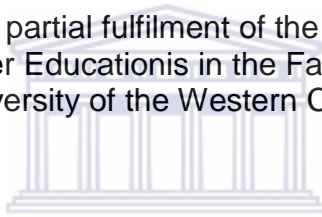


**AN ANALYSIS OF THE CURRENT APPROACH TO SKILLS DEVELOPMENT
PLANNING FOR HUMAN RESOURCES (HR) MANAGERS AT THE NELSON
MANDELA METROPOLITAN UNIVERSITY**

LOSHNI SARVALOGASPERI GOVENDER
Student Number: 2774232

A research paper in partial fulfilment of the requirements for the
degree of Magister Educationis in the Faculty of Education,
University of the Western Cape.



**UNIVERSITY of the
WESTERN CAPE**
Supervisor: Ms Rahmat Omar

October 2013

AN ANALYSIS OF THE CURRENT APPROACH TO SKILLS DEVELOPMENT PLANNING FOR HUMAN RESOURCES (HR) MANAGERS AT THE NELSON MANDELA METROPOLITAN UNIVERSITY

KEYWORDS

Responsiveness

Demand-led Training

Mergers

Transformation

Capability

Training Needs Analysis

Competencies

Skills Development

Human Resources Management

Workforce Planning



ABSTRACT

AN ANALYSIS OF THE CURRENT APPROACH TO SKILLS DEVELOPMENT PLANNING FOR HUMAN RESOURCES (HR) MANAGERS AT THE NELSON MANDELA METROPOLITAN UNIVERSITY

L. S. Govender

M.Ed Research Paper, Faculty of Education, University of the Western Cape.

A qualitative research study, supplemented by a policy and contextual analysis was conducted to evaluate the skills development planning process for Human Resources managers at the NMMU. The findings of the study indicate a need for the NMMU to implement effective skills development planning practices to ensure relevant skills are developed in the Human Resources department. The findings further highlighted the need for a Human Resources strategy and model to guide the skills planning process.

October 2013

DECLARATION

I declare that *An analysis of the current approach to skills development planning for Human Resources (HR) Managers at the Nelson Mandela Metropolitan University* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Loshni Sarvalogasperi Govender October 2013

Signed: _____

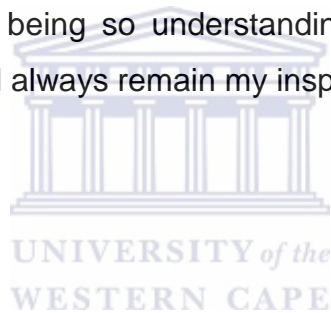


ACKNOWLEDGEMENTS

I must start by firstly thanking my supervisor Ms Rahmat Omar---for her invaluable assistance and guidance during the course of this study. Completing this piece of work would have been impossible without your help.

I would like to thank my colleagues in the department who so graciously agreed to be interviewed for this study. Their input forms the backbone of the research findings and recommendations. I must also thank my friends Dennis, Pirindha, Nashwa, Neetha and KP in particular who often went beyond the call of duty in supporting me.

To my children Nerissa, Seshiran and Lusayn, you are my inspiration and my reason for existence. Thank you for being so understanding whilst I was so involved in finishing up this work. You will always remain my inspiration.



CONTENTS

Title Page	i	
Keywords	ii	
Abstract	iii	
Declaration	iv	
Acknowledgements	v	
Contents	vi-viii	
List of figures and appendices	ix	
Chapter 1	The research problem in context	
	Introduction	10
	The research setting	10
	Strategic role of the HR function	12
	A skills planning model	13
	Methodology	14
	Main argument	15
	Structure of the research paper	16
Chapter 2	Literature review	
	Introduction	17
	Legal framework pertaining to skills development and planning approaches in South Africa	18
	Competencies for HR Managers	22
	Skills planning processes in higher education institutions	25
	A skills planning model	27
	Conclusion	35

Chapter 3	Research design and methodology	
	Introduction	34
	Research Setting	34
	Objectives of this study	38
	Research design and procedures	39
	Organisation, analysis and interpretation of the data	43
	Ethical considerations of the study	44
	Confidentiality and privacy	45
	Limitations, relevance and usefulness of the study	46
	Conclusion	48
Chapter 4	Legislative and policy context of skills planning at the Nelson Mandela Metropolitan University	
	Introduction	49
	Vision 2020	50
	Legislation	52
	HR planning	55
	Total quality management	59
	Performance management	62
	Impact of the skills development planning process on institutional requirements	65
	Conclusion	67



Chapter 5	Perspectives of Human Resources Managers on skills planning at the NMMU	
	Introduction	68
	Presentation of HR Managers' perspectives	68
	Conclusion	92
Chapter 6	Findings, conclusions and recommendations	
	Introduction	93
	Findings and conclusions	93
	Recommendations	102
	Limitations, relevance and usefulness of the study	103
Bibliography		105



LIST OF FIGURES, ORGANOGRAMS AND APPENDICES

Figure 1	Comprehensive Skill Development Planning and Implementation Process Flow	30
Appendix 1	Mini Sector Skills Plan: Critical skills priorities in comprehensive universities	109
Appendix 2	Mini Sector Skills Plan: Critical skills priorities in traditional universities	110
Appendix 3	Mini Sector Skills Plan: critical skills at universities of technology	111
Appendix 4	Organogram of HR Management Structure	112
Appendix 5	Organogram of Governance structures for the HR Department	113
Appendix 6	Vision 2020 Strategic Priorities 5 and 8	114
Appendix 7	Human Resources Development Policy	130
Appendix 8	Steps in the Dowd-Krause Model clustered into themes	137
Appendix 9	Matrix which was designed to link each interview question to data generated from each respondent	140
Appendix 10	Informed consent form	141
Appendix 11	Information sheet	142
Appendix 12	Clustering of interview questions into themes	143

CHAPTER 1: THE RESEARCH PROBLEM IN CONTEXT

Introduction

This study analysed the current approach to skills planning for Human Resources (HR) Managers at the Nelson Mandela Metropolitan University (NMMU) and located the analysis within a wider discussion of skills planning within the higher education sector. The study sought to determine the relevance of the skills planning processes and procedures at NMMU within the South African legislative context and skills planning approaches, particularly in higher education institutions. The study further investigated the HR competencies required and assessed the applicability of a skills development planning model for the NMMU.

The research setting

The NMMU is a merged institution, located in the Eastern Cape of South Africa and was created out of a merger between the University of Port Elizabeth (which had previously assimilated Vista University) and Port Elizabeth Technikon. The NMMU is a comprehensive university, offering a range of university and technikon type qualifications.

The merger of universities in South Africa placed immense strain on HR departments which were expected to consolidate different HR systems and policies into a single administrative system. HR is tasked with providing both administrative and strategic support which requires skilled HR managers in the HR department. HR managers therefore require a range of managerial and HR specific competencies (Boninelli 2004, Schultz, 2010).

In the case of the NMMU, the merger resulted in the need to create a single academic and administration system, marrying three divergent institutions with different legacies, cultures, financial systems and sustainability patterns.

The NMMU's HR department is tasked with administrative and strategic tasks. This strategic HR role involves the need to develop appropriate strategies, frameworks,

policies and procedures to meet the needs of Vision 2020. Strategic support requires a long-term planning approach together with the capability to implement projects, solve problems, communicate and consult with stakeholders in the institution.

A changing conceptual approach to skills development

The literature reviewed in Chapter 2 highlighted concerns about the skills planning process in South Africa, and in the higher education sector in particular.

Skills planning for HR managers at NMMU occurs within a national regulatory framework in which various policies - such as the Skills Development Act (1998), the National Qualifications Framework (NQF) and the National Human Resource Development Strategy - together with various sectoral strategies support and guide skills development initiatives in South Africa. It was envisaged that this integrated framework would be supported by intermediary institutions and regulatory mechanisms such as the Sector Education and Training Authorities (SETA's) (Kraak, 2008).

These regulatory frameworks were intended to create opportunities for employees to develop the requisite and relevant skills and for institutions to review learning and development needs for staff. In terms of the SDA (1998) institutions are required to conduct a skills audit, identify training needs and prepare training and development plans in accordance with the skills gaps identified. The training plan should be captured in the Workplace Skills Plan (WSP) and monitoring in terms of reporting must be done in the form of an Annual Training Report (ATR).

It has been argued that these reforms introduced a new conceptual approach to skills development, in that they represented a shift away from narrow manpower planning approaches towards the idea of a demand-led education and training system that is flexible and responsive to social and economic needs (Cilliers, 1999; Macun, 2009; McGrath and Akoojee, 2009).

However, it has been argued that numerous national policies, strategies, frameworks and procedures provide a skills landscape too complicated to navigate. While the frameworks provide good guidelines, Wenzel (2007) argues that the failure to implement policy is a result of Institutions not being capable of executing their mandates. Institutions are continuing to plan for skills development in isolation from each other and from SETA's (Kraak, 2008). Furthermore it is argued that the application of a variety of skills planning processes between institutions could work against the overall goals of the National Human Resources Development Strategy in the long term (Kraak, 2008; Dowd-Krause, 2009). This reinforces the need for an interactive (coordinated) planning process between SETA and institutions.

Strategic role of the HR function

It is further argued that the HR function within organizations must be repositioned, having evolved from an administrative, and cost-centre function to become a proactive and strategic role player (Boninelli, 2004; Smith and Schurink, 2005; Ulrich, 1997). The HR function has undergone transformation from keeper of current personnel records to that of strategic partner, central to the business operation (Cascio, 1998). The new role of HR has spawned renewed interest and focus on the skills required by HR practitioners to fulfil a more strategic orientation. Boninelli (2004) suggests that the emergent trends in HR demand a re-visitation of the role of the traditional HR professional, indicating the need to re-assess HR competencies that support this change. To give effect to this, it is important that a relevant and supportive skills development planning process be embarked upon, to ensure that the emergent HR transformation needs are met.

Recent studies indicate that the post-merged higher education institution requires specific HR management competencies (Schultz, 2010). HR practitioners in higher education institutions must have the capability to conduct research, consider supply and demand trends, consider scenario planning outcomes and then develop and implement HR policies and procedures to meet these identified requirements. To deliver on the demands placed on them, HR managers in universities need to be fully engaged with the sub-disciplines of HR. This will enable HR departments to

effectively consider, develop and deliver tailor-made solutions for problems and issues that impact individual Institutions.

Schultz (2010) calls for HR departments in higher education institutions to be responsive to the needs of the sector, while being guided by national framework. Boughey and Botha (2011) compiled a Mini Sector Skills Plan as part of a study into skills planning for the higher education sector with the objective of conducting a study into the skills planning needs of higher education institutions. The Mini Sector Skills Plan indicates the need for a co-ordinated skills planning approach for the sector to move away from independent approaches to skills planning currently used in higher education institutions. It shows the importance of using a systematic approach to skills planning which includes processes such as skills audit, training needs analysis, provision of relevant training programmes and evaluation thereof.

A skills planning model

The issues highlighted above underline the need for an effective skills development planning process to facilitate progress in this area in higher education. While the SETA's provide guidelines on skills planning, models are needed to guide institutional skills development planning practices. The only model that could be found was a Comprehensive Skill Development Planning and Implementation Process Flow model (see Figure 1) developed by Dowd-Krause (2009) for the Nelson Mandela Bay Municipality (NMBM), as illustrated in Figure 1.

This study explored the applicability of the model to skills planning processes in higher education institutions with particular reference to NMMU. A preliminary analysis indicated that aspects of the model can be utilised in the higher education sector, as discussed in Chapter 2.

With regard to delivering on institutional and sectoral skills needs, there is increasing criticism among internal staff, senior managers and constituencies of the inadequacies of using private sector HR policies, procedures and processes in higher education institutions. Fenwick (2005 and 2004) draws on critical management studies and critical pedagogy, to support the emerging critical human

resource development (HRD) field which would challenge the primacy of an exclusively economic rationale for HRD and create more socially responsive workplaces. Duke (2002) asks important questions premised on the practicality of transferring private sector HR policies and practices into universities, viz. the applicability of private sector HR policies and practices to public sector organisations and the relevance of using corporatist policies and processes in the public sector amidst the criticism that HR practitioners in higher education are exposed to and often adopt 'corporate' HR processes which are sometimes a mismatch for universities. It is therefore suggested that strategic HR planning should begin with an understanding of where the organization is currently, and proceed with an evaluation of the current training strategy and its alignment with the organisation's goals (Duke, 2002).

Methodology

This study therefore examined the applicability of the Dowd-Krause Model (2009), as a skills planning model tested in a public sector context, to guide skills planning at the NMMU. In this study the focus is on HR Managers' perspectives on the relevance of the training they received and the skills development planning processes at the university. In addition the study analysed the planning environment in which HR Managers' training and development needs were identified and the applicability of the Dowd-Krause Model to skills development planning undertaken for HR managers at NMMU.

The study utilised document analysis and semi-structured interviews as methods of data collection to explore these issues. The literature emphasises that this type of qualitative research tends to focus on understanding what is going on in organisations in participants' own terms rather than those of the researcher (Bogden and Bilken 1992; Bryman 2008; Burgelman 1985).

The analysis of policy documents and semi-structured interviews were guided by themes arising out of the Dowd-Krause model (2009) discussed in the literature review (Chapter 2) and the methodology chapter (Chapter 3.) The five themes were

legislation, HR planning, total quality management, performance management and impact of the skills development planning process on institutional requirements. These themes were used to analyse the Human Resources Development Policy, WSP and ATR and to develop the interview schedule. They were also used as a structure for presenting the research data in Chapters 4 and 5 and are used for reporting on the research findings.

The combination of semi-structured interviews and analysis of policy documents yielded data which gave an in-depth representation of perceptions and experiences of HR managers of the skills planning process at the NMMU, how HR managers feel about the training undertaken, and its relevance to their training and development needs. The analysis of the Human Resources Development Policy, WSP and ATR yielded meaningful information that supplemented the findings of the interviews. Together they provide a more holistic representation of the skills planning process for HR Managers at NMMU.

Main Argument

This paper argues for the need for a cohesive skills development planning strategy for the HR managers at the NMMU. Vision 2020 highlights certain competencies that are needed by HR Managers. The training undertaken by the HR Managers do not meet these needs. The relevant skills planning documents show a significant degree of incongruence in the content, indicating a need to quality manage the process. The planning process does not meet the strategic skills requirements of the NMMU.

The current process occurs in a vacuum – there is no without of a Human Resources Development strategy and no guidance from a higher level manager to the Skills Development Facilitator (SDF) who coordinates the skills planning process. The NMMU's skills planning approach indicates an administrative and compliance orientation which hampers strategic skills planning in the short and long term the current planning must be reviewed. The planning process should be guided by a relevant Human Resources Development strategy and planning model which should consider total quality management principles. It is therefore recommended that a

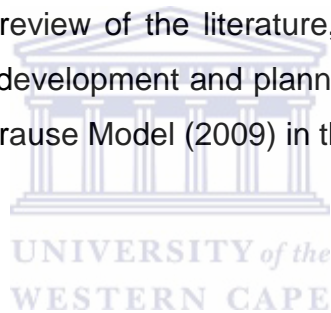
skills planning model be adopted by the NMMU to response to strategic I skills needs at NMMU.

Structure of the research paper

The research paper is divided into six chapters:

- Chapter one sets out the background and rationale for the study;
- Chapter two is the literature survey;
- Chapter three covers the research methodology;
- Chapter four sets out the findings of the document analysis;
- Chapter five addresses the outcomes of the semi-structured interviews and
- Chapter six covers the findings, conclusions and recommendations.

The next chapter presents a review of the literature, and an overview of the legal framework pertaining to skills development and planning approaches, and examines the applicability of the Dowd-Krause Model (2009) in the NMMU context.



CHAPTER 2: LITERATURE REVIEW

Introduction

This study analyses the skills planning process for Human Resources (HR) Managers at the Nelson Mandela Metropolitan University (NMMU) with a view to analysing the relevance and appropriateness of training undertaken to improve the knowledge and skills that HR managers require to fulfil their roles at the NMMU.

This chapter looks at relevant literature relating to skills planning approaches including human capital theory, the policy and legislative framework, the changing role of HR and changing competency requirements for HR managers, skills planning approaches and a model for skills planning for HR managers in higher education institutions.

The importance of developing employees is addressed extensively in human capital theory. Human Capital theory extends back to the 1960's and advances that an employee's knowledge and skills determine their earning potential, and in so doing, advances a capitalistic approach in the quest of acquiring knowledge. The exchange for pay for services and skills informs the employment relationship. With regard to the need to skill individual employees, Schultz advises that skills and knowledge creation should be prioritised, to ensure advancement of workers in meeting organisational needs. This is especially important in developing countries, where there is a need to focus skilling individuals in order to ensure adequate growth occurs in a sustainable manner.

The role of human capital in relation to sustainable economic growth is addressed by Romer (1986), who expounded the theory of 'endogenous growth models'. The model advances that skilled and healthy workers play a pivotal role in advancing organisational growth. This refers to workers resourceful use of technology and capital, thereby highlighting the role of human capital in economic development.

Human capital theory has been criticised from several quarters. For this study, critiques emerging from adult educators who argue for a critical HRD approach is relevant (Fenwick, 2005 and 2004). Critical HRD approaches see "development" as

a mechanism for social transformation i.e. addressing inequalities and injustice in society and highlight the role of levels of human and social capital in society and in doing so, engendering economic growth and community development (Zidan, 2001).

At an organizational level Fenwick (2004) argues for the need to counter a narrow performance and learning orientation within organisations and suggests that critical HRD can contribute to organisational transformation through the pursuit of justice, equity and employee participation.

These themes relating to social and organisational transformation are evident in South African skills development policies. The next section of this chapter examines some of the literature pertaining to the national skills development planning framework in South Africa from a legislative perspective.

Legal framework pertaining to skills development and planning approaches in South Africa

The Skills Development Act, of 1998 (SDA) introduced a national regulatory framework to co-ordinate training within an enabling environment. The SDA promotes both economic and social objectives through the development of the skills of the workforce, improving their quality of life and prospects of employment. The SDA aimed to facilitate a shift from supply-led approaches to demand-led approaches to skills planning. The changes introduced also targeted sectoral and workplace level planning that would be flexible and responsive to the social and economic needs of the organization, sector and the country.

While extensive literature relevant to skills development in South Africa can be found, Kraak (2001) suggests there is very limited literature pertaining to the implementation of the SDA. Boughey and Botha (2011) observe that there appears to be a gap in the literature about skills planning processes for the higher education sector. Similarly Schultz (2010) suggests that there is a paucity of research of the skills development needs of HR managers in South Africa and higher education

specifically. The paucity of literature impacts negatively on the advancement of staff development strategies for the higher education sector.

Macun (2009, 1990) identifies the following as being key reforms of the skills planning framework:

- A move from traditional manpower planning to demand-led training;
- Analysis of labour market needs and provision of labour market information/data to inform training authorities and providers of current and emergent skills needs;
- Shifting government's role from the provision of training to financing and monitoring training;
- Public-private governance partnerships over training systems;
- Decentralized control over the delivery of training to improve responsiveness to training.

Cilliers (1999) argues that the SDA introduced a new conceptual approach to training and development and that the changes introduced were based on the idea of a demand-led education and training system that is flexible and responsive to social and economic needs. He emphasizes that, although departmental and sectional training approaches are important for organisations, these must be embedded in organizational planning strategies. In turn, enterprise level training activities must be linked to sector strategies and be guided by the national regulatory framework.

The National HRD Strategy and SDA, together with various other frameworks and sectoral strategies, support and guide skills development initiatives in South Africa. The regulatory frameworks were intended to provide opportunities for employees to develop the requisite and relevant skills to review learning and development needs for staff. The frameworks also sought to provide guidelines on the evaluation of skills, knowledge and behaviours that are required for effective development in an area of specialisation.

The synergy between the skills development framework and National Qualifications Framework is intended to provide opportunities for different types of development, including opportunities for the attainment of qualifications over a period of time at employees' own pace. The NQF sought to embed skills development within the legislative framework for higher education.

It was envisaged that this integrated framework would be supported by intermediary institutions and regulatory mechanisms such as the Sector Education and Training Authorities (SETA's) (Kraak, 2008). The aim of the SETA's was to promote and advocate for the linkage of enterprise level training activities to sector strategies. Therefore the SETA is to advise on, co-ordinate and collate data from member organisations and to provide this information to member organisations for planning purposes.

The need for a co-ordinated skills planning approach was also discussed at the Higher Education South Africa (HESA) National HR Directors Forum in April 2013 where concern was raised about the lack of meaningful impact of skills development initiatives on the higher education sector. HESA expressed particular concern about HR capability and its role in a skills development planning process which could be responsive to the needs of higher education in South Africa (HESA HR Directors Forum, 2013).

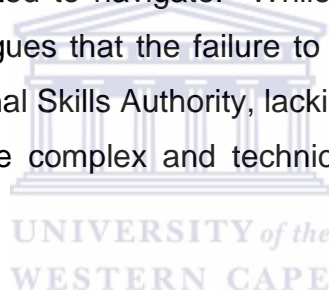
Institutions are however, continuing to plan for skills development in isolation from each other and apart from the SETA's. The negative outcome of this is that an unco-ordinated approach to the collation, analysis and interpretation of institutional data is utilised. If properly co-ordinated, the available provincial and sectoral data could be meaningfully utilised as baseline data for skills planning purposes at an institutional level.

Boughey and Botha (2011) suggest that there is a need for empirical research in the area of skills planning to facilitate co-ordination between different constituencies, such as the the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA), Higher Education South Africa and individual

higher education institutions. Research pertaining to the higher education sector would provide a meaningful empirical basis for skills planning, particularly as many HR managers seem to lack the requisite competencies to guide staff development strategies in an effective manner.

Furthermore it is argued that the application of a variety of skills planning processes between institutions could work against the overall goals of the National Human Resources Development Strategy in the long term (Kraak, 2008; Dowd-Krause, 2009). This reinforces the need for an interactive (coordinated) planning process between SETA and institutions.

The numerous national policies, strategies, frameworks and procedures provide a skills landscape too complicated to navigate. While the frameworks provide good guidelines, Wenzel (2007) argues that the failure to implement policy is a result of institutions, such as the National Skills Authority, lacking the capacity to execute their mandates and to manage the complex and technical implementation process for skills development.



According to McGrath and Akoojee (2009) the South African case highlights a problem that is common in Africa (and elsewhere) of parallel or even divergent policies and systems. Akoojee, Gewer and McGrath (2005) highlight the challenge of integrating skills development in a meaningful manner and advocates that skills development should be guided by a coherent and comprehensive strategic vision to ensure a match between training required and the actual training plan and alignment with the organisation's strategic plan.

Holden and Thursfield (2004) conducted a critical evaluation of international demand-led training, planning and practices and assessed the contextual factors that positively and negatively impact on the effectiveness of planning processes. Management decisions regarding training, consideration of individual training needs, and workforce planning funding are some of the issues that must be considered.

In an effort to be more responsive to the needs of universities, Duke (2002) comments that contextually based solutions should be explored, suggesting that consideration be given to the legislative and policy planning framework as well as competencies for HR managers, recognition of the strategic role of the HR functions and these skills planning process for HR managers.

The next section discusses the relevant competencies required by HR managers.

Competencies for HR Managers

The literature reviewed highlights the fact that the role of the HR department has transitioned from a traditional administrative function to a key strategic role. Cascio (1998) argues that the HR function has undergone transformation from keeper of current personnel records to that of strategic partnership, central to the business operation. This indicates that the HR function must be repositioned, having evolved from an administrative, and cost-centre function to become a pro-active and strategic role player (Smith and Schurink, 2005 and Boninelli, 2004).

Smith and Schurink (2005) emphasise that the HR department has the important responsibility of developing policies to give support to HR processes and procedures. While the role and function of HR has changed, the fundamental principles that guide HR (such as managing and developing the workforce) have remained unchanged as the HR department is still responsible for ensuring that the organisational strategy is implemented. These HR principles are upheld through important HR administrative and strategic functions in addition to the basic functions of the HR department which include the provision of administrative support for people management, the administration of salaries and benefits and recruitment (Brewster, Carey, Grobler, Holland and Warnich, 2008).

According to Ulrich (1997) HR leaders contribute to the shaping of business and the achievement of strategic results. Ulrich (1997) posits that four principal roles must be fulfilled to support a HR model which would reflect the repositioning of the HR

function. These are the roles of strategic partner, administrative expert, employee champion and change agent which require a new range of competencies.

A mix of generalist HR management competencies are required, including an understanding of business dynamics, systems, processes, project management, change management, knowledge management and research skills (Boninelli, 2004, Burchell, 2002, Ulrich, 1997). To specialise in any particular sub-discipline of HR, a HR manager will need to build on an advanced level of generalist HR knowledge and skills and enhance their knowledge in specialised areas such as employee relations, organisational development, management information systems, training and development, recruitment, remuneration or health and safety.

A study by Burchell (2002) identified the following HR competencies as being core focus areas for enhancing HR manager capability:

- Change management to ensure a proactive, anticipatory role in managing organisational change as opposed to a reactive role;
- Strategic role and function to promote a better understanding of the strategic role in HR management;
- E-Technology in HR to promote self-service and simplify HR administration and
- Effective HR administration to ensure on-going and efficient HR administrative systems are implemented and maintained.

Recent studies indicate that the post-merged higher education institution requires specific HR management competencies (Schultz, 2010). The HR function has an integral role to play in the alignment of histories and legacies in merged institutions (Boughey and Botha, 2011). Transformation issues which include but are not limited to diversity, institutional culture and employment equity are high on the agenda as are the prioritisation of skills and knowledge development (Chipunza and Gwarinda, 2010).

To deliver on the demands placed on them, HR practitioners in higher education institutions must have the capability to conduct research, consider supply and demand trends, consider scenario planning outcomes and then develop and implement HR policies and procedures to meet these identified requirements. This will enable HR departments to effectively consider, develop and deliver tailor-made solutions for problems and issues that impact individual institutions.

The changing role of HR requires that the new range of emergent HR competencies be developed within HR departments. To give effect to this, it is important that a relevant and supportive skills development planning process be embarked upon, to ensure that the new HR transformation needs are met. The next section will explore skills planning processes in higher education institutions in South Africa.

The NSDS III seeks to improve the effectiveness of skills development by serving as a blueprint for skills development in South Africa, for the next 5 years (FACTS Newsletter, 2011). The objective of the NSDS III is to promote an effective skills development system. The system should have the relevant architecture which should assist with labour market responsiveness and social justice requirements, thereby providing a cohesive guide to sector skills planning and implementation of skills development initiatives by SETA's in the following ways:

- Alignment of sector strategies, programmes and projects in collaboration with DHET;
- Generation of the relevant sector-based programmes based on the needs of unemployed people and new labour market entrants;
- Professional, vocational, technical and academic programmes;
- The revitalization of vocational education and training programmes'
- Training and skills development capacity incentives
- Public and private training provider partnerships
- Renewed focus on rural development.

As indicated above, the NSDS III has a strong focus on redress with respect to aligning social enhancement to skills planning legislation. The skills policy extends

beyond the economy and has a clear focus on redress, which include specific provisions for women, people with disabilities and youth. Although the areas for redress are clear, there are on-going concerns about national processes to address these social issues. There are various stakeholders that must partner to alleviate the social issues. One such stakeholder is the Department of Higher Education and Training (DHET).

DHET was created in 2009 and is mandated to address the huge backlog in basic and further education and training. A priority area is the issue of skills deficits in the labour market (Millennium Development Goals, Country Report, 2010). Universities, which fall under the management of DHET, have an important role to play in the changing skills development landscape.

Skills planning processes in higher education institutions

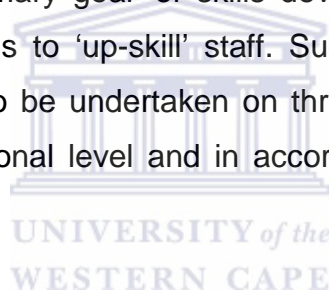
The Department of Higher Education and Training (DHET) highlighted the following as key objectives of the sector skills plans (SETA Forum on Sector Skills Plans; DHET, 2011):

- Determine skills development priorities after an analysis of the skills demand and trends and supply issues within the sectors;
- Identify a set of sector specific objectives and goals that will meet sector needs, economic or industrial sector growth strategies and meet scarce and critical skills in the sector;
- Identify strategies to address these objectives and goals;
- Implement and resource these activities and
- Report on performance

Boughey and Botha (2011) compiled a Mini Sector Skills Plan as part of a study into skills planning for the higher education institution sector with the objective of conducting a study into the skills planning needs of higher education institutions. The Mini Sector Skills Plan indicates the need for a co-ordinated skills planning approach for the sector. Higher education institutions should be guided by sectoral

skills requirements. However it appears that institutions use an independent approach to skills planning. This presents an incoherent picture at a national sectoral level. An analysis of the critical skills categories for the higher education institution sector illustrates the point. The Mini Sector Skills Plan (Appendix 1) gives an indication of critical skills priorities in comprehensive universities, while Appendix 2 reflects critical skills priorities in traditional universities and Appendix 3 gives a list of critical skills at universities of technology. The existence of these separate tables indicates an absence of a coherent picture of sectoral priorities.

According to Schultz (2010) and Boughey and Botha (2011), the collection and use of sectoral data can provide sound baseline data for skills planning processes, and identify skills gaps at a sectoral level. Detailed information of this kind will provide a sound foundation for the 'primary goal' of skills development, which, according to (Boughey and Botha, 2011) is to 'up-skill' staff. Such an approach would enable skills development planning to be undertaken on three levels, being the individual, departmental and the institutional level and in accordance with the requirement of each occupational category



The data presented in the Mini Sector Skills Plan was collated from all higher education institutions in South Africa. An analysis of the data indicates that skills planning processes used by higher education institutions, which all fall under the ETDP SETA, are not-standardized. The multiplicity of skills planning approaches used in the sector results in an unco-ordinated skills forecast and plan on a sectoral level.

The Mini Sector Skills Plan shows the importance of using a systematic approach to skills planning which includes processes such as skills audit, training needs analysis, provision of relevant training programmes and evaluation thereof. The skills development planning process should start with a basic analysis of training needs. This would assist in determining actual training needs at an individual and departmental level. The identification of actual training needs would lead to positive outcomes including relevant skills enhancement. Another positive outcome would be the impact on the training expenditure. Meaningful training expenditure on actual

training needs would produce a return on investment. The impact would yield good benefits for the development of the employee.

Boughey and Botha (2011) also allude to the need to embed staff development planning within wider HR practices, such as workforce planning; as a useful and valid method to determine forecasts based on skills trends. Typical workforce profiling data would include information such as occupational positions and categories, numbers of vacancies in the institution and age-analysis of current staff members. These various sources of data could provide meaningful data which can be used for developing streamlined planning strategies, with higher education institutions' demands in mind.

Embedding planning for skills development within wider HR practices and functions would enable the utilisation of data from other HR functional areas such as recruitment, remuneration and organisational development and the related analysis of this data for planning purposes. These HR units typically administer, monitor and manage the workforce planning process in institutions and HR managers are expected to meet the HR needs of higher education through the development and implementation of relevant and institution-specific HR policies, procedures and processes. This indicates that HR managers in higher education have particular skills development needs which must be identified in a rigorous and intense research based manner (Boughey and Botha, 2011).

The sections above iterate the need for an effective skills development planning process to facilitate progress in this area in higher education. While SETA's provide guidelines on skills planning, skills planning models are needed at an institutional level to guide institutional skills planning. The only model for demand-led skills planning in South Africa that could be found was a process-flow model by Dowd-Krause (2009) which was developed for the Nelson Mandela Bay Municipality (NMBM). The model provides a process-flow for the identification, determination and delivery of an effective skills development planning system. The next section will look at the applicability of the Dowd-Krause Model (2009) for NMMU.

A skills planning model

Research conducted by Dowd-Krause (2009) indicated a disconnection between national legislative imperatives and implementation of these imperatives in local government authorities and the lack of methodical applications being used by local government authorities for skills development planning purposes. Dowd-Krause (2009) developed a Comprehensive Skill Development Planning and Implementation Process Flow (see Figure 1) which attempts to create an alignment between national skills planning processes and the local authority approach to skills planning.

Dowd-Krause (2009) analysed different theoretical training models. She presents an overview of these which included:

- Strategic skills development model;
- Systematic training model;
- Skills planning process models;
- Hattings 3 interrelated skills development process model and
- The Ashridge model

However, she found shortcomings in these models. For example, a shortcoming of the basic systematic training model is “that it does not suggest that the training function should take a proactive role in developing capability, nor does it consider the need to embed the modern training function in the organization or to define its relationship with the other parties involved in the delivery of training” (Dowd-Krause, 2009: p49). She found that the general systems model for training takes a more proactive systematic approach to skills planning and implementation than the basic systems model but places “little emphasis on legislative requirements and the link between workforce planning, performance management, and skills development as key integrated human resource business strategies (p55).

Bellis & Hatting (2005:3) cautioned against a compliance oriented approach to skills and argued that the “process that an organisation establishes to meet skills development requirements must form part of the organisation’s overall skills planning strategy. Such a process and strategy are necessary irrespective of whether there is

a sector education training authority that requires the organisation to submit a workplace skills plan or not” (Bellis & Hatting, 2005:1 in Dowd-Krause, 2009:68).

Following Bellis and Hatting’s (2005) Skills Planning Process Model and Integrated Skills Planning Model she developed a model for application in a municipality, which she named a “Comprehensive Skill Development Planning and Implementation Process Flow Model”.

The model provides a cohesive approach outlining clear steps that must be completed in order to follow an effective planning process. According to the Dowd-Krause Model, various factors including legislation and policy should inform the steps to be taken at an institutional level. Each step in the model monitors the effectiveness and takes into consideration the quality assurance aspects of the entire process. The steps are detailed and aligned to national and institutional requirements that facilitate effective skills development planning. Dowd-Krause (2009) indicates the importance of a total quality management system to be subsumed into the planning approach, detailing a sixteen step process-flow for skills development planning – as illustrated in the diagram below:

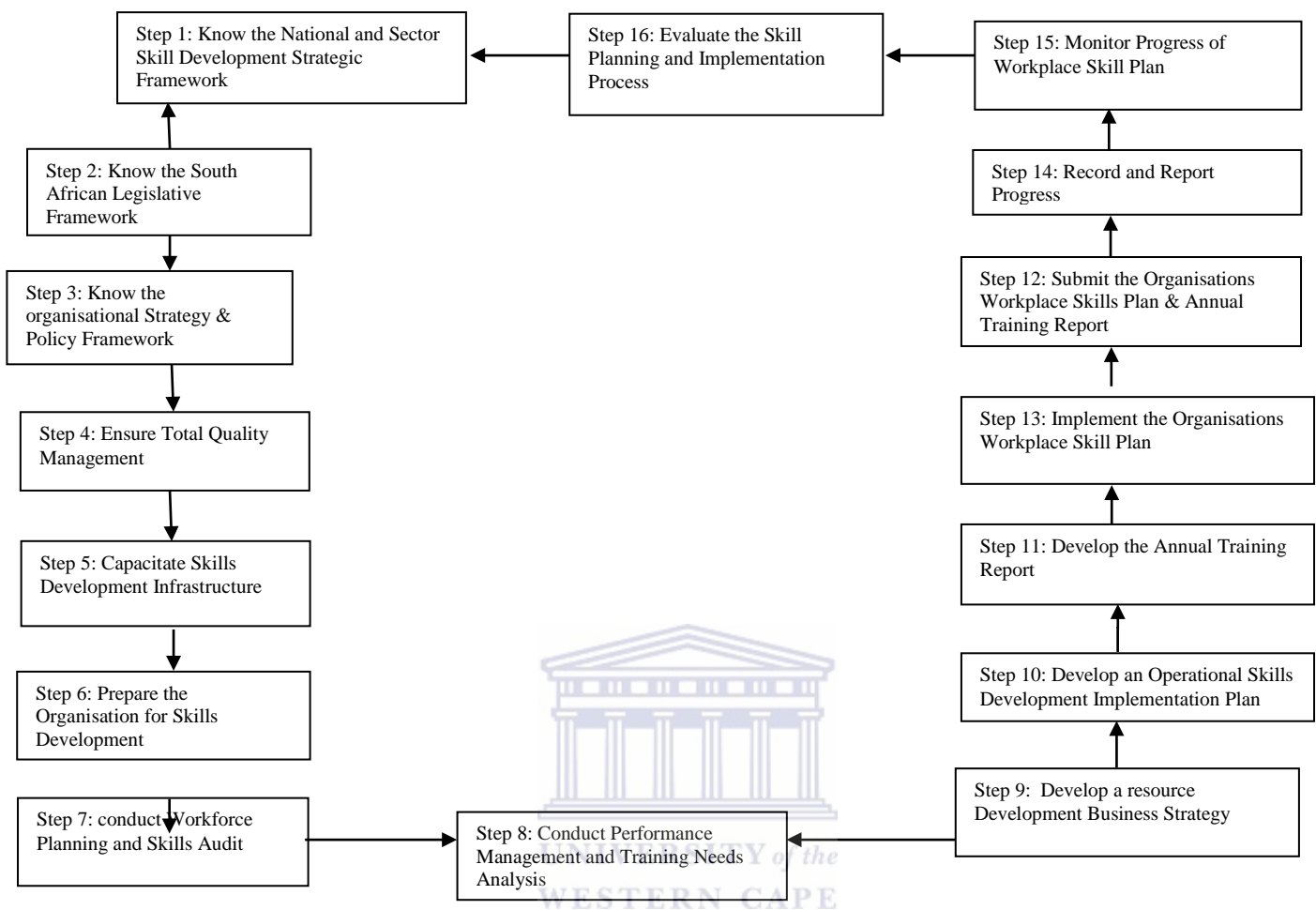


Figure 1: Dowd-Krause Model: Comprehensive skill development planning and implementation process flow model

Dowd-Krause (2009) posits that skills development must follow a coherent approach and suggests that the skills, training and development system will be haphazardly managed without the proper strategy implementation. A methodical approach would include a skills audit, needs analysis, design, delivery and evaluation of developmental interventions with the overall purpose of meeting individual, organisational and national objectives.

According to Dowd-Krause (2009) organisations must implement strategies, systems and procedures to skill, train and educate employees with the objective of contributing to the attainment of individual, organisational and societal objectives. The absence of strategy linked to the strategic plan would render skills development

and other training and development initiatives futile. Dowd-Krause (2009) further highlights the need for each HR unit, including Human Resources Development to have a sub-strategy to ensure that the overall HR strategy lives up to its role in promoting organisational excellence and success.

A preliminary analysis indicates that aspects of the model can be utilised in the higher education sector. There appear to be common characteristics between municipalities and universities. The strategic vision of the university is more similar to municipalities than other organisations in terms of delivering on broader societal mandates. Both institution-types are classified as public sector organisations and require a collaborative approach which involves consultation and partnerships with communities and stakeholders. Dowd-Krause (2009) suggests that as a public sector organisation, the municipality focuses on government mandates and responds to broader societal transformation elements.

Similar to municipalities, universities require a management structure, and a repertoire of diverse and specialist skills to ensure effective functioning of the HR department such as finance, internal audit, operations and communications departments to name but a few. Although the outcomes detailed in the strategic plans of local authorities and universities are different, the HR structures in public sector institutions are similar, with employee relations, training and development, organisational development, remuneration, database management systems departments (van Stuyvasant, 2007).

Van Stuyvasant (2007), notes that municipalities have been through a process of transformation which required the merging of different organisational cultures into one.

As with municipalities, universities within the higher education context require a revisit of required HR competencies in the post-merged environment (as discussed in 2.2 above). The mergers placed enormous pressure on the HR department for short and long term deliverables, almost all with a measure of urgency. The

significant challenges place a huge strain on existing HR staff and demand a new range of skills.

Duke (2002) comments that contextual based solutions should be explored, suggesting a review of the decision making powers for HR managers, recognition of the strategic role of the HR functions and the skills planning process for HR managers. The use of a systematic approach and model, such as the Dowd-Krause Model (2009) would be beneficial in identifying the skills needs specific to the sector and the institutional context.

With regard to delivering on sectoral skills needs, there is increasing criticism among internal staff, senior managers and constituencies of the inadequacies of using private sector HR policies, procedures and processes in higher education institutions. They claim that private sector HR policies, procedures and processes are ill-suited to the higher education environment and the implementation of private sector HR systems, even with slight adaptations, prove to be problematic (Duke, 2002).

Similarly, Duke (2002) asks important questions about the practicality of transferring private sector HR policies and practices into universities, viz. the applicability of private sector HR policies and practices to the public sector organisations and secondly, the critical relevance of using corporatist policies and processes in the public sector amidst the criticism that HR practitioners in higher education are exposed to and often adopt 'corporate' HR processes which are sometimes a mismatch for universities.

It is therefore suggested that strategic HR planning should begin with an understanding of where the organization is currently, and proceed with an evaluation of the current training strategy and its alignment with the organisation's goals (Duke, 2002). Duke further suggests that a comprehensive planning approach will help set any organisation apart from its peers. This is applicable to both profit and not-for-profit organisations. The bottom line need not equate to profit in the financial sense but in the way any organisation performs in meeting its objectives.

It is therefore an important imperative to adopt a skills planning model tested in public sector contexts to guide skills planning at the NMMU.

Conclusion

The literature on the legislative context highlighted the shift toward a demand-led skills planning approach. While the SDA introduced a new framework to guide skills development in South Africa, it also brought forth complexities in the form of related regulatory frameworks. The purpose of these regulatory skills development frameworks was to streamline multiple approaches being used by different sectors, into one national systematic approach, which would ultimately lead to a national skills development strategy. However there are challenges regarding implementation of these regulatory frameworks. A key point of concern is the diverse sectoral representation in the South African economy which requires well-articulated implementation plans by experienced administrators. This administrative function is commonly located within the HR function.

The role of HR is now understood to have a more strategic function. The shift from an administrative to strategic role player demands a new set of competencies for HR managers. The changing role of the HR manager demands that a commensurate skills development approach be utilised for enhancing skills among the HR practitioner group. The development of new HR competencies requires a planned and systematic planning process, guided by a relevant and appropriate skills development planning model.

The Dowd-Krause Model (2009) was used as a basis to evaluate the NMMU's approach to skills development planning for HR managers. The study sought to ascertain if the process flow model developed by Dowd-Krause (2009) to evaluate the effectiveness of planning approaches undertaken by local authorities could be beneficial to the NMMU.

The next chapter will elucidate how this was explored in the NMMU's post merged environment.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter sets out the research objectives, design and methodology of the study. An organogram of the HR Management Structure (Appendix 4) and of governance structures for the HR function (Appendix 5) are provided to illustrate the location of HR and skills planning processes in the larger processes at the university. The chapter explains how the researcher went about organizing, analyzing and interpreting the data. A discussion of the ethical considerations of the study follow in 3.6 and the limitations and relevance of the study are set out in 3.7. Section 3.8 contains concluding comments.

Research setting

As discussed in Chapter 2 the merger of universities in South Africa placed immense strain on HR departments which were expected to consolidate different HR systems and policies into a single administrative system. HR is tasked with providing both administrative and strategic support and HR managers therefore require a range of managerial, strategic and HR specific competencies (Boninelli 2004, Schultz, 2010).

WESTERN CAPE

In the case of the NMMU, the creation of a single university out of a merger between the University of Port Elizabeth (which had previously assimilated Vista University) and Port Elizabeth Technikon resulted in the need to create a single academic and administration system, marrying three divergent institutions with different legacies, cultures, financial systems and sustainability patterns. It was of utmost importance to design an organizational structure with the commensurate HR system that would address both administrative and strategic tasks. Administrative tasks require the integration of disparate remuneration scales, the harmonisation of benefits and payroll systems, the implementation of a performance management system, data cleansing and validation on the management information system, as well as providing effective recruitment and labour relations functions to support line managers.

The HR department is also responsible for providing strategic support to the university. NMMU's Vision 2020 identified strategic deliverables to be reached by

2020. The strategic HR tasks include the need create a unique organisational culture with the objective of marrying different histories and institutional cultures and a focus on transformation. This strategic HR role involves the development of appropriate strategies, frameworks, policies and procedures to meet the needs of Vision 2020. Strategic support requires a long-term planning approach together with the capability to implement projects, solve problems and communicate and consult with stakeholders in the institution.

Strategic Priorities 5 and 8 of Vision 2020 provide relevant frameworks for the skills planning for HR Managers Strategic priorities are captured in the NMMU's Vision 2020 as follows:

- Strategic Priority 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students.
- Strategic Priority 8: Maximise human capital potential of staff.

Each unit in the HR Department at the NMMU develops an Annual Operating Plan (AOP) in alignment with Vision 2020 on an annual basis. The AOP is based on deliverables as outlined in Strategic Priorities 5 and 8 of the Vision 2020 document.

The HR department has key projects that must be completed with commensurate implementation procedures and processes which include:

- The need to establish clearly defined best practice processes and procedures to ensure standardised compliance with legislative requirements;
- The provision of an efficient delivery of service through the use of automated tools;
- Ensuring improved communication through a common process and
- Maintenance of proper levels of approval and control.

There are specific competencies that are required to fulfil the deliverables identified above, including but not limited to strategic orientation, problem solving, research and analytical skills. All HR managers at the NMMU need to have generalist experience in all seven areas of HR i.e. recruitment, human resources development,

organisational development, management information systems, employee relations, management information systems and wellness. In addition, all HR managers require a range of skills to advance HR leadership, strategic orientation, problem solving, project management and change management capability.

The South African Board for Personnel Practice (SABPP) is lobbying for the professional registration of HR practitioners because of the essential role that HR practitioners play in an organisation. The SABPP lists workforce planning; recruitment and selection; learning and development; safety, health and environment; organisational development; organisational rewards; management information systems and employee relations as being sub-disciplines and specialised areas in HR. To promote transformation of the role and the current standing of HR, the SABPP has recently released a HR Competency Framework for HR Professionals, and is leading the campaign for adequately trained and experienced HR managers to fulfil the important role of co-ordinating and accepting custody of the HR function (SABPP Quarterly Report, 2013). Although there is a slight deviation in the NMMU HR structure with reference to the specialised areas in which HR managers need experience, there is broad similarity with the SABPP's eight sub-disciplines of HR.

The HR department is headed by an Executive Director: Human Resources (ED:HR) and two other Directors, responsible for Human Capital, Employment Relations and Organisational Development. The department also has Deputy Directors who report directly to the Executive Director, thus bypassing the Directors. This represents an anomaly in terms of structural reporting lines in higher education.

The Human Resources Development unit is responsible for skills development and is one of seven 'specialist' areas in HR, each with specific outputs and deliverables which are looked at on an annual basis. The units in HR described above are headed by the Deputy Director: HR Development, Equity and Organisational Development who reports directly to the ED:HR. Decision making regarding Human Resources Development and Employment Equity is undertaken by the Deputy

Director with no guidance from the higher level Directors in the HR Department. This is significant, as strategy is formulated and driven by Directors in the structure.

While all individual units are responsible for their own areas, the norm is that should a particular unit not be performing, duties are reallocated to other units, without formal processes being followed. This creates fatigue and strain, with some units needing to meet outputs with limited number of staff, and other units being heavily populated, with fewer outputs. Although there are units which on the face of it, are responsible for specific areas, the structure does not give an adequate indication of the roles and responsibilities of staff in the HR department. An example of this is that the development of HR policies and procedures are not the responsibility of any particular unit.

This lack of clarity leads to a blurring of lines with regard to responsibility and accountability and potential replication of functions. The reporting lines are also unclear and very different from the norm in other higher education HR structures.

HR Policy

A range of HR policies are located on the staff portal on the NMMU intranet. Of particular interest to this study is the Human Resources Development Policy (Appendix 7). The Human Resources Development Policy states that it should be read in conjunction with specific documents including the Equity Policy, Equity and Affirmative Action Plan, Excellence Development System (EDS) Policy. The core values, Vision, Mission, Vision 2020, the WSP as well as other relevant legislation provide a guide to support implementation of the Human Resources Development Policy. The university also requires mandatory governance protocols to be adhered to.

The governance process requires that all policies which will have an impact on employees will need to go through the relevant structures for comment, revision or ratification. These are statutory requirements that all institutions in higher education must abide by.

New policies, revisions to existing policies, funding for strategic projects and the first line of communication of new projects are taken to governance committees relevant to HR (Appendix 5). These governance structures include:

- Council
- Executive Committee of Council (EXCO)
- Human Resources and Remuneration Committee of Council (HRREMCO);
- Management Committee (MANCO)

Submissions made to the relevant structures must provide detailed information on the purpose, background, financial implications, HR implications, risk management implications and outcome of a proposed request or intervention.

Objectives of this study

The primary objective of the study is to analyse the relevance and appropriateness of training undertaken to improve the knowledge and skills that HR Managers require to fulfil their roles at the NMMU. To do this, an analysis of the current approach used in planning for training and development of HR Managers was undertaken with the following intentions/aims:

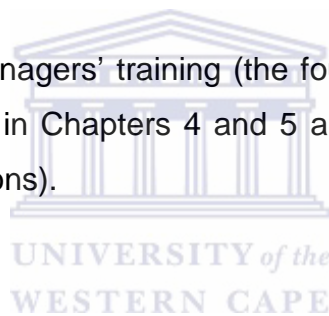
- To investigate whether the current skills planning process has been successful in identifying relevant training and development needs amongst Human Resources Managers;
- To assess whether the skills planning was done in alignment with the Strategic Priorities as identified in NMMU Vision 2020;
- To analyse whether the training undertaken was relevant to the needs of the HR Department of the NMMU and
- To make recommendations regarding training and development for HR Managers at the NMMU.

To achieve the first research objective, source documents were reviewed to assess the efficacy of the training and development needs of HR Managers viz. Vision 2020, the HRD Policy, WSP and ATR. In addition interviews were conducted with HR Managers. The findings are presented in Chapters 4 and 5.

A review of Vision 2020, the WSP and the ATR was undertaken to evaluate the alignment between skills planning processes for HR Managers and Vision 2020, the strategic plan of the NMMU (research objective 2). The findings are presented in Chapter 4.

In analysing the relevance of the training undertaken by the HR Managers (research objective 3), the WSP and ATR were reviewed. The WSP was reviewed to determine if training for HR Managers was identified and listed in the WSP. The ATR was analysed for evidence of training that HR Managers had undertaken. Interviews were also conducted with HR managers to ascertain the relevance of training undertaken, and to assess the skills planning process for HR Managers. The findings are presented in Chapters 4 and 5.

Recommendations for HR Managers' training (the fourth research objective) will be based on the data presented in Chapters 4 and 5 and are presented in Chapter 6 (Findings and Recommendations).



Research design and procedures

Research Approach

Burgelman (1985) indicates that the emphasis in qualitative research tends to be on individuals' interpretations of their environments and of their own and others' behaviour. The presentation of data must be sensitive to the nuances of what people say and to the contexts in which their actions take place. Qualitative studies are known to be interpretive, allowing deductions to be made from the feelings and thoughts that people express. Bogden and Bilken (1992) indicate that qualitative researchers analyse their data inductively. Bryman (2008) advises that qualitative research seeks to elicit what is important to individuals as well as their interpretations of the environments in which they work through in-depth investigations of individuals and their environment. Almost all the literature reviewed emphasises that qualitative research tends to be on understanding what is going on in organisations in participants' own terms rather than those of the researcher.

In this study the focus is on HR Managers' perspectives on the relevance of the training they received and the skills development planning processes at the university. In addition the study analysed the planning environment in which HR Managers' training and development needs were identified and the applicability of the Dowd-Krause Model to skills development planning undertaken for HR Managers at NMMU.

The study utilised document analysis and semi-structured interviews as methods of data collection. These were used to determine the effectiveness of the skills planning process for HR Managers at the NMMU.

The analysis of policy documents and semi-structured interviews were guided by themes arising out of the Dowd-Krause model (2009) discussed in literature review (Chapter 2). As a model developed for a public sector entity, it was considered to be appropriate to guide the review of institutional policies and documents mentioned above and to guide the interviews with HR managers.

Sixteen questions were mapped in relation to each step in the Dowd-Krause (2009) process-flow model (Figure 1). The questions were clustered and five themes arising out of the Dowd-Krause (2009) process-flow model were identified i.e. legislation, HR planning, total quality management, performance management and impact of the skills development planning process on institutional requirements (Appendix 8). These themes were used to analyse NMMU's policy documents and to develop the interview schedule. They were also used as a structure for reporting the research findings in Chapters 4 and 5.

Analysis of policy documents

An analysis was undertaken of the relevant institutional policies which support skills planning processes at the NMMU i.e. Vision 2020, Human Resources Development Policy, the WSP and the ATR. The Human Resources Development Policy guides the skills planning process. Using the five themes derived from the Dowd-Krause Model (2009), content analysis was conducted on each document to analyse its

relevance to skills planning and to determine if the documents offered a guide as to how skills planning should be conducted at the NMMU.

The Human Resources Development Policy, WSP and ATR were easy to access on the staff portal where policies can be downloaded and saved onto personal computers or printed.

The Human Resources Development Policy identified the skills development planning objectives of the institution and provided a broad overview of the planning process, but did not provide important details, for example a procedure for identifying training needs. An immediate concern was that the policy appeared to be out-dated. Upon examination, it was found that the policy had not been reviewed on the due date. Important changes were not captured.

The WSP identified training programmes that were to be undertaken but did not provide information on how training needs for the institution were determined.

The ATR reported retrospectively on the training plan for the preceding year and training undertaken. However, the ATR did not match the training programmes listed in the WSP and did not provide reasons for the difference in training planned and training undertaken. The reasons for the discrepancies between the WSP and ATR could not be established. The ATR did not show how the training undertaken was relevant to the institutional and sectoral skills needs.

The documents reviewed were silent on how the training needs as identified in the WSP were identified. There was also a lack of information on the monitoring of skills development activities undertaken and discussions about performance management and enhancement that may be held between employees and their line managers. These issues were explored in the interviews.

Overall the analysis of the Human Resources Development Policy, WSP and ATR provided useful insights on strengths and weaknesses in the planning process and areas that need to be improved.

Interviews

Semi-structured interviews were conducted with HR managers responsible for key areas identified in the operating plan of the University's Vision 2020 to examine their perceptions and experiences of the skills planning process at the NMMU and to ascertain how HR managers themselves feel about the training undertaken and its relevance to their training and development needs.

The researcher conducted face-to-face conversations with six HR Managers who covered all the areas of responsibility in HR at NMMU. All the HR Managers are located in the same building and have easy access to each other and to the researcher. Of the six HR Managers interviewed, four were males and two were females.

Participants were contacted in advance to schedule appointments for the interviews. An information sheet and a consent form were handed to participants when they were contacted. Interviews proceeded smoothly as arranged except for one interview which had to be rescheduled because of an earlier meeting which lasted longer than anticipated. All participants eagerly agreed to be interviewed, and asked if they were required to prepare for the interview.

All six interviews were conducted over a two week period and were from forty five minutes to an hour in duration. All interviews were conducted on-site, in the researcher's office. All the interviews were of a conversational nature and were recorded. The recordings were transcribed after the interviews. Supplementary notes were written during the interviews. Observational notes about interviewee comments were made immediately after each interview. The transcribed notes were shared with the interviewees to confirm accuracy.

The interviews provided an opportunity for participants to discuss their understanding of how the skills planning approach was relevant to them at the NMMU, and for the researcher to draw conclusions from these discussions. HR managers evaluated the skills planning processes on an individual basis, within the context of the NMMU.

The combination of semi-structured interviews and analysis of policy documents yielded data which gave an in-depth representation of perceptions and experiences of HR managers of the skills planning process at the NMMU and how HR Managers feel about the training undertaken, and its relevance to their training and development needs.

Organisation, analysis and interpretation of the data

Pope, Ziebland and Mays (2000) suggest that the vast amount of data generated from qualitative research techniques including transcribed recordings of interviews and related field notes, must undergo an analytical process through the use of different content analysis techniques.

To make content analysis a reality, the textual data must be presented in an organised manner that allows the researcher to apply inductive reasoning to analyse the data (Pope, Ziebland and Mays, 2000).

In accordance with this, the researcher transcribed the recordings of the interviews, captured the observational notes and organized the data into a matrix which was designed to link each interview question to data generated from each respondent (Appendix 9). The structure of the matrix included a list of the questions on the far left column, in vertical arrangement. This matrix was used for categorizing the responses, relative to each interview question. The data generated was captured horizontally in various columns in order to present the data in a coherent manner and to enable the researcher to analyse the data. The data was then systematically grouped and analysed.

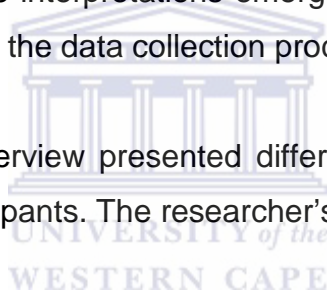
Each document is formatted and structured differently. The presentation of information deals with different objectives and common areas could not be easily identified. This illustrates the lack of coherence in terms of the information contained in the different documents which the researcher had identified early in the research process. This presented a challenge in terms of how the researcher collated the data, and the presentation of the findings. To overcome this challenge, the

researcher used five themes which were identified in the Dowd-Krause Model (2009) to collate the data under specific headings.

The data from the analysis of the policy context was organised according to the five themes. Each document was analysed for information pertaining to the research objectives. Each document (HRD Policy, WSP and ATR) yielded different insights into the planning process.

Qualitative studies are known to be interpretive, allowing deductions to be made from the feelings and thoughts that people express. To give effect to this, Bogden and Biklen (1992) indicate that qualitative researchers analyse their data inductively as, while the theory is grounded in data, no in-depth knowledge or understanding is assumed at the outset. These interpretations emerge later. Hence, the researcher discovered new information as the data collection process unfolded.

Each document and each interview presented different information, understanding and contributions by the participants. The researcher's interpretations emerged later.



Ethical considerations of the study

Orb, Eisenhauer and Wynaden (2001) highlight potential ethical conflicts which can arise when a researcher gains access to a community group of which the researcher is a member. This may negatively impact the influence that a researcher may have on participants. The researcher therefore applied for and was granted ethical clearance from the University of the Western Cape (UWC) and NMMU.

The next section discusses how the researcher attempted to observe research ethics in the process of her research.

Informed Consent

As suggested by Orb et al (2001), an important aspect underpinning the research method is that of seeking the consent of participants. Orb et al (2001) caution that the researcher should strike a balance between over and under-informing

participants. The purpose of the study and the consent required was discussed with participants prior to the interviews being conducted. Each participant was given a letter about the study which provided information about the objectives and focus of the study. A copy of the letter was again handed to the participants together with the consent form at the start of the interviews.

Participation in the research was voluntary and participants were afforded an opportunity to withdraw or refuse to take part at any point during the research. Participants did not have to prepare for the interview by researching or reading up on the topic. The researcher considered the ethical acceptability and the foreseeable consequences of the research and sought the informed, un-coerced consent of participants. Written permission to proceed with the study was received from each interviewee. The consent form and information sheet are attached as Appendices 10 and 11.

Confidentiality and privacy

A concern in qualitative studies is that participants may not be open and transparent during the interviews. DeVos, Fouche, Poggepoel Schurink and Strydom (1998) emphasise the need to make participants comfortable in order to facilitate meaningful contribution in a safe environment. The researcher established this by being cordial and relaxed, and explaining the purpose of the interviews. A collegial and warm rapport was established between the participants and the researcher.

Some participants expressed concern about the findings being made available to the wider NMMU community, as some felt they could be identified easily and initially there was some reticence among participants. Orb et al (2002) refer to the embedded nature of concepts of relationships and power between researchers and participants. This was a matter of concern as the researcher is a senior member in the HR department. Five of the HR Managers interviewed are at a more junior level and the sixth participant is at the same senior level. There were concerns about possible power dynamics where the junior managers could feel intimidated during the interviews.

These concerns were discussed. The researcher reiterated the purpose of the interviews in relation to the study. Questions asked by participants were answered. The researcher was transparent and discussed the aims of the research study before the interviews began. This assisted in putting the participants at ease and all participants were satisfied that anonymity would be upheld. The participants are not individually identified and confidentiality was upheld at all times of the research planning, data analysis and writing stages. To give effect to this, all personal identifiers have been removed to protect the identities of the participants in the reporting of results.

The researcher was especially sensitive to the protection of the rights and interests of the more vulnerable junior level managers, although two have since left the HR department. Only the findings and recommendations will be disseminated to the Human Resources Development Committee within the NMMU. After the interview, one participant indicated that he was happy to be part of the research process as “things are not working in HR” (Doug, 2013). The participants shared their frustrations and openly answered the questions, knowing that they could be honest and that their responses would be used ethically. One participant commented before he departed “maybe your research can assist in solving the problems” (Eric, 2013)

The results will be written up in the form of an academic research paper in partial fulfilment of the requirements of the Masters in Adult Learning and Global Change at the UWC. As an academic research paper, access to the findings is likely to be limited to academic circles.

Limitations, relevance and usefulness of the study

The research study was undertaken in one Institution, the NMMU. The analysis of the policy context focused on key documents in the NMMU. A small sample of interviewees was used, compared to the number of HR managers in higher education institutions in South Africa. The focus was on perceptions and experiences of HR Managers at NMMU, and this may therefore be seen as subjective comments and not an objective study.

Despite these limitations the research will be useful to a range of constituencies, as discussed below.

University mergers were part of a larger process of transformation in the landscape of higher education in South Africa and presents specific challenges for HR. There is an increasing call for empirical research on the HR management competencies to meet the needs of higher education with particular emphasis on the changing nature of higher education (Schultz, 2010 and Boughey and Botha, 2011).

The study will therefore contribute to knowledge in the field of HR competency development and will stimulate thinking about the need for skills development planning models to facilitate a shift from a compliance approach to a meaningful demand-led approach to planning.

The research will be presented as an academic research paper in partial fulfilment of the Masters in Adult Learning and Global Change at the University of Western Cape. As such, the study will contribute to academic knowledge about skills planning for HR managers in higher education. Extensive literature pertaining to skills development in South Africa exists; however there is limited literature pertaining to the implementation of the SDA in South Africa and in higher education specifically. This research will therefore make a contribution to an under-researched area in the higher education sector in South Africa.

The results of the study will also be meaningful to a number of bodies and groups and will be beneficial for HR communities of practice. These include the HR Directors Forum of HESA, SABPP and HESA Skills Development Forum. Intensive research has been undertaken by the SABPP to develop a competency framework for HR professionals. The SABPP embarked on a concerted drive over the last few years (since 2010) to generate empirical research in the area of professional development for HR professionals. The aim of this research is to support medium to long term professional development initiatives and make a meaningful contribution to the research and development work undertaken by the SABPP in this important area.

Conclusion

This chapter presented the methodology used to collect data using semi-structured interviews and document analysis and commented on the limitations, relevance and usefulness of the research. The next two chapters will present the data gathered through an analysis of policy documents relating to skills development planning at NMMU and through semi-structured interviews.



CHAPTER 4: LEGISLATIVE AND POLICY CONTEXT OF SKILLS PLANNING AT THE NMMU

Introduction

This chapter examines the legislative and policy context of skills planning at the Nelson Mandela Metropolitan University (NMMU).

As discussed in Chapter 3, the researcher conducted an analysis of the key policies which direct and support skills development planning at the NMMU. The aim of the exercise was to determine whether the skills planning process at NMMU met the skills requirements for HR Managers and reflected the strategic planning directives of Vision 2020.

Three key documents were reviewed for their relevance to supporting skills planning for HR managers at the NMMU. The Human Resources Development Policy provides information on the training and development process at the NMMU. The Workplace Skills Plan (WSP) provides comprehensive details on the training plan for the year and the Annual Training Report (ATR) reports retrospectively on the training undertaken. The Skills Development Act (SDA), No. 91 of 1998 and Skills Development Levies Act (SDLA), No 9 of 1999 require these documents to be compiled annually and submitted to the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) to comply with legislative requirements.

As explained in Chapter 3 (Research Methodology), the Dowd-Krause Model (2009) was used as a broad guide to review key documents and to determine if the skills planning process is relevant to the needs of the HR Managers at the NMMU. The steps in the Dowd-Krause Model (2009) were clustered into themes and then used as a basis for undertaking the analysis of policies and structuring the comment and discussion below (see Appendix 8).

The analysis is presented under these themes rather than for each policy separately to enable a discussion of the extent to which these policies support a strategic approach to skills planning at the NMMU.

This chapter discusses these issues, starting with an overview and discussion of the institutional strategic plan, Vision 2020 and then proceeding with an analysis of other key policies, according to the five themes.

Vision 2020

Vision 2020 is the strategic operating plan of the NMMU, developed to provide a common vision for NMMU arising from the merger of different institutional types (university and technikon), different histories and institutional cultures. Vision 2020 sets out the strategic transformational agenda for the NMMU to year 2020. It was developed after consideration of the kind of university the NMMU wanted to be by 2020, what was needed to enable the NMMU to achieve its vision and the key environmental factors that could impact on the NMMU achieving its vision. It envisaged that the NMMU will be responsive to the social and regional needs of the communities that it services. It affirms NMMU's commitment to development, innovation and cutting edge best practice.

Vision 2020 is a source document for planning at the university and guides strategic and operational deliverables across all departments, faculties, entities and units. High on the transformation agenda of Vision 2020 are key institutional priorities which include HR priorities. It refers to the need for the implementation and monitoring of programmes to enhance the transformation of HR development at NMMU. The range of deliverables and activities associated with HR related objectives are contained in Strategic Priorities 5 and 8. Strategic priority 8 of Vision 2020 deals with HR planning and objectives and provides a strong, strategic basis for the growth and transformation of the NMMU to year 2020 from a HR perspective (Vision 2020 Strategic Plan, 2010. p. 77-81). Strategic priority 5 addresses important institutional culture imperatives for the NMMU.

To support the above priorities, Vision 2020 outlines three key objectives that are aligned to and impact on HRD:

- The need to develop and sustain a transformative institutional culture that optimises the full potential of staff and students;
- To improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses and
- The maximisation of human capital potential of staff.

Vision 2020 calls for alignment between the institutional strategic plan and resource allocation to support the strategic objectives. The need for integrated planning systems and processes to support Vision 2020 is also emphasised. The policy clearly articulates the university's commitment to providing adequate resources to meet the objectives identified. The policy specifies "that relevant people" [HR Managers] will be responsible for the development of frameworks to guide departmental/divisional planning (Vision 2020: Appendix 6). The implication is that the HR department will have competent managers who will drive the HR priorities of the institution. HR managers therefore require the relevant competencies to be able to deliver on the identified objectives.

The HR management team needs a combination of discipline specific and general management skills. Generalist HR competencies include administrative, record-keeping, counselling and planning capabilities. In addition, HR Managers require technical skills in their area of specialisation such as remuneration and employee relations.

These training issues are further elaborated in key documents such as Human Resources Development Policy, WSP and the ATR reports which are discussed below under headings for the five themes derived from the Dowd-Krause (1999) model i.e. legislation, HR planning, total quality management, performance management and the impact of the skills development planning process on institutional requirements

Legislation

Skills development planning is guided by the SDA which provides a legislative framework for institutional planning processes. The SDA prescribes that all levy paying employers must appoint a Skills Development Facilitator (SDF) to co-ordinate and plan the skills development functions. The SDLA stipulates that a WSP must be developed and submitted by a SDF in order to claim mandatory funding. Both these statutory requirements are fulfilled by the NMMU.

In accordance with the legislative prescript, the SDF at the NMMU compiles the WSP. The WSP records the training plan for the year based on the institutional skills requirements. The document is compiled by the SDF on an ETDP SETA template and is then submitted to the Human Resources Development Committee for approval, and endorsed by the Principal and Vice Chancellor before submission to the Education, Training and Development Practices Sector Education and Training Authority.

The satisfaction of the legislative requirements is the key focus of the human resources development planning process at the NMMU. There is an emphasis on annual administrative processes being satisfied to meet legislative requirements. The annual plan of the Human Resources Development unit demonstrates this by listing administrative processes that need to be met on an annual basis.

It is clear that significant time is spent on preparing and submitting the WSP at the NMMU. Effort is made to comply with legislative requirements in order to claim back the mandatory funding of the skills development levies. The annual administrative functions related to the compilation of the WSP and ATR are satisfied.

However, the long term planning approach required at institutional level is not followed. At the NMMU, Human Resources Development projects are not considered as part of a wider Human Resources Development Strategy projects are identified on an ad-hoc basis rather than being considered in advance and project management and planning considerations are not carefully considered. The larger goals of the SDA are not satisfied.

The focus on a compliance driven approach means that critical data analysis and research is not conducted. A review of the key documents indicates that information contained in the documents is scant, and does not support an integrated skills planning process. There is a lack of detail on how Human Resources Development is undertaken at the NMMU. Steps or phases in the Human Resources Development planning process are not identified or discussed.

There is no process flow that indicates how initial data collection or analysis of this will be undertaken to determine the skills needs of staff. The collation of reliable data is fundamental to guide skills planning processes at NMMU to ensure that training will be relevant and more responsive to the needs of the NMMU and the sector. This presents a major flaw in the current planning approach to meet the national legislative requirements. This is a disjuncture in the way planning should be undertaken at an institutional level, to meaningfully contribute to sectoral data collation and skills planning.

The WSP does not appear to have valid and reliable data upon which the training can be based. There is an absence of data collected on the actual needs of employees, as well as a lack of interpretation and inclusion of sectoral training requirements, trends and needs. The WSP should highlight training needs which can be identified through an analysis of the institutional objectives to be met, and the relevant training that is required to meet the objectives. The WSP does not specifically address training needs analysis as identified and arising from the institutional vision and strategic plan.

Furthermore, the WSP does not address the need for training in alignment to the competencies that are required by HR Managers. The training programmes listed in the WSP are generic in nature and appear not to match the technical skills required. HR Managers require development in both generic and specialised skills. Overall, the compilation of the WSP does not reflect the use of a comprehensive or strategic planning approach.

The lack of a strategic orientation toward Human Resources Development planning at the NMMU is not unique to the NMMU. It is characteristic of the higher education sector. As reported in the Sector Skills Plan of the ETDP SETA, there is a lack of strategic orientation in the manner in which the WSP's are developed in higher education institutions in general. This is illustrated by the fact that neither HR nor any of its sub-disciplines are included in 'scarce skills' in the WSP and ATR documents. However HR (or any sub-discipline) is not identified as a scarce skill in the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) Mini Sector Skills Plan.

Boughey and Botha (2011) suggest that it is necessary for a research agenda to be set for the higher education constituency, to ensure relevant data is captured for rebate and planning purposes. The skills planning processes needs to be effectively managed at that level, and should be guided by the ETDP SETA. The Mini Sector Skills Plan recommends that 'SETAs should be able to co-ordinate the skills needs of employers in their respective sectors, undertake sector-based initiatives, and collaborate on cross-sector skills areas to enable collective impact' (Boughey and Botha, 2011).

The national legislative framework is clear on the aim to co-ordinate skills development at a sectoral level, in order to meaningfully make an impact on the national skills requirements. This implies that individual institutions must follow stringent but similar skills planning approaches, in order to enhance collaboration between constituents of a sector, and to a co-ordinated approach to meet sectoral skills needs.

The lack of a uniform skills planning approach by the various higher education institutions, means that skills planning is not adequately addressed and that each individual higher education institution is insular in its approach to planning. Minimal impact is made on meeting and alleviating sectoral requirements.

In order for the NMMU to meet its own skill needs and meaningfully impact on skills development at a sectoral and national level, national skills development objectives must be considered.

The above findings indicate the need for a strategic approach to HR and skills planning in order to achieve the objectives and deliverables identified in Vision 2020.

HR Planning

HR planning at the NMMU is guided by the Human Resources Development Policy which was developed by the HR department and was approved by Council in July 2010 with the document number D18/10 (22-01-2010_13h25, Appendix 7). It is listed on the Institutional Policy Repository and is easily accessible by all employees.

The overall purpose of this policy is to provide guidance on training and development opportunities for staff at the NMMU. The Human Resources Development Policy has eight sections (see Appendix 7) and lists as its objectives the need to enhance employee capability so as to achieve the objectives of Vision 2020. The policy provides information on the skills planning process at the NMMU and acts as a guide for the developmental needs of the NMMU.

The principal objectives of the Human Resources Development Policy are stated as follows:

- to provide guidelines for the systematic, co-ordinated, strategically relevant, legally-compliant, recorded and costed development and training of all employees of the NMMU;
- to create and maintain an understanding that employee development is primarily the responsibility of managers and supervisors, with the support of the Human Resources Development Unit, the Centre for Teaching, Media and Learning, and the Human Resources Development Committee

The Human Resources Development Policy specifies that the WSP and ATR will be developed by the SDF, which will then be approved by the Human Resources Development Committee on an annual basis.

The Human Resources Development Committee has a central role to play in the skills planning process. The Human Resources Development Committee Policy gives an overview of the role and duties of the Human Resources Development Committee which is tasked with ensuring that skills development is undertaken in an effective manner, relevant to the needs of the institution and to ensure that the training budget is spent prudently. The Human Resources Development Committee is therefore responsible for ensuring that skills planning is done in accordance with the strategic needs of the university. The Human Resources Development Committee can play an integral role in evaluating and monitoring quality management aspects of the human resources development planning process.

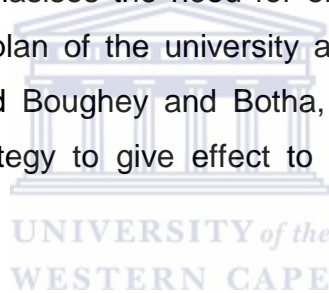
The Human Resources Development Committee meets on a quarterly basis. An agenda is circulated with the intention of the Human Resources Development Unit informing the committee on skills development matters. As indicated above, Human Resources Development Committee members have expressed concern about the lack of a proper planning process (Human Resources Development Committee Minutes, 2012). Committee members felt that training was done in a vacuum. Faculty management sometimes conceded to the need for skills audits and verifiable data (HR Service Level Agreements, 2013).

The involvement of the committee members in taking an active role in directing and driving the planning process cannot be determined. Although the Human Resources Development Committee must advise, monitor and evaluate the skills development planning process at the NMMU to ensure that the planning requirements are relevant to the needs of the university, minutes of the Human Resources Development Committee meetings show that Committee members have themselves raised concerns about the skills planning process and record the need for an evaluation of the planning process. A review of the responsibilities of the Human Resources Development Committee, the undertaking of training pertaining to the roles and

responsibilities of committee members, would enhance the value of the committee, to support quality assurance in the Human Resources Development planning process.

This is indicative, once again, that while compliance requirements are satisfied, there appears to be an absence of some strategies to facilitate the identified HR goals, objectives and priorities such as a Human Resources Development strategy for the institution.

The literature (Dowd-Krause, 2009 and Boninelli 2004) strongly advocates a strategic approach to planning, which should not only conform to legislation but should also be guided by institutional policies and be upheld through institutional systems. The literature emphasises the need for effective HR planning to ensure alignment with the strategic plan of the university and to facilitate delivery of key objectives (Schultz, 2010 and Boughey and Botha, 2011). Central to this is the implementation of a HR strategy to give effect to an aligned and relevant skills planning approach.



A Human Resources Development Policy exists, but there is no Human Resources Development strategy in place to guide HR development objectives at the NMMU. The Human Resources Development Policy does not consider the strategic Human Resources Development objectives of Vision 2020. The policy does not provide a procedure that allows planning for the institutional training needs of employees to be met.

Human Resources Development activities are co-ordinated on an annual basis with a strong administrative focus. The absence of an overarching strategy for the HR department and lack of sub-strategies indicate that planning is undertaken in an ad-hoc manner and suggest that it will be difficult to plan for long term objectives, with incremental progress being made toward delivery of the long term objectives. This presents a lacuna that should be addressed urgently as the absence of a HR strategy is indicative of training being seen as an administrative and compliance

based function. As a result the Human Resources Development operational plan which is developed annually is not informed by a longer term strategy.

The NMMU requires an integrated skills planning process, to meet the diverse needs of the institution. The terms of reference of the Human Resources Development Policy states that training and development strategies will be aimed at *“creating a motivated workforce that is competent and skilled to achieve the university’s short, medium and long-term goals,”* (HRD Policy, page 2). In order to do this, a relevant strategy must be developed, implemented and evaluated to guide the process. The current process, though its lack of a Human Resources Development strategy, does not address how activities for the range of employees will be catered for. An example is that of academics who require continuing professional development activities, research, teaching and learning and other developmental needs. Professional staff require professional registration as well as continuing professional development activities. Technical staff require artisan based training. These diverse needs are not consolidated or catered for by one Human Resources Development strategy, which should address the developmental needs of a diverse workforce.

A review of the key documents indicates a disjointed approach to institutional skills planning as the current planning approach favours a decentralised approach. Different offices take responsibility for research, teaching and learning support and skills development. Technical training is planned by individual departments and faculties, with no direction from Human Resources Development. Similarly, the Human Resources Development policy allocates academic training and development as the responsibility of the Centre for Teaching, Learning and Media while research skills are seen as the responsibility of the Research and Development Department. The benefits of the decentralised cannot be determined, as the different efforts are not consolidated into one strategy. There is also a lack of information in terms of overall benefit, as the individual efforts are not consolidated into a skills report for the institution.

Weaknesses are apparent also at the level of the Annual Training Report (ATR). The purpose of the ATR is to monitor and evaluate the progress against the training

plan as articulated in the WSP. The ATR lists training programmes undertaken by employees in the preceding twelve months.

While the ATR lists the training that was undertaken by staff it is difficult to conclude whether the training programmes listed and provided have had meaningful impact on the technical competence of HR managers. In view of this, it seems that there is also a lack of progress with meeting some Human Resources Development policy objectives. The value and impact of these reports to effectively guide the skills development planning process is questionable. It appears as though the Human Resources Development unit is given little or no support in meeting its objectives of ensuring that necessary employee development requirements are fulfilled.

The review of the Human Resources Development Policy, WSP and ATR from a HR planning perspective indicates a mismatch between training planned as reported in the WSP and the actual training undertaken as reported in the ATR. A systematic and coherent skill planning process is required and indicates the need for the process to be analysed from a total quality management angle.

Total Quality Management

Total quality management refers to monitoring, evaluation and quality assurance of the skills planning process (Dowd-Krause, 2009). At the NMMU, monitoring and evaluation on the progress of Vision 2020 deliverables is undertaken by the Institutional Planning Department. The quality assurance division of this office is tasked with issues pertaining to total quality management. The quality assurance unit looks at quality assurance from an organisation-wide perspective.

Quality assurance from an organisation-wide perspective requires that individual departments undertake and adhere to quality assurance considerations in all that they do, at a strategic and operational level. All HR processes, especially HRD planning must abide by quality considerations to ensure that all steps in the planning process meet agreed upon institutional criteria, as directed by Vision 2020. It is therefore necessary for quality assurance to be incorporated into HR planning process

A review of the key documents pertaining to Human Resources Development planning indicates that quality assurance is not considered by the HR unit. The Human Resources Development Policy, WSP and ATR were reviewed to ascertain the level of total quality management in the planning process. This review indicates significant concerns, including the need for regular policy reviews, lack of process information, a gap of basic information and data in the skills planning process. These three aspects will be discussed below.

The first observation was that Human Resources Development Policy was not reviewed on the review date. The Human Resources Development Policy was last reviewed in 2009. A review should have been done in October 2011. As a result, amendments reflecting changes have not been captured.

One example of important changes not captured is the fact that the National Union of Tertiary Educators South Africa (NUTESA) has been changed to National Tertiary Educators Union (NTEU). The policy still makes reference to NUTESA instead of NTEU in the document. Another amendment that has not been captured is the change in name of the Executive Management Committee (EMCOM). EMCOM was changed to Management Committee (MANCO). This is not reflected in the Human Resources Development Policy. The third example is the composition of the Human Resources Development Committee which has not been amended to reflect changes in the membership. The Executive Director: Human Resources (ED:HR) is not a member of the committee and this has not been changed. The implications of this are that the most senior person in HR is unaware of the proceedings of the Human Resources Development Committee. As an executive member and the custodian of the HR Function, the ED:HR must be aware of the short, medium and long term skills development planning requirements. Although these changes may be regarded as a relatively minor technical matter, the fact that changes have not been captured has serious implications for employees and the institution.

The second quality assurance related concern is the lack of basic information and data that is required to facilitate proper planning with regard to updating competency profiles for HR Managers. Competency profiles, or job descriptions as

they are commonly referred to, are the founding documents that guide the entire employment relationship of employees, starting from the time employees join the institution to their exit.

Job descriptions provide a considered overview of an individual employee's key performance areas. As job descriptions affect and influence the promotional and developmental activities of employees, the job descriptions of HR managers should list requirements with respect to key performance areas, knowledge, skills and attributes required for the managers to be able to effectively fulfil their function and discharge their duties. The job descriptions that are available for HR managers are out-dated and are not being revised on an annual basis. The job descriptions of individual HR managers should list the skills and competencies that need to be targeted in the skills planning process. These profiles are therefore central to achieving the objectives of Vision 2020 and consequently it is imperative that they are kept updated. Minutes of Excellence Development System (EDS) task-team meetings and Employee Relations Forum meeting minutes indicate the urgent need for job descriptions at the NMMU to be updated.

The third aspect relates to the lack of strategic direction of the Human Resources Development Policy, WSP and ATR. The skills planning process indicates an administrative intense approach at the NMMU and a strategic orientation could not be identified. The information contained in the WSP and ATR do not correlate. No mention is made of medium and long term skills development requirements for the NMMU. Significant time and effort is spent setting up meetings for the Human Resources Development Committee, courses are loaded onto a system and documents are compiled. However, despite the administrative requirements being met, there is no evidence of the planning process being directed by a strategic plan.

Given the above concerns regarding quality management, attention should be paid to addressing the concerns discussed above. The Human Resources Development Policy is consulted when skills planning is addressed at the NMMU and all new staff are introduced to the Human Resources Development Policy during the induction programme,. Employees and line managers are guided by the policy. A failure to

amend the policy to reflect changes can have far reaching implications on the employment relationship from an employee relations perspective. It can become a platform for litigation, as employees have a reasonable expectation of the employer to provide accurate information.

The lack of basic information to guide skills planning as part of a total quality management approach should be attended to. Currently, the lack of a systematic approach and absence of basic data and information means that institutional skills needs are not properly identified and satisfied. There is no total quality management system along the lines of the Dowd-Krause Model (2009) embedded in the skills development planning process at the NMMU. This has a knock-on effect at a sectoral level, as essential information is not filtered to the ETDP SETA. Proper sectoral planning is therefore negatively impacted.

The need to revise the skills planning process, with a view to enhance quality improvement aspects, was supported by the majority of HR Directors at the April 2013 conference of HESA. Organisational Development Directors at three universities have presented research at international conferences in the skills development area, with a focus on the need to locate skills planning within a supportive strategic plan, illustrating the concern about this issue.

Similarly, the need to integrate quality improvement processes into skills planning in the Higher Education sector was raised at the national HESA HR Directors Forum in 2013 in Cape Town where it was agreed that more effort must be spent on the development of Human Resources Development strategies that will be relevant to the sector. This is reinforced by Boughey and Botha (2011) who recommend that the EDTP SETA has a central co-ordinating role to play in meeting the development needs of the higher education sector.

Performance Management

Performance management refers to a systematic approach to maintaining and enhancing expected levels of performance in an organisation. According to Dowd-

Krause (2009) performance management and, in particular, evaluations should form part of inter-related processes of skills development.

The NMMU performance management system is called the Excellence Development System (EDS). The EDS for Executive Management (Peromnes Levels 1 to 4) is in place, while the system for PL 5 to 17 employees (Professional Administrative and Support Services as well as Academics) is in the process of being redesigned.

Dowd-Krause (2009) emphasises the need to actively integrate performance evaluations into the training needs analysis process and suggests that each line manager should be involved in the identification of skills and training needs and that this important information should be sent to the SDF for consideration and collation into the planning process. This data collection method is currently not being used at the NMMU.

The Human Resources Development Policy does not offer guidelines on how to integrate skills development with the performance management system at the NMMU and does not provide information on how data collection for training needs should occur.

The current planning approach does not use data from psychometric assessments, interview trends, multi-rater feedback assessments, individual development plans or exit interviews. These methods and tools of employee evaluation and development are not used at the NMMU.

These sources provide vital information that should be collected and analysed as it would provide baseline data for planning endeavours for HR managers. This information can yield meaningful data for the developmental needs of new and existing HR managers, ensuring that concerns about performance are addressed from an early stage in the HR manager's career. This data collection should be ongoing and supplement other training needs analyses and career-path initiatives and could be undertaken by the Human Resources Development Unit, to ensure appropriate training is planned to enhance performance.

The identification of training needs as part of a performance management process and a skills audit would enable relevant training to be undertaken to develop associated skills capacity. The inclusion of a development plan for individual employees will provide opportunities for data on training needs to be extracted from the plans, collated and analysed for individual and team development purposes. The data once collated and analysed, can provide meaningful information for training needs analysis purposes, providing reliable data for skills planning purposes. The lack of a performance management system with commensurate development plans and the lack of coaching and mentoring systems are challenges in the planning process that should be addressed to enforce a systematic planning approach.

The review of the key documents indicates that there is little planning done for HR Managers. It would appear that there HR Managers at the NMMU have little need to enhance their HR capabilities. However the internal processes and deliverables present a different picture. While existing skills capabilities in the HR department cannot be determined at present, the reliance on external consultants to provide support on some HR projects raises interest. There appears to be a lack of appropriate delivery and close off on projects.

External consultants are often used to provide support to the HR units for skills that HR managers should possess. These include project management, monitoring and evaluation. Consultants' reports and slides provide evidence of this. An example is the Workforce Planning Project which is the responsibility of the HR Management Information System (HRMIS) unit. The project with associated consultant cost has been underway for two years, and the relevant HR manager has not undertaken any training in this area. The project is still under the responsibility of this unit. After significant financial cost and delays, the project is yet to be fully implemented.

Another example to illustrate dependence on external consultants is the need for the HR manager responsible for recruitment to have knowledge and experience in the recruitment function. The diverse workforce includes different staffing categories and levels. This management of the recruitment function therefore requires exemplary capability in the area for the effective management of the attraction,

development and retention of staff. It is therefore necessary for the manager to have a good knowledge of labour supply and demand trends that impact on the recruitment activities of the university, in order to plan for and manage recruitment requirements. The responsible manager has not undertaken formal training in recruitment.

Some of the other specific HR deliverables, as outlined in Vision 2020 include Wellness, Remuneration, Organisational Development and Employee Relations specialist capability. These HR managers need specific technical skills in each of the identified areas. An evaluation of current capability in the functional areas would have provided baseline information on existing competencies and areas for development.

There does not appear to be a clear planning process in the HR department that considers the needs of HR managers. It appears that some HR managers are able to choose the training they would like to attend, with little or no consideration to their actual training needs. The WSP indicates that generic training programmes are offered, while technical training is co-ordinated at the faculty or departmental level at the discretion of line managers.

The impact of the training undertaken by staff on their performance cannot be determined. It appears that the skills planning process does not meet the performance enhancement requirements of staff at the NMMU.

It is commonly understood that the monitoring of performance and performance management systems are contentious areas in Higher Education. Institutions that have implemented effective performance management systems have a related monetary-linked performance bonus. Institutions who are having difficulty implementing performance management systems attribute difficulties to the lack of a monetary link.

Aspects of performance management, which specifically address training needs, can be effectively integrated into Institutional HR policies and processes. This would provide valid data that could be used to compile the WSP.

Impact of the skills development planning process on institutional requirements

Duke (2002) iterated the need for skills enhancement initiatives to meet the needs of the individual organisation. At the NMMU, Vision 2020 must form the basis of a concerted approach to skills development planning processes at the NMMU. This will ensure that a match between operational and strategic objectives of the NMMU and the training undertaken.

Vision 2020 is very specific on its HR developmental and transformation agenda. However the Human Resources Development Policy is limited in outlining specific steps to be taken to deliver on the institutional developmental needs. A review of the WSP and ATR echoed this silence on the approach to be used to deliver on these important imperatives. The documents are steadfastly focused on annual deliverables, which seek to satisfy compliance requirements. There is little focus on a strategic Human Resources Development planning process and how it could impact on institutional requirements.

The current approach to skills planning indicates that a significant effort is directed toward planning, co-ordinating and administrative functions related to skills planning. The skills planning process therefore meets compliance requirements. While compliance expectations are satisfied, the impact of the training in accordance with NMMU's needs cannot be determined.

The absence of a Human Resources Development strategy means that Human Resources Development planning and activities are repeated annually. A long term strategic approach to HR planning does not exist. The current approach is to develop an annual plan, with administrative and projects being the focus. A well-developed Human Resources Development strategy would guide the planning process in the achievement of goals and objectives within a specific timeframe. The

continued absence of a relevant strategy impacts negatively on the planning process, at an institutional and departmental or faculty level training needs.

The training budget of the NMMU is significant. The total expenditure of the NMMU for training and development was R13 195 659 in 2011. The amount is indicative of the NMMU's commitment to skills development. The total training spend is questionable however, as training activities are not guided by the actual determined needs of staff and the impact on the institution's needs cannot be determined.

Various factors contribute to the lack of impact of the current skills planning process on institutional requirements. These include but are not limited to absence of valid and reliable data which is essential for planning purposes. The administrative based approach to skills planning at the NMMU does not meet the developmental and transformational requirements detailed in Vision 2020. The decentralised approach to skills planning is not consolidated into a single report for analysis, reporting and evaluation purposes. Most importantly, the lack of a cohesive Human Resources Development strategy to guide the skills planning process indicates an operational output which does not look at the medium and long terms skills needs of the NMMU.

Conclusion

This chapter presented an analysis of the four key documents that are central to the skills planning policy and context at NMMU according to the themes of legislation, HR planning, total quality management, performance management and the impact of the skills development planning process on institutional requirements. The document analysis indicates a mismatch between the NMMU's HR managerial skills requirements and the current skills development planning approach.

The findings show that there are some strengths, weaknesses and the need for the NMMU to follow a more strategic approach to planning, drawing on models such as the Dowd-Krause Model (2009).

The document analysis does not conclusively indicate if the HR managers at the NMMU are being developed through the current skills planning process, to meet the needs of the new context of higher education HR demands.

The next chapter embarks presents the data from the semi-structured interviews which focused on HR managers' perceptions and experiences of skills planning process.



CHAPTER 5: PERSPECTIVES OF HUMAN RESOURCES ON SKILLS PLANNING AT THE NMMU

Introduction

Following on the analysis of the policy context in Chapter Four, this chapter presents and discusses the data gathered in semi-structured interviews with six HR managers responsible for key areas identified in the operating plan of the University's Vision 2020 to examine their perceptions and experiences of the skills planning process at the NMMU and to ascertain how HR Managers themselves feel about the training undertaken and its relevance to their training and development needs. All participants are at Peromnes Levels 5 to 8. The sections of HR represented were Employee Relations, Human Capital Management, Organisational Development, Remuneration and Human Resources Management Information System.

The presentation of the HR Managers' perspectives begins in each case with a short profile of the interviewee. The researcher then presents the responses of each interviewee with brief comments. Pseudonyms have been used in each case to fulfil ethical requirements as discussed in Chapter 3.

Presentation of HR Managers Perspectives

Flora

Flora is a forty year old female with an Honours degree in Industrial Psychology. After completing her undergraduate degree, she was employed by the University of Port Elizabeth which then merged with Port Elizabeth Technikon to form the NMMU. She was employed in a junior administrative position. Thereafter she was employed as a consultant until four years ago when she was appointed into the position of Deputy Director. Flora is responsible for management of the Human Resources Management Information System and Project Management. Project Management is however a key performance area of all managers.

Legislation

Regarding the national legislation and policy framework, Flora indicated that she had limited knowledge about the Higher Education Sector Skills Plan and the National Skills Development Framework.

I don't need to know about skills development. It is not my area. I work with special projects, Tim (not his real name) works with skills development. He is the specialist responsible for that area.

HR Planning

Flora stated that her understanding of the Skills Development Policy was limited. However she had some knowledge of the HR Policy.

I have read the HRD Policy and I have a basic understanding of the policy. It is brief and does not offer a good guideline unless it is implemented properly.

Flora rated the level of skills development “preparation” [planning process] as satisfactory indicating that there are some things that could be satisfactory but there could be improvements. Flora indicated that she had not participated in a skills audit and she commented that it would be beneficial.

A skills audit would create data for meaningful change to be implemented. Pre-merger, there was placement of people into jobs. People inherited positions, sometimes without the necessary skills and there is just a continuation of the role with no or little development. The inherent and subsequent skills lag has not been tackled. Some skilled people experience a role overload. I am concerned sometimes about the competence of management. Some managers do too little planning,

they are too operational. All managers should be part of the institutional skills audit.

Flora highlighted the complexity of the placement of staff into the organisational structure at the time of the merger and indicated that there was a lag [difference] in terms of the job requirement(s) and the performance of staff. This sometimes results in competent staff being overwhelmed by their workload. Flora also indicated that some managers were very focused on operational issues and did not focus on strategic matters.

Regarding the link between Vision 2020 and the HR Plan, she felt that there was a strong link and highlighted some improvement.

There was no HR operational plan 5 years ago. There is one in place now. A link with Vision 2020 now exists.

In response to the questions on the transparency of the planning process, Flora seemed to be unsure if training was planned in an open and transparent manner. While she initially said “Yes”, she then went on to highlight a need to focus on managers’ commitment to staff development, the top down approach to training and the absence of needs analysis. This comment referred to all managers within the NMMU, not just the HR managers.

Staff attendance at training is low. This indicates that managers should enforce and focus on development. There is a need to engage managers’ on development. Managers are not focused enough on having discussions with staff. There is a need to focus on relationship-building, especially team-building which is negated at HR. Training is undertaken on a top-down approach. There needs to be an investigation for the needs of the HR group.

Flora's comment suggests that the training offered does not meet the needs of staff, as she stated that regular discussions between staff and managers are not held. She iterated the need for an analysis of training needs for staff in the HR Department.

Flora indicated that she did not understand how the ATR was developed. She had not read the WSP but had read the ATR. Flora felt that implementation of the WSP did not fall within her area of responsibility and expressed some uncertainty about the relationship between the training identified in the WSP and what was provided in practice.

I am unsure if there is correlation between the WSP and the actual implementation. Again it is not my area of responsibility.

Flora's comments reflect her view that implementation of the WSP is not her area of responsibility.



Total Quality Management

With reference to training she herself had undertaken, Flora rated the quality of training programmes, facilitation and training providers as good. She commented that all HR Managers had provided input.

The training programmes are of a good quality. All the HR managers give input into the WSP.

Flora stated that a mismatch occurred between training undertaken and actual job-related training in the organisation, reinforcing her earlier point about the absence of needs analysis relating to staff training.

According to Flora, a quality assurance process was built into the process. She indicated that the skills planning process was satisfactory. However, she

indicated at the outset, that she had limited knowledge of the skills planning legislative framework and the skills planning process and had not read the WSP.

Flora's input regarding the skills planning process highlights relevant aspects of the total quality management process. An example is the fact that HR Managers do not participate in the selection of the training programmes they want to undertake.

Performance Management

Flora indicated that while a performance management system was in place prior to 2012, no provision had been made for the identification of training needs. Similarly the EDS system only addressed performance and not development. However, she felt that the introduction of individual development plans in 2012 was an improvement in the process which would enable the institution to identify staff development needs. Flora expressed the opinion that pay and reward is not a motivator. The comments she raised about the need to focus on the developmental aspect to achieve excellence are important.

Individual staff members could not have discussions with managers on the identification of their training needs. Changes that were introduced in 2012 were that of the Individual Development Plan, an amendment to the existing Performance Management System, which has been beneficial. The theory of performance management is excellent. It should not be for financial, but for developmental purposes. A strong manager looks at development. Generally managers do not focus on development. Pay/reward is not a motivator. The theory of performance management is excellent but while we want to promote excellence, we should not forget about the developmental needs of people.

According to Flora, a limited number of employees attended training programmes at the NMMU. This is indicative of the need for managers to inculcate the practice of having developmental discussions with staff. Managers are not

focused enough on having discussions with staff. She supported the need for performance management with developmental objectives linked to it. She indicated that a group approach to identifying training needs was required.

While Flora states that performance management must have a developmental orientation, her own experience of training at the NMMU was positive.

Flora had:

Attended in-house courses that were aligned to my work-area, external training courses and a conference. I did not attend any NQF aligned unit standard based programmes.

A coaching and mentoring programme in the form of an e-learning activity was arranged for all the HR managers as a test run and Flora had participated in this. Her line manager approved her attendance to training programmes that she herself had chosen.

Flora's comments indicate that her own experience of training was positive possibly as she had some input into the training she undertook, as indicated in her earlier comments about the total quality management.

Impact of the skills development planning process on institutional requirements

Flora shared her thoughts on the training needs for HR. Flora pointed out that an analysis of training needs was not undertaken. According to Flora there is a lack of basic understanding that is central to promoting good team relations. However, she earlier indicated that technical capability was lacking.

A collective analysis of training needs is lacking in the HR team. Basic nuances are not articulated in HR. We lack in basics. I come from a perspective that respect must underpin everything. There must also be essential training sessions and programmes on diversity, meet and greet, team cohesion, professional etiquette. Lack of

focus on coaching and mentoring, not necessarily a lack of competence, might be the cause of a lack of developmental opportunities.

Flora introduced many aspects that inform and impact on individual and team performance. These include necessary training programmes that focus on diversity, meeting and greeting, team cohesion and professional etiquette. Flora also indicated that there was a need for a coaching and mentoring programme to be undertaken by staff in HR.

Flora felt that there was a match between training she undertaken and the requirements of her job. She summarised her role as a provider of data. Her unit provides HR data and metrics to other HR units. She does not play a strategic role in the department. She went on to stress the need for differentiated training, according to lower and advanced levels, as required by a job.

On a personal level, I chose what I want to learn. However I experience a lot of 'on the project' learning, as I work on projects. My unit provides data to the HR department, there is good involvement on a professional level. As a manager, I inherited the 'department'. There are two levels of training needs that must be met: Level 1: a high level of need for specialist activities, Level 2: low level of need amongst staff, requiring more generic training programmes.

Flora indicated a need to revise the current skills planning approach, recommending that general and advanced skills needs should be considered.

Flora highlighted the need for co-ordination across silos and the need for a strategic approach to skills planning.

Eric

Eric is a 40 year old male HR Manager with a Master's degree in Public Management. He has been employed by the Institution for approximately five years. Prior to his current position as Senior Manager: Human Capital Management, he was the Employment Equity Manager. He is responsible for Human Capital activities, specifically recruitment. He was appointed in early 2012 and is responsible for the recruitment function, which entails the matching and placing of applicants to positions. It involves the evaluation of individual capability and competencies in relation to the specific requirements of a post. It is therefore necessary for Eric to have a good understanding of the skills development plan to ensure that the workforce planning requirements of the institution are met.

Legislation

Regarding national legislation and policy, he indicated that he had more than a basic understanding of the Higher Education Sector Skills Plan and the National Skills Development Framework. Eric attributed this to his previous role as Employment Equity Manager. He went on to explain that the legislative framework identified national outcomes in terms of skills development that need to be met. He went on to say that the HESSP and NSDF provided guidelines for the national skills imperatives. The HESSP and NSDF guide the University from a planning perspective in terms of critical skills, training and development and scarce skills.

HR Planning

With regard to the institutional policy pertaining to skills development, he indicated that there is a need for development initiatives and for an understanding within the institution on how to implement these. He cited the Skills Development Act as the relevant legislation, and had not read NMMU's Human Resources Development Policy.

Eric rated the skill development planning process as satisfactory, indicating that he did not think that the process was good. He went on to indicate that he was not involved in the preparation of the skills development plan. Eric is aware that the WSP and ATR are annual documents. He made the point that a skills audit was a

necessary part of the planning process, and would assist in meeting the future skills needs of the institution.

I know it [WSP and ATR] must be compiled every year. This is done. But a skills audit needs to be conducted in order to evaluate current skills in the organisation. This data will yield important data for future skills planning.

Eric iterated the need for a skills audit to be compiled as it would assist with developing an effective planning process, which would benefit future skills needs. Eric indicated that, although certain elements of the HR plan were aligned with Vision 2020, he had concerns about the fit. He suggested that attention needed to be paid to the gaps and made the point that he was working on addressing the misalignment in his area.

Certain elements fit into Vision 2020. However we are not there yet. Some degree of discrepancy occurs. HR must pay attention to the gaps. I am working on a project to look at a gap in my area.

Eric felt that there was a lack of transparency and co-ordination of the planning process and expressed hope that this would be attended to. He felt that the institutional needs with regard to HR transformation and development were not being met.

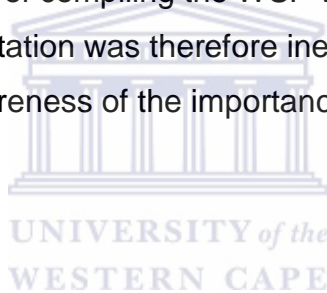
As a manager in HR, I feel that the planning is not done transparently. Maybe this will change. It is handled by a separate unit. I do not think it is done properly and it is not done in accordance with looking at Institutional needs in respect to transformation and development.

While Eric understood how the ATR is developed he had not read the 2011 WSP or 2012 ATR. He reasoned that he had not read the documents as they were not relevant to his work area.

Total Quality Management

Eric rated the quality of training programmes he had participated in as satisfactory, but was dissatisfied with the quality of facilitation and training providers used by the NMMU. He rated the training programmes offered as average. Overall, Eric was not satisfied with the training programmes offered. Eric himself had not identified any of the training programmes he had attended. The training programmes were identified by the ED:HR and not his direct line manager.

Eric indicated that the process of compiling the WSP was not consultative, and commented that the implementation was therefore ineffective. He felt that attention should be given to raising awareness of the importance of the WSP and that this needed to be prioritised.



Performance Management

Eric indicated that he does not have regular discussions with his line manager about his developmental needs. He had not attended any in-house courses. He had attended an external training course and an e-conference. He had done a coaching and mentoring programme using e-learning technology.

Eric spoke about difficulties staff faced with having discussions with their managers about their training needs prior to the introduction of individual development plans. Eric pointed to a link between performance management and individual development. Individual development needs can be explored during a performance management discussion. A discussion between a line manager and employee, which focuses on the employee's development needs will be beneficial. He therefore felt that there should be a discussion about training needs among managers and staff.

Individual staff members could not have discussions with managers on the identification of their training needs before this year as changes that were introduced this year. A new form, the IDP [Individual Development Plan] was included. I think this has been beneficial for staff. But the EDS [Excellence Development System which is the performance management system] has been put on hold. There is a need for a more direct approach, using the results from an Institutional Skills audit to create meaningful change. While the EDS was in place before, no provision was made for the identification of training needs. The current system offers opportunities for the employee to highlight targets for training. There is now a good system (PMS) and opportunities for remediation and other developmental needs. There must a match between competencies required for an employee and particular courses.

Impact of the skills development planning process on institutional requirements

Eric was enthusiastic about the potential of this research study to provide meaningful information which could improve the way skills planning was undertaken. He indicated the need to consider non-formal skills development options.

I think you are doing wonderful research that can be good for the institution. We need to improve the way we do things, and skills development for staff is very important, especially as not everyone in the university wants to study a formal qualification. It can help the university to develop its staff members.

Eric also commented that a skills audit would yield important data for future skills planning. Eric felt that planning is not done transparently and that the process of compiling the WSP was not consultative. He indicated that he does not have regular discussions with his line manager about his developmental needs. Eric reiterated the need to improve the skills planning process.

Umma

Umma is a 29 year old female with an Honours degree in HR. She works in the Remuneration Unit and has been in her current role for four years. She is considering studying toward a Master's degree in Human Resources. Her role is to provide support to the recruitment process, by providing the remuneration information for each employee.

Legislation

Regarding the national policy and legislation, Umma said she had no knowledge of the Higher Education Sector Skills Plan and the National Skills Development Framework. She cited the Skills Development Act as being the applicable legislation.

HR Planning

Umma indicated that Human Resources Development Policy guides training and development at the NMMU. She had discussions with her manager about her training requirements. Umma had not participated in an Institutional Skills Audit. She did however state that a skills audit would provide necessary information for her area of work. Her unit was taking strain for the scarce and critical skills allowances that some staff received.

No, an Institutional Audit has not been conducted. I think this would give us vital information for planning. We take a lot of flack for the scarce skills allowance that is offered to some employees, and are often asked how we determine what positions are classified as a scarce skill, and how this is done. The skills audit will assist us greatly to deal with this as it would be good to refer to the findings as a means of reliable data required for critical and scarce skills. We cannot defend our remuneration practices without such data. I hope this is on the cards to be done soon.

The use of a scarce skills allowance is currently being questioned by stakeholders, viz. the Unions. Umma conceded that allocation of these allowances was not based on valid data, and the unit has been criticised for randomly granting skills

allowances. She emphasised the need for a skills audit, which would provide a basis for deciding on allocation of these allowances.

Umma felt that the HR Operational Plan did not meet the needs as identified in Vision 2020's Strategic Priority 8. Umma attributed the lack of relevant skills planning to the HR Managers.

I do not think the HR Operational Plan fits into Vision 2020's Strategic Priority 8. The development of relevant skills should have been prioritised by HR Managers in the department.

Umma expressed frustration at the levels of disconnection between the HR Units citing the independent rather than an inter-dependent approach being used. She attributed problems in the HR Department to the lack of information sharing, indicating that staff in the department did not want to assist and share information with others. She indicated that it was a 'hostile' environment. An important point that Umma highlights is the replication of processes which impact on the delivery of the HR Department and results in significant time being wasted.

We have a lot of problems because although we should share information and assist each other, everyone is too territorial. It's a problem as we don't learn from each other. We also duplicate processes and waste a lot of time.

Total Quality Management

Umma expressed dissatisfaction with the quality of training programmes, facilitation and training providers used at the NMMU. Umma rated the types of training programmes she had participated in as average, indicated that a better range of courses could be offered.

Umma expressed her frustration about the implementation of the WSP being an administrative process and pointed out that other HR managers are not consulted.

I felt that the WSP is an academic exercise with no meaningful impact. It's done just for the sake of being done. I am unsure how it is put together, as I am sure little consultation takes place with the HR Managers.

Performance Management

Umma indicated that there was no connection between the performance management system and the identification of the relevant training prior to 2012. She indicated that formal and documented discussions only took place in 2012 and it became prescribed for the line manager to conduct a discussion about her training needs. As a result she was able to discuss her career aspirations with her manager.

A good effort was made this year to look at my training needs as part of my performance contracting discussion. I felt that for the first time my manager and I could have an open discussion about my training needs, where I could be honest about my career aspirations. I felt valued. Whether anything meaningful happens, at least I have had the conversation, so my manager should know what I want in terms of my own career aspirations, and what I am busy with.

Umma had attended an in-house training programme, an external training course and a conference. None of them were National Qualifications Framework aligned unit standards based. All the training she had attended was chosen by her line manager and was relevant to her area of work.

Impact of the skills development planning process on institutional requirements

Umma indicated her unhappiness about units in HR working in silos. She felt this was counterproductive to inter-unit learning and limited her learning in the other aspects of HR. She felt that in order to be competent her role as Remuneration practitioner, she need to be a generalist, aware of processes and procedures in the other areas of HR and how they augmented and impacted on her role in

Remuneration. A discussion with her line manager about her training needs led to her feeling valued.

Umma indicated that the WSP was an academic exercise with no impact. She indicated that she did not know what it really was or the real impact it could have on the University. She felt that planning needed to be undertaken in a systematic manner.

Doug

Doug has a Master's degree in Labour Law and is enrolled for his PHD in Labour Law. He completed his undergraduate and postgraduate training at the NMMU and is an admitted attorney. He has worked at the Law Faculty intermittently and continues to lecture part-time. He is 29 years old. He had completed his articles at a firm in Port Elizabeth prior to joining the NMMU. Doug was reserved in his responses, and said that he felt that his input was not meaningful to make an impact on the system. When urged to respond in detail, he indicated that he was of the view that if he needed development, he would need to go to another institution, where he would be valued. Doug left the organization early in 2013 to take up a role as a Regional HR Manager at an international manufacturing company.

Legislation

Doug could not comment on the relevant sectoral legislation that guides skills development. He cited a lack of knowledge on the legislative aspects. With regard to the institutional planning process, he cited the Skills Development Act as being the relevant legislation that guided the institutional policy. He had not read the Human Resources Development Policy but felt it was too open to interpretation by employees. He had experienced this in his role as Employee Relations practitioner at the NMMU.

HR Planning Process

He had not participated in a skills audit, as no audit had been conducted while he was employed at the NMMU. Regarding the match between the Vision 2020 and the HR Plan, Doug felt that there was a mismatch. He had picked this up when he wrote the operational plan for Employee Relations, a matter of concern, as the operational

plan should be written by a higher level manager. He raised his concerns about the HR structure and attributed problems in the system to the unusual arrangement of reporting lines in the structure, which he believed led to a lack of accountability.

I think it [the Human Resources Plan] is detached from the Vision 2020 HR Strategy. We do not have the right structure in place to meet the needs. It's chaotic. There's no accountability because everyone thinks they report into the Executive Director: Human Resources. If we get the structure right, then maybe we can get it better.

Doug indicated he was unsure if planning was done in a transparent and openly co-ordinated manner, as he was not involved in any skills development planning processes.

Doug had not read the WSP or the ATR. He indicated that he did not understand how the ATR was developed and that no effort was made by the Human Resources Development unit to ensure staff in other HR units understood what the ATR was and how it was developed.

Doug indicated that he could not comment on the implementation of the WSP, as his work and that of HR was and is very specific to labour relations.

Total Quality Management

He rated the quality of training programmes as satisfactory and then went onto say "but there is room for improvement". He rated the quality of facilitation and the types of HR related training programmes offered, as satisfactory, once again reiterating the need for further improvement. Doug indicated he had attended an in-house course, which he was asked by the Executive Director: Human Resources to attend. He had attended an internal course provided by a staff member who offered training programmes to the University. He had participated in a conference on labour relations, paid for by another department as his line manager felt that training was unnecessary and would not fund Doug's attendance. He had not undertaken any National Qualifications Framework

aligned courses. He felt that training interventions should be based on needs identified in discussions during performance management sessions. In his case, this referred to training in HR.

I don't have an HR background. But my line manager won't support any training in this area. But I'm still expected to perform, although I am a lawyer and don't understand the HR function fully. I have to learn on my own.

Doug obviously felt that his opportunity to access training was limited. He did not appear to have the support of his manager to attend training that was relevant to his area.



Performance Management

Doug indicated it was important to monitor staff performance, especially from an employee relations perspective. Poor work performance is an issue that is referred to Employee Relations on a constant basis, and performance management can monitor an individual employee's performance as soon as he contracts with the University.

The EDS system was changed this year and included a development plan. But the system was put on hold. My manager and I had a discussion on my training needs, and I was excited as I had not had this opportunity before. When the system was halted, we did not have a follow up discussion and I now feel unappreciated and feel as if I am not being developed for my own or promotional opportunities.

Doug suggested that that the major issue was the lack of integration between the units which was detrimental to good working relations.

We work in separate units as managers feel threatened to work together. If there was integration the silo system of working would have to go. That would be better, then in the department, managers would work together and everyone would benefit. We can perform so much better if we work together.

Impact of the skills development planning process on institutional requirements

Doug felt that the skills planning process was not meaningful and not as effective as it could be. From an ER perspective they often received feedback about staff requiring development and managers not being supportive.

He felt that the HR structure was not conducive to support proper working and support among the HR Managers. According to Doug managers feel threatened to work together. He indicated that development linked to the performance management system was central for the monitoring of staff performance, especially from an ER perspective. Doug felt unappreciated and felt that the lack of training opportunities limited promotional opportunities. Doug left the NMMU a short time after the interview was held, citing lack of developmental opportunities and frustration with the structure as reasons for leaving.

Andy

Andy is a thirty three year old male, with an Honours degree in Psychology. He is registered as a Psychometrist with the Health Professions Council of South Africa (HPCSA). Prior to joining the NMMU he had industry experience in the South African Police Services and in Fast Moving Consumer Goods. He has worked at the NMMU for a period of three years. His role in HR is integral to the skills development area of the NMMU. He is tasked with providing support for institutional organizational development strategies, the administration of the performance management system and reviewing and advising on training needs for staff members in the University. He is positioned within Organisational Development which has a key and overarching impact on all the HR sub-divisions in HR.

Legislation

Andy started by stating he had a basic understanding about the Higher Education Sector Skills Plan and the National Skills Development Framework. He said he lacked a comprehensive understanding of these policies and did not cite the SDA as the relevant legislation. He did not know the relevant National Sector Skills Development Strategic Framework and indicated that he had not read the relevant legislation.

HR Planning

He indicated that he had not read NMMU's Human Resources Development Policy as it had not been communicated to all staff or HR Managers. He had not participated in the skills development planning process at the NMMU, despite there being a direct link to his portfolio where talent management was an integral aspect of his area of work.

Andy expressed concern that there was little consultation between the HR Managers about identifying skills needs, which led to conflict. Andy was a facilitator in an institutional project, and commented on employee perceptions that managers regarded training as a low priority. He felt that there should be an awareness campaign on the merits and access to training.

Conflict occurs due to a lack of consultation, as the SDF lists courses but nobody identifies what their needs are. We included an Individual Development Plan in the Excellence Development System this year but the feedback was shocking. Employees said that their managers think that training and development was irrelevant to their work and this was not an area that was important. Not enough is done to educate managers about the important role of development. They (managers) do not understand that training is a right and everyone should be developed. It is an appalling state of affairs.

Andy stated that there was a perception among some line managers that training was irrelevant. This was an interesting comment, as Andy had been at the forefront of an institutional training project and had facilitated training for managers and employees on the importance of training and development.

He had not participated in an institutional skills audit as this had not been undertaken at the NMMU. Andy felt that a skills audit would provide good data to base training upon. He went on to add that training based on performance requirements would enhance output and indicated that delivery and close off on projects was problematic.

It should be done, as it would give us something to work from in order to develop relevant skills. The need for this has been canvassed by my unit. As a Psychometrist, I see the incompatibility of some people and the work the positions they hold. This is very evident as time goes on, and we are unable to deliver on projects, or things are done in a sub-standard manner.

He felt that there was no link between Vision 2020 and the HR Plan. He felt that the HR Department was working outside of the strategic plan of the institution.

It does not fit in well. I am not sure what exactly we are doing. The objectives of the Department are not communicated well.

Regarding the transparency of the planning process, Andy felt that that the responsible manager should consult with all staff and intimated that there was a lack of planning.

Andy had not read the 2011 WSP and 2012 ATR. He indicated that the documents had not been circulated to him. He went to add that he did not

understand how the ATR was developed. Andy indicated that the approach to training is fragmented. There is a lack of guidance and understanding of the planning process. He felt that access to training was problematic and available to only some staff in the department.

In HR the approach to training within HR is segmented, without proper guidance guiding how we plan for developing staff. Only a few people go to training courses, rather than a group development approach being undertaken. There is a need for group involvement.

Total Quality Management

Andy rated the quality of training programmes, facilitation and training providers offered to HR Managers as being poor. He rated the training programmes he had attended as being average. Andy felt that the implementation of the WSP was irrelevant, as the compilation of the WSP in itself was a problem. As an example, Andy indicated that he had not attended in-house courses as he did not think that the courses that had been listed in the WSP by the SDF were relevant to his developmental needs.

Performance Management

Andy expressed frustration that training and development was a 'tick box exercise' and that little impact was being made through training efforts. He highlighted the fragmented approach to planning, and stated the need for consultation in the planning process. As he indicated above, Andy commented that training is fragmented. He pointed out that a training needs analysis has not been undertaken. This was an erroneous approach to follow for skills planning. There is a need for valid data to inform the skills planning process.

Training is undertaken on a very fragmented manner, not on a consultative manner. There needs to be a training

needs analysis for the HR group and the NMMU. Basic needs are not articulated in HR as people in HR are not given an opportunity to be trained on what they need. Therefore I think that an analysis to determine what the needs are will yield important information. This cooperative approach of training needs is lacking in the HR team. There must also be a focus on psychometric testing, to scientifically determine what gaps exist.

Andy did not attend any in-house training courses, or external training courses. He had attended a conference which was required for Continuing Professional Development purposes, but approached various units for funding, as there was no provision for this kind of attendance. He had not undertaken any NQF aligned unit standards based training programmes in his unit. Although he had an informal mentoring relationship with his manager, he had not undertaken a coaching and mentoring training course.

Andy had regular discussions about his training needs with his manager. As a Psychometrist, he wanted to undergo training related to his area of specialisation and related to the Continuing Professional Development requirements he needed to fulfil. However the kinds of training he required were not listed on the list of programmes offered.

Impact of the skills development planning process on institutional requirements

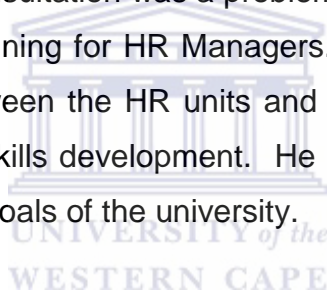
Andy highlighted problems with planning in the HR Department and the current funding allocation for training. He had very strong views and felt frustrated at the lack of integration between the HR units with regard to effective planning for training and development. He felt that the NMMU was not playing a significant role in enhancing skills development.

Regarding the evaluation of the skill planning and implementation process, Andy indicated that managers' perceptions about training needed to be changed. As with Flora, Andy indicated that staff attendance training was low. The lack of

understanding among line managers about the benefits of training, and the opportunities provided to staff were concerns raised at workshops Andy had facilitated.

There is a need to focus on managers' commitment in the institution to support employee training and development needs. Staff attendance is low and staff often say they cannot attend training because their managers don't allow them to. Managers should re-inforce the need for training and development. There is a need to engage Managers on employee's development needs.

Andy indicated that lack of consultation was a problem. He emphasised the need for a cooperative approach to training for HR Managers. Andy experienced frustration at the lack of integration between the HR units and felt that the university was not fulfilling its role in improving skills development. He indicated that this would be an impediment on the long term goals of the university.



Silas

Silas is a forty five year old male HR Manager with a postgraduate qualification in HR. He was in mining and has public sector experience. This is his first position in higher education. He has been employed with the NMMU for two years. His role covers general HR processes such as recruitment and employee relations. He is a senior member in the HR structure.

Legislation

Regarding the national policy and legislative framework, he indicated that he had an average understanding of the Higher Education Sector Skills Plan and the National Skills Development Framework. He indicated that the question was difficult and he did not know too much about it. Silas said he had an average understanding of the SDA, and its relevance to the institutional planning process. It was difficult to deduce Silas's level of knowledge about the legislative framework.

HR Planning

Silas had not read the HRD Policy. He indicated that he thought the planning was done well, although it did not impact on his area, indicating that managers were responsible for different areas of HR. Silas is responsible for the operational functioning of the HR department. He further indicated that planning was done in a transparent and openly co-ordinated manner.

Regarding participation in a skills audit, he responded that he was unsure if he had participated in one. He did however reinforce the importance of a skills audit in identifying actual training needs.

It is important because manager(s) can identify deficiencies and recommend training needs based on findings.

Silas stated that there was correlation between the HR Plan and Vision 2020's Strategic Priority 8. An annual operational plan was developed in accordance with the Vision 2020 requirements. This response was an anomaly as other managers felt that there was little or no correlation between the HR Plan and Vision 2020.

Total Quality Management Process

Silas rated the quality of training programmes, facilitation and training providers as being satisfactory. Silas rated the training programmes he had participated in as being good. Silas highlighted once again that the implementation of the WSP is outside his portfolio and was therefore unable to comment.

Performance Management

According to Silas, the performance management system had not assisted with his training needs. This is due to performance management system having a results-oriented approach rather a developmental orientation. The performance management system requires details of what needs to be achieved in the employee's work area for the year. From a developmental perspective, Silas indicated he was working with a coach at the university. The coaching opportunity was the result of a team conflict intervention that all the HR managers attended.

I have a coach at the University whom I am working with.

Silas had attended an in-house training course, an external training course and a conference. He had not attended any National Qualifications Framework aligned unit standard based programmes. He had undertaken an e-learning coaching and mentoring programme. He indicated that he sometimes had discussions with his manager about his training needs.

No, we (my manager and I) speak about training that needs to be taken, not really about what I have been on.

Impact of the skills development planning process on institutional requirements

Silas stated that he felt that the planning process was important.

Silas said he had an average understanding of the legislative framework. He had not read the Human Resources Development Policy. Silas felt that a skills audit would have assisted managers to identify training needs. He indicated that

implementation of the WSP was not within the ambit of his portfolio and therefore he could not comment on the WSP.

Conclusion

Skills planning is undertaken by the SDF with little consultation and input from the other managers. The planning is not guided by a Human Resources Development strategy. The absence of a Human Resources Development strategy means that a skills audit was not conducted although the need was evident in all responses. A skills audit will provide much needed information not only for the skills planning process, but also data which is required by other units such as organisational development and remuneration. The performance management system was lacking by not allowing for the identification of

development needs of the HR Managers until 2012 when the Individual Development Plan was introduced. Most managers felt that performance management discussion would provide an opportunity for managers and staff to have open discussions about career and developmental needs.

HR Managers had little confidence in the skills planning process. There is a need for awareness about the advantages of training, and the impact of effective skills planning processes on institutional training needs. Although the HR Plan and planning process was seen to have some alignment to Vision 2020, this was not validated by all HR Managers. The WSP and ATR provide important information about staffing needs for HR Managers. However, managers demonstrated a lack of understanding and involvement in the development of the WSP and ATR. Most of the managers had not read one or both documents. Whilst HR policies are located on the intranet and can be accessed by all who have access to a computer, HR Managers themselves have not read all the HR policies.

The next chapter discusses these findings and puts forward recommendations for a more systematic and strategic approach to skills planning.

Chapter 6: Findings, conclusions and recommendations

Introduction

This study analysed the current approach to skills planning for HR managers at the NMMU. The study sought to determine the relevance of skills planning processes and procedures in the context of changing policy and legislation in South African higher education. The study further explored the applicability of a skills planning model developed in a public sector context to guide skills planning at the NMMU and in higher education institutions.

This chapter presents the findings and conclusions of the research study and provides recommendations regarding the current approach to skills planning at the NMMU and in the higher education sector in South Africa.

The findings and conclusions are presented under headings for the five themes which were used in presenting the data i.e. legislation, HR planning, total quality management, performance management and the impact of the skills development planning process on institutional requirements. This is followed by a set of recommendations based on the findings. The chapter concludes with a statement of the limitations, relevance and usefulness of the study and identifies areas for further research.

Findings and conclusions

Legislation

An analysis of NMMU's policies and planning processes revealed that the satisfaction and compliance with legislative requirements is the key focus of the Human Resources Development planning process at the NMMU. In accordance with the legislative prescript, the SDF at the NMMU compiles the WSP on an Education, Training and Development Practices Sector Education and Training Authority template which records the training plan for the year. The document is then submitted to the Human Resources Development Committee for approval and endorsed by the Principal and Vice Chancellor before submission to the Education, Training and Development Practices Sector Education and Training Authority.

There is an emphasis on annual administrative processes being satisfied to meet legislative requirements. The annual plan of the Human Resources Development unit demonstrates this by listing administrative processes that need to be met on an annual basis.

However, the legislative frameworks require a long term planning approach to be undertaken at an institutional level. At NMMU, Human Resources Development projects are identified on an ad-hoc basis rather than being considered in advance and project management and planning considerations are not carefully considered. This means that projects are not considered as part of a wider Human Resources Development strategy and the larger goals of the SDA are not satisfied.

The compliance driven approach has resulted in a number of weaknesses in the planning process. As the analysis of NMMU policies, WSP and ATR in Chapter 4 show, critical data analysis and research is not conducted. There is no process flow that indicates how initial data collection or analysis will be undertaken to determine the skills needs of staff. A critical planning component is missing, which includes the analysis of data pertaining to impending retirements of employees, skills supply and demand considerations pertaining to the higher education sector and transformation considerations. The generic nature of the skills listed and the lack of reliable data on which to base planning illustrate the point.

Furthermore the compilation of the WSP does not reflect the use of a comprehensive or strategic planning approach and the WSP does not specifically address training needs analysis as identified and arising from the institutional vision and strategic plan.

Such a lack of a strategic orientation toward Human Resources Development planning is not unique to the NMMU. As reported in the Education, Training and Development Practices Sector Education and Training Authority Sector Skills Plan there is a lack of strategic orientation in the manner in which the WSP's are developed in higher education institutions in general.

These findings indicate the need for a strategic approach to HR and skills planning at NMMU to achieve the objectives and deliverables identified in Vision 2020. The findings also imply that individual institutions must follow similar skills planning approaches, in order to enhance collaboration between constituents of the sector, and to develop a co-ordinated approach to meet sectoral skills needs. In turn, this suggests the need for a research agenda to be set for the higher education constituency, to ensure relevant data is captured for rebate and planning purposes (Boughey and Botha, 2011).

The interviews with HR Managers revealed that most HR Managers were unfamiliar with the national policies and legislation which guide skills planning. Only one manager displayed knowledge of these as he was expected to implement these policies in the context of Employment Equity planning at NMMU. Overall, the findings indicate the need for HR Managers to understand the HR function, know the relevant legislation, understand HR policies and have a good understanding of key documents such as the Human Resources Development Policy, the WSP and the ATR. It is important for HR Managers to know the WSP for the current year and understand its content in order to provide information on the training plan to managers and employees within the institution. Dissemination of crucial information from the Human Resources Development Committee to senior HR managers and to other employees will engender meaningful performance appraisals of and by HR Managers and can lead to appropriate selection of skills that need to be developed for HR personnel and for the NMMU. This, in turn, lends itself to a performance management regime that will meet the Vision 2020 deliverables.

HR Planning

HR planning at the NMMU is guided by the Human Resources Development Policy which was approved by Council in July 2010 with the document number D18/10 (22-01-2010_13h25, Annexure 4). The policy, developed by the HR Department, is listed on the Institutional Policy Repository and is easily accessible to all employees.

However, the HRD Policy does not consider the strategic Human Resources Development objectives of Vision 2020 and does not provide a procedure that allows

planning for the institutional training needs to be met. Human Resources Development activities are co-ordinated on an annual basis with a strong administrative focus. In short, this study reveals that the current planning process is not guided by a Human Resources Development strategy.

Institutional policies should be supplemented by strategies which provide specific guidance to internal planning processes, rather than leaving planning process or aspects of the planning process open to interpretation.

The absence of an overarching strategy for the HR department and lack of sub-strategies suggest that planning is undertaken in an ad-hoc manner and that it will be difficult to plan for long term objectives and monitor incremental progress toward delivery of the long term objectives. As a result the Human Resources Development operating plan which is developed annually is not informed by a longer term strategy. This presents a lacuna that should be addressed urgently. It is indicative, once again, that while compliance requirements are satisfied, there appears to be an absence of some strategies to facilitate achievement of the identified HR goals, objectives and priorities.

A HR strategy can facilitate a systematic approach to skills planning for HR capabilities needed within the HR Department. A HR strategy will lend itself to the development of more effective and relevant HR policies that would give effect to good processes and standards within the HR Department. This will enable HR to transition the department from an administrative function towards a more strategic, transformative role.

Lack of consultation impacts on the ownership and legitimacy of the planning process and often influences HR managers' 'buy-in' or willingness to participate optimally in the skills development planning process. HR Managers said in the interviews that they were not given an opportunity to contribute to the compilation of the documents in a meaningful manner. Even though the documents are on the university's repository, it would appear that the documents were not accessed by managers as consistently as it should be. This raises questions about the

transparency of the process and the legitimacy of the plans that are generated, which in turn, impact on the success of the skills planning process.

As shown in Chapter 4, Human Resources Development Committee members themselves raised concerns about the skills planning process and record the need for an evaluation of the planning process. A review of the responsibilities of the Human Resources Development committee and training pertaining to the roles and responsibilities of committee members would enhance the role of the committee in supporting quality assurance in the Human Resources Development planning process.

Total Quality Management

Total quality management refers to monitoring, evaluation and quality assurance of the skills planning process (Dowd-Krause, 2009).

From the data presented in Chapter 4 it is evident that the current skills planning process does not consider total quality management principles in the planning process and associated outcomes. The lack of quality assurance in the preparation process, as. An analysis of the policy context and the HR Managers' perspectives highlighted the need for quality management principles to be considered. The detail in the WSP and ATR show a lack of integration and methodical application to planning and the data contained in these documents cannot be meaningfully validated against actual training needs. The documents are compiled, signed off and submitted to the SETA annually. There are no short, medium and long term Human Resources Development goals that can be identified. Of further concern, is that there is currently no system in place to evaluate the type of service providers used. Neither are the types of training programmes offered to employees regularly evaluated. The relevance of the training programmes and facilitation and content of the programmes are also not evaluated.

Key findings that indicate lack of quality protocol include the fact that policies have not been timeously reviewed. Important amendments which should be reflected in the Human Resources Development Policy have not been made, as shown in

Chapter 4. Provision is made in the Human Resources Development Policy for essential components to be included in the planning process, such the development of competency profiles. However, the Human Resources Development Unit does not monitor whether these provisions have been implemented.

The lack of knowledge of the skills planning process among the HR Managers was cause for concern. Key documents including the Human Resources Development Policy, WSP and ATR was not accessed or fully understood by senior managers. There is lack of consultation and participation among the HR management team. The WSP and ATR are developed by the SDF endorsed by the Human Resources Development Committee and signed off by the VC. The documents are not examined or verified by a senior manager in the HR Department. The SDF is not guided in this respect.

The interview data presented in Chapter 5 revealed that the HR Department has a convoluted structure that seemingly does not work. Some interviewees felt that the lack of clear role demarcations in the structure of the HR Department, and the highly segmented manner of doing things was detrimental to the overall objectives of Vision 2020. Some interviewees identified weaknesses in the HR structure, including that currently no mechanism exists to promote co-ordination, consultation and support for skills development planning among the relevant Managers in the HR structure. There is no clear demarcation of duties in the HR Structure. These weaknesses inhibit the identification and planning for HR Managers' developmental needs

Another contributing factor, that adversely impacts on HR planning include criticism about the HR structure. The NMMU HR structure is flat, which is an anomaly in higher education. The structure does not provide lower level managers with support. The structure does not provide opportunities for interaction and support, as the lower level Managers report directly to the Executive Director Human Resources. The literature in the field stresses the importance of inter-functionality between HR units. However, the HR structure promotes replication of individual unit based approaches rather than a holistic approach to HR planning.

Roles and responsibilities in the skills planning process are not clearly defined. This is a fundamental problem as there is no precise way to identify where responsibility for delivery of Vision 2020 objectives lies. Members of the HR management team, the SDF, the Human Resources Development Committee and the office of the Vice Chancellor all have important roles to play in ensuring that responsibilities in the skills planning process are optimally fulfilled, which are currently not fully realised. This would ensure that each functional role in the planning process should review the function and output of the unit before it. To illustrate the point, HR team members should critically analyse the WSP and ATR before submission to the Human Resources Development Committee, the Human Resources Development Committee would critique the WSP and ATR for its relevance and the office of the Vice Chancellor would scrutinize the documents to determine how they meet the needs of Vision 2020, before endorsing by signing off the documents for submission to the Sector Education Training Authority.

The lack of adherence to total quality management principles, as with the lack of a strategic orientation to Human Resources Development planning discussed above, is not unique to the NMMU. The higher education HR community has raised the need to integrate total quality management principles into the skills planning process. There is agreement that current skills planning processes need to be revised to ensure adherence to basic total quality management principles and optimal impact at the institutional level. However, there appears to be very little effort made to provide the relevant support to the institution, departments, managers and staff on skills development planning.

Performance Management

The NMMU has differentiated performance management systems in place for different staff categories. While the Dowd-Krause (2009) model requires that performance management evaluations should form part of inter-related processes of skills development, this is not done at the NMMU.

Little provision has been made to integrate performance appraisal data into the skills planning process. As a result projects take a long time to be consolidated and consultants are used at an exorbitant rate.

The findings indicate that performance related planning is not undertaken among the HR Managers. Training is considered and planned at a very generic level. None of the managers interviewed had undertaken discipline specific training which was required for them to function effectively in their roles. They had not participated in any analysis of skills such as a skills audit, which could have been used as a basis to identify their training needs.

There does not appear to be a clear planning process in the HR Department that considers the needs of HR Managers. As indicated earlier, HR Managers' involvement in skills development planning and preparation was limited or non-existent as there was no consultation with HR Managers in the planning process undertaken by the SDF. The lack of consultation resulted in a lack of awareness of the skills initiatives available for HR Managers.

In general HR Managers HR managers choose training not related to needs and are left to choose their own training, with little guidance or support but occasionally they were directed to attend training programmes by their managers, which were not related to their training requirements. These activities are however not training programmes, but rather workshop based activities. There is a clear indication that the skills planning process has not been successful in developing the relevant skills among HR Managers at NMMU. Individual training requirements are not considered, nor is training aligned to the operational needs or the strategic priorities of the department and NMMU. Performance management discussions do not make provision for this. The identification of training programmes or attendance of training was not based on training related discussions during the performance appraisals.

The lack of a performance management system means that effective monitoring and evaluation of the skills planning process is not undertaken. The implementation of a performance management system would promote alignment between the individual's

role, in accordance to the departmental operational plan and as directed by Vision 2020. This would provide a basis for aligning training needs with NMMU's strategic priorities.

Impact of the skill planning process

The HR department has adopted a compliance-oriented approach to skills planning, which hinders deliberate planning for skills in the short and long term. While NMMU's Vision 2020 sets out specific objectives to be met from a skills planning perspective, the Human Resources Development Policy offers limited application in meeting the needs set out in Vision 2020.

HR planning processes at the NMMU has many deficiencies that must be addressed, in order to ensure effective delivery of related Vision 2020 deliverables. This is demonstrated in the significant weaknesses prevalent in the Human Resources Development Policy, WSP and ATR which have been identified. Neither the WSP nor the ATR present a comprehensive approach to skills development planning. The generic nature of the skills listed and the lack of reliable data on which to base planning are just some of the shortcomings of these documents.

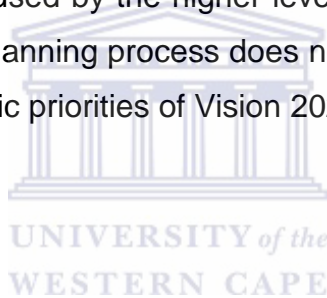
The NMMU's skills planning approach indicates an administrative orientation, with the provision of courses being the core objective. Overall, the NMMU strictly adheres to the compliance requirements. However, there is a lack of a Human Resources Development strategy to guide the skills planning process. The effect of this is that an integrated planning process is not utilized at departmental or faculty levels.

The research indicated a mismatch in the training and development needs of the HR Managers and the requisite needs prioritized by Vision 2020. The study found that there is an absence of systematic skills planning at the NMMU that has led to a series of systemic problems. Significant expenditure is directed toward skills planning activities such as the development of the WSP and completion of the ATR with a view to complying with legislative requirements. However this is done at the

expense of a strategic skills approach, in alignment with Vision 2020.

There is also an absence of quality assurance principles that should be essential to the skills planning process, in order to ensure proper compliance. The lack of a performance management system means that the HR Department is not able to evaluate its own performance against Vision 2020 objectives.

The interviews with HR Managers revealed that some managers chose their skills development paths arbitrarily or with their own private aspirations in mind. The managers' comments show that little attention is paid to skills planning. Training was undertaken by HR Managers in an ad-hoc manner, with decisions being taken by the individual managers themselves, or by a higher level manager. There was no indication if any criteria were used by the higher level manager in the consideration of training needs. The skills planning process does not make a significant impact on the achievement of the strategic priorities of Vision 2020.



Recommendations

NMMU

Recommendations for the NMMU include the need to revise the HR structure in order to facilitate a cohesive department that would endeavour to support Vision 2020, through its inter-functionality. The HR Department should thereafter develop a relevant and achievable HR strategy, aligned to Vision 2020. The objectives in the HR strategy should be delegated to the relevant HR Managers. At this point, it would be advantageous to conduct a skills analysis among the HR Managers, to determine capability to deliver on identified and allocated objectives. This information could be used to develop relevant training plans for the HR Managers.

Other higher education institutions

Boughey and Botha (2011) advocate that individual higher education organisations should be guided by sectoral requirements. This highlights the need for institutional skills planning to be guided by sectoral needs. As Boughey and Botha (2011)

suggest it is necessary for a research agenda to be set for the higher education constituency, to ensure relevant data is captured for planning purposes

It is recommended that a central co-ordinating committee be established to advise and develop a skills development planning model for higher education institutions in South Africa. The Dowd-Krause (2009) Model could be used as a basis for planning purposes. A skills planning model would ensure a standardized approach to skills development in South Africa. A commonly understood and agreed upon approach would mean that all higher education institutions would use a common methodology to achieve skills development, thereby ensuring effective skills enhancement for the sector.

Policy and legislation

The current planning approach is ineffective in upholding and promoting a demand-led planning approach. It is therefore recommended that the need for closer integration between the wider policy and legislative considerations be considered.

Limitations, relevance and usefulness of the study

The research study was limited to one institution, the NMMU and a small sample of interviewees was used, compared to the total number of HR Managers across higher education institutions in South Africa. The focus was on perceptions and experiences of HR Managers at NMMU, and these may be seen as subjective comments. Despite these limitations I believe that the research will be useful to a range of constituencies.

Theoretically the study is motivated by an interest in debates about a shift away from traditional manpower planning approaches and supply-led approaches to training and development towards more demand-led approaches. This research will contribute to knowledge about skills planning and may stimulate discussions about an appropriate skills development planning model and the relevant HR competencies to support effective skills planning processes for HR managers in higher education.

University mergers were part of a larger process of transformation in the landscape of higher education in South Africa and presents specific challenges for HR. There is an increasing call for empirical research on the HR management competencies to meet the needs of higher education with particular emphasis on the changing nature of higher education (Schultz, 2010 and Boughey and Botha, 2011). This study will therefore contribute to knowledge in the field of HR competency development and will stimulate thinking about the need for skills development planning to move from a compliance perspective to a meaningful demand-led approach to planning.

In addition, the findings and recommendations of the study will be meaningful to a number of professional and academic groups, including the HR Directors Forum of Higher Education South Africa, South African Board for Personnel Practice and Higher Education South Africa Skills Development Forum. The aim of this research is to support the development of HR professionals in the higher education sector. Intensive research has been undertaken by the South African Board of Personnel Practice to develop a competency framework for HR professionals and since 2010 to generate empirical research in the area of professional development for HR professionals. This research will hopefully make a useful contribution to the research and development work undertaken by the South African Board of Personnel Practice in this important area.

Finally, this research was undertaken in partial fulfilment of a Masters in Adult Learning and Global Change at the University of Western Cape. It augments the limited body of academic literature regarding skills development planning in the higher education environment and will hopefully make a meaningful contribution to this under-researched area in higher education in South Africa.

BIBLIOGRAPHY

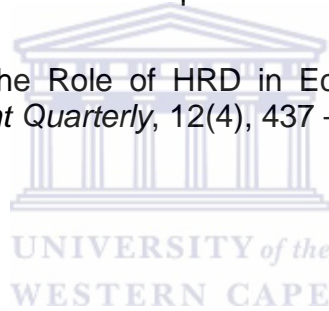
1. Akoojee, S., Gewer, A., & McGrath, S. A. (Eds.). (2005). *Vocational education and training in Southern Africa: A comparative study*. HSRC Press.
2. Bogden, R and Biklen, S. (1992). *Qualitative Research for Education*. Allyn and Bacon: Boston
3. Boninelli, I. (2004) *The changing model of HR*. In Boninelli, I and Meyer, T.N.A (Eds), *Building Human Capital: SA Perspectives*. (pp. 2-13). Randburg, Knowres Publishing.
4. Boughey, J and Botha, L. 2011. Mini Sector Skills Plan (SSP). Public Higher Education (HE) Constituency. ETDP Seta
5. Bryman, A. (2008) *Social Research Methods*. 3rd Edition. Oxford University Press.
6. Brewster, C., Carey, L., Grobler, P., Holland, P., & Warnich, S.(2008). *Contemporary issues in human resource management. Gaining a competitive advantage*. (3rd edn.). Cape Town: Oxford.
7. Burchell, G. (2002) *Liberal Government and Techniques for Self*. *Economy and Society*. 22 (3).
8. Burgelman, R.A. (1985) *Managing the New Venture Division: Research Findings and Implications for Strategic Management*. *Management Science* 29 (12): 1349-1394
9. Cascio, W.F. (1998) *Managing human resources: Productivity, quality of worklife, profits*. 5th International Edition
10. Chipunza, C., & Gwarinda, S.A. (2010). Transformational leadership in merging higher education institutions: A case study. *SA Journal of*

Human Resource Management, 8(1), Art. #195, 10 pages. DOI: 10.4102/sajhrm.v8i1.195

11. Cilliers, W.J. (1999) *An experiential learning process for the advancement of previously disadvantaged employees in an industrial context*. University of Pretoria.
12. De Vos A.S., Fouche C.B., Poggepoel M., Schurink, E & W. and Strydom H. (1998). *Research at Grasroots: A primer for the caring profession*. Pretoria: Vann Schaik.
12. Dowd-Krause, A. (2009) *Development of a Skills Development Planning and Implementation Process Flow for Local Government*. Nelson Mandela Metropolitan University.
13. Duke, C (2002) *Managing the Learning University*. The Society for Research into Higher Education & Open University Press.
14. Fenwick, T. (2004). Towards a Critical HRD in Theory and Practice. *Adult Education Quarterly*, 54(3), 193-209.
15. Fenwick, T. (2005). Conceptions of Critical HRD: Dilemmas for Theory and Practice. *Human Resource Development International*, 8(2), 225-238.
16. Higher Education South Africa Director's Forum. 2013) *Minutes of meeting*. Cape Town. South Africa
17. Holden, D. and Thursfield, D. (2004) *Increasing the Demand for Workforce Training. Workforce Development in Practice*. Journal of Vocational Training, Vol. 56, No 4.
18. Human Resources Service Level Agreements. 2013. NMMU Sharepoint.

19. Kraak, A. (2001). Policy Ambiguity and Slippage: Higher Education under the New State, 1994-2001. *Education in retrospect: Policy and implementation since 1990*.
20. Kraak (2008) *The Education-economy relationship in South Africa 2001-2—5*. Chapter 1 Published in the HRD Review: 2008. HSRC Press: South Africa.
21. Macun, I. (1990). Developing skill and employment in South Africa: Policy formulation for labour market adjustment. *Education in Retrospect: Policy and Implementation since 1990*.
22. Macun, I. (2009). *Developing Skill and Employment in South Africa: Policy Formulation for Labour Market Adjustment* in Education in Retrospect: Policy and Implementation Since 1990. Edited by Kraak, A and Michael, Y. Pretoria: HSRC.
23. McGrath, S., & Akoojee, S. (2009). Vocational education and training for sustainability in South Africa: the role of public and private provision. *International Journal of Educational Development*, 29(2), 149-156.
24. Orb, A, Eisenhauer, L and Wynaden, D. (2001) *Ethics in Qualitative Research*. Journal of Nursing Scholarship.
25. Pope, C, Ziebland, S and Mays, N. (2000) *Analysing Qualitative Data/* US National National Library of Medicine.
18. Schultz, C. M. (2010) *HR Competencies at a Merged Higher Education Institution*. SA Journal of Human Resources Management, Vol. 8, No. 1.
26. Smith, H. and Schurink, W. (2005) *The Interface between Knowledge Management and Human Resources: A Qualitative Study*. SA Journal of Human Resource Management. 2005, 3 (1), 6-13.

27. South African Board for Personnel Practice. (2013) *Quarterly Newsletter*. E-Newsletter.
28. Ulrich. D. (1997) *Human resource champions*. Boston, MA: Harvard Business School Press.
29. Van Stuyvasant. (2007) The influence of organizational culture on organizational communication at a selected local municipality.
30. Vision 2020. (2010) *Strategic Plan*. Nelson Mandela Metropolitan University. Department of Institutional Planning.
31. Wenzel, P. (2007) *Public-sector transformation in South Africa: Getting the basics right*. Progress in Development Studies.
32. Zidan, S.S. (2001). The Role of HRD in Economic Development. *Human Resource Development Quarterly*, 12(4), 437 – 43.



APPENDIX 1

Table 3.11: Critical skills priorities at Comprehensive Universities

Critical skills at Comprehensive Universities (Nelson Mandela Metropolitan, University of South Africa, University of Venda, University of Zululand and University of Johannesburg)				Preferred type of intervention to address the competency gaps		
Occ. code	Specification/Job	Critical Skills (Priority "Top-up" skills)	Need	Credit bearing skills programme	Non-credit bearing short course	Work-based coaching/mentoring
111201/ 223301	Management	Leadership skills / Management, Change Management, Presentation and report writing courses, Diversity management, Collect, analyse and critically evaluate management information, Manage media demands, Health and safety management.	300	1		1
261302	System Analyst and Business Intelligence Analyst	IT, Oracle, Mainframe IT systems, Project Management.	200	1		
249101	Laboratory tech/officers	Occupational Health and Safety, laboratory skills (basic and advanced)	400	1		
224601	Librarian	Information Retrieval, Archival Science, Cataloguing.	200	1		
242101	Lecturers	Academic management, Curriculum Design and Learning Material Development, Satellite Broadcasting, Mentorship skills, Lecturing large classes, supervision of postgraduate students, How to teach to a diverse group of students, Research and publication skills, Sign language in some Universities, E-learning (Blackboard), Facilitation, Assessment and Moderation Skills	400	1		
242101/ 249101	Academic Staff Developers	Masters, B.ed + all the learning facilitation skills required for lecturing staff, Programme Management, Curriculum, Learning facilitation, Higher Education Governance	400	1		
334101	Supervisors	Mentoring and coaching skills, Managing discipline, Managing diversity of team	300	1		1

Source: HESSP Questionnaire submitted by all 23 HEIs July 2012

Critical Skills priorities at Comprehensive Universities

Source: HE Mini SSP submitted by 20 of the 23 HEI's

Mini Sector Skills Plan (SSP), Public Higher Education (HE) Constituency

2011

APPENDIX 2

Table 3.12: Critical skills priorities at Traditional Universities

Critical skills at Traditional Universities (Limpopo, Fort Hare, Kwa-Zulu Natal, Rhodes, North West, Stellenbosch, Pretoria, Western Cape, Witwatersrand, Free State and Cape Town)				Preferred type of intervention to address the competency gaps		
Occupational code	Specification/Job	Critical Skills (Priority "Top-up" skills)	Need	Credit bearing skills programme	Non-credit bearing short course	Work-based coaching/mentoring
242101	Lecturer	Research Report Writing Skills, Curriculum Design (new HEQEF), Teaching in Diverse community, Postgraduate supervision, Writing Proposals for Fund Raising/Research, Curriculum Development, Develop/ design learning material, Publication writing skills, Assessor/Moderator, Computer aided statistical packages, Mentoring and Coaching, Facilitation (including E-learning), Community engagement (including basic project management and MS Project skills), Large classroom facilitation skills (diversity management), Learning facilitation in general, Research skills (Sampling and questionnaire design).	1100	1		
111201	Deans, Directors, Academic HOD, Unit manager in support department	Academic Leadership, Human Resource Management, Financial, Leadership, Transformation and Information Management, Practical application of values, Building trustworthiness, Performance evaluation, Diversity enablement management, Competitive Intelligence, Ethics, Institute & Conduct Disciplinary Enquiry, Communication Skills, Strategic Planning.	200	1	1	1
136301	Unit Manager (support department)	Team Work, Relations management, Supervisory skills, Creating and sustaining an inclusive and enabling diversity environment, Institutional systemic processes, Interpreting departmental plans into operational goals and control measurements, Relations management.	500		1	
212202	Language editor	Editing skills	300	1		
511201	Office Administrators	Office administration, Information management, Emotional Intelligence, Communication, Customer Service, Office management, Etiquette in the workplace, Telephone etiquette, Customers service	500		1	
263102	Lab technicians	Laboratory skills (basic and advance), Laboratory management, Waste management, Occupational health and Safety, HIV/AIDS, Project management	600	1		
261302	Computer/Softw. Specialists, IT Technicians	Programming, IT (Windows/NET/JAVA Programming; TOGAF)	300	1		
224601	Librarian	Information management, Research skills, Project Management, Presentation Skills, Information Retrieval, Archival Science, Cataloguing	300	1	1	
111201	Managers	Coaching and mentoring	300			1
334101	Supervisors	Motivating and rewarding, Performance Management, Policy development, Presentation skills, Emotional Intelligence	300	1		

Source: HE SSP Questionnaire submitted by all 23 HEIs July 2012

UNIVERSITY of the
WESTERN CAPE

Critical skills priorities at Traditional Universities

Source: HE Mini SSP submitted by 20 of the 23 HEI's

Mini Sector Skills Plan (SSP), Public Higher Education (HE) Constituency

2011

APPENDIX 3

Table 3.13: Critical skills priorities at Universities of Technology

Critical Skills at Universities of Technology (Cape Peninsula, Central, Durban, Mangosuthu and Tshwane)				Preferred type of intervention to address the competency gaps		
Occ. code	Specification/Job	Critical Skills (Priority "Top-up" skills)	Need	Credit bearing skills programme	Non-credit bearing short course	Work-based coaching/mentoring
242101	Lecturer	Design and conduct Assessments, Facilitation, Moderation, Curriculum design (new HEQF), Develop and Design Material, Research Report writing, Grant motivation (proposal writing skills), Industry involvement (networking), Community engagement, Project management, Financial management skills (basic skills for community engagement projects)	300	1		
111201	Management	Finance for non-financial managers, Performance management, Conflict management, Strategic planning and evaluation, Information management, Financial planning, Job profiling	200	1		
511102	Administrator	Customer care, Effective business writing, MS Word (full range)	700			
263102	Lab technicians	Networking, Programming, Laboratory skills (Basic/Advance)	300	1		1
242101	Social worker/ Practitioner	Career counselling, student recruitment skills, leadership counselling and peer counselling	20	1		
511102	Faculty Administrators	Prepare minutes of meeting, budget allocation, procurement procedures and prospectus related tasks	600			1
263102	Technicians	Laboratory skills, electrical, plumbing, carpentry etc.	400	1		
111201	Managers	First Aid knowledge, ergonomics and office safety, emergency preparedness and evacuation	40			1
261302	Database Administrators	Information Security and Network Security	40	1		1
261302	Enterprise System Engineer	Information Security and Network Security	40	1		1
511102	OD Specialists	Strategic Management, Performance Management, Job Profiling	400	1		1

Source: HE SSP Questionnaire submitted by all 23 HEIs July 2012

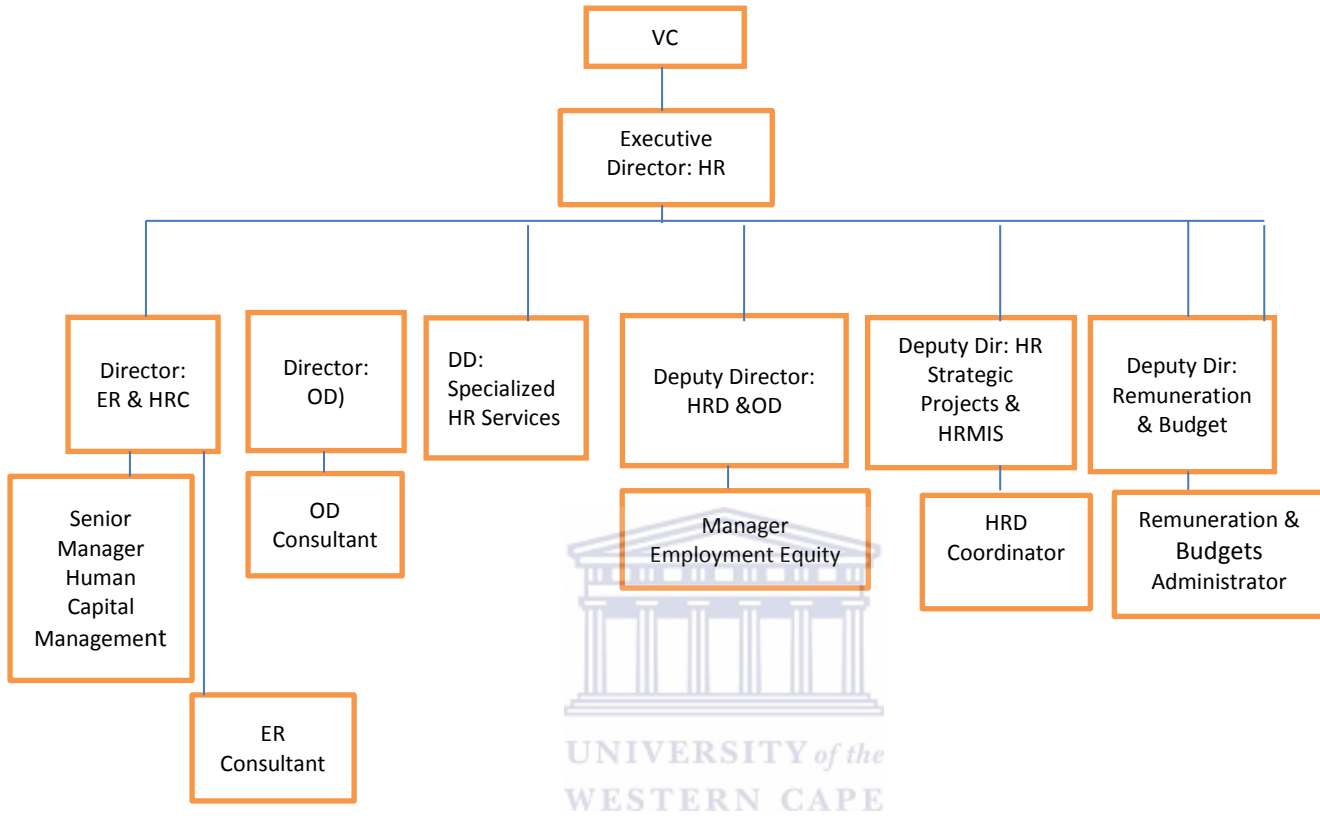
Critical skills priorities at Universities of Technology

Source: HE Mini SSP submitted by 20 of the 23 HEI's

Mini Sector Skills Plan (SSP), Public Higher Education (HE) Constituency

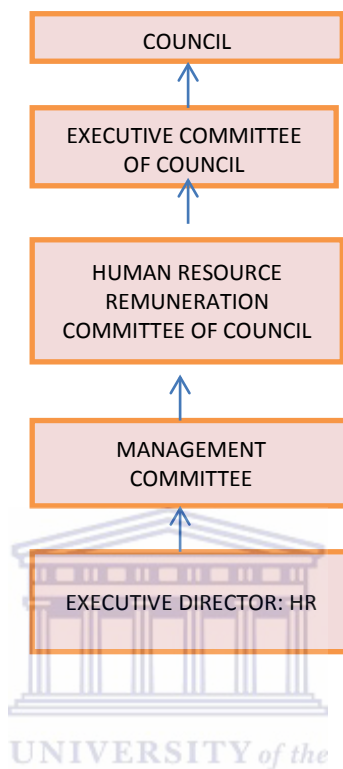
2011

APPENDIX 4



HR Management Structure (Source: NMMU Organograms)

APPENDIX 5



Governance Structure for the HR Department (Source: NMMU Organograms)

APPENDIX 6

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN



UNIVERSITY *of the*
WESTERN CAPE

3.7 Our Strategic Priorities, Goals and Objectives

Having carefully analysed the strategic positioning of NMMU in relation to its environmental context and desired Vision 2020 accomplishments, it is now possible to examine the various strategic priorities that will make it possible to achieve our stated vision, mission and values.

Each of these strategic priorities is amplified into key goals, objectives, outputs, and indicators. The indicators outlined in this strategic planning framework will inform the development of a technology-enabled performance management tool at institutional level in terms of which the strategic plan can be monitored and evaluated at frequent intervals on a three-year rolling basis. Furthermore, this strategic planning framework will establish a platform for the development of more detailed and specific operational plans in each of the major executive portfolios of the institution to ensure that the broad directional statements contained in the Vision 2020 Strategic Plan are given effect in respect of each of the divisions and faculties.

In summary, this strategic planning framework will assist NMMU in moving towards increasingly integrated planning systems and processes whereby there is alignment between institutional strategic planning and the following:

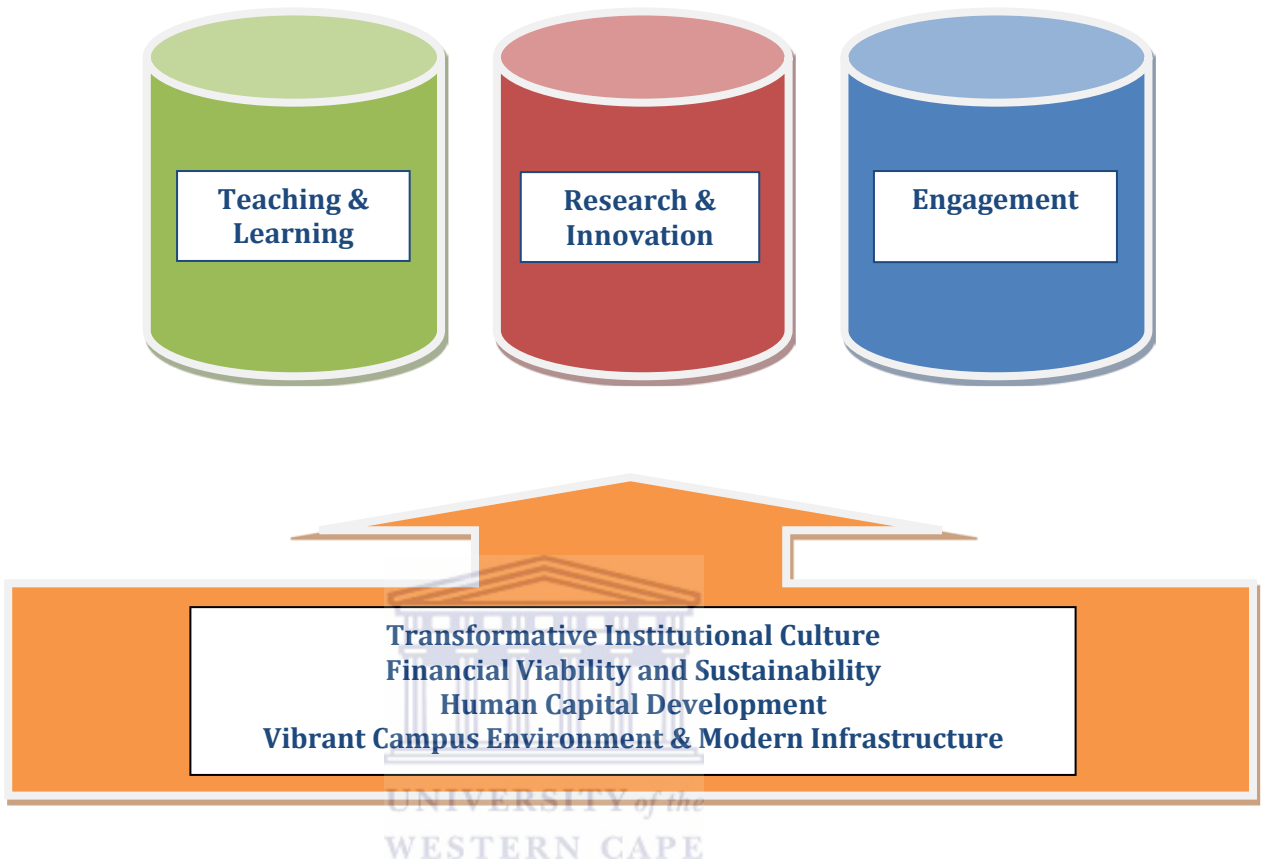
- The establishment of an enabling transformative institutional culture.
- Operational planning within the various divisions and faculties.
- Resource allocation and budgeting models.
- Monitoring and evaluation mechanisms, including quality advancement and performance management systems at all levels of the institution.
- Academic, financial, infrastructural and human resources planning.

The strategic priorities that will guide our Vision 2020 strategic planning are as follows:

1. Formulate and implement an integrated strategic academic plan and distinctive knowledge paradigm.
2. Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success.
3. Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture.
4. Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship.
5. Develop and sustain a transformative institutional culture that optimises the full potential of staff and students.
6. Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness.
7. Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses.
8. Maximise human capital potential of staff.

All the above strategic priorities constitute key pillars or critical success factors that need to be addressed in a holistic manner to achieve Vision 2020. While several of the strategic priorities relate

directly to the core academic functions of NMMU, namely teaching, learning, research and engagement, other strategic priorities are equally important in that they establish the enabling conditions that will make it possible to provide a high-quality learning and working environment for all NMMU students and staff. This is diagrammatically depicted below.



STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students

By 2020, NMMU is known as a values-driven university that embraces diversity and achieves excellence through an ethic of compassion, support, belonging and co-operation in keeping with continuous improvement principles. The University values its staff and students, providing an enabling environment for both staff and students to realise their full potential, through the integration of its values into the curricula, teaching and learning, research, community engagement, and organisational praxis. NMMU has furthermore successfully harnessed the constructive, enriching and positive contribution of a diverse staff and student profile to achieve its vision, mission and institutional strategic goals.

STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
1. Establish a supportive and affirming institutional culture.	<p>1.1 Adopt a charter of principles to promote the realisation of a supportive and affirming institutional culture.</p> <p>1.2 Enhance diversity literacy and competency at all levels of the institution.</p> <p>1.3 Develop a recognition system for staff and students (individuals and collectives), which encourages excellence, innovation, responsiveness and active participation in university life.</p>	<ul style="list-style-type: none"> - Policy framework on NMMU institutional ethos & culture, including charter of principles - Guidelines framing the diversity literacy & competencies required within NMMU - Reviewed job profiles of all posts to include diversity literacy & competencies - Global citizenship development capacity development for staff & students which includes diversity literacy & competencies - Audit report on current recognition & reward systems for staff & students - Expanded recognition system for staff & students that encourages & rewards active participation in university life & service excellence (at departmental, division/faculty & institutional levels) - Safe environment for expression of diverse views & engagement in critical discourse - Supportive & enabling environment which 	<ul style="list-style-type: none"> ✓ Extent to which leadership enacts & promotes institutional values ✓ Extent to which leadership at all levels demonstrate diversity competency ✓ Extent to which staff & students demonstrate diversity competency ✓ Extent to which African ethos is embedded in core functions & support business processes ✓ Extent to which an ethic of care & compassion is practiced towards internal & external communities (<i>ubuntu</i>) ✓ Extent to which university activities, practices & processes demonstrate respect for the natural

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

		<p>emphasises human resource development</p> <ul style="list-style-type: none"> - Participative, transparent & consensus-seeking decision-making 	<p>environment</p> <ul style="list-style-type: none"> ✓ Extent to which university activities, practices & processes demonstrate integrity, professionalism & transparency ✓ Extent to which university activities, practices & processes demonstrate innovation ✓ Outcomes of audit report on range of current recognition & reward systems for staff & students ✓ No. of grievances emanating from decisions made by management at various levels of the institution ✓ Staff & student satisfaction levels (institutional climate survey)
STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
<p>2. Adopt and nurture an ethic of care and compassion across the</p>	<p>2.1 Promote best practices reflecting <i>ubuntu</i> to enable all staff and students to realise their full human potential.</p> <p>2.2 Provide shared safe spaces within the</p>	<ul style="list-style-type: none"> - Review report of core functions & business processes - Comparative benchmarking exercise of core functions & business processes against national & international standards - Established best practices in 	<ul style="list-style-type: none"> ✓ Institutional climate reflects institutional values, including care & compassion ✓ Increasingly diverse staff & student profile w.r.t. population group, gender, age,

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<p>institution</p>	<p>institution that encourage encountering and learning from diverse perspectives.</p> <p>2.3 Encourage teamwork and collegiality amongst staff and students in order to develop an ethic of support, belonging and co-operation in keeping with continuous improvement principles.</p> <p>2.4 Regularly monitor and evaluate community and stakeholder expectations and experiences w.r.t. institutional culture and values (including care and empathy).</p>	<p>all core functions & business processes</p> <ul style="list-style-type: none"> - Institutionalise deliberate mechanisms to diversify student profile (population group, gender, age, nationality, etc) in: <ul style="list-style-type: none"> * NMMU residences & NMMU-leased residences * Study/discussion/tutorial/ assignment groups * Practical sessions - Institutionalise deliberate mechanisms to diversify staff profile (population group, gender, age, nationality, etc) in: <ul style="list-style-type: none"> * Institutional committees * Social gatherings * Task teams/ think tanks/discussion groups - Integrated institutional almanac allocating specific sessions (e.g. lunch-hour) for activities promoting vibrant campus life & exchange of diverse views (e.g. debates, public lectures, difficult dialogues, etc) - Expanded recognition system for staff & students to reward co-operative teamwork 	<p>ethnicity, etc</p> <ul style="list-style-type: none"> ✓ Diverse staff & student profile represented in institutional committees, task teams, residences, social gatherings, etc ✓ Reduced levels of discrimination (population group, gender, sexual orientation, belief, etc) ✓ Institutional culture characterised by accepting/embracing difference ✓ Increased social cohesion among diverse groups of staff & students ✓ Staff & student satisfaction levels reported in biennial institutional climate survey ✓ No., range & frequency of campus life events on various campuses ✓ Attendance of campus life events by diverse groups of staff & students ✓ Recognition & reward/incentive systems for teamwork & collaboration
--------------------	--	---	--

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

			<ul style="list-style-type: none"> ✓ Evidence of increased teamwork amongst staff & students ✓ Evidence of increased trans-disciplinary projects amongst staff ✓ Ongoing academic connection of alumni with NMMU–e.g. PG studies, 2nd/3rd generation graduates
STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
3. Embrace and reflect reciprocal and nurturing engagement with internal and external communities.	<p>3.1. Create mutually beneficial and sustainable relationships with internal and external communities characterised by dynamic learning processes.</p> <p>3.2. Build and maintain stakeholder networks.</p>	<ul style="list-style-type: none"> - Developed & approved concept paper on the meaning of sustainability i.r.o. engagement - Developed & approved policy framework outlining engagement with diverse groupings of external stakeholders 	<ul style="list-style-type: none"> ✓ Evidence of link between engagement, T&L & research ✓ Recognition & reward for engagement with positive regional, national &/or international impact ✓ Increased graduate employability ✓ Database of external stakeholders
STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
4. Foster a culture of reflective	4.1. Adopt a reflective approach on institutional praxis,	- Policy framework on quality advancement across	✓ Approved policy framework on quality

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<p>practice, excellence, innovation and sustainability.</p>	<p>across academic, administrative and support areas in order to promote excellence, innovation and a sustainable natural and physical environment.</p>	<p>academic & professional support functions, incorporating reflexive praxis principles</p> <ul style="list-style-type: none"> - Benchmarking reports outlining best practices implemented by other national & international HEIs/ industry leaders in respect of academic & professional support functions - Implemented best practices in NMMU academic & professional support functions - Culture of continuous learning & evidence-based decision-making at all levels of the institution - Institutional business processes characterised by strategic flexibility, responsiveness & innovation 	<p>advancement across academic & professional support functions</p> <ul style="list-style-type: none"> ✓ Implemented QA reviews across all academic & professional support/ business processes & functions ✓ Outcomes of QA reviews & benchmarking exercises ✓ Staff & student satisfaction levels with professional support/business processes & functions
---	---	--	--

STRATEGIC PRIORITY 8: Maximise human capital potential of staff

By 2020, NMMU is strategically positioned as an employer of first choice for talented scholars and professionals through its affirming institutional culture and its emphasis on systems and processes that value diversity, excellence, growth, and employee advancement. Staff are empowered to realise their full potential by providing superior learning and development opportunities, competitive remuneration, equitable reward and recognition systems, and comprehensive employee wellness programmes.

STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
-----------------	----------------------	---------	------------

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<p>1. Develop and sustain a brand that positions NMMU as an employer of first choice</p>	<p>1.1. Create and sustain an institutional culture which is conducive to achieving individual and institutional excellence.</p> <p>1.2. Establish NMMU as an employer of first choice.</p> <p>1.3. Development and implement systems and processes to value growth, development and employee advancement.</p> <p>1.4. Establish a unique employer brand compatible with the NMMU brand pillars.</p>	<ul style="list-style-type: none"> - Approved Excellence Development System (EDS) implementation plan - Post-merged institutional culture integration plan - Rollout of Individual Development Plans (IDPs) for all employees - Benchmarking tool & Employer of Choice action plan - Attraction & Retention Plan - Competitive remuneration strategy - Embedded learning organisation principles - Superior learning & development (L&D) opportunities provided - Developed, coordinated & delivered comprehensive organisational development (OD) programmes tailored to meet the needs of academic & professional employees - Provided coaching, support & management development programmes for managers & 	<ul style="list-style-type: none"> ✓% of staff participating in EDS ✓% of staff participating in IDPs ✓Comprehensiveness & relevance of organisational culture surveys ✓Comprehensiveness & relevance of benchmarking analysis ✓No. of talented employees attracted & retained annually ✓% of scarce & critical Skills employees attracted & retained annually ✓% of staff participating in L&D opportunities ✓% & no. of managers participating in coaching & mentorship training ✓% & no. of employees participating in OD interventions ✓Brand strength survey
--	--	---	---

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

		<p>supervisors</p> <ul style="list-style-type: none"> - Provide mentoring & multi-skilling opportunities to encourage & support employees to maximise their contribution & meet their full potential - HR Employee Branding Plan 	
STRATEGIC PRIORITY 8: Maximise human capital potential of staff			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
<p>2. Implement and monitor programmes to enhance human resources development transformation at NMMU</p>	<p>2.1 Build institutional capability to support V2020 knowledge and skills requirements.</p> <p>2.2 Develop a formalised strategic workforce planning process to provide workforce capability to ensure that employees are able to meet current and future business objectives.</p> <p>2.3 Establish an integrated institutional L&D delivery system.</p> <p>2.4 Provide opportunities for employee development and learning and career enhancement, through the development, implementation and coordination of policies and programmes designed to increase organisational effectiveness and</p>	<ul style="list-style-type: none"> - Conducted HCM competency gap analysis - V2020 aligned L&D programmes - Future Workforce Plan - Integrated approach to workforce & business planning - Coached & supported managers to facilitate & implement workforce planning within their various directorates - Integrated L&D plan, programmes & processes (HRD, RCD & HEADS) - Aligned L&D programmes (to EDS and IDPs) - Provided coaching, support & training for managers & supervisors in the effective management of employees 	<ul style="list-style-type: none"> ✓ Comprehensiveness of gap analysis ✓ % of managers participating in workforce & business planning ✓ Quantitative & qualitative assessment of V2020 alignment ✓ Extent of career enhancement ✓ No. & % of staff participating in Learning & Development opportunities ✓ Extent of coordination of L&D plans, programmes & processes ✓ Comprehensiveness of employee diversity profile ✓ % employee diversity in all occupational categories & at all Peromnes levels ✓ Extent of integration

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

	<p>develop individual potential.</p> <p>2.5 Promote equity and social responsiveness by creating a work environment that achieves excellence through diversity.</p>	<ul style="list-style-type: none"> - Developed, implemented & monitored employee development policies & procedures to regulate employee advancement - Increasingly diverse employee equity profile - Principles & practices of equity & diversity integrated into all aspects of human resources policy, practices & programmes 	<p>of diversity & equity principles & practices into human resources policy, practices & programmes</p>
STRATEGIC PRIORITY 8: Maximise human capital potential of staff			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
<p>4. Develop and implement strategies to ensure effective leadership at NMMU</p>	<p>3.1. Foster an environment for effective institutional and personal leadership at all levels.</p> <p>3.2. Develop leaders who are capable, committed, and complete (transactional, transformational and situational leadership) at each level of the organisation to ensure the achievement of current and future success.</p>	<ul style="list-style-type: none"> - Developed & implemented leadership & management development programme - Developed & implemented personal leadership programmes to develop leaders at all levels - Identified leadership requirements & key behaviours necessary to deliver V2020 strategy - Developed comprehensive, customised plan to develop a leadership pipeline - Developed selection process that defines 	<ul style="list-style-type: none"> ✓ % participation in various leadership & management development programmes ✓ % participation in leadership pipeline programmes ✓ No. of pipeline leaders developed ✓ Leadership effectiveness survey

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

		<p>leadership requirements of all mission-critical jobs & accurately assesses candidates' fit</p> <ul style="list-style-type: none"> - Measured impact to determine improvement opportunities in respect of leadership effectiveness 	
STRATEGIC PRIORITY 8: Maximise human capital potential of staff			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
<p>4. Develop and implement strategies to promote employee and institutional wellness</p>	<p>4.1. Develop an integrated approach to employee and institutional wellness.</p> <p>4.2. Develop strategies and policies to foster a cooperative relationship with organised labour.</p>	<ul style="list-style-type: none"> - Developed plan to train managers to ensure effective understanding of & participation in the Employee Wellness Programme (EWP). - Provided coaching, support & management & leadership advice to line managers to empower them to effectively deal with Employee Wellness within NMMU. - Monitored trends & developed strategies to ensure compliance with labour relations frameworks. - Developed & maintained effective communication strategies to empower managers with respect to HR policies & industrial relations protocols. - Developed new 	<ul style="list-style-type: none"> ✓ % participation in the EWP ✓ % participation of managers in coaching programme ✓ Compliance reports ✓ No. of new partnership initiatives with organised labour

NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

		partnership initiatives with organised labour in advancing V2020 objectives.	
--	--	--	--



STRATEGIC PRIORITY 8: Maximise human capital potential of staff			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
3. Implement and monitor programmes to enhance human resources development transformation at NMMU	<p>2.6 Build institutional capability to support V2020 knowledge and skills requirements.</p> <p>2.7 Develop a formalised strategic workforce planning process to provide workforce capability to ensure that employees are able to meet current and future business objectives.</p> <p>2.8 Establish an integrated institutional L&D delivery system.</p> <p>2.9 Provide opportunities for employee development and learning and career enhancement, through the development, implementation and coordination of policies and programmes designed to increase organisational effectiveness and develop individual potential.</p> <p>2.10 Promote equity and social responsiveness by creating a work environment that achieves excellence through diversity.</p>	<ul style="list-style-type: none"> - Conducted HCM competency gap analysis - V2020 aligned L&D programmes - Future Workforce Plan - Integrated approach to workforce & business planning - Coached & supported managers to facilitate & implement workforce planning within their various directorates - Integrated L&D plan, programmes & processes (HRD, RCD & HEADS) - Aligned L&D programmes (to EDS and IDPs) - Provided coaching, support & training for managers & supervisors in the effective management of employees - Developed, implemented & monitored employee development policies & procedures to regulate employee advancement - Increasingly diverse employee equity profile - Principles & practices of equity & diversity integrated into all aspects of human resources policy, practices & 	<ul style="list-style-type: none"> ✓ Comprehensiveness of gap analysis ✓ % of managers participating in workforce & business planning ✓ Quantitative & qualitative assessment of V2020 alignment ✓ Extent of career enhancement ✓ No. & % of staff participating in Learning & Development opportunities ✓ Extent of coordination of L&D plans, programmes & processes ✓ Comprehensiveness of employee diversity profile ✓ % employee diversity in all occupational categories & at all Peromnes levels ✓ Extent of integration of diversity & equity principles & practices into human resources policy, practices & programmes

		programmes	
STRATEGIC PRIORITY 8: Maximise human capital potential of staff			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
5. Develop and implement strategies to ensure effective leadership at NMMU	<p>3.3. Foster an environment for effective institutional and personal leadership at all levels.</p> <p>3.4. Develop leaders who are capable, committed, and complete (transactional, transformational and situational leadership) at each level of the organisation to ensure the achievement of current and future success.</p>	<ul style="list-style-type: none"> - Developed & implemented leadership & management development programme - Developed & implemented personal leadership programmes to develop leaders at all levels - Identified leadership requirements & key behaviours necessary to deliver V2020 strategy - Developed comprehensive, customised plan to develop a leadership pipeline - Developed selection process that defines leadership requirements of all mission-critical jobs & accurately assesses candidates' fit - Measured impact to determine improvement opportunities in respect of leadership 	<ul style="list-style-type: none"> ✓ % participation in various leadership & management development programmes ✓ % participation in leadership pipeline programmes ✓ No. of pipeline leaders developed ✓ Leadership effectiveness survey

		effectiveness	
STRATEGIC PRIORITY 8: Maximise human capital potential of staff			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
5. Develop and implement strategies to promote employee and institutional wellness	<p>5.1. Develop an integrated approach to employee and institutional wellness.</p> <p>5.2. Develop strategies and policies to foster a cooperative relationship with organised labour.</p>	<ul style="list-style-type: none"> - Developed plan to train managers to ensure effective understanding of & participation in the Employee Wellness Programme (EWP). - Provided coaching, support & management & leadership advice to line managers to empower them to effectively deal with Employee Wellness within NMMU. - Monitored trends & developed strategies to ensure compliance with labour relations frameworks. - Developed & maintained effective communication strategies to empower managers with respect to HR policies & industrial relations protocols. - Developed new partnership initiatives with organised labour in advancing V2020 objectives. 	<ul style="list-style-type: none"> ✓ % participation in the EWP ✓ % participation of managers in coaching programme ✓ Compliance reports ✓ No. of new partnership initiatives with organised labour

APPENDIX 7

INSTITUTIONAL REGULATORY CODE (IRC) (Policies, Procedures, Rules etc.)						
<i>To be completed by initiator of policy/policy owner:</i>						
1. POLICY TITLE:	POLICY ON HUMAN RESOURCES DEVELOPMENT					
2. FIELD OF APPLICATION: (All persons to whom policy applies)	Employees as indicated in item 1.2					
3. COMPLIANCE OFFICER(S): (Persons responsible for ensuring policy implementation)	Human Resources Department					
4. STAKEHOLDER CONSULTATION (State the stakeholder group/s consulted during policy formulation/revision)	Unions					
5. DESIGNATION OF POLICY OWNER: (Person responsible for maintaining policy)	Senior Director: Human Resources					
6. NAME OF POLICY OWNER:	Mr G Paul					
POLICY HISTORY (To be completed by policy owner)						
Decision Date (Compulsory)	Status (New/Revised/ No Changes)	Implementation Date (Compulsory if "new" or "revised")	Approving Authority (If "new" or "revised". N/A if no changes)	Resolution Number e.g. 07/11-10.2 (Minute number. N/A if no changes)	Policy Document Number (e.g. D/.../07 N/A if no changes)	Pending date for next revision (Compulsory)
7 Dec 2007	New	Jan 2008	Council	C07.52.1.1.1.3	D/161/07_7_12_07	April 2009
26-Sept-2008	Revised	Immediately	Council	C08.38.1.1.1.8		Oct 2009
27-Nov-2009	Revised	Immediately	Council	C09.53.1.1.1.2	D18/10 (22-01-2010_13h25)	Oct2011
<i>For office use only</i>						
SUBJECT (Broad policy field):			Human Resources			
SUBJECT NUMBER:			600			
CATEGORY (Policy sub-field):			Employment and Benefits			

CATEGORY NUMBER:	601
IRC NUMBER:	601.11



ITEMS CONTAINED IN THIS POLICY	
SECTION 1 : PREAMBLE	
1.1	TERMS OF REFERENCE FOR THIS POLICY
1.2	APPLICATION OF THIS POLICY
1.3	OBJECTIVES OF THIS POLICY
1.4	DURATION OF THIS POLICY
SECTION 2 : DEFINITIONS	
2.1	ALL EMPLOYEES
2.2	ABBREVIATIONS USED IN THIS DOCUMENT
SECTION 3 : THE IDENTIFICATION OF HUMAN RESOURCES DEVELOPMENT NEEDS	
SECTION 4 : THE ROLE OF THE HUMAN RESOURCES DEVELOPMENT COMMITTEE	
SECTION 5 : THE ROLE OF MANAGERS	
SECTION 6 : THE ROLE OF EMPLOYEES	
SECTION 7 : THE ROLE OF THE HUMAN RESOURCES DEVELOPMENT SERVICES UNIT AND THE SDF	
SECTION 8 : THE ROLE OF THE ACADEMIC DEVELOPMENT UNIT IN CTLM	
SECTION 9: FUTURE LEADERSHIP PROGRAMME	

SECTION 1 : PREAMBLE

1.1 TERMS OF REFERENCE FOR THIS POLICY

This policy is to provide guidelines for the development and training of all employees of the Nelson Mandela Metropolitan University (NMMU), including development towards recognized qualifications, and non-accredited internally and externally presented short learning programmes. It excludes discipline-specific/technical training. This must be budgeted for by the relevant Faculty/Division in conjunction with 1.1.1.

The Nelson Mandela Metropolitan University is committed to the continuous training and development of all of its employees in order to achieve its strategic goals and objectives, and to ensure the entrenchment of the institution's values. Training and Development strategies will be aimed at creating a motivated workforce that is competent and skilled to achieve the university's short, medium and long-term goals, as well as fulfilling the institution's social responsibilities.

This policy must be read in conjunction with the following:

1.1.1

- The Equity Policy
- The Equity and Affirmative Action Plan
- The draft Excellence Development System Policy governing performance evaluation
- The vision, mission, core values and strategic plan of the institution
- The Workplace Skills Plan of the institution
- Relevant legislation pertaining to the development of employees
- Professional registration requirements

1.2 APPLICATION OF THIS POLICY

This Policy is applicable to all employees at the NMMU but excludes students employed on a NCWA.

1.3 OBJECTIVES OF THIS POLICY

The objectives of the Policy on Human Resources Development are as follows:

- 1.3.1 To provide guidelines for the systematic, co-ordinated, strategically relevant, legally-compliant, recorded and costed development and training of all employees of the NMMU.
- 1.3.2 To create and maintain an understanding that employee development is primarily the responsibility of managers/supervisors, with the support of the Human Resources Development Services Unit, the Centre for Teaching, Media and Learning, and the Human Resources Development Committee.

1.4 DURATION OF THIS POLICY

This Policy will commence when finally approved and will remain in force until it is revised or replaced by another policy on Human Resources Development.

SECTION 2 : DEFINITIONS

2.1 ALL EMPLOYEES

All employees are employees on the payroll, excluding students employed on a NCWA.

2.2 ABBREVIATIONS USED IN THIS DOCUMENT

NMMU	Nelson Mandela Metropolitan University
NEHAWU	National Education Health and Allied Workers Union
NUTESA	National Union of Tertiary Employees of South Africa
NCWAs	Non-Continuous Work Agreements
CPID	Centre for Planning and Institutional Development
CTLM	Centre for Teaching, Learning and Media
ADU	Academic Development Unit
ETDPSETA	Education Training and Development Practices Sector Education Training Authority
SDF	Skills Development Facilitator

SECTION 3 : THE IDENTIFICATION OF HUMAN RESOURCES DEVELOPMENT NEEDS

The following may be used to identify training and development needs:

- 3.1 The University's strategic/business plan
- 3.2 Job competency profiles
- 3.3 Performance evaluation, both formal and informal
- 3.4 Accelerated development plans in terms of the coaching/mentoring system
- 3.5 The University's Quality Assurance guidelines
- 3.6 Service Level Agreements
- 3.7 Data from interviews for appointment/promotion
- 3.8 The University's Workplace Skills Plan
- 3.9 Statutory requirements e.g. accreditation of academic staff as assessors
- 3.10 On-going training needs analyses
- 3.11 Student feedback reports
- 3.12 Career pathing

The responsibility for the identification of human resources development needs is shared by the following stakeholders: The Human Resources Development Committee, all levels of management, employees, the Human Resources Development Services Unit, and the Academic Development Unit in CTLM.

SECTION 4 : THE ROLE OF THE HUMAN RESOURCES DEVELOPMENT COMMITTEE

- 4.1 The Skills Development Act of 1997 requires that training and development should be systematic, coordinated and relevant to the strategic needs of the university as well as priorities identified in the higher education sector, and costed so that skills grant can be claimed from the Education Training and Development Practices Sector Education Authority. The Skills Development Act requires a Human Resources Development Committee to ensure that training and development activities meet these requirements.

4.2 In view of the wide range of resources used to identify training needs, the Human Resources Development Committee will be comprised as follows:

- The Senior Director: Human Resources
- The Skills Development Facilitator
- One representative of the CTLM (Academic Development Unit)
- One representative from the Centre for Academic Engagement and Collaboration
- One representative from the Human Resources Organisational Development Unit
- One representative from CPID
- One representative of the Research Capacity Development Office
- One representative from the Organisational Transformation and Equity Unit
- One senior academic to be elected by the Dean's Forum
- Two representatives from each recognized union

4.3 The following are the duties of the Human Resources Development Committee:

- The approval of the annual Workplace Skills Plan and Implementation Report
- The evaluation of applications from managers for funding in respect of externally presented training and development programmes not provided or planned for by the CTLM Unit and the Human Resources Development Services Unit
- Assistance in the identification of development needs
- Monitoring the effectiveness of training and development interventions and their alignment to the strategic priorities of the NMMU
- Advising senior management on development needs
- Ensuring that all compulsory employee development requirements are met
- The Human Resources Development Committee reports through the Senior Director: Human Resources to EMCOM.
- Analyzing input from stakeholders which may affect training strategies
- Ensuring that training policies are adhered to

SECTION 5 : THE ROLE OF MANAGERS

- 5.1 Managers are responsible for identifying developmental needs of their subordinates, both in respect of achieving satisfactory performance, and potential that an employee may display for career progression. The competency-based human resources management tools are an important source of data for managers in this regard, in particular the Excellence Development System and Service Level Agreements.
- 5.2 Managers must encourage employees to avail themselves of the development opportunities offered within and by the NMMU, and to develop a culture of continuous learning in their areas of responsibility.
- 5.3 All managers are required to keep accurate statistics in respect of training and development and to provide these to the Training Committee at the end of each quarter.
- 5.4 Managers are responsible for making budgetary provision for discipline-specific training and development needs for their employees.

SECTION 6 : THE ROLE OF EMPLOYEES

- 6.1 Employees must accept co-responsibility for their developmental needs and alert their managers thereto. See 5.1 and 5.2 above.

SECTION 7: THE ROLE OF THE HUMAN RESOURCES DEVELOPMENT SERVICES UNIT AND THE SDF

- 7.1 To assist in identifying developmental needs of employees through performing training needs analyses and the outcomes of competency-based human resources management systems
- 7.2 To source, develop, and present development programmes
- 7.3 To assess learners who attend development programmes offered by the Human Resources Development Services
- 7.4 To assist in the development of the annual Workplace Skills Plan
- 7.5 To assist in the preparation of the annual Implementation Report of the Workplace Skills Plan

- 7.6 To evaluate human resources development in the institution
- 7.7 To work cooperatively with the CTLM (ADU) in planning and sharing resources
- 7.8 Ensure that adequate training budgeting takes place
- 7.9 Ensure that relevant grants are paid back by SETA's
- 7.10 Ensure that training providers are accredited
- 7.11 Keep training records

SECTION 8: THE ROLE OF THE ACADEMIC DEVELOPMENT UNIT IN CTLM

- 8.1 To assess the needs of academic staff through performing needs analyses with respect to:
 - teaching and learning,
 - assessment of learning,
 - curriculum development,
 - quality assurance of learning programmes
 - academic management and administration,
 - policies and legislation affecting higher education,
 - evaluation of and research into teaching and learning,
 - mentoring and advising students,
 - provision of student academic development programmes
 - educational technologies.
- 8.2 To source, develop and present generic training programmes based on the above needs.
- 8.3 To disseminate information on the above needs through a regular newsletter for academic staff.
- 8.4 To serve on faculty and institutional committees to ensure that the above needs are met.
- 8.5 To contribute to the development and implementation of policies and projects that address the above needs (e.g. the teaching awards process and performance management), ensuring that academic staff are prepared for the tasks required of them.
- 8.6 Assist in the development of the annual Workplace Skills Plan
- 8.7 Assist in the preparation of the annual Implementation Report of the Workplace Skills Plan
- 8.8 To work cooperatively with the Human Resources Development Services Unit in planning and sharing resources

SECTION 9: Future Leaders Programme

1. OBJECTIVE

To create and develop a pool of employees for potential appointment into managerial positions in grades 2 – 8, in the academic and administrative spheres of the University (to be known as the Future Leaders Programme Pool).

2. APPLICATION AND NOMINATION

Access to the Future Leaders Programme can be either through application or nomination.

- 2.1 This policy will apply to eligible academic and administrative staff who have a demonstrated capacity, as determined by the assessment process referred to in this policy document, for potential placement into leadership roles, within the University structures, in their individual spheres of expertise and/or fields of interest.
- 2.2 Employees eligible to apply for access or be nominated into the Future Leaders Programme pool shall be those who occupy any one of the following positions:
 - 2.2.1 A position in Executive and Senior Management;
 - 2.2.2 A position of a Dean/HOD/Director of a School;
 - 2.2.3 A position in middle Management;
 - 2.2.4 Such further positions as made from time to time as determined in accordance with the provisions of this Policy.

- 2.3 Members of Executive Management may nominate candidates for potential participation in the Future Leaders Programme based on equity target requirements and the satisfactory performance of such nominees in terms of the Excellence Development System.

3. PRINCIPLES

The University:

- 3.1 Intends by way of suitable development programmes, to afford eligible employees who have the potential to assume leadership roles within its organisation, the opportunity to develop and enhance their ability to do so; and
- 3.2 Successful completion of the FLP development programme will be an added advantage when applying for vacant leadership/management posts.

4. PROCEDURE

- 4.1 A Regulatory Panel known as the Future Leaders Programme panel will be formed comprising:
 - 4.1.1 The Vice-Chancellor, the two Deputy Vice-Chancellors, the HR Director; and
 - 4.1.2 Such additional member/s of Executive Management and/or advisers as the above persons may co-opt to the panel to assist in performing the functions assigned to the panel.
- 4.2 The functions of the panel will be:
 - 4.2.1 To review, from time to time, the scope of eligibility for access to the Future Leaders Programme pool.
 - 4.2.2 To approve the criteria and assessment processes to be applied in determining the admission of eligible employees to the development programme/s.
 - 4.2.3 To approve the content of the development programme/s.
 - 4.2.4 To review, from time to time, the extent of the application of this policy to include, as eligible employees, the incumbents of such further positions as may be considered appropriate.
- 4.3 Invitations to apply for access to the Future Leaders Programme pool will be extended to those eligible employees who express an interest in being considered for this purpose, and to those eligible candidates nominated by members of Executive Management.
- 4.4 Eligible applicants will gain access to the Future Leaders Programme pool by successfully completing the required assessment process.
- 4.5 Employees gaining access to the Future Leaders Programme pool will be afforded the opportunity to participate in designated development programmes/modules.

5. MAINTENANCE PROGRAMMES TO ENSURE RETENTION OF SKILLS ACQUIRED

Employees in the Future Leaders Programme who have successfully completed their development programmes will be encouraged to perform assignments to ensure that they retain the skills that they have acquired during their development programmes. This could include job rotation or deployment on specific projects which would ensure the utilisation of relevant skills.

APPENDIX 8

STEPS IN THE DOWD KRAUSE MODEL CLUSTERED INTO THEMES

DOWD-KRAUSE PLANNING MODEL	INTERVIEW QUESTION
Step 1: know the National and Sector Skill Development Strategic Framework	<p>Question 1:</p> <p>1.1 Can you indicate what your level of understanding is of the Higher Education Sector Skills Plan and the National Skills Development Framework .</p> <p>1.2 What are your thoughts on it?</p>
Step 2: Know the South African Legislative Framework	<p>Question 2:</p> <p>Can you tell me about the relevant South African legislation that guides Skills Development at the NMMU?</p>
Step 3: Know the Organisational Strategy & Policy Framework	<p>Question 3:</p> <p>What is your understanding of the Skills Development Policy of the NMMU?</p>
Step 4: Ensure Total Quality Management	<p>Question 4:</p> <p>4.1 Are you satisfied with the quality of:</p> <p>4.1.1 Training Programmes</p> <p>4.1.2 Facilitation</p> <p>4.1.3 Training Providers</p> <p>At the NMMU?</p>
Step 5: Capacitate Skills Development Infrastructure	<p>Question 5:</p> <p>How would you rate the types of training programmes that you have participated in?</p>
Step 6: Prepare the Organisation for Skills	<p>Question 6:</p> <p>What is your experience as a participant and an HR Manager, in the</p>

Development	<i>skills development preparation at the NMMU</i>
Step 7: conduct Workforce Planning and Skills Audit	<p><i>Question 7:</i> <i>7.1 Have you participated in an Institutional Skills Audit?</i> <i>7.2 What are your thoughts about this?</i></p>
Step 8: Conduct Performance Management and Training Needs Analysis	<p><i>Question 8:</i> <i>Please tell me about your thoughts on the Performance Management System and how it contributes to the identification of your training needs?</i></p>
Step 9: Develop a Human resource Development Business Strategy	<p><i>Question 9:</i> <i>What is your feeling on how the Human Resources Plan fits into Vision 2020 HR Strategy.</i></p>
Step 10: Develop an Operational Skills Development Implementation Plan	<p><i>Question 10:</i> <i>Is planning done in a transparent and openly co-ordinated manner with your HR?</i></p>
Step 11: Develop the Annual Training Report	<p><i>Question 11:</i> <i>Do you understand how NMMU's Annual Training Report (ATR) is developed?</i></p>
Step 12: Submit the Organisations Workplace Skills Plan & Annual Training Report	<p><i>Question 12:</i> <i>Did you read the 2011 WSP and 2012 ATR?</i></p>
Step 13: Implement the Organisations Workplace Skill Plan	<p><i>Question 13:</i> <i>How do you feel about the implementation of the Workplace Skills Plan?</i></p>
Step 14: Record and Report Progress	<p><i>Question 14:</i> <i>Have you undertaken any of the following methods of training in 2011:</i></p> <p><i>14.1 In-house courses</i> <i>14.2 External training courses</i> <i>14.3 Conferences and Events</i> <i>14.4 NQF Aligned Unit Standards</i></p>

	<i>14.5 E-learning / Blended Learning</i> <i>14.6 Coaching & Mentoring</i>
Step 15: Monitor Progress of Workplace Skill Plan	<i>15. Do you have regular Annual discussions about training undertaken?</i>
Step 16: Evaluate the Skill Planning and Implementation Process	<i>16. What are your thoughts on the Skills Planning Process?</i>



APPENDIX 9

	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
Question 1						
Question 2						
Question 3						
Question 4						
Question 5						
Question 6						
Question 7						
Question 8						
Question 9						
Question 10						
Question 11						
Question 12						
Question 13						
Question 14						
Question 15						
Question 16						



APPENDIX 10

INFORMED CONSENT FORM

Full title of project:

An analysis of the current approach to skills development planning for HR Managers at the Nelson Mandela Metropolitan University

Name, position and contact address of Researcher:

Loshni Govender
2nd Floor, Admin Building, North Campus
Nelson Mandela Metropolitan University

I agree to the following:

1. I confirm that I have read and understand the information sheet for the above study and have the opportunity to ask questions
2. I understand that my participant is voluntary and that I am free to withdraw at any any-time, without giving reason
3. I agree to take part in the above study
4. I agree to the interview being audio recorded
5. I agree to the use of anonymised quotes in publications

Name of Participant

Date

Signature

APPENDIX 11

WRITTEN INFORMATION

You are kindly requested to participate in a research study as part of the requirements towards completion of a Master in Education degree. The interview will cover various aspects relating to skills development planning for HR Managers at the Nelson Mandela Metropolitan University.

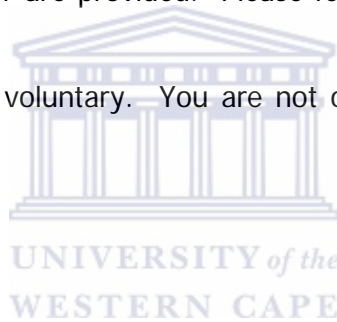
The duration of the interview will be approximately 45 minutes to an hour and thirty minutes. The interview will be audio recorded.

You have the right to query concerns regarding the study or to withdraw from the study at any time. Telephone numbers of the researcher are provided. Please feel free to call any of these numbers.

Participation in this research is completely voluntary. You are not obliged to take part in any research.

Yours sincerely

Loshni Govender
041 504 3113
083 959 2753



APPENDIX 12: CLUSTERING OF INTERVIEW QUESTIONS INTO THEMES

Legislation	<p><u>Question 1:</u> 1.1 Can you indicate what your level of understanding is of the Higher Education Sector Skills Plan (HESSP) and the Skills Development Framework (NSDF) 1.2 What are your thoughts on it?</p> <p><u>Question 2:</u> Can you tell me about the relevant South African legislation that guides Skills Development at the NMMU?</p>
HR Planning	<p><u>Question 3:</u> What is your understanding of the Skills Development Policy of the NMMU?</p> <p><u>Question 6:</u> What is your experience as a participant and an HR Manager, in the skills development preparation at the NMMU</p> <p><u>Question 7:</u> 7.1 Have you participated in an Institutional Skills Audit? 7.2 What are your thoughts about this?</p> <p><u>Question 9:</u> What is your feeling on how the Human Resources Plan fits into Vision 2020 HR Strategy?</p> <p><u>Question 10:</u> Is planning done in a transparent and openly co-ordinated manner with HR?</p> <p><u>Question 11:</u> Do you understand how NMMU's Annual Training Report (ATR) is developed?</p> <p><u>Question 12:</u> Did you read the 2011 WSP and 2012 ATR?</p>

<p>Total Quality Management (TQM)</p>	<p><u>Question 4:</u> 4.1 Are you satisfied with the quality of: 4.1.1 Training Programmes 4.1.2 Facilitation 4.1.3 Training Providers</p> <p><u>Question 5:</u> How would you rate the types of training programmes that you have participated in?</p> <p><u>Question 13:</u> How do you feel about the implementation of the Workplace Skills Plan?</p>
<p>Performance Management</p>	<p><u>Question 8:</u> Please tell me about your thoughts on the Performance Management System (PMS) and how it contributes to the identification of your training needs?</p> <p><u>Question 14:</u> Have you undertaken any of the following methods of training in 2011: 14.7 In-house courses 14.8 External training courses 14.9 Conferences and Events 14.10 NQF Aligned Unit Standards 14.11 E-learning / Blended Learning 14.12 Coaching & Mentoring</p> <p>Question 15. Do you have regular Annual discussions about training undertaken?</p>
<p>Impact of the Skills Development Planning Process on Institutional Requirements</p>	<p><u>Question 16:</u> What are your thoughts on the Skills Planning Process?</p>