

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.

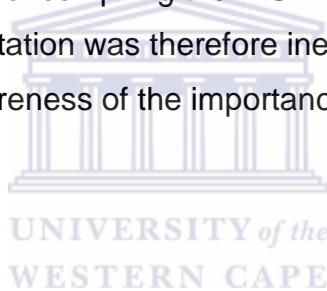
As a manager in HR, I feel that the planning is not done transparently. Maybe this will change. It is handled by a separate unit. I do not think it is done properly and it is not done in accordance with looking at Institutional needs in respect to transformation and development.

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

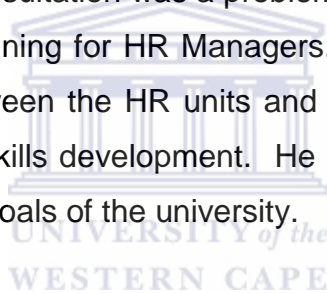
Andy highlighted problems with planning in the HR Department and the current funding allocation for training. He had very strong views and felt frustrated at the lack of integration between the HR units with regard to effective planning for training and development. He felt that the NMMU was not playing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

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.

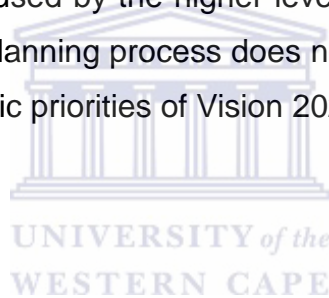
The NMMU's skills planning approach indicates an administrative orientation, with the provision of courses being the core objective. Overall, the NMMU strictly adheres to the compliance requirements. However, there is a lack of a Human Resources Development strategy to guide the skills planning process. 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

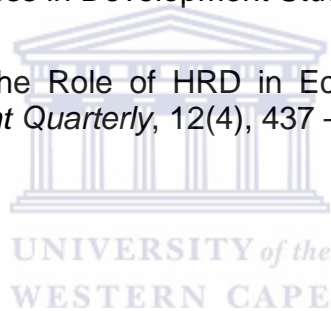
1. Akoojee, S., Gewer, A., & McGrath, S. A. (Eds.). (2005). *Vocational education and training in Southern Africa: A comparative study*. HSRC Press.
2. Bogden, R and Biklen, S. (1992). *Qualitative Research for Education*. Allyn and Bacon: Boston
3. Boninelli, I. (2004) *The changing model of HR*. In 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

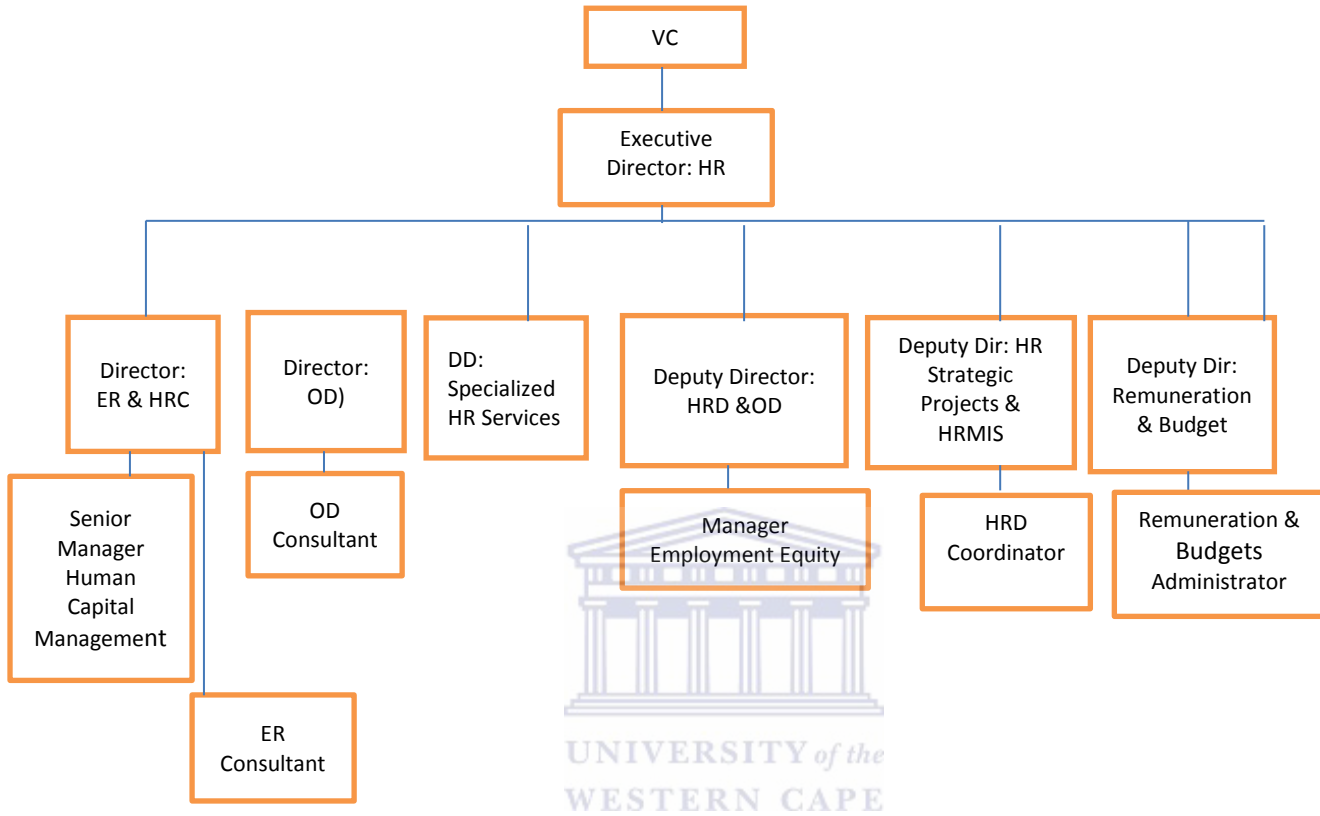
Critical skills priorities at Universities of Technology

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:

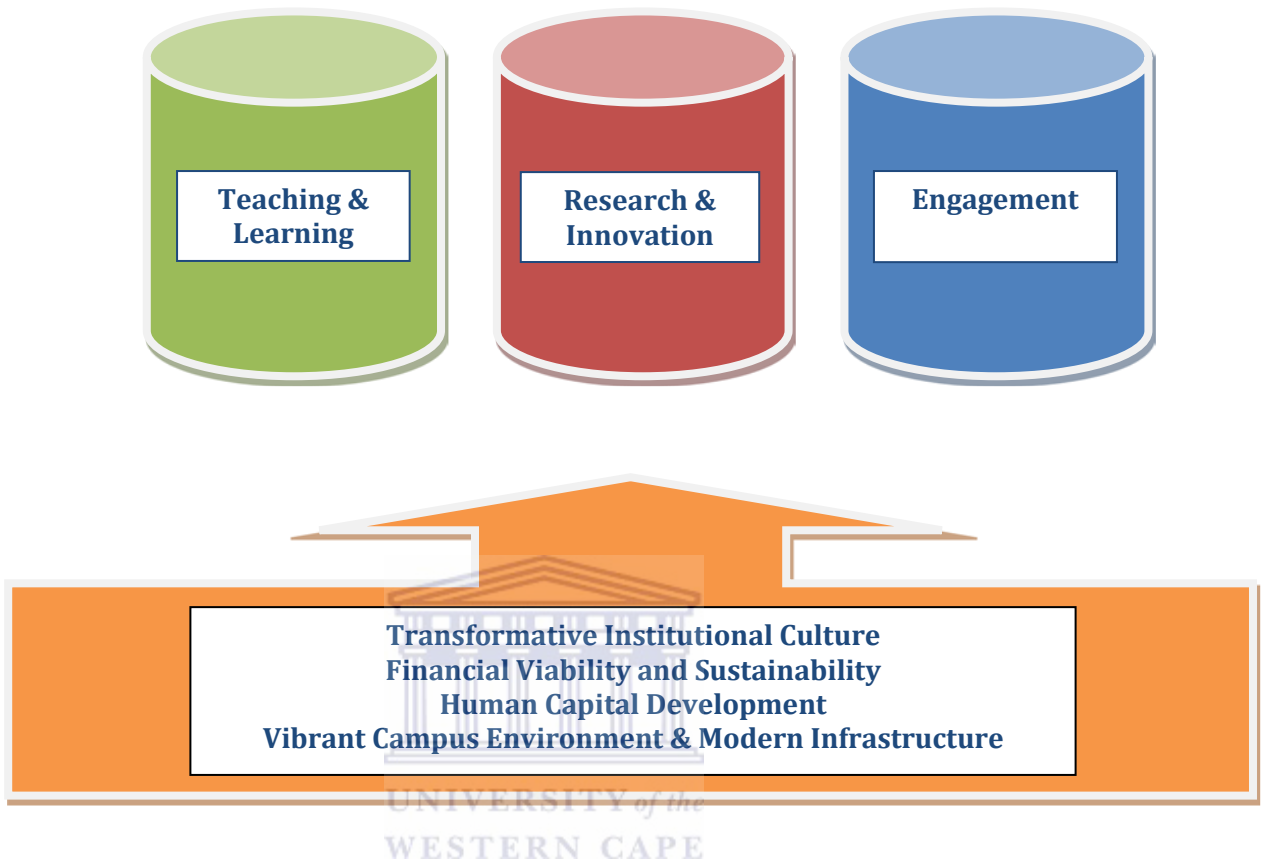
- The establishment of an enabling transformative institutional culture.
- Operational planning within the various divisions and faculties.
- Resource allocation and budgeting models.
- Monitoring and evaluation mechanisms, including quality advancement and performance management systems at all levels 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)
 <p>UNIVERSITY of the WESTERN CAPE</p>			
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
<p>Step 1: know the National and Sector Skill Development Strategic Framework</p>	<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>
<p>Step 2: Know the South African Legislative Framework</p>	<p>Question 2:</p> <p>Can you tell me about the relevant South African legislation that guides Skills Development at the NMMU?</p>
<p>Step 3: Know the Organisational Strategy & Policy Framework</p>	<p>Question 3:</p> <p>What is your understanding of the Skills Development Policy of the NMMU?</p>
<p>Step 4: Ensure Total Quality Management</p>	<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>
<p>Step 5: Capacitate Skills Development Infrastructure</p>	<p>Question 5:</p> <p>How would you rate the types of training programmes that you have participated in?</p>
<p>Step 6: Prepare the Organisation for Skills</p>	<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.

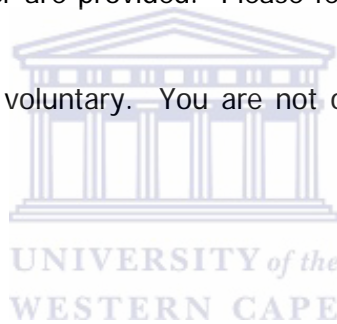
The duration of the interview will be approximately 45 minutes to an hour and thirty minutes. The interview will be audio recorded.

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>