

## HUMAN CAPITAL STRUCTURE/PROFILE

### GLOBAL CENTRE FOR ACADEMIC RESEARCH



2020/2026

#### Partner Organisations

South Valley University	Amadi University College	Asian Qualitative Research Association	World Conference on Qualitative Research	webQDA /Ludomedia	New Trends in Qualitative Research
Zambia	Swaziland	Philippines	Portugal	Portugal	South Africa



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## **List of Acronyms**

AQRA	Asian Association of Qualitative Research
C.O.S.T.A	Concepts, Objective, Situation, Tact and Assessment
CEO	Chief Executive Officer
CIDTFF	Centre on Didactics and Technology in the Education of Trainers
COO	Chief Operating Officer
G-CAR	Global Centre for Academic Research
HR	Human Resources
HRM	Human Resource Management
SADC	Southern African Development community
SDT	Self Determination Theory
WCQR	World conference on Qualitative Research
WEBQDA	Web-based Qualitative Data Analysis

## 1. Introduction

### 1.1 Company Profile

Global Centre for Academic Research is a research institution based in Johannesburg, South Africa. It was founded by two scholars, Prof King Costa and Prof Lebese in 2018. It is a centralized organization (Rashed, 2017) with strategic partnerships with the South Valley University based in Zambia, the Asian Qualitative Research Association based in the Philippines (Wa-Mbaleka, 2017) and the World Conference on Qualitative Research based in Portugal (CIDTFF-University of Aveiro, 2021). In 2022, the G-CAR entered into a partnership with Harvard Business School to offer Harvard Business School Online courses on Leadership. This is to enhance and strengthen our offering to our Postgraduate students who complete their research degrees to embark on a Leadership Programmes as Capstone.

The aims of the Global Centre for Academic Research, (hereinafter referred to as G-CAR) to advance management sciences within the leadership discipline in South Africa and beyond territorial limitations. For that reason, the G-CAR vision is **“to be a catalytic leader in research and development.”**

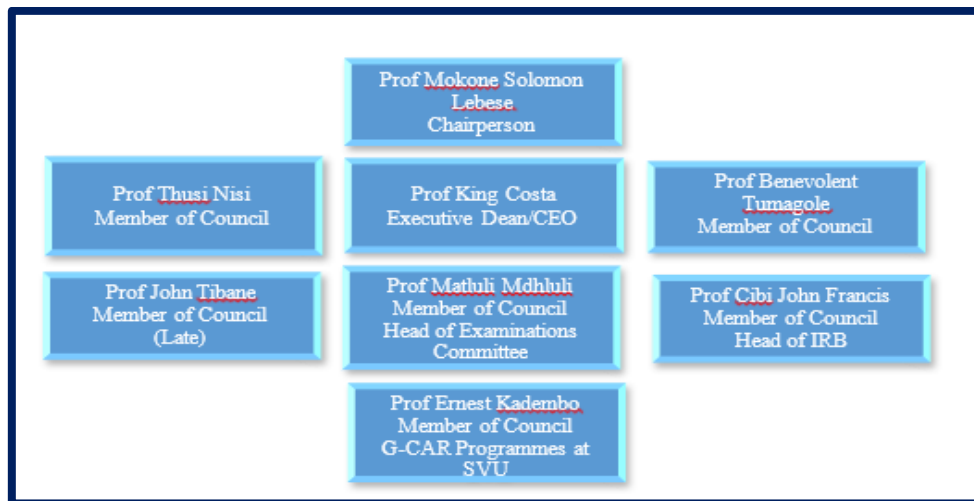
To fulfill this vision, its mission is:

- The global approach in research and teaching Meeting and exceeding our learner community’s expectations by continuously improving and updating the skills and resources needed for demand-driven Education, Training, and Development in Business Leadership and Management.
- Creating formidable partnerships with industry leaders across all economic sectors to enhance the practical learning experience for our learners
- Becoming one of the best research centres in the area of business leadership and management in Africa

The G-CAR’s governance is composed of an advisory board led by a Chairperson, an executive committee made up of the Executive Dean/CEO, COO, Academic Director and Quality Assurance Director. Active human resources is made up of 14 professorial

team members and 3 administrative support staff. Two of our esteemed academics, Prof Tibane and Prof Siganga have since passed on in 2021.

Figure 2 below provides a graphical representation of the advisory board structure, which will change on the 26<sup>th</sup> June 2021. There are plans to increase the number of faculty in 2022-2023 to meet with the needs of planned growth of the institution.



**Figure 1: G-CAR advisory board structure**

The G-CAR became operational in April 2018. Since then it has used a strategy of C.O.S.T.A Model (Costa, 2020) to advance research opportunities and education for students from different universities. This strategy was informed by an in-depth meta-synthesis on the challenges faced by postgraduate students in South African universities (Costa, 2018). In understanding the challenges of the targeted market (which is made up of the postgraduate researchers), the G-CAR’s operational strategy is made up of two wings as per Figure 2 below.



**Figure 2: G-CAR Operational Strategy**

The Internal Students wing is composed of students who register with the G-CAR as a tuition center. Their qualifications are awarded by South Valley University, a private higher education institution accredited in Zambia by the Higher Education Authority (Higher Education Authority, 2021). Since its inception, the G-CAR has successfully produced five PhD graduates and seven MPhil graduates whose qualifications were awarded by South Valley University (G-CAR, 2020). Current students include 24 PhD and 8 Master of Philosophy students.

The External Student wing is composed of students who are registered with different universities, but wish to obtain assistance at the G-CAR with regard to their research projects. The G-CAR has managed to produce PhD and Masters Graduates across many universities such as University of South Africa, University of the Free State, Management College of Southern Africa, Henley Business College, Southern Business School and University of Pretoria and others in different universities in countries such as the UK. The G-CAR is has also partnered with AMADI University College in the SADC country of eSwatini (formerly Swaziland) to establish a postgraduate research center to serve that university and the nation of eSwatini. Through this partnership, our faculty and scholars have an opportunity to study a 6



months programme starting January 2022 with the Università Cattolica based in Milan, Italy.

G-CAR is also represented in the scientific committee of the World Conference on Qualitative Research in Europe and the Asian Qualitative Research in the Philippines respectively. In terms of scientific impact, the G-CAR team has collectively published over 80 articles in different journals, preprint servers and peer reviewed conference outputs. Recently, our works have been featured in Springer Nature, New Trends on Qualitative Research and IGI Global, where we published book chapters.

## **1.2 Human Capital Development**

The G-CAR leadership and management holds people development as central imperative for organization success. As part of their HR Objectives, staff development was a priority activity since January 2019. This required fast-tracking the development of academic teams to meet the national requirements (Pillay, 2019; Sadiq, Barnes, Price, Gumedze & Morrel, 2019). Part of the problems in postgraduate research supervision in South Africa, and beyond, is the issue of human resource development within the academic staff. There is a contradiction in academic development and promotion research. On the one hand, there are worries regarding unrepresentative demographics, with the majority of research indicating that minorities are underrepresented in senior positions; on the other hand, several quantitative analyses demonstrate the absence of prejudice.

Academic development and promotion is a procedure that promotes staff advancement within an institution's hierarchy. Whereas in most institutions development and transformation is viewed from *ad hominem* perspective (University of Cape Town, 2021), and others based on calls by university administration (Geldenhuys, 2020), the G-CAR strategy worked on internal development strategy that sought to bridge the gap in the current practice within the higher education setting. *Ad hominem* promotion is a term that refers to the process through which individual academics seek advancement (Favish, McMillan & Ngcelwane, 2012). The G-CAR proposed this method to the academic team for development agenda. The development objective was structured as follow:

- Pre-Entry level position of postdoc activities.
- Entry level position requirements designated individuals to Assistant Professor
- Mid-term level position requirements designated individual academicians to Associate Professor
- Tertiary Level position requirements designated individuals to Full Professor

Technical support level designation for the research office were also designated with requirements for Research Technicians and Research Assistants.

Since the implementation of this strategy, most academics have managed to meet certain conditions towards their development. Most have published articles, presented in conferences and published books. The G-CAR is certain that their HR strategy is meant to equip and prepare staff to fields and disciplines beyond the current organization.

Recently, there has been a considerable growth in enrollment requests from postgraduate researchers both in South Africa and neighboring countries. This is compounded by requests from public and private sector organizations requesting research on social determinates and related variables in relation to COVID-19. This potential growth requires an establishment of a dedicated team that will be responsible for proposal and thesis evaluation together with public sector research needs. While the G-CAR focusses on coaching and teaching, with academicians actively involved, the new branch will focus on reading, submissions evaluations and editing, with research assistants and research technicians actively involved. In view of the above, it has become critical for HR strategy to be aligned to potential growth of the organization within its niche market. This report needs to answer a developmental question entitled, “How to establish a new functional branch office for enhancing structural capacity of the G-CAR to meet its objectives?”

### **1.3 Aims**

According to Wintersbergera and Saunders (2020) the purpose of aims of research is to provide the intention of the researcher as to what the syudy seeks to achieve, while objectives are indicative of how the study will be operationalised.

#### **Aims**

To provide change strategy for establishment of a new functional paradigm of the G-CAR for enhancing structural capacity to meet its corporate objectives.

## **Objectives**

- 1) To explicate the G-CAR corporate objectives
- 2) To describe a rationale for establishment of a new functional branch office of the G-CAR
- 3) To provide a change strategy for establishment of a new functional office of the G-CAR

## **1.4 Literature Review**

### **1.4.1 Rational for effective HRM Strategy**

The primary purpose of Human Resource Management (HRM) is to help businesses to outperform their competition. A frequent source of business advantage for companies may be found in their people, as posited by Pfeffer (1998). In order to acquire this advantage, several HR practices are critical. Huselid (1995), one of the original proponents of integrated and cohesive bundle principle in HR practices, advocated mutual reinforcing of human resources components in practice. Although there is vast repository of literature linking human resource to performance, the relationship between the two constructs remains in ambiguity. This might be considered a challenge, given both the practical and academic importance of HRM is significant in organizational success across diverse sectors (Kabene, Orchard, Howard, Soriano & Leduc, 2006). Conceptually, however, one cannot simply define and comprehend performance. According to Guest (1997) argued that the focus in linking performance to human resource management strategy should focus on outcomes instead of performance per se. Outcomes may be views in terms of financial (profits, net margin, market share), organisation-wide (customer satisfaction, productivity, quality, efficiency) and human resources( employee commitment). As an example, HR manager Dyer and executive coach Reeves (Dyer & Reeves, 1995) claimed that strategic human resource management and organizational outcomes are both located closer to the human resources practices an organization employs. On the other hand, financial outcomes are considered to be farther away from the human resources practices, as they are less likely to be affected by its execution. While all

the three dimensions are important for organizational success, in this study, the focus will be on the human resources dimensions, examining employee commitment.

#### **1.4.2 Employee Commitment**

While the presence of a workplace commitment does vary from one company to another, a commitment to an organization may be viewed on both an objective and subjective level. A significant component, an indication of overall organizational effectiveness, and a predictor of success (Alrowwad, Almajali, Masa'deh & Obeidat, 2019). In a three-component theory, Meyer and Allen (1991) offered the most commonly accepted model of organizational commitment. When you have strong emotional connection to your work, it makes you more invested in that company and so, you have a greater duty to stay (normative commitment). When three forms of commitment are present, connection to an organization is reinforced. Desire, cost, or duty are all tied to the presence of each other and cause individuals to stay put (Chandra, Saputra, Broto, Pamungkas & Nasution, 2021). There is a consensus in literature in relation to the presence of four key components that determine employee commitment (Biza & Irbo, 2020), as follows:

- a) Competence and efficiency of the employee
- b) The essence of work in the employee is attitudinal, emotional and cognitive
- c) Role of duty
- d) Staff characteristics such as age and duration of employment

Some measures of employee commitment, commonly referred to as key performance indicators, may be different from earnings, including as revenues, returns to shareholders, or technical progress (Al Khajeh, 2018; Choudhary, Akhtar & Zaheer, 2013). In an interview, Al-Khajeh (2018) discusses organizational success as an indicator of organization performance as it relates to employee engagement and objectives. While several studies have attributed leadership as one of the most important contributors to the performance of an organization, numerous elements might affect the success of an organization. Employees' devotion to their organizations is demonstrated when they put forth effort even when they have other obligations and may be found showing up to work on time. Better levels of employee commitment and effectiveness go hand in hand with greater organizational commitment, firm loyalty,

hard effort, and dedication to the business (Udu & Ameh, 2016; Sharma & Bajpai, 2010).

### **1.4.3 Theoretical Nexus between Employee Commitment and Strategic Human Resources Management**

Historically, the Meyer-Allen three-component model has been regarded as the dominant method for understanding organizational commitment (Kell & Motowidlo, 2013). Mayer and Allen's three-dimensional paradigm incorporates emotional (affective), continuing (continuance), and normative commitment (Alrowwad, Almajali, Masa'deh, Obeidat, & Aqqad, 2019).

#### **1.4.3.1 Affective/Emotive Commitment**

This sort of dedication is motivated by internal rather than external factors (Verkhohlyad & Mclean, 2012). Positive treatment by the business enhances the chance of workers making long-term commitments (Lambert, Hogan & Keena, 2015). Affective commitment gradually evolves into emotional attachment, which occurs when an individual associates his or her feeling of worth with the organization or derives self-worth from it. According to theorists and proponents of this paradigm, emotional commitment occurs when workers believe and attest to their organization treating them fairly, politely, and supportively (Abbas & Kowang, 2020; Esfahani, Ghasemi, & Tabrizi, 2014). According to this idea, workers form a favorable, personal emotional connection and desire to form an emotional connection with the business (Bell-Ellis, Jones, Longstreth & Neal, 2015). It is founded on the fundamental concepts of loyalty, identity, and involvement of the organization. Individuals choose to remain in the organization and wish to do so as a consequence of this type of commitment (Ahmad, Bibi, Bilal & Hussain, 2020).

#### **1.4.3.2 Continuance Commitment**

Continuance commitment is a management concept that requires employees to be aware of the costs associated with leaving the firm (Shiva & Suar, 2010). The link may be argued to be between the amount of effort required to keep a job and the expenditures incurred when one leaves the firm (Bell-Ellis et al., 2015). Continued commitment to the organization occurs when an employee recognizes that he or she has no other alternative than to remain with the firm (Rego et al. 2004). Physical,

cognitive, and emotional investments include salary, benefits, retirement plans, and skills (Lambert et al., 2015).

Apart from monetary investments such as salary, benefits, job security, and retirement funds, there are also non-monetary investments such as workplace status and social standing among coworkers (Cho & Huang, 2012). This is why the employee develops an emotional attachment to the firm, since they are required to do so (Lambert et al., 2015).

A variety of factors contribute to the formation of a lifelong commitment, including age, length, professional satisfaction, and the individual's desire to continue working (Kont & Jantson, 2014). Individuals with a high level of commitment to the organization will not be motivated to provide additional resources to the organization until it is absolutely required to preserve their employment. Such a dedication may make it difficult to conduct appropriately in the job (Rego et al., 2004).

#### **1.4.3.3 Normative Commitment**

Normative commitment is a sort of duty that an individual owes to an organization based on their moral conviction that staying inside the firm is the right and correct thing to do (Alrowwad, et al., 2019). They believe they should continue working for the organization because they have strong normative values about it (Stan, 2013). When individuals internalize an organization's norms through socialization, get a net benefit that promotes reciprocity, or agree to the terms of a psychological contract, they have attained normative commitment. Individuals undergo an internalization process when entering the firm or shortly thereafter (Rego et al, 2004).

Numerous factors influence how normative commitment is experienced, including leadership and corporate culture. Leadership's effect on normative commitment has been demonstrated to have a significant role in promoting high moral standards, honesty, and integrity. Cultural factors have an effect on how normative commitment is viewed and perceived. For example, Fischer and Mansell (2009) discovered that normative commitment is more widespread and linked with more frequent behaviors in collectivist cultures. Additionally, studies have demonstrated that additional components such as the idea of power distance and future orientation have an effect on normative commitment (Meyer & Parfyonova, 2010). When individuals are

vehemently dedicated to the company's standards, they exert a positive effect on the business. When compared to the influence of emotional commitment, these initiatives do have a lower overall impact due to the absence of excitement and passion experienced by personnel. These employees may also be dissatisfied with their sense of duty to the firm, which may impact how they carry out their job responsibilities (Alrowwad, et al., 2019).

## **2. Application of theory to practice**

In applying theory to practice, or at least establishing a nexus between the two, the researcher maps out the objectives of the company to intended holistic HRM strategic directions. Secondly, in this section, a rationale for establishment of a functional branch office will be discussed and lastly, a change strategy will be further discussed.

### **2.1 Objectives of the Global Centre for Academic Research**

The primary objective of the G-CAR is to enhance scholarship using practical tools for pragmatic outcomes. To achieve this, the institutions' specific objectives are:

- To engage in global approach for research and teaching
- To meet and exceed student's expectations by continuously improving and updating the In resources needed for demand driven Education, Training and Development in Business Leadership and Management
- To create formidable partnerships with industry leaders across all economic sectors to enhance practical learning experience for our learners
- To become one of the best research centres in the area of business leadership and management in Africa

#### **2.1.1 To engage in global approach in research and teaching**

The organization has formed partners with institutions that have a local and global presence to enhance its mission of collaboration, growth and extending its influence. The CEO of the G-CAR is a member of the scientific committee of the World Conference on Qualitative Research (WCQR, 2021) . The World Conference on Qualitative Research (WCQR) is an annual gathering of researchers, academics, and practitioners dedicated to fostering the exchange and discussion of knowledge, new views, experiences, and innovations in the field of Qualitative Research. The

increasing success of previous editions demonstrates the existence of a multidisciplinary, motivated, and engaged community within the field of qualitative research (Costa, Mendes & de Souza Minayo, 2021). Through this partnership, the G-CAR has created partnerships with webQDA, a cloud-based software for qualitative data analysis (Costa, 2016; Costa, Breda, Pinho, Bakas & Durão, 2015). This will be explained in section 2.1.2 below.

The Global Centre for Academic Research has also partnered with the Asian Qualitative Research Association of the Adventist Institute of International Advanced Studies based in the Philippines (Wa-Mbaleka, 2017). The Asian Qualitative Research Association (AQRA), founded in 2015, has established itself as a pioneer in promoting qualitative research practice and education in the Philippines and beyond. AQRA began sponsoring an annual conference since 2016 to showcase novel qualitative research and scholarship. Previous conference presenters were invited to submit their papers for peer assessment to The Qualitative Report (TQR). Since 2020, due to the impact of COVID-19, AQRA has held its conferences, spreading them of the entire 2020-2021 year as educational platforms equipping scholars across many universities with a notable impact in South Africa through the G-CAR.

### **2.1.2 Improving capabilities for demand-driven education**

Research has become one of the main demand-driven educational products that the G-CAR has identified. The study on the challenges of postgraduate students in completion of their studies and the problem of low throughput at institutions of higher learning is the researcher's point of reference (Costa, 2018). To meet this need, the G-CAR has decided to empower the academics with a four tier professorial non-tenured track as follows:

- Post-doctoral engagements – Pre-Entry level position
- Assistant Professor level - Entry level position
- Associate Professor level - Mid-term level position
- Full Professor level – Tertiary and pinnacle position



Whereas Post-doctoral position is for continuance and development of a post PhD research, it is regarded as fundamental requirement towards entry level, and is viewed on merit system or case-by-case basis, depending on the needs of the institution.

Full descriptors for these positions are hereby provided in relation to capabilities required for development of incumbents.

Assistant Research Professor Development plan entails attainment of:

- 6 Publications within two years, either as preprints or peer reviewed publications.
- 6 Academic Conferences within a period of 5 years
- 6 co-authored peer reviewed articles, published in recognised academic journals.
- 6 Supervised or Co-Supervised Dissertations, in line with the C.O.S.T.A. Postgraduate Research Model within 5 years.

If an individual with a PhD is appointed to head a particular unit of the G-CAR/SVU, then the individual will be considered for appointment as Assistant Professor and will still be required to complete the requirements mentioned above.

Associate Research Professor Development plan entails attainment of:

- Project worth 1.5 Million South African rand (or more) within 5 years
- 6 Publications within two years, either as preprints or peer reviewed publications.
- 6 None academic or academic books, not necessarily peer reviewed, within five years
- 6 Peer Reviewed publications within 5 years from the date of this appointment
- 6 Academic Conferences within a period of 5 years
- 15 co-authored peer reviewed articles, published in recognised academic journals.
- 10 Supervised or Co-Supervised Dissertations, in line with the C.O.S.T.A. Postgraduate Research Model within 5 years.

Full Research Professor Development plan entails attainment of:

- Project worth 5 Million South African Rand to chair, within 5 years
- 12 Publications within two years, either as preprints or peer reviewed publications.
- 12 Non-academic or academic books, not necessarily peer reviewed, within five years
- 24 Peer Reviewed publications within 5 years from the date of this appointment
- 12 Academic Conferences within a period of 5 years
- 30 co-authored peer reviewed articles, published in recognised academic journals in 5 years.
- 25 Supervised or Co-Supervised Dissertations, in line with the C.O.S.T.A. Postgraduate Research Model within 5 years.

Application of these competences prepares the institution for capability to be the research center of choice and support system for the educational needs of South Africa and regions where we operate. Both the internal and external student component of our strategy will be met with this strategy, which is aligned to a 5-year plan.

### **2.1.3 Using Self Determination Theory as strategy for change and development**

The researcher is aware that motivating and managing people has taken a "Copernican turn," as HRD and management circles now focus on how to effectively promote and support high-quality motivation that originates from within individuals rather than how to encourage or incentivize employees from the outside. Organizational success and employee satisfaction hinge on cultivating affective commitment and intrinsic motivation (Rigby & Ryan, 2018). Faculty have been given autonomy to seek and find ways of achieving their development and offered support from the central office of the dean. Recent research has found that extrinsic rewards as motivators have been called into question by developments in the field of motivation, and research has shown that leaders can achieve superior and sustained motivational results by adopting supportive interpersonal approaches and creating a positive climate for their team members (Deci, Olafsen & Ryan, 2017). According to self-determination theory, leaders can use evidence-based frameworks to encourage

employees. When it comes to workplace motivation, SDT identifies social-contextual aspects such as leaders' interpersonal style (Deci et al., 2017). The COSTA Research Framework is integrated in the development of academics as it also enhances their contribution to develop others as well, thereby enhancing employee commitment principles (Costa, 2020; Alrowwad, et al., 2019; Meyer & Parfyonova, 2010).



**Figure 3: COSTA Research Model**

Humans, according to this SDT idea, have three primary psychological needs: autonomy (a sense of control over one's life), competence (a sense of capability), and relatedness (a sense of belonging to others). Autonomous motivation is more likely when individuals' basic psychological needs are addressed, which means they are personally invested in their work duties and freely participate in them. At the G-CAR, these psychological needs are congruent with personal development, capabilities and scientific growth (Grimes, Bauch & Loannidis, 2018). This is done through open invitations and encouragements to faculty and researchers to engage in activities organized through our institution or through our partner institutions globally.

### **3. Conclusion and Recommendation**

#### **3.1 Conclusion**

This study has provided an account of the G-CAR in terms of its HR Objectives and HRM strategic directions. The structure of the organization and its competency development plan was explicated and connected with literature. A current 5 year plan development approach was presented and supported by application through the Self Determination Theory (SDT) and how the basic psychological needs of faculty were considered in the HR plan.

#### **3.2 Recommendations**

##### **3.2.1 Human Resource Development Strategy**

It is hereby recommended that any development for a new office should consider the needs of the organization in line with the needs of the human capital required for an expansion such as the one contemplated in this report. It is highly recommended that the theory of Meyer and Allen on employee commitment be applied together with the theory of Deci and Ryan – the Self Determination Theory (Deci, et al., 2017). Through this strategy, the following are key elements considered suitable for development of academics and staff:

##### **3.2.1.1 Autonomous demand-driven occupational approach**

This is the foundational key component of the human resource strategy that has to do with the inherent human need to take control of one's destiny—to feel in control of one's activities and to approve of them personally. Autonomy and vocational control are important concepts for people to connect with when it comes to their profession. Autonomous employees have been found to be everything from dissatisfied or "burned out." This is inherent in the current strategy because scientific evidence suggests that when employees feel that their daily work activities have purpose and importance, they are supporting their demand for autonomy (Deci, et al., 2017).

##### **3.2.1.2 Relatedness and community of practice**

Communities of Practice (CoP) have been seen to be effective in our previous work, were we had firsthand results through observation (Costa, 2020). When both

academics, researchers and post-doctoral fellows feel they relate and are part of a community that acknowledges them, they become more productive and inspired to achieve more. This creates a sense of being valued, supported and not being alone, with respect as a grounding philosophy, as entrenched in our corporate values.

### **3.2.1.3 Competence**

It is a basic human need to feel useful, successful, and progress in life. Our demand for expertise, which is inherently dominate in our objectives, is continual throughout organizations. In view of the fact that, people want to believe that they are equipped with the tools necessary to succeed in their day-to-day endeavors, the institution has provided diverse learning and capacity building programmes that are in compliance with COVID-19 regulations and international best practice. This is ensured through a series of online, online-live and scenarios where both academics and researchers are panelists.

To ensure that employees engaged, the above three basic psychological needs inherent within the SDT theory are recommended to remain a key feature of the human resource development strategy.

### **3.2.2 Organic Growth**

The intended expansion will form part of our organic growth strategy, which is a principle the organization held profoundly since 2018. Organic growth, which is also known as internal growth, describes the economic, physical, social, and organizational growth that occurs solely within a firm, without any outside influence. Increasing revenue or introducing new items are two ways a firm might grow its existing operations. To put it another way, companies tend to expand organically by relying on the resources they already have. Investing in one's own resources, borrowing, and creating new capital are all forms of equity in an organic growth process. Organic growth includes increasing company assets, successfully managing customer relationships, making use of technology, managing innovation, and concentrating on product-related activities. The slowness and low degree of change required by organic development make it easy to plan and manage. In most cases, firms develop organically by increasing their product capacity and forming partnerships with other

multinational enterprises. This is central to the G-CAR growth strategy, as mentioned in the introduction of this report, demonstrated by listed organizations on the front cover of this report/profile. Additionally, there is a perceived goodwill and a rise in the G-CAR's public reputation and worth, both locally and internationally, which is attributable to our organic growth strategy.

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