

The Cape Technikon: A Study of its Human Resource Management Training and Development Policy and Practices

By

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ABSTRACT

This study investigates human resources management, training and development and their compliance with the skills development legislation and the link to the strategic goals of the Cape Technikon. The Cape Technikon is known as a previously “white” or advantaged institution. The institution's political history and consequent demographic profile display some scars of ignorance. This resulted in the institution's neglecting to invest in the development of those competencies needed to function in a constantly changing education, training and development environment. The success of any organisation depends on its human resources, who are the most important asset of any organisation, therefore effective and efficient human resources management and training and development management play a critical role in the well-being of employees. Human resources training and development policies, practices and activities guide the institution with implementation and should be considered to take on a strategic role to achieve their objectives.



The objectives of this study were:

To discuss the significance of the skills development legislation for the Cape Technikon;

To highlight the central administration and faculty structure and the role of the line manager;

and

To highlight the challenges experienced by the employees of the Cape Technikon.

The methodology that the researcher will make use of are documents and reports.

Unstructured interviews will be conducted with the HR Chief Director and Management. To

obtain the required information the researcher will in addition analyse documents, consult

articles, journals, policy documents, reports and books. A question schedule will be used to

ascertain the skills and education and training needs of employees.

Ten key words:

Competency

Mentoring

Skills Development Act

Employment Equity Act

Management Development

Human Resource Management

Performance Management

Training

Human Resources

Strategic Human Resource Management



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DECLARATION

I declare that the contents of this thesis are my own work. The thesis is submitted for the degree of Master of Administration at the University of the Western Cape. This thesis has not been submitted for any other degree or at any other higher education institution.

Signed: _____



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CHAPTER 1: INTRODUCTION

This study investigates the role of the human resources training and development department (HRTD), which form part of a subsystem of the human resources department at the Cape Technikon. The role of the line manager will be briefly explored in ensuring effective implementation of Training and Development policies, procedures and practices. The purposes of the Skills Development Act and related legislation will be discussed, as well as the Cape Technikon's compliance of the requirements of legislation to the Cape Technikon. This study will provide an overview of the central administration structure, the faculties and the various departments. A brief outline will be sketched of the organisational culture, and the history of the administration. The training and development model of the Cape Technikon and how it relates to the strategic plan of the institution will be outlined.



Most newly appointed staff, whether academic or administrative, have a general idea of what their job entails. It is true that a new job could cause stress for new employees, and without the necessary guidance and support they will find the working environment harsh and at times unfriendly. It is therefore essential that proper human resource planning be conducted, which is aligned to all the Human Resources (HR) policies such as recruitment and selection, induction, performance management and training and development. HR planning should take on a strategic focus, which supports and contributes to achieving the institution's strategic direction (Cushway, 1994).

1.1 STATEMENT OF THE RESEARCH PROBLEM

One of the aspects that require clarity is whether the HR training and development (HRTD) policies are geared towards achieving and supporting the strategic direction of the institution and whether adhering to the requirements of the skills development legislation. The role and expectations of the HRD department and the role of the line manager will be clarified and whether the investment of human resource development is regarded as a priority. The line manager referred to in this study include the Dean and the Head of Department (HOD).

The Skills Development Act no. 97 of 1998 provides a legal framework for employees to be developed. The following are emphasised in the Act:

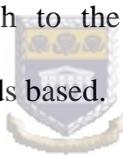
- To improve the quality of life of workers.
- To improve productivity in the workplace.
- To use the workplace as an active learning environment.
- To provide employees with the opportunity to acquire new skills.

It is a legislative requirement of the Skills Development Act of 1998 to appoint a skills development facilitator to facilitate the above. The researcher is employed at the Cape Technikon as a Training Manager in the Human Resources Department and also fulfils the role of the skills development facilitator (SDF). Through numerous interactions with managers and staff, it has become evident that training and development are not always the answer to address performance issues. On many occasions a lack of proper human resource management appears to be the problem.

Effective and efficient human resource planning and human resource management can avoid such problems. In an academic institution the core focus is on education, training and development and therefore academic staff should be provided with a conducive working environment. The critical role of support / administrative staff should not be forgotten.

In supporting the strategic goals of the institution, the performance management system was implemented and introduced to staff during 2003. Faculties and departments developed strategic plans aligned to the institutional goals. The departmental plans were further cascaded down to the individual employees. This process was aimed at also encouraging managers to enter into constructive discussions with their staff to identify development needs.

These development needs were to be reflected in their performance agreements. The development needs were fed through to the HR: Training Department to compile an institutional training plan that was needs based.



Meyer and Fourie (undated) suggest that designing a mentoring process that is useful for South African companies should be incorporated in the skills development and employment equity plans of the institution. The Skills Development Act of 1998 requires employers to invest in training and therefore employees should use the workplace as an active learning environment.

The Act states that those people who were previously disadvantaged by unfair discrimination, should have their employment prospects improved through education and training. The Employment Equity Act of 1998 was promulgated to ensure, amongst others, that employers work towards achieving equity in the workplace by promoting equal opportunity and fair treatment in employment.

Through this unfair discrimination would be eliminated, and affirmative action measures to redress the disadvantages in employment experienced by designated groups would be implemented. The Act defines designated groups as Black people, women, and people with disabilities.

This can be addressed through strategic human resource planning. Strategic human resource management looks at a wide variety of people issues relevant to the institutional strategy. Human resource management crosses all the functional areas and is fully integrated with all the significant parts of the organisation such as operations, marketing and finances. Strategic human resource problems are to be the responsibility of every manager in every department. Human resources professionals or practitioners are themselves resources to be called on to provide guidance and support managers. (Carrell *et al.*, 1998).



Cushway (1994) says that human resource management is sometimes viewed as a mechanism for integrating human resource policies and practices into the organisation's strategic plan. The people or human resources of an organisation are the most important, and to manage these critical human resources effectively, HR policies and practices are necessary.

This research is designed to provide answers to the following questions:

- To what extent are managers committed to staff training and development, to ensure that staff members are given the opportunities to attend training and development interventions?
- To what extent do managers release staff from duties to attend identified training and development opportunities?
- To what extent is the Cape Technikon adhering to the skills development legislative requirements?

1.2 HYPOTHESIS

The study hypothesises that the Cape Technikon Human Resource Training and Development policies, processes and practices have been less effectively implemented due to a lack of support and commitment by managers, a lack of control and direction by the Human Resources department, a lack of involvement by the stakeholders and a lack of commitment to the performance management system.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To discuss the significance of the skills development legislation for the Cape Technikon;
- To provide an overview of the central administration and faculty structure, the role of the line manager and the role of the Human Resources department;
- To highlight the Training and Development challenges experienced by the employees of the Cape Technikon; and
- To provide recommendations for the Institution's consideration.

1.4 RESEARCH METHODOLOGY

The case-study design that has been selected facilitates detailed engagement with the object of study. This method allows for accentuating "a small number of cases, an openness to multiple sources of data (multi-method approach) and flexible design features that allow the researcher to adapt and make changes to the study where and when necessary" (Babbie and Mouton, 2002:279).

The case-study design is also viewed as an "analysis of a social situation or "action" (Bromley, 1986:ix) which allows greater examination and insight into practise and process of management and the interaction between the stakeholders involved. The design is appropriate for the study as it allows for a variety of methods including document sources, records, reports, participant observation, workshops and interviews.

Characteristics of case-study research concern itself with "real" events, "real" contexts, and "real" time. It further places emphasis on the "meanings of events for actors in the situation" as well as the "social processes and wider social functions that provide the context for such personal meanings". However, the researcher needs to guard against taking a purely outsiders stance which could mask certain routines, as well as complex or obscured relations (Millar, 1983:117).



The researcher used a number of related sources to fulfill the aims of the research. This included the Cape Technikon Human Resources reports on the employment equity status and demographics within the different faculties, the work place skills plan for employees' training and development and the employees' training and development implementation report. Data collection techniques included questionnaires and scheduled interviews. Bless and Higson-Smith (1995:43) says that questionnaires and interviews allow the researcher to access information that is not directly observable. By talking with people, one can access their feelings, beliefs, attitudes and thoughts. They further state that the most structured way of getting information directly from respondents is by means of a scheduled interview. The interviewees could respond on widely defined issues around the topic and allowed the interviewer to intervene when clarity was required.

It further allows the researcher to examine the success of participation in the training programmes. The key focus of the research looked at the commitment and effectiveness of the implementation of the training and development and related policies.

A qualitative approach is used for this study. The following methods sought to uncover the interaction and relations between managers, stakeholders and the human resources department.

- a) Interviews: interviews with the stakeholders identified; Semi-structured interview schedules will guide the interviews for different categories of respondents. This allowed the interviewer to rephrase questions to elicit relevant information required whilst analysing and synthesising information drawing on the informant's experiences, knowledge and opinions. Each category of respondents were questioned using a different semi-structured interview guide due to the varied nature of involvement in the institution. Respondents identified included employees of the Cape Technikon e.g. managers of different faculties and departments.
- b) The interview revealed the nature and extent to which managers and employees participate in human resource development.
- c) Participant observation: this method enabled the researcher to go "beyond the information given" in analysis as "subtle source or error in case-study material is the absence of information and ideas" (Bromley, 1986:238) which masks critical latent data which could be conceived by participant observation. Interaction with the respondents enabled the researcher to extract much more data than is tangible. The researcher engaged with stakeholders, through meetings, attendance of workshops, facilitating workshops and discussions.

- d) Focus groups e.g. Academics, Admin Staff, Professional Staff and Service Staff: focus group discussions are a useful tool in drawing on experiences, opinions, vulnerabilities, and insecurities of stakeholders. This elicited stakeholder dynamics and participation. It further revealed whether the policies formulated are appropriate and relevant to the needs of the employees of the institution.

- e) Document Analysis: this forms an important part of data collection, which includes records, minutes of meetings, policy documents, reports and performance agreements.

1.5 SIGNIFICANCE OF THE STUDY

The study aimed to provide a different perspective from that of the management of the Cape Technikon in order to assist in effective and efficient human resources development procedures and practices. The study highlights the human resource management environment and how it impacts on the organisation. It also refers to the role of the line manager and the role of the Human Resources department in the development of staff to improve and enhance human resource management in a changing environment.

1.6 DEFINITION OF TERMS

1.6.1 MENTORING PROGRAMMES

These are activities performed by the mentor and the mentee either by participating in a formal or informal programme. Mentoring programmes are designed to offer participants of the programme guidelines and some form of goals and objectives. Each programme consists of different elements suitable and relevant to the needs of the individual and the institution.

1.6.2 MANAGEMENT DEVELOPMENT

This comprises the process of giving individuals the necessary and needed knowledge, skills and attitudes to enable them to be able to meet objectives and to undertake more demanding roles and responsibilities. It takes place when ongoing learning opportunities are created for employees to improve and maintain high levels of performance. Specific examples are mentorship programmes. The end result is a better-developed workforce contributing directly to the achievement of business goals. Examples of such programmes are seminars, workshops, conferences, field visits etc.

1.6.3 TRAINING

Training comprises a planned process to modify attitudes, knowledge and skills through learning experiences to achieve performance both professionally and personally. It entails the transfer of specific skills to an employee so that the employee can perform a specific job or task. It is concerned with work performance. Training comes into play when a particular training need has been identified, such as the introduction of new technology requiring new skills.

1.7 STRUCTURE OF THE STUDY

1.7.1 CHAPTER 1: INTRODUCTION

This chapter has provided some insight into the aim of the study of human resource development. It refers to the problem statement, the hypothesis, the methodology, the significance of the study and definitions of key terms.

1.7.2 CHAPTER 2: THEORETICAL PERSPECTIVES

This chapter discusses relevant theoretical perspectives on Human Resource Management, Human Resource Development, Training and Development and related Skills Development Legislation perspectives.

1.7.3 CHAPTER 3: CASE STUDY: HISTORY OF THE CAPE TECHNIKON, PROCESS, POLICY AND PRACTICE OF TRAINING AND DEVELOPMENT

This chapter will provide an overview of the history of the Cape Technikon and the processes, policy and practices of training and development with reference to related skills legislation.

1.7.4 CHAPTER 4: DATA ANALYSIS AND OBSERVATIONS

This chapter provides a summary of the data analysed and the observations experienced through training interventions and workshops.



1.7.5 CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter provides a summary of the role of the line manager in relation to the training and development legislation and practices and highlights the important areas of HRTD. It will highlight the challenges and make recommendations that the institution needs to focus on, such as career pathing, mentoring and return on investment in human resource development.

CHAPTER 2: THEORETICAL PERSPECTIVES

This chapter provides discussions on theory related to human resource management, human resource development, training and development and related skills development legislation. The role of the line manager is critical in the organisation to ensure the achievement of the strategic goals. Management therefore requires people to whom responsibilities can be safely entrusted and who can carry out these responsibilities and tasks with integrity. Furthermore the significance and importance of the HR department will be provided and the role it plays to ensure a business-led people management strategy. Being business-led means a constant alertness and sensitivity to people and their needs. It requires the line manager and the HR professionals to work together.

The concept of training and development and a training model will be discussed. The Skills Development Legislation will be discussed in accordance with the chapters outlined in the Acts. In implementing these laws and practices, various regulations have to be drawn up with detailed rules and structures. These regulations are implemented in conjunction with the provisions of the labour related laws such as the Employment Equity Act of 1998.

2.1 HUMAN RESOURCE MANAGEMENT (HRM)

Cushway (1994) says that human resources are part of a process that helps the organisation achieve its objectives. The establishment of the organisation's direction and strategy is important to formulate firm objectives and to develop these into action plans. To achieve these objectives, the required resources, which include people, are needed. An essential part of the process is human resource management which determines what people are required, how they will be utilised, recruiting and selecting them and how to manage them.

This needs to be integrated and aligned with all other management processes. Human resource management can be defined as a range of strategies, processes and activities designed to support corporate objectives by integrating the needs of the organisation and the individuals.

Carrell, Elbert, Hatfield *et al.* (1998) say that the emerging trend is towards the adoption of the human resource approach, which is relatively new in the management of people. Long term planning is risky but essential for the future of an organisation to operate in a changing environment.

This process is called strategic management, and involves making decisions that define the overall mission and objectives of the organisation. In the absence of an organisational strategy, management would have no road map to follow and no action plan to produce desired results.



Ramsden (1998) points out that management and leadership are complementary and equally necessary to a unit or organisation's success. An excessive focus on management, he says, produces compliance, passivity, discourages risk-taking and stifles creativity and long-term vision and excessive leadership without the compensating face of strong management produces inconsistent, delayed results. In most organisations the balance is too much towards management where the leadership is not sufficiently developed. Leadership is essential to help people to adapt and to survive. Both management and leadership are therefore essential to produce a happier and more productive working environment.

According to Carrell *et al.* (1998), the emerging trend in human resource management is that it is moving towards the adoption of the human resource approach, through which organisations benefit through an increase in organisational effectiveness and the satisfaction of each employees needs.

Bohlander and Sherman (1992), says that for many decades responsibilities such as selection, training, and compensation were considered basic functions of personnel management. From this narrow view the emergence of what is known as human resource management became an extension to effective personnel management. Human resource management as practiced today recognise the dynamic interaction of personnel functions with each other and the objectives of the organisation. An important aspect is human resources planning which must be co-ordinated closely with the organisation's strategic objectives and related functions.

They further state that as a result of the changes in the work force and it's environment, human resources managers can no longer function simply as technical specialists who only perform the various functions of human resource management. Human resource managers should concern themselves with the total scope of HRM and it's role within the organisation and society as a whole. In order to be effective in this HR managers today should be professionals with respect to both their qualifications and their performance.

2.1.1 THE ROLE OF THE LINE MANAGER

According to Ramsden (1998), academic heads of departments identified the following as the key challenges they face:

- Maintaining quality with fewer resources.
- Doing more with less, stretching and managing budgets.
- Managing and leading academic people at a rapid change.

- Turbulence and alteration in the higher education environment.
- Large student numbers and responding to new and different types of students.
- Balancing own academic work with the demands of being an academic leader.

He states that the challenges of academic leaders at head of department level can be understood in the context that academic leadership must provide the means, assistance and resources to enable academic and support staff to perform well. Secondly, there is a focus on change and innovation. He outlines four categories of responsibilities of academic leadership, namely, vision, strategic action, planning and managing resources; enabling, inspiring, motivating and directing; recognising, developing, and assessing performance; and learning to lead, and improving university leadership.



Tippens (undated) uses the matrix of working relations' model to describe the roles of those operating on an operational and organisational level. This would typically be managing directors or chief executive officers such as deans. She states that work of strategic intent is generally associated with keeping the organisation viable as a long-term financial and social entity by:

- Sustaining the external and internal well-being of the organisation;
- The establishment of the organisation within its industry both locally and globally;
- Balancing the external environment with the internal needs of the organisation;
- Representing the organisation in the external socio-economic and political context;
- Representing the organisation to staff;
- Determining the strategic direction;
- Communicating strategic information with colleagues;

- Relating and linking the various divisions of the organisation in terms of the strategic intent;
- Ensuring that budgetary structure and financial regulations are developed; and,
- Creating an atmosphere for enhancement of the organisation as a whole within its industry.

Tippens states that situations may occur where the capabilities of the individual do not match the scope of their responsibilities. Individuals' capabilities may either exceed their responsibilities or they may feel underutilised. Alternatively, the responsibilities may exceed their capabilities and they could become stressed and feel misused by the organisation. The model also refers to work in the theme of strategic development, typically the role of heads of departments. She describes the work at this level as:



- Managing the relationship between the future strategy and present practices.
- Creating business models and managing parallel processes or functional areas to achieve business objectives.
- Designing and developing new operational systems to meet changes in strategic direction.
- Developing innovative ways to improve current practices.
- Integrating new and established operational systems.
- Cooperating with and communicating the strategic direction to heads of the operational units.

2.1.2 THE ROLE OF THE HR DEPARTMENT

According to Nel, P.S, Gerber, P.D, Van Dyk, Haasbroek, J.D, Schultz, H.B, Sona, T & Werner, A (2001), the human resources department can be described as the physical place where employees are charged with carrying out human resources management activities. Personnel management they say, is practical and instrumental and is generally concerned with the administration and implementation of human resources management policy. Human resources management however, is concerned with strategic aspects and involves the total development of human resources within the organisation. The focus of human resource management lies in the integration of the human resources management strategy in the overall strategy of the organisation. They state that the existence of the traditional human resources management function as it is manifested today is in jeopardy, as these functions could be outsourced. If this function is to survive, new and creative ways of managing human resources must be found.



The role and functions of human resources management are an action of the human resources department aimed at assisting functional managers in the optimal application and utilisation of the human resources under their control. Organisational and human resources policies, applications and practices, are used to guide this process and to achieve the goals of the institution.

From a functional perspective, the human resources management function is responsible for rendering a personnel service to both line and staff functions in an organisation. They state that if institutions want to survive and succeed from a human resources perspective, employees at all levels should be totally committed to the products or services of the organisation, to be loyal to the product and organisation, and believe in the goals and objectives of the organisation. This, however, demands exceptional input from the human resources department in motivating and empowering employees.

Sandler (1995) describes the key role of the human resources director as ensuring that people issues are taken into account, and that they are given full weight in the determination of the organisation's strategic objectives, and providing leadership in all aspects of human resource management. This role is undoubtedly a demanding role, as it has substantial implications for how the organisation is run. The Human Resources function or department within each organisation differs from organisation to organisation.



The primary task of the HR department is to ensure that the organisation's human resources are utilised and managed as effectively as possible. To make this happen, the HR administrators assist in designing and implementing policies. The HR function can contribute to the success of an organisation by aligning HR planning to the strategic plan of the organisation. The head of HR reports directly to the Chief Executive Officer (CEO) and places a major emphasis on the HR process such as recruitment and selection, and training and development. For HR to achieve organisational HR objectives, the HR policies are essential to define acceptable and unacceptable behavior and to establish the organisation's position on a particular issue. All policies should be in writing and should be communicated to all employees (Carrell et al. 1998).

The line manager should do the operational aspects of HR. This means that the HR function should change to focusing on providing the infrastructure and content for line managers to work with, as well as providing access for specialised support.

2.2 STRATEGIC HUMAN RESOURCES DEVELOPMENT

Nel *et al.* (2001) state that training and development are important in an organisation and can be costly, therefore it is important that they are managed effectively. Strategic human resources need to be aligned with the strategic business plan of the organisations. It is critical that the human resources development strategy is aimed at improving the knowledge, skills and attitudes of employees.

Van Dyk *et al.* (2001) describe strategic human resource development as the process of changing an organisation, with all its stakeholders and employees, through planned learning, to possess the needed knowledge and skills for the future. Strategic human resource development assists, in the implementation of the organisation's strategic business and human resources plans. To achieve this, the cultivation of skills and knowledge is necessary.

According to Meyer *et al.* (2003), a holistic view of performance management includes identifying learning opportunities, training and development, assessment of competence and individual career-pathing. With a proactive strategic approach to planning for training and development, the organisation is more able to accurately plan for an appropriate budget. To become a learning organisation, learning is to be seen as an ongoing process. This is one of the responsibilities of management and the individual.

2.3 TRAINING AND DEVELOPMENT

Cushway (1994) states that the term training and development can be blurred at times. However, he describes training as the process by which people are taught skills, knowledge or behaviours to enable them to carry out their responsibilities. He describes development as being concerned with giving individuals the necessary knowledge, skills and experience to enable them to undertake greater and more demanding roles and responsibilities.

Meyer *et al.* (2003) describe how intellectual capital is the most valuable asset of an organisation. The development of employees is vital to the survival and growth of an organisation. It is important that this is seen as a process that is the responsibility of both the individual and management. The employee training and development needs should be aligned to the initiatives of the human resources department objectives and the achievement of the strategic goals of the organisation. In a 21st century organisation the emphasis is on measuring an individual's performance that flows from the organisation's strategy.

Erasmus and Van Dyk (1999) say that South African workplaces spend an average of 2.7 per cent of their payroll on training compared with countries such as Australia, Greece and the United States that spend between five and seven per cent on training. Training and development of human resources in South Africa unfortunately has been neglected over the past decades. This resulted in low productivity, high staff turnover, redundancy of older staff members, fear of technological advancement and an illiterate workforce. During difficult economic times, organisations sadly usually rationalised the training department first. With the implementation of the South African Qualifications Act (SAQA act), Skills Development Act and Skills Development Levies Act this trend will hopefully be prevented.

Owing to the implementation and impact of the Skills Development Act, Skills Development Levies Act, and Employment Equity Act, organisations are required to take ownership of skills development in the workplace. As a result of this training budgets in organisations have increased to ensure that staff are provided with the opportunities to be trained and developed. This is displaying investment in human capital.

Cushway (1994) says that training is important for the organisation to ensure that the best possible returns from its investment are achieved through its employees. The main aim of training is to achieve change and improvement in the knowledge, skills, experience and behaviours in employees. This enhances and improves people's effectiveness and efficiency.

Carrell *et al.* (1998) describe the general purposes of training and development as improving performance and updating employees' skills to avoid managerial obsolescence. Training and development could assist in solving organisational problems, to orient new employees, prepare employees for promotion and managerial succession and to satisfy personal growth.

Erasmus and Van Dyk (1999) say that organisations consist of various subsystems such as human resources planning, recruitment and selection, and training and development. These subsystems contribute to the achievement of the organisational objectives. This is normally done through different organisational processes. The training function as a subsystem of the human resources department is based on the following assumptions:

- The training function is a processing system that determines training needs, applies training technology and expertise, and transforms untrained employees into trained employees in order to contribute productively to achieve the organisational objectives.

- The training department analyse training needs of individuals and the organisation, design the appropriate interventions or programmes and, the development and design of evaluation instruments of training.
- The training function is exposed to the same issues as the other subsystems such as politics, the economy and legislation.

Training, Carrell *et al.* emphasise, should operate as a separate training function and be part of the human resources department because of the different levels of training. The responsibility of the training manager is to manage the training function, which includes planning, organising, financial management and control.

Nel *et al.* (2001) state that training managers or practitioners need to continuously monitor and evaluate the training input to ensure success and the alignment to organisational and performance objectives. This process will support and increase the credibility of the training function. Nel et al. highlight the following as key roles for a training department:

- Needs analyses
- Development of learning materials and programmes
- Development and acquisition of training resources
- Implementing and offering training
- Administrative management of learners

- Marketing training courses and procedures
- Ensuring supply of learning materials
- Supplying and managing of training facilities and equipment
- Representing the organisation on government structures and related bodies or committees.

2.4 TRAINING AND DEVELOPMENT MODELS

According to Nel *et al.* (2001), in order for training and development to be effectively executed, a logical and systematic process is required. This process can be in the form of a training and development model which will include steps such as determining training needs, programme design, implementing training and development, and evaluating training and development. Training and development models vary from organisation to organisation.

For Nel *et al.*, (1980) in citing Nadler's model, viewing the training process holistically would include the nine steps he outlined:

1. Identifying the needs of the organisation.
2. Evaluation and feedback.
3. Specifying performances.
4. Identifying training needs.
5. Formulating training objectives.
6. Compiling a syllabus.
7. Selecting instructional strategies.
8. Acquiring instructional resources.
9. Presentation of training.

2.4.1 TRAINING NEEDS ANALYSIS

Erasmus and Van Dyk (1999) state that the essence of determining training needs lies in determining the “gap” between the performance of the individual and the expected or required standard. Once the training needs have been identified, they can be prioritised and budgeted for.

Anderson (1993) emphasises that the analysis of training needs is regarded as the diagnostic part of the whole training process. He describes a training need as the difference between actual and required human performance at work, which will form the basis of the need. All performance issues are not necessarily training issues. The lack or absence of proper equipment could affect the performance and delivery of work for an individual, as well as the lack of finances to acquire equipment for work purposes. Methods of work that are not user friendly and inadequate workspace can impact on the work performance of an individual. Human performance problems could also be linked to issues such as improper recruitment and selection processes, lack of incentives, poor salaries, and industrial relations problems. These issues do not necessarily require training.

Nel *et al.* (2001) state that in undertaking a comprehensive needs analysis, the key areas addressed are the organisation, the job, and the incumbent. Organisational assessment considers the proposed training within the context of the rest of the organisation. The question about the training implications of the organisation strategy, what will be the result of training if training is not undertaken, how the training programme fits in with the organisations strategic goals should be asked? Identifying the needs of the job entails a thorough task analysis of an incumbent, the need and importance of the job, and the need for training. At an individual level, an assessment of the individual will indicate the skills and knowledge needed.

Erasmus and Van Dyk (1999) describe a training needs assessment as the determination of the gap between what employees must do and what they actually can do, which implies a performance deviation. The employee should understand the performance standard, which will be used during the process of determining training needs.

The process of determining training needs is not always simple, as various kinds of needs exist. Normative needs arise when the performance of a group or individual falls short of the standard, needs based on feelings are generally expressed by an individual. Needs could arise as demanded by a situation. Comparable needs arise when a group or individual has certain benefits which another group or individual does not have. Needs can also be determined by planning and preparing for the future.



The analysis of training needs may possibly be required when performance problems arise when employees do not perform as desired, and when new systems and technology are implemented. Different methods are used in the training needs analysis process such as interviews, focus groups, questionnaires and surveys, document analysis and observation.

Meyer *et al.* (2003) state that the role of performance management in conducting a gap analysis is an important aspect in determining development areas of an employee in order for training to be planned and implemented.

2.4.1.1 IDENTIFY, DESIGN AND DEVELOP LEARNING PROGRAMMES

Erasmus and Van Dyk (1999) state that training and development courses should be based on the identified training needs. The formulation of the objectives of training is an important part of the process that follows.

Nel *et al.* (2001) describe an objective as a description of a performance that learners should exhibit in order for them to be competent. The three parts to any objective are:

- Performance, what learners will be able to do at the completion of the training.
- Conditions, the content and tools needed for the training.
- Criteria, how well the performance will be exhibited.

Erasmus and Van Dyk (1999) further state that in the development of training objectives, the priorities must be determined in collaboration with learners. Learners need to be part of the process to ensure their commitment from the learners and that training is addressing their needs. The learning programmes should as far as possible be developed in an outcomes-based learning format as prescribed and adopted by the South African Qualifications Authority (SAQA). Outcomes-based learning implies that learners must demonstrate the achievement of an outcome. Outcomes are what the learners can do with what they know and understand. (Certificate in Occupational Directed Education Training and Development (ETDP), 2003).

The requirements of outcomes are as follows:

- The verb, which indicates the type of activity that will take place.
- The noun/object, which indicates what is going to be achieved.
- The qualifier, which indicates the scope, dimensions, and the methodology involved.

Nel *et al.* (2001) refer to the design of a learning programme that is based on the objectives, which also inform the learning methods used. Various methods can be used such as off-the-job training for example, will be in a classroom, case-studies, role play, in-basket training, management games, syndicate training, conference method, brainstorming, university programmes such as short courses, computer training, lectures, action learning, on-the-job training, coaching and mentoring, job rotation and Learnerships.

Meyer *et al.* (2001) outline the following process in developing learning programmes:

- Gather information: In gathering information, the Education Training and Development practitioner needs to gather all the necessary information. The learning material needs to address the learning need, and the curriculum or unit standard needs to be identified as well as the target group.
- Identify the content of the learning programme and develop a logical sequence.
- Design and draft learning activities for the programme.
- Produce the learning materials for the programme.
- Evaluate the training materials.

The SAQA document on criteria and guidelines for providers, defines learning programmes as the process through which the learner achieves the standard/s or the qualification. Learning materials are described as a learning resource that consists of outcomes, knowledge and assessment that can be presented in different forms such as manuals, books, websites and so on (SAQA Act, 1995).

2.5 SKILLS DEVELOPMENT LEGISLATION

The skills development revolution in South Africa is governed and driven by a number of laws. The three main laws are the South African Qualifications Authority Act of 1995 (SAQA), promulgated in 1995, the Skills Development Act of 1998, and the Skills Development Levies Act of 1999.

2.5.1 SOUTH AFRICAN QUALIFICATIONS ACT (SAQA)

The SAQA Act of 1995 created the South African Qualifications Authority. SAQA is responsible for establishing the National Qualifications Framework (NQF) in collaboration with other stakeholders. SAQA is required to register qualifications and ensure that a high quality is maintained. Two sets of regulations have been published under the SAQA Act to oversee the implementation of the NQF. These regulations are: The National Standards Bodies and the Education and Training Quality Assurance Bodies regulations (SAQA Act 1995).



2.5.1.1 NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The objectives of the NQF are described as follows:

- To create an integrated national framework of learning achievements.
- To facilitate access to, and mobility and progression within education, training and career paths.
- To enhance the quality of education and training.
- To accelerate the redress of past unfair discrimination in education, training and employment opportunities.

- To contribute to the full personal development of each learner, and the social and economic development of the nation (SAQA Act 1995).

One of the major implications of the NQF in Education and Training is that certification is across bands, and not as in the old system where one certificate was in education and another in training. The NQF consists of eight levels, which are described as follows:

- Level 1 forms part of General Education and Training (GET) and is from Preschool to Grade 9. A GET certificate can be obtained from a school, Adult Basic Education and Training (ABET) programmes, or the workplace.
- Levels 2 to 4 form part of Further Education and Training (FET) and are from Grade 10 to Grade 12. A FET certificate can be obtained from high schools, technical colleges or workplaces.
- Levels 5 to 8 form part of Higher Education (HE) and are from diploma to doctorate level. An HE qualification can be obtained from higher education institutions, professional institutions and workplaces.



2.5.1.2 NATIONAL STANDARDS BODIES (NSBs)

Learning fields are organised into twelve fields, and SAQA established twelve National Standard Bodies (NSBs) for each field. Some of the fields are agriculture and nature conservation, engineering and technology. The NSBs are made up of groups of experts on a subject and sector and recommend standards and qualifications to SAQA for registration on the NQF (SAQA Act 1995).

2.5.1.3 EDUCATION AND TRAINING QUALITY ASSURANCE BODIES (ETQA'S)

The SAQA Act allows for the establishment of education and training quality assurance bodies (ETQA). All Sector Education and Training Authorities (SETAs) have been accredited as ETQAs by SAQA. ETQAs of the different SETAs monitor the quality of training offered by providers in accordance with the NQF standards and qualifications. The Cape Technikon as a provider of Education training, Skills programmes and Learnerships is registered with the ETDP SETA, the ETDP ETQA that conducts a quality process. The main service the Technikon renders is formal three-year diplomas, BTech, and MTech qualifications. These qualifications are registered with the Department of Education (DOE). The DOE conducts regular quality assurance audits at the Cape Technikon to ensure that the necessary requirements and quality standards are adhered to. The quality assurance body, namely the Higher Education Quality Committee (HEQC) operates under the auspices of the Council of Higher Education (CHE). The HEQC conducts a quality assurance process to quality assure all higher education institution registered qualifications (SAQA Act 1995).

2.5.2 THE SKILLS DEVELOPMENT ACT, 97 OF 1998

Skills development is one of the major challenges facing South Africa. This legislation is aimed at improving living standards for the majority of the population; increasing productivity levels and encouraging a greater competitiveness in the world market. The Skills Development Act promulgated in 1998 laid the foundation to redress the past by introducing new training systems. These systems are aimed at enabling the formerly disadvantaged to also actively participate in the country's economic activities.

According to Ernst (2000), the Human Sciences Research Council (HSRC) was tasked by the government in the 1980s to conduct an investigation into education and training in South Africa. This initiated the development of the skills development legislation.

Carrell *et al.* (1998) state that during the 1990s, the biggest challenge was to rebuild the economy. This process would be possible if companies raised performance and productivity standards through skill enhancement and development. To rebuild training and development, stakeholders need to work together. The Skills Development Act 97 of 1998 consists of eight chapters.

The main aim of the Act is "to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce". A better-educated and trained workforce is needed to make our country more efficient and to trade competitively with the rest of the world. People who are skilled have a better chance of finding work or starting their own business, which will contribute and enhance community development.

2.5.2.1 PURPOSE AND INTERPRETATION

The Act promotes the improvement of skills of all South Africans. To achieve the aims of the Act, the following areas are discussed and emphasised:

- A new institutional framework such as guidelines, rules and structures is introduced to determine and implement national, sector and workplace skills strategies. This will strive to develop the skills of the South African workforce, improve the quality of life of workers, their prospects of work and labour mobility. Productivity will increase in the workplace and therefore employers are encouraged to use the workplace as an active learning environment. This allows employees the opportunities to acquire skills at the workplace.
- Training and development programmes offered are geared towards providing workers with nationally recognised qualifications that are recognised on the National Qualifications Framework (NQF). 
- Learnerships are provided that lead to recognised qualifications. This is achieved through a combination of practical and theoretical learning.
- To ensure that organisations contribute the required levies.
- The establishment of a National Skills Authority (NSA) and Sector Education and Training Authorities (SETAs).
- The Act encourages partnerships between government, employers, workers, education and training providers and communities.

The achievement of the skills development objectives will be achieved through the following institutions and programmes:

- The National Skills Authority (NSA)
- Sector Education and Training Authorities (SETAs)
- Learnerships
- Skills Programmes
- The Skills Development Planning Unit and labour centres
- The National Skills Fund (NSF)
- The levy/grant system
- Encouraging partnerships between workers, employers and the South African Qualifications Authority (SAQA)



2.5.2.2 THE NATIONAL SKILLS AUTHORITY (NSA)

The NSA was established in April 1999 and is responsible for:

- The preparation and implementation of a National Skills Development Strategy.
- The allocation of funds from the National Skills Fund.
- Liaising with the SETAs on the work and progress on the national skills policy and strategy

The NSA is required to advise the Minister of Labour on these matters and has the powers to investigate and report to the Minister anything relating to the way the National Skills Development Strategy is working. The NSA comprises one voting chairperson, 24 voting members, and three non-voting members, appointed by the Minister. The members are chosen from organised labour, organised business, the community, and members of the state, education and training providers, employment services and SAQA. The NSA has a constitution and a code of conduct governing the members.

2.5.2.3 SECTOR EDUCATION AND TRAINING AUTHORITIES (SETAs)

The two key drivers responsible for implementing skills development and identifying priorities for skills development are the Department of Labour and SETAs. On 20 March 2000, the Minister of Labour established 25 SETAs, each serving a specific sector of the economy. Education and training institutions form part of the ETDP SETA sector. The Act defines the functions of the SETAs and states that each SETA must:

- Prepare a sector skills plan and implement this through Learnerships, encourage employers to draw up a workplace skills plan, and pay grants to employers to encourage training;
- Prepare, register and promote Learnerships;
- Quality assure training and accredit training providers;
- Administer the levy/grant system by paying the grants to employers; and
- Inform the NSA about progress and report to the Director General.

A governing board governs SETAs or council made up of equal numbers from organised labour and organised employers. Chambers may be established by the SETAs to concentrate on the skills development needs of sub-sectors. SETAs must have a constitution, which is approved by the Minister. If a SETA fails to perform, or does not work properly, or mismanages money, or fails to represent its sector properly, the Minister can, after consultation with the NSA, ask the Director General to take over the administration of the SETA. A memorandum of understanding has been signed between the SETAs and the Director General of the Department of Labour, outlining the responsibilities and the obligations of both parties.

2.5.2.4 LEARNERSHIPS

A Learnership is a mode of delivering a learning programme that combines work-based experience with structured learning. It is primarily a workplace-learning programme supported by structured institutional learning and results in a qualification registered with SAQA. A Learnership is different from an apprenticeship in the following:

Learnerships	Apprenticeships
A Learnership is demand led	An apprenticeship is supply led
A Learnership promotes access into a qualification or other learning areas	An apprenticeship is limited to certain occupations
It is career oriented	It is job oriented
It is shorter	It is of a longer duration
It is credit bearing on the NQF	It is a qualification only
Levy/grants, tax rebates can fund Learnerships	No financial incentives

All Learnerships must be approved by a SETA and be registered with the Department of Labour. Learnerships assist in a route to a career, assist current employees to improve skills, have existing skills recognised and assist people who are unemployed to find access into the world of work. A Learnership agreement must be signed between a learner, an employer or group of employers, and a training provider or providers. For learners who were working for the employer before the Learnership agreement was signed, there is no need for a new employment contract, but for newcomers there must be an employment contract. The learner must work for the employer for the duration of the Learnership, which is usually 12 months, and attend any education and training programmes that are specified. The employer must employ the learner for the period defined in the agreement. In the case of newcomers, they should be provided with practical work experience. The training provider must be an accredited training provider to offer the education and training that is specified.

2.5.2.5 SKILLS PROGRAMMES



A Skills Programme is a programme of learning that addresses a skills need in the workplace and therefore is job related. On the completion of a Skills Programme, the learner achieves credits that could be built up to lead towards a qualification. A skills programme is shorter than a Learnership, but should achieve significant credits towards a qualification. The offering of skills programmes can receive financial support from a SETA or from the Department of Labour, provided funds are available and if the Skills Programmes meet the objectives of the national skills development strategy.

2.5.2.6 INSTITUTIONS IN THE DEPARTMENT OF LABOUR

This chapter of the Act outlines the functions of the Skills Development Planning Unit (SDPU) and employment services. The SDPU has a number of functions. It must conduct research into the labour market in order to determine the skills development needs for South Africa as a whole, for each sector of the economy, and for organs of the state. The planning unit also assists in the formulation of the national skills development strategy and sector skills development plans. They provide information to the Minister, NSA, the SETAs, education and training providers and state departments.

The Director-General of the Department of Labour must establish labour centres to provide employment services for workers, employers and training providers. Labour centres should register people who are looking for jobs, register vacancies and work opportunities and provide information on skills training programmes. Any person who provides employment services must apply for registration to the Director-General. If the registration of an employment service does not comply with the prescribed criteria, the Director-General may decide not to approve it.

2.5.2.7 FINANCING SKILLS DEVELOPMENT

This section outlines the manner in which the NSF should administer the skills levies. The Skills Development Levies Act of 1999 requires employers to pay a skills levy from their total salary bill. These levies are used as the main source of finance to implement the National Skills Development Strategy. Of the 1% levy that is paid by employers, 80% of the skills levy is paid to the relevant SETA. The SETAs are expected to manage the 80% and pay grant payments to employers and other beneficiaries who meet the prescribed criteria.

The twenty percent of the levies is paid to the NSF as well as interest and penalties collected from employers who do not comply with this law. The NSF can also receive donations from donors, money voted by parliament, or money from other sources. The NSF supports and funds national priority projects in the national skills development strategy. The NSA advises the Minister on these priorities.

2.5.2.8 GENERAL PROVISIONS

Most aspects of this Act are within the jurisdiction of the Labour Court. The Labour Court may review any act or omission of any person in connection with this Act. Chapter 10 and Schedule 2 of the Basic Conditions of Employment Act apply in the monitoring and enforcement, and legal proceedings of this Act. In terms of this Act it is an offence to interfere with a person who is working to implement the Act, obtain to prescribed documents fraudulently, give false information and provide employment information for gain without being registered. Any person convicted of an offence may be sentenced to a fine or imprisonment (South Africa, 1998).

2.5.3 THE SKILLS DEVELOPMENT LEVIES ACT, NO 9 OF 1999

The aim of this Act is to introduce a levy payment system. The Act is divided into three chapters. Chapter 1 deals with the administration, imposition and recovery of levies, Chapter 2 deals with the collection of the levies by SETAs and Chapter 3 deals with the general provisions and penalties.

2.5.3.1 ADMINISTRATION, IMPOSITION AND RECOVERY OF LEVIES

Since April 2001, every employer who is registered for tax and whose annual wage bill is more than R250 000 per year must pay a 1% skills development levy. This levy is calculated from the total amount that the employer pays in remuneration each month. National, provincial, registered religious or charitable organisations are not required to pay levies. The levies are paid to the South African Revenue Services (SARS), which then pays it to the relevant SETA.

2.5.3.2 RECOVERY OF THE LEVIES BY A SETA

According to this Act Seta's have the power to collect levies from employers. In terms of the Basic Conditions of Employment Act of 1997, labour inspectors have been appointed to serve as inspectors. These inspectors have the power to enter the workplace to check that records are accurate and in order (South Africa, 1999).



2.5.3.3 GENERAL PROVISIONS

In terms of this Act, companies which fail to comply with this Act can be prosecuted and if found guilty can be fined or imprisoned for not more than a year. Offences such as failing to pay the levy, late payment of the levy, providing false information or withholding information, failure to provide documents, failure to attend court to give evidence, and interfering with a person who is working to implement the Act, could result in being fined or imprisoned (South Africa, 1999).

2.5.4 DEVELOPING A WORK PLACE SKILLS PLAN (WPSP)

Meyer *et al.* (2003) state that the workplace skills plan (WPSP) is an extract of the business plan for the organisation's training interventions, which need to be planned in relation to the strategic goals of the organisation. The WPSP is one of the requirements of the Sector Education and Training Authority (SETA) to enable an organisation to receive a levy refund. This document is a formal document that is used to report on the training needs that are identified, the employee's profile, and the annual skills priorities, and how these are aligned with the skills needs for the sector and the national needs. It is therefore important that the organisation budget sufficiently for training purposes.

The Skills Development Facilitator (SDF), employed by the organisation is expected to assist the employer and employees in the development of a work place skills plan. This plan reflects the training needs for a particular year, the beneficiaries and the estimate costs.

The Workplace Skills Planning takes on a consultative process within the organisation where different role players participate. Meyer *et al.* (2001) state that a training committee is established in an organisation that has more than 50 employees. The committee meets regularly to discuss and review skills profiles, training needs, monthly and upcoming activities and plans. The composition of the committee should be represented by all occupational categories. This is a requirement of the skills development legislation, that organisations involve skills development committees in skills development for staff.

2.5.5 IMPLEMENT WORKPLACE SKILLS PLAN

Anderson (1993) states that to put the design into practice is known as the implementation stage. This stage requires practical administrative arrangements, such as communicating the learning programmes, dealing with records, and ensuring that information is recorded. A training policy is the link between the function and human resources planning. Training policies are often meaningless documents; however they can have value if all involved are committed to training. All the training implemented for the year forms part of a report which in terms of the skills development legislation is referred to as the "Implementation report".

2.5.6 THE EMPLOYMENT EQUITY ACT OF 1998

The Act aims to prevent unfair discrimination in the workplace and to ensure that workplaces are representative of all South African people. The Act describes previously disadvantaged people as women, black people and people with disabilities. Black people include the coloured and Indian communities. The Human Resources Training Department places specific emphasis on providing education and training opportunities to previously disadvantaged staff. The opportunities offered are aimed at uplifting employees confidence, and uplifting their skills, to be more marketable, to be competent in their jobs and to encourage life-long learning.

2.5.7 TRAINING EVALUATION

Meyer *et al.* (2003) explore ways and means of quantifying the value of training in order for the organisation to measure the value of training. This is what is referred to as return on investment (ROI). Measuring the return on investment of training started in the USA, where the American Society for Training and Development (ASTD) has been the champion. Donald Kirkpatrick, an American training specialist, designed an evaluation system of training that addresses evaluation at four levels, namely:

- **Level 1:** Reaction evaluation. This refers to the evaluation forms completed after a training course.
- **Level 2:** Learning evaluation. This refers to the extent to which the learners have learned which can be done through tests and so on.
- **Level 3:** Behaviour evaluation. This refers to determining whether the learners can practically apply their knowledge and skills.
- **Level 4:** Results evaluation. This refers to the measuring of the results of the impact of the training intervention on the organisation.

2.5.8 CAREER PATHING/CAREER MANAGEMENT

Carrell *et al.* (1998:347) define career as “a sequence of jobs held during a person's working life”. Career management is described as the process of designing and implementing goals, plans and strategies that enable HR professionals and managers to satisfy workforce needs and allow individuals to achieve career objectives. Individual career planning is the process whereby each employee personally plans career goals, and organisational career planning is the process whereby management plans career goals for employees.

Employees use the above terms interchangeably. It is important for the organisation to determine a common term and understanding. Carrell *et al.* says that in some organisations individual career plans are developed for managers and professional staff, where a succession plan might be used. It can be argued whether career management is the responsibility of the organisation or the individual. In implementing a career management strategy, both the organisation and the individual’s needs should be incorporated. The steps proposed for a career management strategy are outlined as follows:

Step 1: Continually assessing the needs of the organisation. It is important to ensure the alignment of the strategy to the organisational objectives.

Step 2: Reviewing the organisational culture. In introducing career management processes the culture of the organisation should be considered to avoid contradiction.

Step 3: Reviewing the organisational structure. The role players involved in career management need to understand the organisational structure, divisions, departments, functions, levels and job characteristics.

Step 4: Develop a career management policy. The policy needs to focus on guidelines for both the individual and the organisation.

The objective of an individual career planning process should be to ensure empowerment and lifelong learning for the individual. To assist the individual with this career, counseling, career-planning workshops, self-development plans and so on should be considered. The objective for organisational career planning processes is to ensure a pool of highly competent and skilled individuals.

2.5.9 MENTORING

Training and development are not the only remedy to address performance issues or skills gaps. Employees bring a diverse range of issues to the organisation and therefore would have different needs. These needs can be identified through performance management. Employees experience different feelings when they are newly appointed and entering the organisation, taking on new and added responsibilities, promotion, dealing with work overload, lack of time, family responsibilities, and so on.

Sandler (1995) states that newly appointed staff, whether academic or administrative, have a general idea of what they think their job entails. This could cause stress where new employees find the environment harsh and unfriendly.

Luna and Cullen (1995) indicate that the philosophy and principles of mentoring have been applied in business and industry for years to attract, retain and promote junior employees. This had an impact on improved performance within the organisation. Mentoring has been known to invigorate and encourage senior lecturers, to help junior professionals in supporting them to learn the ropes.

Apart from formal or informal seminars and courses, a lack of organisational mentoring systems exists to address and support these experiences and challenges. The Skills Development Act 97 of 1998 provides a legal framework for employees to be developed, to improve the quality of life of workers, to improve the productivity in the workplace, to use the workplace as an active learning environment and to provide employees with the opportunity to acquire new skills (South Africa, 1998).



Definitions of mentoring vary considerably with McGuire and Reger (2003) stating, “Most definitions assume that a mentor is a more experienced and / or more powerful person than the mentee, but it is in the function of the relationship that the differences lie”. Marshall (2001:1) states that “mentoring originates from Greek mythology in which Odysseus entrusted the care and education of his child to a friend named Mentor while the father was away on his adventures and travels”. Mentoring is used for a variety of relationships. Some include role model, coach, guide, sponsor, friend and advisor.

Fleming (1991) describes mentoring as “an intense caring relationship in which an older experienced person (mentor) sponsors a younger promising associate (mentee or protégé) to promote both the professional and the personal development of the mentee”.

Luna and Cullen (1995) indicate that the philosophy and principles of mentoring have been applied in business and industry for years to attract, retain and promote junior employees where this had an impact on improved performance within the organisation. They emphasise that mentoring has been known to invigorate and encourage senior lecturers, to help junior professional staff in supporting them to learn the ropes and to assist female and minority lecturing members in the understanding of the organisational culture.

White (1995) highlights the quality of life issues for both staff and students. She emphasises the lack of time to "carve out" a meaningful personal life because of increased workload and responsibilities. White further looks at the imbalance of family life and work responsibilities, which add further stress.

Clutterbuck and Abbott (2003), citing Unn Solle, says, "Mentoring is the most effective leadership development tool" and describe the successes of mentoring in human resource development by saying that it has a positive impact on retention and recruitment of talent, stress reduction and productivity. It seems from the literature that mentoring is considered important, and has many benefits for the mentee, mentor and the organisation.

According to Cilliers (1995:13), the characteristics of an effective mentor are:

- Have the time, commitment and energy to put into the initiative.
- Have coaching, counseling, facilitating and networking skills.
- Be willing to help others.
- Be reaction and results orientated.
- Respond to the individual differences of learners.
- Have good communication skills.
- Be able to encourage and motivate.

Meyer *et al.* (2001) state that mentoring is an important aspect in the provision of quality training and development and is one of the NQF principles in a learning situation.



2.5.10 CONCLUSION

This chapter highlighted the country's need to improve its skills and that education and training are key priorities for both economic and social policy. The lack of skills is cited as a constraint to economic growth and investment. The improvement of skills according to the skills development legislation strives to improve people's chances to find jobs or to be self employed. The skills development legislation highlights the importance of education, training and personal development for the economy and for individuals. It furthermore also provides a clear set of priorities around which government departments employers, workers, education and training providers, and communities can unite to achieve shared goals and ambitions.

The skills development strategy is a tangible expression of the commitment and seriousness with which government views skills development. This strategy requires organisations to understand the importance of training and development. A number of interventions were embarked on at the Cape Technikon in support of the institutional objectives and the national skills objectives.

The concept of training and development was explained, as well as the vital role the training department plays within the organisation. In highlighting the key roles for a training department the focus on human resource development shows the contribution to the human resources of the organisation.

The value of mentoring is well known to training managers, not only as an engagement and retention tool, but also as a link to improved performance and productivity. Human resources and organisational development practitioners utilise two interventions to meet pressing business problems having to do with the development and retention of talent, as well as the growth of future leaders. It is important for managers to show commitment to mentoring through supporting their staff in an effective manner, which will contribute to the success of the programme. Mentoring has become an effective method for business to help employees with orientation, career advancement, problem solving, coaching and support.

Dereliction is sometimes feared by mentees, especially when entering a new organisation or new role. When this unfortunate situation occurs it causes despondency and possible despair. It is a common concern that managers do not necessarily possess good skills in dealing with people and those that have excellent interpersonal skills are few. This suggestion might cause pandemonium among managers if they are confronted with this concern.

CHAPTER 3: CASE STUDY: HISTORY OF THE CAPE TECHNIKON, TRAINING AND DEVELOPMENT POLICIES, PROCESSES AND PRACTICES

This chapter provides an overview of the Cape Technikon organisational and management structure. A brief explanation sketches the historical background, transformation process and the management structure of the organisation. The current Cape Technikon training and development model will be discussed with references to the processes used and the compliance to the skills development legislation

The purpose of this chapter is to outline the role and importance of education training and development for the Cape Technikon. Education training and development as a human resources function is to support the main activity or goals of the institution. Innovative systems and mechanisms are important to ensure performance improvement and support the achievement of the Cape Technikon objectives. As part of this responsibility, the training department must ensure and strive to work towards aligning the institution's training programmes with the requirements of the skills development legislation.

3.1 HISTORY OF THE TRANSFORMATION AT THE CAPE TECHNIKON

The year 1998 was an important year in the history of the transformation of the Cape Technikon. During this year the Institutional Forum (IF) was established. The Higher Education Act of 1997 refers to the institutional forum in Section 31 as a forum that acts in an advisory capacity to the council of a higher education institution. The Act further describes the forum as a statutory advisory committee of a public higher education institution.

This forum was instrumental in bringing about numerous changes at the Technikon in terms of policies and the adoption of the new vision and mission statement of the institution (Cape Technikon Bulletin 2001).

The current vision and mission were as a result of discussions and consultations via the IF subcommittees and stakeholders. The appointment of the first Black rector in 1997 and the first Black female chancellor was another milestone in the previously all White institution.

In May 2000, the Main Planning Committee (MPC) of the Cape Technikon, consisting of the Rectorate, Deans, Assistant Deans, Directors, Transformation Manager, and representatives from the IF, the unions and the Student Representative Council (SRC) was established. The MPC set up teams to embark on a comprehensive analysis of the strengths, weaknesses, opportunities and threats of the institution in all operational areas. This was based on the goals identified in the education White Paper 3, a programme for the Transformation of Higher Education of 1997. Workshops and consultation sessions were held with employees to provide an understanding of and information about the implications of the Higher Education Act for higher education and the Technikon. The sessions included information on the skills needs of the labour market, information about various provincial plans and economic scenarios. The teams were requested to identify how the institution could build on strengths and special expertise to be well positioned in the higher education sector and to achieve the vision of a centre of excellence for the Cape Technikon. (Cape Technikon Bulletin 2001).

The MPC analysed the reports and identified strategic goals and broad strategies to enable the institution to achieve the goals for higher education. To drive this process in the institution, project teams and managers were appointed. This strategy was communicated to staff via the Cape Technikon newsletter, (Bulletin), road shows, meetings, assemblies and electronic mail. (Cape Technikon Bulletin, 2001).

3.2 ORGANISATIONAL AND MANAGEMENT STRUCTURE OF THE CAPE TECHNIKON

The Rectorate or executive board of the institution consists of the following members: the Rector and also Vice Chancellor; a Senior Vice Rector: Academic, overseeing academic matters of the six faculties, Research and Technology Promotion, Cooperative Education, and the Teaching and Learning centre; a Vice Rector: Student Development and services, who oversees the Student Services division, Library Services, the Centre for Continuing Education and Marketing, Communication and Development; a Chief Director: Human Resources and Operations, overseeing Human Resources, facilities management and campus management; a Chief Director: Finance, overseeing Finance, Information Systems and Technology and Strategic Business Development.(See Appendix 1, Organisational structure.)



The Cape Technikon has six academic faculties, with a dean heading each faculty. The faculties are further divided into various departments headed by heads of departments. Deans and heads of departments are appointed on a permanent basis in accordance with the policy and procedure for recruitment and selection of the Technikon. The provisions of the Labour Relations Act, No 66 of 1995, the Basic Conditions of Employment Act, No. 75 of 1998, and the Employment Equity Act, No. 50 of 1998, govern this policy and the procedures. The selection committees for executive posts consist of a member of the Rectorate committee, appointed by Council and chaired by the chairperson of Council or nominee of Council. According to the Higher Education Act of 1997, the governance of the Technikon is vested in its Council and this must reflect the values about the distribution and exercise of authority, responsibility and accountability. The Council as governance of the Technikon must:

- Reflect the application of the principle of equity and redress.
- Support a democratic ethos and a culture of human rights through educational programmes and practices conducive to critical discourse and creative thinking.
- Be participatory to ensure that those affected by decisions have a say in making them
- Have transparent decision-making processes and be accountable for both taking and implementing decisions.
- Protect academic freedom and the advancement of knowledge.
- Maintain institutional autonomy and administrative independence within the framework of public accountability.

The Transformation Manager at the Cape Technikon, reports that prior to 1998 the Cape Technikon was a predominantly white, conservative institution. Although many milestones were achieved between 1998 and 2002, strong focus still needs to be placed on developing women for senior levels. This level, he says, is still underrepresented as a result of the legacy of the past where females were discriminated against. Despite the appointment of female staff during 2001, 19 out of 34 female staff resigned. This he says, needs to be addressed and he proposes a retention programme, which focuses strongly on mentoring for women. The success of this programme will depend on the commitment of management and staff and should form part of the strategic goal of the institution. To support a mentoring programme, a retention strategy to retain staff in conjunction with a succession plan and policy should be given priority.

In 2001 the Cape Technikon's strategic plan of 2002 was developed, consisting of nine broad goals. One of the nine goals focused on promoting a learning organisation through effective staff development programmes. This goal was reviewed in 2002 and it was reported that the objectives set out, such as the institution-wide skills audit, which had been completed, formed a basis for planning the workplace skills plan. This was one of the major successes of this goal. During this time the performance management system was further refined and key performance areas and competencies for all occupational categories were finalised. The recommendation made was that training needed would be aligned to performance management processes to ensure that objectives were achieved (Cape Technikon, 2002).

In 2004, the Cape Technikon strategic goal, promoting a learning organisation through effective human resources development, shifted in institutional needs from the skills audit to:

- Developing a comprehensive training and development strategy in line with the requirements of the Skills Development Act, the Institutional and Sectoral priorities, and
- Developing institutional, faculty and divisional training and development plans (Cape Technikon, 2004).

3.3 THE CAPE TECHNIKON HUMAN RESOURCES DEPARTMENT

The Human Resources function or department within each organisation differs from organisation to organisation. Among the activities that are assigned to the Cape Technikon HR department are compensation and benefits issues, such as salaries, leave, pension funds and unemployment compensation. Employee services, such as job analysis programmes, recruitment and selection, training and development, disciplinary procedures, and performance management are services offered to the Cape Technikon employees. The primary task of the HR department is to ensure that the organisation's human resources are utilised and managed effectively as possible.

The present situation in HR is that all employees are experiencing rapid changes that are taking place within the Higher Education sector. With these changes the role of HR is also changing and therefore HR professionals cannot continue to rely on past policies and practices.

To be successful, the HR department is striving to become involved with line managers in strategy formulation and implementation, which ultimately results in the design of HR strategies that will support the institution's strategy.

The following indicate the eight HR strategic focus areas for the Cape Technikon:

3.3.1 MANAGEMENT OF TRANSFORMATION:



The objective for this area is to ensure adherence to labour legislation and for Cape Technikon staff to understand, internalise and live the Cape Technikon mission, vision and values. The strategies include:

- To ensure employment equity
- To ensure the up-date on Legislation
- To ensure diversity, race and stereotype reduction
- To Internalise an institutional and performance culture that support the Cape Technikon strategy
- To introduce Leadership development
- To develop an overarching HR strategy, which integrates HR processes
- To ensure management of information

3.3.2 RECRUITMENT AND SELECTION:

The objective for this area is the implementation of an integrated people development system with a dynamic recruitment and selection process to ensure that the best potential is recruited into the Cape Technikon and to ensure that the employment equity targets are met. The strategies include:

- To conduct effective HR planning
- To conduct recruitment and selection according to policy, procedure and equity plans
- To conduct Induction of new staff
- To ensure the management of information

3.3.3 PERFORMANCE MANAGEMENT:



This objective for this area is the implementation of an integrated people development system that aligns the work of all employees to the strategic goals of the institution and to motivate employees to improve their performance and competence levels. The strategies include:

- To conduct performance reviews for all staff
- To conduct performance management training
- To conduct change management interventions
- To ensure management of information

3.3.4 TRAINING AND DEVELOPMENT:

The objective for this area is the implementation of an integrated people development system to ensure the availability of skills and knowledge when needed to build employee competency to improve productivity and commitment to life long learning. The strategies include:

- To develop institutional, faculty and divisional training and development plans
- To conduct institutional skills audit
- To implement Learnerships
- To ensure education, training and development records for all employees
- To ensure implementation of skills development act requirements
- To ensure management of information.



3.3.5 REMUNERATION:

The objective of this area is to develop and implement an integrated people development system, which drives a remuneration philosophy that fosters resource consciousness and the creation of stakeholder value and recognises and motivates individual and team performance.

The strategies include:

- To revisit the grading system and ensure that all jobs are graded
- To ensure market related remuneration
- To empower management
- To ensure communication to staff continuously
- To ensure management of information

3.3.6 EMPLOYEE RELATIONS:

The objective of this area is to encourage sound employment relationships through the effective application of legislation, policies and procedures, as well as training of all stakeholders in adhering to legislation, policies and procedures. The strategies include:

- To update policies and procedures to be aligned to legislation and institutional needs
- To arrange substantive agreements
- To empower line management and staff on employee relations
- To ensure effective management of discipline
- To be updated on legislation
- To conduct sound and open communication with the unions
- To manage exit interview data
- To implement change management
- To manage information



3.3.7 HR EFFECTIVENESS:

The objective of this area is to ensure that integrated and functional administrative, support and management systems are established to support the implementation of the HR strategy and other initiatives. The strategies include:

- To administer HR administration
- To administer benefit administration
- To manage HR data

- To ensure HR effectiveness
- To revisit HR business processes
- To conduct quality assurance
- To ensure HR competency optimisation

3.3.8 HEALTH AND SAFETY:

The objective of this area is to deliver an effective, professional and quality safety, health environment service responsive to the needs of the Cape Technikon in compliance with all the relevant South African legislation. The strategies include:

- To be legally compliant
- To ensure emergency preparedness
- To conduct training and development
- To formulate and implement policy
- To ensure effective administration
- To ensure environmental management
- To conduct HIV/AIDS awareness



For each of the above strategies specific action plans were drafted to measure success and quality.

3.4 THE CAPE TECHNIKON TRAINING AND DEVELOPMENT MODEL:

This section provides an outline of the training and development model for the Cape Technikon. The model starts with a skills audit, which is followed by a training needs analysis. The training and development needs identified through this process forms part of the work place skills plan (WPSP), which reflects the training and development required for a particular year. To roll out the training and development the appropriate providers are identified. An implementation report is compiled that contains information on the successes and challenges of the work place skills plan.

3.4.1 SKILLS AUDIT

The process started with a comprehensive institution-wide skills audit, which takes the organisation, and its individual needs into consideration. This process was followed to get commitment and buy-in from all role-players within the organisation. The skills audit assisted the organisation to develop an inventory of the skills within the organisation and assists in the planning of the skills that needed to be developed.

3.4.2 TRAINING NEEDS ANALYSIS

The skills audit results gave an indication of the training needs required. This reflected the gap between the competencies for the job and the competencies for the incumbent. The skills audit tool was a self-assessment. The performance management process provided the opportunity for the manager to assess the incumbent's competencies against the required competencies for the job.

3.4.3 DEVELOP WORK PLACE SKILLS PLAN

An Access Database currently supports the training and development process, which is essential for training needs inputs. Once all these needs have been identified and fed into the database the needs are consolidated into the workplace skills plan. The workplace skills plan is compiled by the skills development facilitator of the institution, which reflects the training needs for a particular year, the beneficiaries and the estimate costs. The workplace skills plan takes on a consultative process within the institution, which includes the skills development committee. The skills development committee of the institution is represented by all occupational categories. With the support and co-operation of the skills development committee the plan is authorized and submitted to the ETDP SETA.

3.4.4 IDENTIFY, DESIGN AND DEVELOP LEARNING PROGRAMMES



This process involves the identification of service providers to offer the learning programmes and also the specific learning programmes. To ensure quality and compliance the institution strive as far as possible to source providers who are accredited with the relevant SETA or professional body. All this information is compiled in a training prospectus, which is made available to all employees electronically, or in hardcopy.

3.4.5 IMPLEMENT WORKPLACE SKILLS PLAN

This part of the process requires the practical administrative arrangements, such as communicating the learning programmes, dealing with records, dealing with information and advocacy. Employees are informed and consulted with to ensure that the relevant training is attended.

3.4.6 IMPLEMENTATION REPORT

This report is compiled at the end of the process that indicates the training implemented or not implemented, with costs, provider details and any challenges experienced during the training year. The implementation report is submitted to the ETDP SETA, which is assessed against the workplace skills plan and the National Skills Development strategy. The institution is then eligible to claim back 45% of the 1% levy paid for that period.

3.5 CONCLUSION

This chapter provided an overview of the history of the transformation process of the Cape Technikon. The establishment of the Institutional Forum as required by the Higher Education Act of 1997 were emphasised. A summary of the organisation and management structure of the Cape Technikon were highlighted, the role and challenges of the line manager on both operational and organisational level.



In order for any organisation to function effectively, an understanding of the organisation and management structure is important for its people. Too often an overtly HR technical focus at the expense of a business strategy can lead to the danger of chasing fads and misdirected goals. Such behaviour provokes line management to criticise the HR department for not being in touch with changes and transformation processes, thus leading to not delivering relevant and timely people management solutions. Clearly, motivating people and creating an exciting place in which to work is a real challenge and therefore a vital role of the HR function.

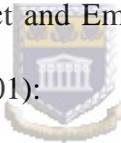
The role of the line manager in this context is a vital element. It is very easy to criticise the HR function for not delivering the right response, therefore line managers also need to recognise their responsibilities to the organisation strategy and the potential role and contribution a strong HR function can make towards the organisational performance. Since the introduction of the new skills development levy system, employers have been encouraged to invest in training and development for staff. A number of training and development interventions have been embarked on as a result of the levy system. This ensures and demonstrates that the Cape Technikon is committed to support the skills development requirements. The education and training budget spent on staff training strives to increase productivity and quality of services to support and achieve the strategic goals of the institution.



CHAPTER 4: DATA ANALYSIS, OBSERVATIONS AND MODEL DESIGN

4.1 ANALYSIS

The skills audit conducted by the Cape Technikon in 2002 considered all staff in the different job categories. Focus group sessions were held with staff in each job category to identify and define competencies. The competencies assisted in the development of the skills audit questionnaire, which was made available to all staff to complete. A total of 33.3% of staff participated in the skills audit. The competencies were further used to assist with the implementation of the performance management process, which was implemented in 2002. The job categories were grouped according to the Department of Labour's definitions as outlined in the Skills Development Act and Employment Equity Act. The categories can be described as follows (South Africa, 2001):



Focus groups were held with staff representing all the above occupational categories. The information received from the different occupational groups was used to develop a skills audit tool customised for each occupational category. These questionnaires were made available to all staff either manually or electronically. A total of 33.3% of all staff participated in this process. Based on the information received, the training needs were identified.

Category 1: Senior officials and managers, people who are involved in planning, directing and coordinating the activities of a business unit or an organisation; examples are deans, directors, rector, vice rector and chief executive officer.

A total number of 2 full time employed participants participated. This was as a result of competencies not clearly defined for this group.

Category 2: Professionals, people who possess a high level of professional knowledge and experience in the field of the physical and life sciences or the social sciences and humanities; examples are academics, accountants, and management consultants.

The skills audit for this group was separated into academic staff, the largest group of staff members of the Cape Technikon. The number of fulltime academic staff that participated in the skills audit was 197 out of 424, and 33 temporary staff out of 318.

The number of professional fulltime staff, for example, the human resources practitioners, accountants etc. that participated was 31 out of 67, and 1 temporary staff member out of 31.

Category 3: Technicians and associated professionals are people who possess technical knowledge and experience in a field of the physical and life sciences or the social sciences and humanities; examples are information technology technicians. The number of fulltime staff who participated in the skills audit were 122 out of 199, and temporary staff were 21 out of 465.

Category 4: Clerks and administrative staff are people who organise, store, compute and retrieve information. Typical tasks would include secretarial duties; examples of the personnel are secretaries, administrative assistants. The number of fulltime staff who participated was 14 out of 33. Of the 20 temporary staff, no one participated.

Category 5: Service workers, are people who provide personal and protective services, examples are cooks and caretakers. The one full-time person in this group did not participate and of the three temporary staff none participated.

Category 6: This category represents Fishery workers, which is not applicable to the Cape Technikon.

Category 7: Skills workers are people who apply the knowledge and experience of skilled trades and handicrafts to extract raw materials or construct buildings; examples are bricklayers, carpenters, plumbers, electricians, painters, fitter and turners. None of the 16 fulltime employees in this group participated; the only temporary employee in this group did not participate.

Category 8: Plant and machine operators and assemblers, are people who operate and monitor large-scale and often highly automated industrial machinery and equipment; examples are printing and machine operators. Two of the five full-time employees participated and the one temporary employee did not participate.



Category 9: Labourers are people who perform mostly simple and routine tasks, involving the use of hand tools and in some cases considerable physical effort, and generally only limited personal initiative and judgement, examples are kitchen workers, laboratory workers, library workers. Of the 53 full time employees in this group 53 participated and only one of the three temporary employees participated.

The Cape Technikon offered a wide variety of courses based on the training needs identified through this process, examples of courses are computer courses, leadership development courses aimed at women in senior positions, a middle management programme for managers in middle management, administration courses for administrative staff, generic management programmes for first line supervisors, research and publication writing courses etc. However, due to the issues such as work overload, time and lack of communication between staff and managers, courses are sometimes cancelled or postponed. Managers are either not supporting training or staff are too inundated with work, and time seems to be a major problem. Apart from these problems, the organisation invested for the year 2003 an estimate of 2.4% of the total staff salary on education and training. According to the requirements of the Skills Levy Act, at least 1% of the organisation's total salary bill should be spent on developing employees (Cape Technikon, 2004).



Reporting on the implementation of skills development in the organisation is reported in a report, referred to as the "annual training report" or "implementation report". According to the skills development legislation, the implementation report is a legal requirement and an essential measure for assessing, reflecting, reporting and recording the efforts and progress made by the organisation in developing staff.

The implementation report provides important core information on the following:

- **Section A:** Administrative details, such as the total levies paid by the organisation for a particular period, the total staff education and training budget, the total education and training expenditure, the levy number of the organisation and the size of the organisation. The Cape Technikon has since the implementation of the skills development legislation been paying the required levies on a monthly basis.

For the year 1 April 2003 to 31 March 2004, the Cape Technikon spent an estimate of 2.4 % of the total salary bill on staff education and training.

- **Section B: Education and Training.** This section seeks to solicit information on the training provided during the period for all categories of staff. The Cape Technikon reported on the planned (courses that were planned in terms of training and development needs identified) and unplanned (training and development courses that were not planned) courses implemented for the year 2003. The report reflected the training interventions, the beneficiaries, and the cost per intervention (Cape Technikon implementation report, 2003/04).

The following occupational categories received training during 2003:

- **Occupational Category 1: Senior officials and managers.** Of the 16 planned courses, this group only attended seven. Two of the seven courses were offered on National Qualification Framework (NQF) level 5, namely Learnerships and Assessor training. A total of 22 unplanned courses were implemented and attended by the staff in this group. One of the 22 courses was on NQF level 5, namely Coaching and Mentoring.
- **Occupational Category 2: Academics.** Of the 73 planned courses, the staff in this group attended only 29 courses. A total of 47 unplanned courses were implemented and attended by the staff in this group.
- **Occupational Category 2: Professional.** Of the 37 courses planned, the staff in this group attended only 12 courses. A total of 31 unplanned courses were implemented and attended by the staff in this group.

- **Occupational Category 3: Technicians and associate professions.** Of the 60 courses planned, only 28 courses were attended. A total of 22 unplanned courses were implemented and attended by the staff in this group.
- **Occupational Category 4: Clerks and administrative staff.** A total of 16 courses were planned of which seven were attended by the staff in this group. A total of 17 unplanned courses were implemented and attended by the staff in this group.
- **Occupational Category 5: Service workers.** For this group no staff training needs were indicated.
- **Occupational Category 6: Fishery workers.** Not applicable to the Cape Technikon.
- **Occupational Category 7: Skills workers.** For this group no staff training needs were indicated.
- **Occupational category 8: Plant and machine operators and assemblers.** A total of five planned courses were arranged of which only one course was attended. A total of five unplanned courses were implemented and attended by the staff in this group.
- **Occupational Category 9: Labourers and related workers.** A total of 27 planned courses were offered of which only ten staff attended. A total of 11 unplanned courses were implemented and attended by staff in this group.

The largest portion of the training and education budget is spent on academics, who form part of Occupational Category 2. Apart from the courses offered, a total of 226 staff members across occupational categories are receiving staff bursaries towards formal qualifications, for example, diplomas and BTech degrees (Cape Technikon implementation report, 2003/04).

4.2 DISCRETIONARY GRANTS

This section seeks to identify whether the organisation has been allocated discretionary grants and how they were used. Discretionary grants are disbursed to levy paying institutions that meet the skills development legislation requirements. In 2003, the ETDP SETA made available R74 million rand to be disbursed to levy paying organisations provided the applications were geared towards the projects identified by the Seta. The Cape Technikon applied for the following projects to be funded via discretionary grants:

- Coaching and mentoring
- Plan and conduct assessment (Assessor)
- HIV/Aids
- ACE in mathematical literacy
- In-service music programmes
- Moderator Assessments
- Skills development facilitator training
- Research for teacher assistants
- Research for diversity in classrooms
- Service provision to employers and learners involved in Learnerships.



The following six projects were approved for discretionary funding by the ETDP SETA:

- Coaching and Mentoring,
- Plan and Conduct Assessment (Assessor training);
- HIV/AIDS,
- Moderator Assessments,
- Research for Teacher Assistant; and
- Research for Diversity in Classroom.

While the aforementioned training is of high priority in light of the National Skills Development Strategy, other forms of training are not ruled out. The ETDP SETA required of the Cape Technikon to have met the following requirements prior to the approval of the funding for the six projects:



- The Cape Technikon to be registered as a levy-paying organisation with the ETDP SETA.
- To be registered as a provider.
- To have employees whose performance can be enhanced through training.
- To have identified suitable service providers to offer the specified training.
- To ensure that the training is beneficial to the organisation.

The above areas were regarded as priority areas for funding which are consistent with established National priorities. These priorities are also consistent with priorities among member organisations of the ETDP SETA.

The purpose of the funding is to shape the foundation for skills development in the organisation and to stimulate meaningful participation in the skills development process. Discretionary grants are funds in addition to the 70% levies organisations claimed.

4.3 SERVICE PROVIDERS

This section on service providers seeks to obtain information on the service providers used by the organisation for training and development. In 2003, nine external training providers were used for staff training and development. At least 13 internal providers of the Cape Technikon were used for staff training and development. Service providers is required to meet the following criteria: to be registered with the relevant SETA, to have the capacity to deliver services, capacity to provide training, support and feedback and to accomplish the task indicated within the allotted timeframe and cost structure. All providers are monitored on an ongoing basis and discrepancies are dealt with as soon as possible. To ensure effective and efficient service providers are required to complete a training and evaluation report of the specific training. The learners are also provided and opportunity to complete an evaluation form after each training, which also covers the evaluation of the training provider. These reports are submitted to the training manager for evaluation, monitoring and control purposes.

4.4 LEARNERSHIPS

This section on Learnerships seeks information about Learnerships the organisation is participating in as an avenue for skills development for employees. A Learnership is a training programme that combines both theoretical and relevant on-the-job experience. In a Learnership agreement, the learner, an employer and the training provider/s enter into an agreement for a specific period. The Learnership agreement will stipulate the roles and responsibilities of each role player.

The government introduced Learnerships, which are similar to the old apprenticeships, in 2001, as part of the National Skills Development Strategy. The aim of Learnerships is to inject into South Africa a culture of lifetime learning, boosting the country's productivity and ability to take on new jobs, thereby decreasing unemployment (South Africa, 1998; South Africa, Department of Labour, 2001).

The Learnership qualification and skills programmes embarked on are aimed at specific staff groups. The qualification in Business Administration is aimed at all staff performing administrative or clerical functions. This includes administrative assistants, secretaries and receptionists. The qualification in Generic Management is aimed at first-line supervisors in the lower echelon, such as caretakers, administrative supervisors, maintenance staff and so on. The learning outcomes of these qualifications are directly linked to the skills, knowledge and behaviour required of the job. The staff is therefore in a better position to perform effectively and efficiently. With ongoing feedback from line managers and staff, the participants on these programmes have demonstrated vast improvement in many aspects. The self-esteem of participants has improved as a result of the programme.

The Cape Technikon embarked on two Learnerships for staff in Occupational Category 4 and first line supervisors. On completion of the Learnership in Business Administration, staff in Occupational Category 4 will achieve a National Qualification on level 4. Staff participating in the Generic Management qualification will achieve a National Qualification on level 4. A project plan was submitted to the ETDP SETA to qualify for the Learnership grants.

The two learning programmes introduced in 2004 are aligned to the NQF principles and managers were appointed as mentors to assist the learner through the learning period. Through the Learnership process the training manager conducted several meetings and feedback sessions to gauge progress and to ascertain if any challenges needed to be addressed. During interviews and follow-up sessions held with the learners and the managers / mentors, the following were raised:

Managers/ mentors:

- Learners not communicating with the managers on progress. Managers find that learners do not necessarily schedule time with them to discuss their lessons learned, sharing of information and challenges experienced. This causes managers to feel ill informed and not always sure how to approach learners.
- Lack of feedback from the learner. A lack of feedback from learners to their managers or mentors regarding their experiences, concerns and challenges results in misunderstandings, confusion and a lack of knowledge and understanding between them.
- Some learners are coping very well. Managers reported that at least 70% of the learners in their respective departments are coping very well with the learning programme. The learners are able to manage their workload and time accordingly.
- Noticeable positive changes in the attitude, knowledge and skills of the learners. Managers reported that learners on the learning programme have demonstrated enthusiasm and willingness in their duties and responsibilities, which have resulted in noticeable positive changes in the learners' attitudes, knowledge and skills, both professionally and personally. Learners therefore display more assertiveness and confidence.

- The programme was well structured. All managers were pleased and accepted the manner in which the programme was structured and offered. This allowed managers to plan in advance and appropriately to accommodate learners to attend scheduled training days and follow- up sessions.

Learners / staff

- Managers not always available to assist and mentor. At least 50% of the learners have reported at several follow- up and feedback sessions that their managers or mentors are not always available to provide assistance with the challenges and concerns they experience, and most importantly to provide them with feedback.
- Portfolio building a challenge. A portfolio is a collection of written documents, audio or video tape recordings, references, certificates or other items, which provides evidence that you can do something. All the evidence needs to be aimed at a targeted unit or qualification that needs to be collated to form a structured and detailed record of competence. This is an administrative challenge, for most learners, as a number of documents need to be collected and authenticated.
- Learners have difficulty in meeting agreed target dates to submit portfolios. Most learners experienced difficulty in meeting the set target dates to submit their portfolios of evidence of the respective modules or units covered. Work and family responsibilities and lack of support and assistance from managers are some factors that cause these frustrations. This results in learners experiencing work overload and lack of time.
- Programme very useful in job and for further opportunities. The programme has given learners new perspectives of work and future possibilities for better careers. It has strengthened many areas of their personal and professional lives.

- Motivated to complete and receive a recognised qualification. The feedback received from learners that the trainers create a meaningful environment to learn and explore knowledge, skills and attitudes. The methods used for adult learning accommodate the needs of the learners on the programme. The learners knew prior to the programme why they were learning and the benefits of learning before they commenced. They were also informed that once found competent, it would lead to a nationally recognised qualification on the national qualification framework.
- Managers not displaying good interpersonal skills. Many important lessons especially interpersonal skills come largely through modeling behaviour after that of someone else, such as the manager or mentor in a working environment. Copying behaviour occurs when the admired person performs an action, which serves as a model. Of the 36 learners on the Learnership programme, about 50% felt that their managers or mentors lacked the required interpersonal skills to support, motivate, model and lead their learners. Therefore learners experience a lack of understanding and sensitivity.



It was suggested that the learners and mentees display the following characteristics:

- Be open to feedback.
- Be goal directed.
- Be active in developing competencies.
- Be receptive to coaching and feedback.
- Be active at working on their development plan.

4.5 ADULT BASIC EDUCATION AND TRAINING (ABET)

This section seeks information on the participation of the organisation in education and training in ABET. Of the approximately 950 staff members of the Cape Technikon, 24 staff members possess qualifications below NQF level 1. Owing to a lack of interest in ABET, it was not pursued. These 24 staff members have been with the Technikon for a number of years and some are between the ages of 50 and 60, some have no interest to participate in the ABET programme and therefore the programme was not implemented. The staff, however, qualifies to participate in skills development opportunities or short courses such as first aid courses, basic supervisory skills, basic administration skills, computer skills etc. At least 27 different courses were offered to this group of staff to participate in. With the implementation of Learnerships, which is a different mode of training and obtaining a qualification at least three staff members participated.



4.6 EVALUATION

Fewer than 70% of South African companies use Return on Investment (ROI) to evaluate the effectiveness of training. Most training managers are not able to provide tangible evidence of the value of training and development interventions. This could be due to an absence of an effective evaluation system and other factors within the institution.

The Cape Technikon Training Department in 2004 attempted to measure the impact of training on the organisation. The ROI process has not been successfully implemented to date. The Skills Development Facilitator designed an evaluation tool that covers three phases, namely pre-evaluation, during evaluation and post-evaluation for training and development.

Pre-evaluation seeks to elicit information on the learner's knowledge and skills before attending the identified training and development intervention. A rating of 1 to 5 is used, 1 indicating knowledge and skills are poor, 5 indicating knowledge and skills as excellent. To ensure that the training needs identified meet the organisational, departmental and individual objectives, the learner is required to indicate this on the pre-evaluation form. This pre-evaluation form is to be approved by the line manager of the employee before submission to the training department. The rating indicated by the employee is entered onto the training database. The Skills Development Facilitator in accordance with the needs of the organisation designed this database. The provider is also required to complete a pre-evaluation section indicating any pre-course arrangements, pre-tests, pre-reading and so on.

During course evaluation seeks to elicit information from both the learner and the training provider of the overall course activities. The learner completes a during course evaluation form that provides information on the learning materials, the venue, the facilitator and the audiovisual aids used. The same rating of 1 to 5 is used. This rating is captured onto the training database, which will provide an overall rating.

The provider is required to complete a during course evaluation section indicating an overall evaluation of the course, such as the learner participation, venue, challenges experienced etc.

Post evaluation. This section of the evaluation form seeks to elicit information from the learner immediately after the course. The same rating of 1 to 5 is used to indicate the knowledge and skills on completion of the training and development intervention. This rating is captured on to the training database, which calculates whether the knowledge and skills of the learner improved or not. The training provider is expected to complete this section on the provider post-evaluation form, indicating positives, challenges and or recommendations.

This learner is further required to answer the following questions on the post evaluation form:

- How the new skills and knowledge will be applied.
- To identify some barriers / obstacles predicted with implementing the new acquired knowledge and skills.
- To identify the changes the learner can bring about in his/her department with the newly acquired knowledge and skills.

This information is however not communicated to the manager or the learner unless it is requested. Faculties and departments have access to only particular sections of the training database to view training and development information. Evaluation forms an important part of the learner's progress and feedback on the learning programme. This information should be made available to managers, which  can be done through the training database. This information could assist managers with performance reviews.

Training and development evaluation is to determine whether the learners learned new skills, attitudes and knowledge. The evaluation of training can be regarded as the last phase in the training process. After every training course participants are required to complete an evaluation form, which is the only one evaluated and monitored by the training manager and captured on the training database for record purposes. This evaluation process focuses essentially on the effectiveness of the training to determine whether the correct type of training has been presented.

The efficiency of training is evaluated by the feedback received from the participants to assess whether the correct and appropriate methods and techniques were used to impart the course contents to the learners.

However a very important aspect of the evaluation process is lacking and that is that the ultimate objective is for line managers to determine whether the learners have achieved the objectives and are able to demonstrate competence.

4.7 CAREER PLANNING

Employees are expressing more and more concerns that the organisation is not geared towards crafting career opportunities. Apart from all the training and development opportunities that exist, a lack of career pathing and promotion is of concern to employees. Some staff members have been expressing frustrations that they have been in the same position for more than 10 years with no career or promotion opportunities. Neither the organisation nor the line manager is expressing any serious plans to address this matter.

Organisational career planning is an area that requires attention and commitment to its employees. This, however, forms an important part of the HR planning process. The organisation should consider career paths and succession planning. The business case for the Cape Technikon to implement succession planning and career management would support the strategic goals of the institution.

- It would support in particular the strategic goal of promoting a learning organisation.
- All staff have talent, however this is at different levels.
- High flyers or achievers to be identified through performance management.
- It would assist in structuring a development plan.

- It would ensure talent supply for critical positions.
- It would avoid risk in appointment decisions.
- Fewer recruitment and selection costs.
- The candidate is familiar with the organisation
- The candidate can deliver immediately.
- It would maximise employee morale and productivity
- This would be a proactive HR approach rather a reactive one.

Career-planning processes should be jointly between the individual and the organisation and focus on appraisals and development reviews, potential assessment centers, careers development centers, mentoring and career counseling.



4.8 IMPLEMENTATION CHALLENGES

This section on the Cape Technikon implementation challenges seeks information on the problems or challenges encountered in implementing the workplace skills plan. Training and development is one of the NQF principles in a learning situation. A major factor in determining the appropriate environment for the learner is the kind of relations, which exists among the learners, training department and their managers or mentors. The challenges referred to in this chapter would enable line management to manage the human resource development and employment relations and therefore unlock a passion for unrivalled customer service.

From a strategic point of view, the organisation mission is promoted and therefore enhances the effectiveness and efficiency of the organisation. The following problems and challenges were experienced in implementing the workplace skills plan for the Cape Technikon:

- Staff indicates that they do not have time to attend training interventions. Working time is inflexible and no one can squeeze more than twenty-four hours out of the day. Some of the time must be spent essentially on work, eating and sleeping. Devoting too many of the remaining hours to work, and in doing so curtailing relaxation time and other activities too severely, causes health problems and family life and friendships are likely to suffer.
- Staff experience tremendous workloads and therefore are not able to attend training. One way to do justice to everyone's interest is to make better use of time. As we begin to use time more effectively, we experience a lightning of workload. This kind of progress builds self-confidence, which allows better use of latent abilities. As our skills develop, we become more productive and so earn recognition and achieve job satisfaction. To use time optimally and better, minimising distractions, disciplining our thinking, setting appropriate standards and deciding on priorities could be very useful. However urgent and conflicting demands for committee work, teaching, research, dealing with difficult students and parents, organisational changes, ongoing meetings are some factors that consume all the hours of the working day.

- The pending merger has caused staff to feel insecure and demotivated. Staff are experiencing different and difficult feelings and perceptions about the merger with Peninsula Technikon. This causes a block or an aid, depending on our flexibility of interpretation. Unless the real problems are clearly identified the problems could become worse, and time and effort could be wasted looking for answers to the wrong questions. At times people create unnecessary difficulties by trying to handle matters in a certain way. The Cape Technikon HR training department therefore encourages managers and staff to engage in open communication and organisational change programmes.
- There is a lack of proper performance management resulting in poorly identified training needs. Managers and their subordinates are not engaging in ongoing and regular discussions regarding their specific training and development needs and priorities. This results in money being wasted on poorly identified training needs, too many training and development courses requested which are not planned for resulting in unnecessary administrative difficulties and a skewed representation of training and development needs in the WPSP.
- The time frames, in adhering to legislative and organisational requirements, are problematic. According to the legislation, the EDTP SETA operates within a financial year from April to March. The Cape Technikon budget operates from January to December and budgeting takes place around September. Performance contracting times between manager and subordinate take place at irregular times, taking place in January or later in the following year. This creates problems with under budgeting for important training priorities.

- The training needs were not identified prior to the budgeting process and not in time for the workplace skills plan. As mentioned in the previous point, this causes tremendous stress on the planning process of the skills development facilitator. An important aspect of the training department's planning is to present training as cost effectively as possible. Organisations commonly use budgets as financial control instruments. Training costs are not always clearly identifiable, which means that decisions are not always easy to make. The budget method used is *two-phased*, a *central budget* for staff training is established by the training department for organisational priorities, sector needs and special projects and the *line manager budgets* for specific technical training needs for the staff member. Both phases of the budget are allocated under the training cost centre, for monitoring purposes. One advantage of a central budget is that all training is based in one department, which allows for more effective and efficient quality control measures.



- Staff/ learners are finding the new way of outcomes- based learning challenging, such as the portfolio of evidence, which consists of documents, reports, certificates and personal narratives. Outcomes-based education and training is aimed towards the intended output or outcome, as opposed to set input of traditional content-based education and training. Outcomes are therefore a demonstration or application of content in an authentic context. This can be achieved through practical evidence, for example a portfolio of evidence, which contains actual practical proof of outcomes achieved. This can be shown in the form of reports being drafted, certificates achieved for courses completed and certificates of competence, or personal narratives describing a particular scenario related to the expected outcome required.

- Confusion exists around the need for assessor training on NQF level 5 and NQF level 7 for academics. Academic staff are not given the appropriate information and direction as to the direction the organisation aims to pursue around assessor training. A SETA requirement is that all assessors assessing learners on Learnerships are required to have the necessary training and be competent to assess learners. The concern for academic staff that have been assessing learners for academic purposes is whether they need to be retrained as assessors or will they be granted automatic assessor status to assess learners on Learnerships. The Cape Technikon further offers specific assessor training on NQF level 7 aimed at academics.
- A lack of post assessment of training is experienced within departments to evaluate the effectiveness of the training imparted to staff. This defect causes staff members enrolling and participating on the same training and development courses repeatedly. The evaluation of training is important as it can be seen as the last step or phase of training. If training is not evaluated, there will be no record to determine whether the financial investment made has been utilised successfully, whether the overall competency skills of employees have increased and whether the training was effective. According to Erasmus *et al.* (1999), evaluation is necessary to make decisions regarding the performance of individual employees' needs, course involvement, the effectiveness of the training function and whether set objectives have been achieved.

- Managers sending staff on external training courses not submitting records or evidence of the actual training intervention to the training department to record in the implementation report which causes inaccurate reporting on training and development costs. The administration of training is of utmost importance to the success of training. This should be viewed as an integral part of any training programme. According to Erasmus et al. (1999), a training department is expected to keep training records. These important training records can assist in determining whether employee performance should be improved or not. Efforts at improving and developing employee performance require the planning of a records system. These systems serve as a useful aid for reporting purposes. The training records are used internally by the Training department and line managers, and are also used for external reporting purposes. The external reporting is an official requirement in terms of the Skills Development legislation. If line managers and staff fail to submit training records, comprehensive reports would not be available.



4.9 PROCESS AND IMPLEMENTATION

This section provides information on the parties that endorsed the report for approval to be submitted to the ETDP SETA. The Cape Technikon skills development committee consists of 24 members. All occupational categories are represented on this committee. The committee meets once a term or as needed to discuss and consult on skills development for all staff. The skills development facilitator of the institution chairs this committee (Cape Technikon. Human Resources 2003).

Committee members are notified well in advance of meetings via electronic mail, follow-up letters and phone calls. The duration of the meetings is usually one and a half hours. To enable all committee members to participate in discussions, training programmes were offered outlining the skills development legislation and organisational strategy. The skills development facilitator strives to ensure that committee members are kept informed of any important information, both internally and externally. This encourages open communication between all, and therefore, the committee members offer their ongoing support and assistance.

4.10 CONCLUSION

A comprehensive skills development strategy will highlight the importance of training and development for the institution and for the individual. This will also provide a clear set of priorities around which interventions and targeted beneficiaries need attention. Such a strategy would assist the institution to understand the magnitude and need of the tasks and challenges that must be addressed.



Although a number of training and development initiatives and opportunities are available academic employees seem to be less interested in skills training. Most of the academic employees are already highly qualified in their professions and therefore do not see the need to receive skills training. Academic staff are however facing a number of changes within higher education e.g. large and diverse classes; different teaching methodologies and working with minimum resources. As a result of these changes they attach less importance to attending training and development interventions. This Institution offered Learnerships and skills programmes to create opportunities for the employees to improve and acquire new skills, which leads to either NQF credits or a qualification. An emphasis on specific staff training needs and adequate career planning and objectives will prepare employees for current and future changes.

These changes include new technologies and good practice throughout the Institution. This could improve and enhance the Learnership process in monitoring and reviewing employee's needs regularly as well as the evaluation process. To avoid ineffective planning of training and development interventions, employees and managers need to engage more constructively in the performance management process. This process will contribute to appropriate planning of training and development interventions, proper budgeting and ensuring that identified employees receive specific training and development. The Cape Technikon Human Resources Training department regards this process as essential for staff development and ensuring compliance with the skills development legislation.



CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 SUMMARY

Having indicated the important role that managers play in the success of employee development, managers need to realise that they form a critical part in the success of human resource development. This chapter provides a summary of the human resource management training and development policy and practices of the Cape Technikon.

It is clear that there are a number of reasons why the institution should invest in the development of their human resources. The reasons and solutions will also differ between different departments. Therefore it is important for departments to ensure that the training and development needs are linked to the strategic goals of the institution. This will allow managers to focus and to support the achievement of the strategic goals of the institution. Managers play a critical role in the development of people and should engage employees in constructive discussions to ascertain and agree on the training and development needs of an individual.

The process of training and development in the organisation requires all role-players to be committed to achieve the internal and external requirements. It is important to remember that the training and development of employees does not happen in isolation, and that it is linked in some way with all the aspects of human resource management. Training should not be regarded as a "nice to have"; however it must be supported by a positive and realistic philosophy and culture of how training contributes to the organisation success.

One of the key issues is for the organisation to have a clear view of how it regards training; otherwise there is the danger of a complacent, not so important attitude in which training will be viewed. The model used by the organisation could be enhanced and improved by considering the recommendations outlined.

5.2 RECOMMENDATIONS

For the institution to provide a comprehensive learning and development process for its employees to achieve individual and organisational objectives, to provide a supporting framework for career development, performance management and employment equity processes and to be compliant with the requirements of the Skills Development legislation the following are recommended:

- Training budgets to be managed by line managers and monitored by HR. Line managers will therefore take responsibility for the training of their employees and attendance of programmes.
- Personal Development Plans (PDP) to be captured consistently at departmental level on the database, which will automatically be collated into the required report formats for review by the HR training division and to be incorporated into the WPSP.
- Managers to ensure that training interventions are aligned to job requirements and competencies.
- All related training information is maintained in a central system with viewing rights as required by departments. The information should therefore then be integrated with performance management, career and succession planning and employment equity.

- Training notifications and correspondence to be forwarded electronically to employees.
- The quality of training interventions to be monitored through an evaluation process that includes all relevant role players.
- Training budgets to be managed by managers and monitored by the HR training division through electronic means.
- All employees' biographical details of employees to be updated and imported from the information tertiary software (ITS) into the training database.
- Training providers to be evaluated against set standard criteria and to sign a formal agreement upon appointment.
- The bursaries and study grant section to form part of the HR training division, to avoid misconceptions regarding the total expenditure for education, training and development of employees. This will also ensure that the WPSP have accurate data as this forms part of the WPSP process.
- A process to track beneficiaries of bursaries and study grants to ensure completion and compliance to the policies. This information to also form part of departments Personal Development Plan (PDP) process and captured on the training database.
- To conduct a comprehensive communication roll out process to update and increase the level of awareness of the training system, training database, skills legislation and the different governing structures.
- The introduce measures to address non-attendance or late cancellations of training courses by employees. This results in time and money wasted.

- The Employment Equity process to be closely aligned and participating with the skills development processes.
- To introduce a career pathing/ career management process and clear policy and procedures.
- To conduct biannual return on investment exercises as well as surveys to ascertain challenges and feedback.
- To encourage all managers to gain relevant management development and/or qualifications. This will contribute to the improvement of overall management capabilities in the Institution.
- To move from a culture of promulgating training courses via a brochure to that of more tailored provision. This will eliminate the number of unplanned courses.
- To develop specially tailored programmes for individual staff categories such as a programme in education, training and development processes for Academic and Professional employees involved in teaching and learning.

5.3 CONCLUSION

It became clear to the researcher during feedback sessions and meetings with employees that there is a lack of focus on a proper institutional retention strategy, succession planning, career planning and a mentoring system. This can be achieved in conjunction with effective and efficient recruitment and selection processes, performance management and employment equity practices. This responsibility also rests with managers, who need to ensure the implementation of these practices. Managers need to take time to discuss performance issues, and training and development with employees.

It is important that the training and development policy clearly specifies the essential role training and development plays and therefore indicates the number of days each employee needs to dedicate to training and development for a particular year. This will contribute to creating an environment of learning within the institution. An environment of learning fosters and cultivates ongoing team interventions, available resources and opportunities.

A number of training and development interventions are needed for managers in coaching skills, mentoring skills, constructive feedback skills and general people and management skills. These areas should form part of every manager's key performance areas. The development and implementation of management training or educational programmes form an essential aspect of the activities of the institution and should be a matter of high priority.

The impact of the training and development is in many cases not measured or evaluated as a result of a lack of evaluation systems. Managers fail to conduct follow up sessions or monitoring strategies on the learners applied skills and therefore This prevents the institution from measuring the impact of training and their investment in training. It is important to focus strongly on what happens after the employee has been trained. In order for this process in the evaluation system to be effective, all role-players need to work together. A monitoring and evaluation process provides an opportunity to reflect on whether the institution is providing an effective and adequate service. If training is not evaluated, there will be no record to determine whether the financial investment made by the institution in its human resources has been successfully utilised. The increase in the overall competency skill will also not be clear. This will allow the institution to ask questions about how things are done and whether they have grown or gone backwards.

Evaluation should be required of the institution, which represents a significant investment of funds. Traditionally this has not been required of the training department, but it is becoming increasingly common for senior managers to discuss the need for training and development to contribute to business performance. Evaluation could have many benefits such as improving the training programme, providing feedback to the learner, manager and provider, identifying future needs, gaining knowledge of employee skills, providing information for performance appraisal and identifying future organisational leaders.

The introduction of the Workplace Skills Plans is a vehicle to align skills development with both organisational growth strategies and equity plans. Workplace Skills Plans can give focus to skills development for improved service delivery. The institution is guided by long awaited legislation and policies, but these will remain pieces of documents unless they are implemented.



The individual will thus lack the necessary competence for his/her current job and any future opportunities. This could have a negative effect on the organisation both internally and externally, which could result in financial difficulties and poor services.

Leaders and managers roles and responsibilities are sometimes underestimated particularly in a large institution, therefore a clear understanding of their roles and responsibilities is necessary. In order to strive towards World-class leaders, leaders need to bring to life for their people a vision of being the best at everything they do. Therefore it is important for Cape Technikon leaders and managers to understand that their management style and approach should be to create flexible and proactive ways for an energetic, healthy and vigorous working environment. By treating individuals with respect and creating opportunities will motivate experienced and talented employee retention and growth.

Managers form an integral part of the Cape Technikon strategic management team, and every manager should see himself or herself as a strategic human capital manager.

Employees at the Cape Technikon look to management for guidance and leadership. The strategic objectives have been laid down, but the one aspect that needs attention and focus is how to prepare the organisation to be a learning organisation. Coping effectively with this change depends largely on establishing commitment from management to value this process. Leadership values are set by the examples managers set, and employees look for a clear mandate and behavioral model from their leadership. This would ensure that the organisation attracts and retains the best talent and becomes an employer of choice.

The challenges described in this chapter are vital for all HR managers, the organisation, the employees and the HR training department. These challenges should be given strong consideration and be taken seriously by managers and employees. In the face of relentless competitive pressure and organisational change, all functions have to demonstrate their support and worth. Evaluation, career management and mentoring are the responsibility of not only the training manager, but also all other managers. All managers ought to accept responsibilities for the training and development of their subordinates. The challenges discussed in this chapter should form a central part of the Cape Technikon training model, and must be regarded as a continuous process. All role players must execute this to enhance performance of employees. Overall organisational performance should inform the strategic planning process of the organisation. This will allow the opportunity to re-vision or refocus the organisational goals if required.

Whether training and development are contributing to the organisational objectives or not should be answered by the value of training to the organisation and how the effectiveness of training is measured. In order for the Cape Technikon to achieve a vision of highly skilled and productive staff, key issues need to be in place to ensure that the right training and development interventions are implemented for the right reasons to the right people. The key instruments to support and achieve this would be a proper evaluation process that measures the impact of training, which could be referred to as return on investment (ROI). A retention strategy, outlining the framework with timeframes and priority areas or positions should receive attention. A clear succession planning and career management programme with a strong emphasis on mentoring will support and enhance the strategy.

This will assist in determining equity targets, which specify the skills development programmes and initiatives and the targeted beneficiaries. The ways in which these should be addressed are primarily through the skills development legislation and the commitment from staff and managers.

For the Institution to continue to develop to meet the needs of an increasing and demanding environment a stronger focus on organisational development to support effective people management strategies linked to leadership and management development is core. To support this, effective policies and procedures as well as systems and structures is required, not forgetting the critical role the HR department can play in working closely with managers.

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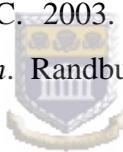
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