ensure a high quality of services for their stakeholders. In addition, there is a lack of research in this regard, especially in the context of educational ministry. This study is one of the very few that investigates the factors affecting effectiveness and efficiency in the Omani ministry. Therefore, the primary aim of this study is to identify the important factors affecting managerial effectiveness in public educational institutions in Oman.

This study will illustrate and identify critical factors affecting managerial effectiveness, thus filling a knowledge gap in this regard. The research conducted differs from previous studies in a number of ways. Firstly, qualitative techniques were applied to analyse the critical factors of managerial effectiveness. Almost every prior study used quantitative techniques. Secondly, this study utilised interviews with both managers and lower level employees, which provides an in-depth understanding from different viewpoints. Furthermore, the present research may support

policy-making processes in the Ministry of Higher Education (MOHE) and with the development of constructive strategies for the MOHE and the private sector alike. Finally, the study is also important from an economic perspective, as it examines managerial output in the public sector and the challenges and issues faced by management, presenting, as a result, a set of recommendations for improving managerial performance within the MOHE and in the Sultanate.

Literature Review

Usability of the concept of effectiveness and efficiency is of the utmost importance when measuring organisational performance. Anzengruber, Goetz, Nold, & Woelfle (2017), state that the lack of clear understanding of these two concepts makes it difficult to measure managerial effectiveness within organisations. Despite having several indicators, such as outsourcing strategy and cost reduction activities, managers still lack formal indicators with which to measure managerial effectiveness. As a result, several prior studies strongly suggest analysing the meaning of these two concepts. Pertaining to the meaning, Bamel, Budhwar, Stokes, & Paul (2017), suggest that it is very difficult to find a generic meaning applicable to each of the stakeholders in the organisation, especially taking into consideration the fact that effectiveness and efficiency will have a different meaning for a supplier, an investor, an employee and a senior manager. However, it is important to consider the most relevant definitions of the concepts in order to review approaches to the understanding of managerial effectiveness (Chong et al., 2016; Medina & Medina, 2017).

Efficiency vs Effectiveness

The subject of organisational effectiveness is one of the most extensively investigated topics since the development of organisational theory (Hassan et al., 2018). Madan & Srivastava (2017), state that organisational effectiveness is the aspect that is concerned with the evaluation of organisational output, quality, and the development of adding value approaches, the volume of sales and all the possible cost-reduction initiatives (Beck, 2016). Dah, Jizi, & Sbeity (2018), provide an overview of the definition of efficiency and suggest that efficiency established between outputs and inputs is based on the rate of success by which inputs are essentially transformed into outputs. A report produced by the Australian Productivity Commission highlights approaches to many different dimensions within the subject of efficiency and states that one organisation can attain a form of economic efficiency when it has achieved satisfactory levels in terms of productive, dynamic and allocative efficiency (Omondi-Ochieng, 2018).

Organisational effectiveness has a very wide and often vague definition, so much so that most sources explain the concept by example rather than definition. The effectiveness of a business constitutes its ability to perform a function with optimal levels of input and output. Companies

use organisational effectiveness to measure any number of things (H. van Dun & Wilderom, 2016), from the relationship between employee performance and company profits to the correlation between manufacturing processes and production volume (Aaltola, 2018). There are no specific parameters available for organisational effectiveness and it follows no definitive mathematical formula -- each organisation creates its own method of measuring effectiveness (Olkkonen & Luoma-aho, 2014).

The primary difference between organisational effectiveness and organisational efficiency lies in the fact that an organisation can essentially use the former to measure anything, while the latter pertains exclusively to financial efficiency (Naqshbandi, 2016). For instance, effectiveness could measure how the employees of an organisation waste time as easily as it could measure how effectively employees utilise an organisation's assets. Furthermore, organisational efficiency constitutes a concrete measurement, while organisational effectiveness is abstract; it exists in the conceptual realm and relates more directly to business theory than to business practice (Aslam et al., 2016).

Measurement of the Managerial Effectiveness

El Baroudi, Abdulaal, & Rampur (2018), state that measuring managerial effectiveness has been an important area of organisational research that was first introduced in the 1970s, however the concept was not fully accepted until the mid-1980s when measuring managerial effectiveness was formally established. Beck (2016) explains managerial effectiveness as a continuous improvement that assesses individual and organisational performance on the basis of individual and organisational goals. Similarly, Boyatzis, Rochford, & Cavanagh (2017), suggest that the predominant advantages of measuring managerial effectiveness can represent a motivation to perform to higher levels, increasing the levels of organisational performance at the same time. According to Nyland et al., (2017), measuring managerial effectiveness consists of six important components as follows:

- Establishing goals for individuals, departments and organisations
- Developing the right set of indicators to measure effectiveness
- Designing the processes to measure effectiveness
- Developing an effective feedback system
- Execution and implementation of the correct strategy
- Ensure transparency in the process

According to Asadullah et al., (2016), organisations can ensure a higher degree of managerial effectiveness by applying all six of these components. In addition, the execution of these six components will encourage employees and organisations to carry out activities more effectively. Dah et al., (2018) propose other two components that must be included in managing managerial effectiveness: (a) continuous improvement; and (b) making a link between the goal

and the organisational mission. To conclude, Madan & Srivastava, (2017), suggest that the decision of the majority of companies to implement performance management practices is a result of poor annual appraisals (Tarofder et al. 2017).

Methodology
Research Approach

This study consists of a case study on the public sector in Oman. Due to the need for confidentiality, this study does not reveal the name of the participating organisation. Two different analytical approaches have been applied in the study: (a) deduction and (b) induction. According to Beck (2016), the deductive approach is whereby we "develop a theory and hypothesis and then design a research strategy to test it"; while the inductive approach involves first collecting data, then developing a theory from the data analysis. This study used both approaches in order to formulate a more concise conclusion based on theory as well as fact.

Induction Method

In order to confirm the findings of the case study, semi-structured interviews were conducted in the public educational institution in Oman. The selection of interviewees for the report was based upon the types of interviews, quantitative and qualitative. The information collected from the quantitative interviews was obtained from two separate groups of 100 interviewees employed by the public educational institution. The groups were divided into managerial and non-managerial staff (Tarofder et al., 2016).

Justification of Interview

Omani's national economy greatly depends on its diversified public sector. This sector creates the highest number of jobs in the economy. Over the past few decades, the span of the public sector has been increased by the addition of more ministries, and the public education sector is one of the oldest in the region. Since 99% of ministry employees have to date been Omani nationals, it has been difficult to measure managerial performance and identify areas for improvement. The present researcher has worked in the ministry for a number of years and decided to undertake this research on the basis of lack of current statistical data. To conduct the investigation, the researcher first sought to initially consider the existing level of management effectiveness, current levels of evaluation and efficiency levels of management communication with and directives to employees. The data collected reflects the perspectives of managers working within a public educational institution, in order to understand their views, ultimately identifying the quality and level of managerial effectiveness. The research aims to analyse managerial perspectives, overall effectiveness and quality output of managers and solutions and recommendations to be taken into consideration. Semi-structured interviews

were conducted in this organisation to analyse the factors affecting managerial effectiveness from the perspectives of both managers and lower level employees.

Managerial Quality in the Public Educational Institution

The study included responses from both employees and managers to clarify the managerial effectiveness issues in a selected public educational institution in Oman. The findings of this study reveal the dynamics within that specific public organisation and suggest strategies for the achievement of greater managerial effectiveness. In terms of interviews, it was important to note how interviewees displayed understanding of the concept of quality as applied to their roles. The researcher noted a high degree of homogeneity in the responses regarding quality. Interviewees tended to agree with the definition of quality presented by Reeves and Bednar (1994) stating that quality is the achievement of excellence and the conformance to meet and exceed customer's needs. Table 1 presents the characteristics of the interviewees including managers and employees.

Table 1: Characteristics of Interviewees (Managers and Employees)

Variable	Manager		Employees	
	N	%	N	%
Gender				
• Male	66	64.7	64	63.4
• Female	36	35.3	37	36.6
Qualification				
• Secondary certificate or less	0	0	5	5
• Diploma	0	0	16	15.8
• Advanced diploma	0	0	11	10.9
• Bachelor	16	15.7	45	44.6
• Postgraduate Certificate	4	3.9	3	3
• Master	71	69.6	19	18.8
• PhD/DBA	11	10.8	2	2
Duration with MOHE				
• 1 year or less	0	0	6	5.9
• 2 years	0	0	6	5.9
• 3 years	0	0	13	12.9

• 4 years	1	1	16	15.8
• 5-10 years	18	17.6	28	27.7
• 11-20 years	58	56.9	22	21.8
• More than 20	25	24.5	10	9.9

In relation to interviewees' characteristics, results indicated that the ministry is male-dominated. Similar results were recorded from prior studies conducted in Islamic countries. With regard to education, results suggest that a master's degree is required to be in the team of managers, as most managers have a master's degree, whereas most of the other employees have a bachelor's degree (Table 1). Similarly, results also revealed that employees need at least five years of experience with the education ministry in order to be part of the management team. The majority of the managers had 11 to 20 years of experience, followed by more than 20 years and 5 to 10 years.

Results relating to the perceptions of managers and employees is presented in the Appendix Tables 1 to 3. When looking at these particular results and comparing the perceptions of employees and managers in relation to their senior managers' effectiveness, (Table 1 to 3) there was an identical difference. For example, in Table 1, managers reported more positive perceptions regarding the senior managers' effectiveness than lower level employees. Managers agreed that senior managers display greater competency in managing the organisation. Moreover, they also provided positive feedback stating that senior managers are expert in handling the project and usually work very effectively. Managers agreed that their senior managers always assist them, provide feedback and also take corrective action promptly. On the contrary, lower level employees had far more negative perceptions towards their senior managers. For example, competency, knowledge, support, job effectiveness, being a listener, capacity to excel in jobs were all rated as extremely poor. One of the participants commented in one of his answers that senior managers simply do not know what their employees want, and perhaps this is one of the main reasons why results were so negative. Another respondent stated that senior managers only emphasise individual progression rather than teamwork. He also added that they don't allocate the necessary tools or resources to perform the given task. Based on the results, it is clear that there are significant behavioural differences between managers and other employees at the institution. Hence, this study sought solutions from employees, and most of the respondents strongly suggested that proper training, use of effective communication channels and the right set of organisational policies for management would dramatically improve managerial effectiveness, thus boosting the performance of the institution. This study identified four important factors: managerial competence, effective resource allocation, appropriate strategic orientation and external and internal support, as being the main pillars to improve managerial effectiveness. Hence this study developed questions related to these four variables in the interviews. Detailed findings related to these variables are presented below.

Managerial competence

Managerial competence was considered one of the most important determinants for managerial effectiveness in many prior studies. Hence, questions related to the competence of senior managers were put to both managers and other employees. Based on the responses from the managers, results indicated that senior managers in the public educational institution are competent in their field. Half of the managers gave a positive response and mentioned that senior managers always focus on the quality of the output and provide adequate support to deliver the right set of services to the client. In fact, more than 60 per cent of managers agreed that senior managers greatly emphasise both efficiency and effectiveness in their daily activities. They make a detailed plan, set goals for the specific department and allocate the right set of resources, which eventually improves the total quality of the organisational output. More than 50 per cent of managers had a positive response to all items related to their senior managers' competence and the rest were neutral. However, results indicated that none of the managers had a negative perception of their senior managers, though 50 per cent of respondents strongly believed that senior managers need to improve their approaches in order to ensure higher effectiveness. On the other hand, only 20 per cent of lower level employees believed that senior managers display competence in their roles. These employees strongly believed that senior managers require significant changes to their management styles and show huge room for improvement. Several areas of improvement were suggested in order to ensure the senior managers' effectiveness as stated in the recommendation section.

Resource Allocation

The second important skill when working effectively is proficient allocation of resources. Many questions pertaining to the ability of senior managers to effectively allocate resources were asked of both groups. In relation to these variables, 71 per cent of managers agreed that senior managers are capable of allocating resources effectively, whereas only 13 per cent of other employees agreed with such a notion. Most lower level employees believed that there was no proper allocation of resources within the public educational institution as their senior managers were not well trained or not able to make the right decisions. They also mentioned that the lack of skills in allocating resources is one of the major concerns throughout the organisation. Despite the positive responses from managers, most of the other employees felt that senior managers do not distribute resources evenly to their employees; do not provide adequate incentives to motivate their employees and so on (Table 2 in the appendix). Employees also believed that senior managers were not able to utilise resources effectively as they were claimed to have misused the resources for their own benefits. Hence, this study formulated a number of recommendations based on the employees' response to this notion.

Strategic Orientation of the Senior Managers

Strategic orientation or working with the right plan is another important dimension of managerial effectiveness. Strategic orientation mainly consists of setting goals and objectives, communicating information to employees and giving the right direction to employees. Based on the interview results, it is clear that managers agreed that senior managers are able to develop appropriate missions and goals which match with the organisational vision. They also believed that senior managers are able to communicate their intention effectively to their subordinates. Results revealed that managers also believe that senior managers are able to compete with the market by setting effective strategic directions for their organisation. However other employees had different perceptions, and almost 35 per cent did not agree that senior managers are able to develop the right strategies for their organisations. For example, almost 50 per cent of non-managerial employees disagreed that senior managers effectively explained the strategic direction of the organisation to their employees. Similarly, 56 per cent were not satisfied with the current strategic direction set by their senior managers. Additionally, almost 52 per cent of employees mentioned that senior managers never consider or encourage staff to participate in the strategic development process for their organisation. They therefore made several suggestions for the improvement of their senior managers' strategic approach.

External Support

A collaborative working culture is an important indicator of organisational effectiveness in the 21st century. This study carried out interviews with both groups to evaluate their senior managers' effectiveness in this area. Despite positive responses from managers, only 20 per cent of lower level employees agreed that senior managers are willing to work with external bodies. In fact, more than 50 per cent believed that senior managers are reluctant to work with the external private sector. During the interviews, employees mentioned that senior managers usually think that outsourcing or working with external parties will increase the cost of the operation and will not ensure efficiency, though many prior studies have shown that collaboration reduces cost and ensures higher effectiveness. As it is clear that the institution in question is not willing to collaborate with others, improvement in this area is highly recommended.

Recommendations, Limitations and Further Study

The findings from this case study have shown that the positive feeling of middle managers towards senior management are inconsistent with the perceptions of other employees. It is important to acknowledge that despite the positive perceptions of middle managers, many managers also mentioned that there is room for improvement in order to achieve greater

managerial effectiveness in this organisation. Based on the observations and suggestions of the respondents, this study will make several recommendations for the improvement of the effectiveness of the senior managers.

Firstly, senior managers should create appropriate communication channels, which allow effective liaison between managers and their employees. This will allow all employees to participate in and contribute to managerial directives, such as planning. Using this communication channel will allow managers to be able to provide instant feedback, which will streamline the process. Moreover, instant feedback always encourages employees to take the corrective feedback on board immediately.

Secondly, senior managers should adhere to transparent organisational policies, especially when allocating resources. Allocating resources is not only a complicated process but also an area with potential to raise misunderstandings among employees. Hence, it is wise to involve all employees in the process. Additionally, senior managers must provide adequate financial means to maximise employee performance, which leads to greater effectiveness and optimisation of productivity.

Thirdly, organisational culture plays important role in improving effectiveness and efficiency within the organisation. Developing an effective workplace culture is an essential component of any organisation. Hence, by creating a strong, efficient, organisational culture senior management would contribute to their own effectiveness and also that of the organisation. Management-by-Objectives (MBO) is one of the most cooperative organisational cultures, whereby senior management encourages participation from everyone. Therefore, it is wise to establish an MBO culture in public educational organisations.

Fourthly, if managers train themselves and also provide training to their employees, the overall level of efficiency and effectiveness within the organisation will improve. Regular training programs ensure a higher degree of efficiency and effectiveness in organisations. Therefore, it is important for the senior and top management to find the appropriate training for the employees and also for themselves as well.

Finally, senior managers must acknowledge the importance of collaboration internally and externally. As many of the interviewed employees agreed, senior managers are not always willing to work with external parties, therefore, it is suggested that more time be taken to find appropriate collaborators. A number of prior studies agree that organisations gain immense benefits from collaboration. Hence, a public educational institution in Oman should be willing to work with external parties and acquire more knowledge and expertise, which will result in higher levels of efficiency and effectiveness.

One of the main limitations of the present study is the fact that the research is only focused on analysing the perceptions of employees within a specific public educational institution, so that other public sectors could not be investigated. The reason for this was the vastness and complexity of the area, and the study could have been compromised by considering too many elements. In general, public sectors lack comprehensive databases that could be used to better understand the subject at hand. Therefore, it would be beneficial to conduct a similar study by researching other public sectors in Oman, such as oil and telecommunications. By doing so, researchers could make comparisons and provide a comprehensive framework to promote greater effectiveness for the public sectors in Oman.

A second limitation is that this study interviewed only employees within one particular institution, hence bias could be considered a major concern. However, the researcher made it clear to interviewees that they could remain anonymous and that the information they provided would be kept confidential. Interviewees were thus able to speak freely and in a constructive manner, enriching the investigation to the best of their abilities. As a result, extensive data was collected from a range of parties within the organisation to produce a comprehensive result.

Lastly, this study applied a qualitative technique to comprehend factors affecting managerial effectiveness. Hence, the methodology may not be applicable to other public sectors. Therefore, it is wise to collect primary data through structured questionnaires and apply the relevant statistical technique to analyse the findings.

Conclusion

The aim of this research was to evaluate the level of quality and effectiveness of senior managers within a selected public educational institution. Important findings were obtained from the analysis of interviewees working in managerial positions and also from interviewees working in non-managerial posts within the organisation. The researcher made productive use of the literature review to draw conclusions from the findings. A case study was developed with the presentation of a set of recommendations that were compiled according to the information obtained from the interviewees and in line with the most effective solutions for managerial improvement within that particular institution.

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Appendix

Table 1: Manager and Employee Feeling toward the Senior Managers' Effectiveness

Question	Manager					Employees				
	SA	A	N	D	SD	SA	A	N	D	SD
	%	%	%	%	%	%	%	%	%	%
Is the senior management competent in their job	1	77.5	21.6	-	-	5	32.7	35.6	18.8	7.9
Is the senior management knowledgeable of their job	-	46.1	53.9	-	-	5	10.9	38.6	37.6	7.9

Is the senior management assisting managers in their job	2	33.3	64.7	-	-	5	7.9	32.7	38.6	15.8
Do senior managers make sure I have enough training	-	41.2	56.9	2	-	-	13	34	21	32
Is the senior management effective in their jobs	-	49	51	-	-	4	22.8	22.8	20.8	29.7
Is the senior management receptive to my ideas	-	45.1	54.9	-	-	2	15.8	36.6	25.7	19.8
Is the senior management able to communicate well with junior managers	-	47.1	52.9	-	-	5	17.8	36.6	23.8	16.8
I receive sufficient feedback about my performance from the senior management	-	51	48	1	-	1	12	33	34	20
I respect the senior management	-	49	51	-	-	6.9	7.9	29.7	27.7	27.7
Does the senior management listen effectively	-	49.5	50.5	-	-	7.9	9.9	30.7	20.8	30.7
Does the senior management give me a fair assessment of my performance?	1	59.8	39.2	-	-	5	23.8	37.6	24.8	8.9
Is the senior management willing to promote those that tend to excel in their jobs	-	45.1	53.9	1	-	1	12.9	37.6	37.6	10.9
Is the senior management willing to train whenever necessary	-	36.3	63.7	-	-	-	10.9	35.6	37.6	15.8

Table 2: Managers and Employees Feeling regarding resources given to managers

Question	Manager					Employees				
	S A	A	N	D	SD	SA	A	N	D	SD
	%	%	%	%	%	%	%	%	%	%
Managers receive the necessary information to do their jobs accordingly from senior managers	1	71.6	27.5	-	-	-	25.7	48.5	20.8	5
Managers are being treated fairly by senior managers	1	38.2	60.8	-	-	-	12.9	48.5	33.7	5
Managers have a fair compensation package	-	25.7	65.3	6.9	2	2	9.9	34.7	41.6	12(11.9)
Managers have a fair health package	-	21.6	18.6	2	57.8	-	9.9	30.7	34.7	23.8
Managers have the level of education required for the job	-	42.2	57.8	-	-	-	3	22.8	16.8	57.4
Managers have the work experience necessary for the job	-	46.1	53.9	-	-	-	20.8	30.7	21.8	26.7
Manager are being properly incentivised by the senior manager	-	49	50	1	-	2	20	34	32	12
Managers receive support from the senior management	-	47.1	52.9	-	-	-	11.9	40.6	33.7	13.9
Senior management have enough resources at their disposal to motivate their subordinates	-	40.2	57.8	1	1	1(1)	12.9	34.7	29.7	21.8
						-	10.9	29.7	25.7	33.7

Table 3: Managers and Employees feeling about organizational Strategy

	Manager	Employees

Question	SA %	A %	N %	D %	SD %	SA %	A %	N %	D %	SD %
Does the senior management clearly communicate its goals and strategies?	-	55.4	43.1	1	-	-	23.8	39.6	23.8	12.9
Does the senior management encourage participation in the designation of goals and strategies?	-	42.6	55.4	2	-	-	13.9	36.6	38.6	10.9
Do you consider that all employees should be able to participate in some way in the direction of the organisation?	-	42.6	56.9	-	-	2	14.9	30.7	30.7	21.8
Do you consider that the senior management strategy is aligned with the organisation?	-	46.5	53.5	-	-	-	17.8	31.7	29.7	20.8
Are you satisfied with the strategic direction of the ministry?	2	44.6	52.5	-	1	2	10	32	28	28
Does the senior management take time to explain the organisational direction?	-	41.6	57.4	1	-	-	22.8	27.7	12.9	36.6

Table 4: Managers and Employees perception about External support

Question	Manager					Employees				
	SA	A	N	D	SD	SA	A	N	D	SD
	%	%	%	%	%	%	%	%	%	%

Senior managers work with external organisations in the public sector to improve their efficiency	1	48	31.4	7.8	11.8	1	20.8	29.7	29.7	18.8
Senior managers work with external organisations in the private sector to improve their efficiency	3.9	43.1	33.3	4.9	114.7	3	11.9	51.5	23.8	9.9