

**DEVELOPING AN INTEGRATED HUMAN RESOURCE DEVELOPMENT PLAN FOR
OFFICE-BASED EDUCATORS IN THE FREE STATE PROVINCE**

by

EDWARD MOKOAKOA KGATI

Submitted in accordance with the requirements for the degree

PHILOSOPHIAE DOCTOR (EDUCATIONIS)

In

The Department of Post Graduate Studies: Education

In the

Faculty of Humanities

at the

Central University of Technology, Free State (Welkom Campus)

PROMOTER: Prof GJ Schlebusch

Date of submission: October 2013

DECLARATION WITH REGARD TO INDEPENDENT WORK

DEVELOPING AN INTEGRATED HUMAN RESOURCE DEVELOPMENT PLAN FOR OFFICE-BASED EDUCATORS IN THE FREESTATE PROVINCE

I, **Mokoakoa Edward Kgati**, student number: 20501124, do hereby declare that this research project submitted to the Central University of Technology, Free State for the Degree: Philosophiae Doctor: Educationis (PhD: Education), is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfillment (or partial fulfillment) of the requirements for the attainment of any qualification.

KGATI EM

DATE

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to:

- God Almighty, who through His son Jesus Christ provided me with strength, perseverance and courage to complete my study. It is not about me!
- Professor GJ Schlebusch - my promoter, patient encourager in all my writing efforts. May your life be long Sir!
- The CUT Library staff – Me. S Pretorius, Me. M Kleynhans and the other support staff – please do not tire to assist other students.
- My wife, Masentle Philda, and all my children for their support and encouragement – the Lord is our Shepherd!
- All the participants who shared their experience, views and expertise. You certainly added value to the study!

DEDICATION

This thesis is dedicated to my:

- late mother, Leah Mamoipone Kgati;
- late grandmother, Maria Moroadi Kgati;
- Kagiso and Moipone Kgati – son and daughter

TABLE OF CONTENTS

	PAGE
DECLARATION	i
ACKNOWLEDGEMENTS	ii
DEDICATION	iii

CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	2
1.3 STATEMENT OF THE PROBLE	3
1.3.1 Research questions	4
1.4 SIGNIFICANCE OF THE STUDY	5
1.5 AIMS AND OBJECTIVES OF THE RESEARCH	5
1.6 RESEARCH DESIGN AND METHODOLOGY	6
1.6.1 Research design	7
1.7 RESEARCH INSTRUMENTS	7
1.7.1 Questionnaires	8
1.7.2 Interviews	9
1.7.3 Data analysis	10
1.8 POPULATION AND SAMPLE	11
1.9 DEFINITION OF RELEVANT CONCEPTS	13
1.9.1 Training	13
1.9.2 Development	13
1.9.3 Personal Development Plan	13

1.9.4 Integrated Education, Training and Development (ETD) and Human Resource Development (HRD)	14
---	----

1.10 DIVISION OF CHAPTERS	14
----------------------------------	----

1.11 CONCLUSION	15
------------------------	----

CHAPTER TWO

HUMAN RESOURCE DEVELOPMENT: HOW DO OFFICE-BASED EDUCATORS DEVELOP?

2.1 INTRODUCTION	16
-------------------------	----

2.2 THE CONCEPT: HUMAN RESOURCE DEVELOPMENT	17
--	----

2.2 THEORETICAL COMPONENTS OF HRD	19
--	----

2.2.1 Economic theory	21
-----------------------	----

2.2.1.1 Scarce resource theory	21
--------------------------------	----

2.2.1.2 Sustainable resource theory	21
-------------------------------------	----

2.2.1.3 Human capital theory	22
------------------------------	----

2.2.2 Psychological theory	23
----------------------------	----

2.2.2.1 Gestalt psychology	23
----------------------------	----

2.2.2.3 Behavioural psychology	24
--------------------------------	----

2.2.2.3 Cognitive psychology	24
------------------------------	----

2.2.3 Systems theory	25
----------------------	----

2.4 AIMS OF HRD	26
------------------------	----

2.5 THE NEED FOR HUMAN RESOURCE DEVELOPMENT	27
--	----

2.5.1 Improve performance	29
---------------------------	----

2.5.2 Developing new skills	30
-----------------------------	----

2.5.3 Avoid managerial obsolescence	30
-------------------------------------	----

2.5.4 Solve organizational problems	30
2.5.5 Orientate new employees	31
2.5.6 Prepare for promotion and managerial succession	31
2.5.7 Satisfy personal growth needs	32
2.6 ORGANISATIONAL DEVELOPMENT (OD)	33
2.6.1 Theoretical aspects of Organisational Development	33
2.6.2 Defining organizational development	36
2.6.3 Organisational improvement and educator development	36
2.6.4 Fundamental strengths of organizational development	37
2.6.5 Team-building	38
2.7 TOTAL QUALITY MANAGEMENT	40
2.7.1 Defining total quality management	41
2.7.2 Quality assurance approach	42
2.7.3 Principles of total quality	45
2.7.3.1 Customer and stakeholder focus	45
2.7.3.2 Participation and teamwork	46
2.7.3.3 Continuous improvement	47
2.7.4 Total Quality HRD plan	48
2.8 LEADERSHIP AND EDUCATOR COMMITMENT	50
2.8.1 Transformational leadership	51
2.9 EDUCATOR MOTIVATION AND ACHIEVEMENT	58
2.9.1 Levels of motivation	58
2.9.2 Characteristics of motivation	60
2.10 HRD COMMUNICATION	60
2.10.1 Communicating for strategic alignment	61

2.10.2	Communication tools	62
2.10.3	Building two-way communication	62
2.10.4	Decentralisation and delegation	63
2.11	CONCLUSION	64

CHAPTER THREE

PERFORMANCE MANAGEMENT AND ASSESSMENT OF OFFICE-BASED EDUCATORS

3.1	INTRODUCTION	66
3.2	PERFORMANCE MANAGEMENT THEORIES	67
3.2.1	Goal-setting theory	67
3.2.2	Expectancy theory or self-efficacy	68
3.2.2.1	Enactive self-mastery	69
3.2.2.2	Role modeling	70
3.2.2.3	Verbal persuasion	70
3.2.2.4	Physiological reaction	71
3.2.3	Control/feedback theory	71
3.3	PERFORMANCE MANAGEMENT: CONCEPT AND DEFINITION	72
3.4	PERFORMANCE APPRAISAL	75
3.5	REQUIREMENTS FOR SUCCESSFUL PERFORMANCE MANAGEMENT	77
3.5.1	Define performance	77
3.5.1.1	Setting of goals and objectives	77
3.5.1.2	Performance measures	79
3.5.1.3	Assessment	80

3.5.2	Facilitate performance	82
3.5.3	Encourage performance	82
3.6	THE CYCLIC PERFORMANCE PROCESS	83
3.6.1	Performance planning and agreement	85
3.6.2	Performance monitoring, development and control	87
3.6.3	Performance review	88
	3.6.3.1 Performance review cycle	89
	3.6.3.2 Performance review and support	90
	3.6.3.3 Exploring causes of poor performance	91
3.6.4	Performance assessment	92
3.7	CRITERIA FOR MEASURING PERFORMANCE	93
3.8	ASSESSMENT RATING	95
3.8.1	Essay method	96
3.8.2	Critical incidents	96
3.8.3	Behavioural checklists	97
3.8.4	Behaviourally anchored rating scales (BARS)	98
3.8.5	Rating scales	99
3.8.6	Graphic rating scales	101
3.9	WHO SHOULD DO PERFORMANCE RATING?	103
3.9.1	Supervisor support	103
3.9.2	Peer support	104
3.9.3	Self evaluation	104
3.10	PROBLEMS AND ERRORS IN RATING PERFORMANCE	105
3.10.1	Halo effect	105
3.10.2	Strictness or leniency	106
3.10.3	Central Tendency	106

3.10.4	Recency error	106
3.10.5	Personal bias	107
3.11	POOR PERFORMANCE, APPEALS AND DISPUTES	108
3.11.1	Agree on the problem	109
3.11.2	Identify reasons for the shortfall	109
3.11.3	Agree on corrective action	109
3.11.4	Implement corrective action	110
3.11.5	Monitor progress	110
3.12	THE FEEDBACK INTERVIEW	111
3.13	CONCLUSION	113

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1	INTRODUCTION	115
4.2	RESEARCH DESIGN AND METHODOLOGY	115
4.2.1	Research design	115
4.2.2	Research method	117
4.3	POPULATION AND SAMPLING	118
4.4	DATA COLLECTION	120
4.4.1	Questionnaires	120
4.4.4.1	Construction and design of questionnaires	121
4.4.4.2	Approaches to questionnaire design	122
4.4.1.3	Type of questionnaire	122

4.4.2 Interviews	124
4.4.2.1 Advantages of interviews	125
4.4.2.2 Limitations of interviews	126
4.5 DATA ANALYSIS	124
4.6 TRUSTWORTHINESS IN QUALITATIVE RESEARCH	129
4.6.1 Credibility	129
4.6.2 Transferability	130
4.6.3 Dependability	130
4.6.4 Confirmability	131
4.7 CONCLUSION	132

CHAPTER FIVE

DATA ANALYSIS AND FINDINGS

5.1 INTRODUCTION	134
5.2 DATA COLLECTION AND RESPONSES TO RESEARCH QUESTIONS	134
Research question 1	135
Research question 2	145
Research question 3	153
Research question 4	176
Research question 5	180
Research question 6	193

5.3 CONCLUSION	209
-----------------------	-----

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION	211
6.2 CONCLUSIONSSA AND RECOMMENDATIONS	211
6.2.1 Human resource development	212
6.2.2 Performance management	213
6.2.3 Questionnaires	214
6.2.4 Interviews	216
6.3 RECOMMENDATIONS	218
6.4 AREAS OF FUTURE RESEARCH	220
6.5 CONCLUSION	221

CHAPTER SEVEN

AN INTEGRATED HUMAN RESOUC E PLAN

7.1 INTRODUCTION	223
7.2 INTEGRATED HRD PLAN	225
7.2. Goals and objectives	227
7.2.2 Needs identification	229
7.2.3 Planning	231

7.2.4	Prioritisation	232
7.2.5	Implementation	232
7.2.5.1	Designing a development plan	234
7.2.5.2	Development facilitation	236
7.2.5.3	Programme methods	239
7.2.5.4	Application of learning	241
7.2.6	Monitoring and evaluation	242
7.2.7	Review	245
7.2.8	Appraisal	246
7.3	REACTION TO THE PROGRAMME	250
7.3.1	Some assumptions that underlie HRD	254
7.4	CONCLUSION	256
LIST OF REFERENCES		258
ANNEXURE A		275
ANNEXURE B		277
ANNEXURE C		278
ANNEXURE D		279
ANNEXURE E		286

LIST OF FIGURES	PAGE
Figure 2.1: Theory components of HRD	20
Figure 2.2: Quality assurance approach	44
Figure 2.3: Scope of total quality	48
Figure 3.1: Overview of performance management phases	85
Figure 3.5: Normal distribution % staff versus performance category	102

LIST OF TABLES

Table 3.1: Checklist with sample questions	97
Table 3.2: Core management criteria	100
Table 3.3: Work-plan rating and capability rating	100
Table 7.1: Stages of an integrated HRD plan	226
Table 7.2: Goals and objectives for HRD planning	228
Table 7.3: Personal Development Plan	230
Table 7.4: Method for designing a development programme	234
Table 7.5 Development of Performance Management Development System (PMDS)	238
Table 7.6: Methods for executing development programme for office-based educators	239
Table 7.7: Levels for evaluating development programmes	243
Table 7.8: Proposed appraisal review	247
Table 7.9: Development programme questionnaire	250

LIST OF ACRONYMS

- AET:** Adult Education and Training
- GET:** General Education and Training
- FET:** Further Education and Training
- SMGD:** School Management and Governance Developer
- SYRAC:** Sport, Youth and Recreation
- HRA:** Human Resource Administration
- HRM:** Human Resource Management
- OHRD:** Organisational and Human Resource Administration
- HRD:** Human Resource Development
- FSoBE:** Free State Department of Basic Education
- FSPG:** Free State Provincial Government
- ETD:** Education, Training and Development
- TQM:** Total Quality Management
- PMDS:** Performance Management and Development System
- PDP:** Personal Development Plan
- EMS:** Education Management System
- CMC:** Core Management Criteria
- KRM:** Key Result Areas
- SES:** Senior Education Specialist
- DCES:** Deputy Chief Education Specialist
- CES:** Chief Education Specialist

ABSTRACT

Human Resource Development is receiving increased attention as organizations seek performance gains from their workforces during challenging economic times, as well as a measure of compliance with the Skills Development Levies Acts (1998 & 1999) and the subsequent National Skills Development Strategy (NSDS). Organisations are facing increasing pressure to demonstrate how well they perform and to provide plans for their future improvement. The Free State Department of Basic Education (FSDoBE) is one public sector organisation which has embarked on aligning its human resource development strategies with the current developments as they present themselves in the labour market and as per NSDS requirements. In this research study, the construct of an integrated human resource development plan is challenged mainly along two lines: how office-based educators' training needs assist to determine the model of an integrated HRD plan; and how the impact of the developed integrated HRD plan will assist with the heightened job performance of office-based educators. The effectiveness of job performance by office-based educators will consequently serve as a route to improved learner results in schools.

The delivery of quality education and training is one of the most important endeavours for the restoration of the culture of teaching and learning. The human resource development of office-based educators is therefore seen as an essential part for promoting the delivery of education and improving learners' performance in schools. An essential part of developing an integrated HRD plan for office-based educators is typically with performance management process, which is the tool the FSDoBE has to use to meet its overall goals, and is directly dependent upon the ability of office-based educators to perform effectively in the management and delivery of services to schools.

In order to successfully develop an integrated HRD plan, the literature overview on human resource development and performance management was presented.

Human resource development plans have been studied and implemented in various organizations, but not adequately explored in the FSDoBE to surface possible specific performance challenges.

This study addresses this performance gaps by introducing an integrated HRD plan from the perspectives of various job ranks of office-based educators. It identifies gaps in the perceptions of office-based educators concerning performance management as conducted through the appraisal tool for office-based educators, the Performance Management and Development system (PMDS), and identifies steps in the development of an integrated HRD plan, concluding with lessons for practice. The data gathered through the literature study, questionnaires and interviews assisted the researcher to analyse and interpret the data and come up with the findings and conclude on the model of an integrated HRD plan for office-based educators. The questionnaires were administered to 60 office-based educators across their ranks (SEs, DCEs and CEAs) and all 60 questionnaires were returned. The questionnaires and interviews were administered in the three education districts. The interviews were conducted to supplement the questionnaire data in order to gather rich responses from the participants. The data from corresponding questionnaire questions and interview questions was grouped together to correspond with the key research questions so as to provide the rich data as required by the research study. The key findings were that office-based educators have the desire to play a significant role in their job performance and that they need empowerment, resources and leadership to guide them in their daily duties. The analysis and interpretation of the data gathered further assisted the researcher to develop an integrated HRD plan as presented in Table 7.1 and as stated by the title of this research.

The evidence of the narrative incidents with office-based educators suggest that the development of an integrated HRD plan will provide a useful research tool for those wishing to study the design and use of HRD plans in the future, as it gives a

holistic overview to be taken in the process and makes the development of an integrated plan a feasible task for the researcher.

According to the model of the proposed integrated HRD plan, it requires a new way of thinking and interacting amongst district sections, and it should be regarded as a step forward to improved office-based educators' development and subsequent influence on school-based educators' knowledge and skills, and for improved learner performance in the schools.

CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

It was during the attendance of meetings, workshops, assessment sessions, and also during formal and informal discussions with colleagues that the researcher realised that supervisors of sections and their down-line subordinates need support with regard to the design of Human Resource Development (HRD) programmes. In the discussions, and especially when the researcher was conducting interviews in his dissertation studies (Kgati, 2007:49-51), colleagues indicated a need for well-structured and integrated HRD programmes. The need for integrated HRD plan is necessary because currently individuals and groups of office-based educators (sections) do not have available HRD plan. Operational plans derived from strategic plans and performance assessment tool for office-based educators, namely Performance Management Development Plan (PMDS) are instead made use by supervisors of sections to plan for their respective staff HRD and often this is not followed to the letter. For the purpose of this study the term 'integrated HRD plan' means short-term and long-term management of the total system and environment in which education, training and development (ETD) of office-based educators takes place. The emphasis is on continuous development of office-based educators for the achievement of organisational goals. The plan will include the management of processes and ETD needs of all office-based educators across sections on an equal basis.

According to Webb and Norton (2009:29), the organisation's strategic human resource planning must be done within a context where the mission is established, and the strategic and operational plans are developed. This planning process entails the development of operational plans for human resources that are consistent with the overall strategic plan of the organization (Chatterjee, 2009:56).

Human resource planning is essential as it erases uncertainty, and can serve as the basis for the organisation's operational planning (Webb & Norton, 2009:30).

The need for HRD programmes for staff (also office-based educators) is essential in the technological era that we live and work in, as all staff members must keep abreast of advances and changes in their respective fields of work (Haldar, 2009:11). HRD programmes need to be updated to keep track with advances and changes in the workplace, and such programmes within the Free State Department of Basic Education (hereafter called: the Department) are not excluded. Innovation, commitment and professional growth among office-based educators need to be developed, and this responsibility rests on the shoulders of section supervisors within the Department.

Developing an integrated HRD programme for office-based educators is in line with delivery agreement, Output 5.1, namely '*to establish a credible institutional mechanism for skills planning*' (Department of Higher Education, 2011:6). This output will be achieved through information on the supply and demand of skills, development systems, and system interfaces as will be provided by the Department and other key stakeholders. An integrated HRD plan will assist to empower office-based educators to perform within a career path, and also be ready for other jobs outside their sphere of education (PMDS Task Team, 2003:2).

1.2 BACKGROUND TO THE STUDY

The development of human resources should be geared towards individuals who want to realise their career objectives through career planning processes and organisational interventions. According to Erasmus, Loedolff, Mda and Nel (2008:3), changing employee needs and aspirations in acquiring knowledge and skills for career change and on-the-job promotion have become a trend. Individuals join companies for job opportunities and possibilities of promotion with the hope of being successful in their career life.

The need for development versus better job opportunities and promotions is a factor within the office-based educator corps which has to be treated with caution to avoid labour disputes. According to Erasmus *et al* (2008:3) and Swanepoel, Erasmus, Van Dyk and Schenk (2008:17), top management have realised that any problems, shortcomings or gaps preventing organisations or employees from achieving their objectives can usually be overcome through training and development activities, which should be contained in an organisation's HRD plan. Whilst office-based educators may work to experience job satisfaction and career survival, it is important to note that their commitment to skills development and perceptual learning are ever increasing as a means to gain job security, salary increments and promotions.

Whether the advancement of office-based educators through skills training will be more beneficial to individuals than the gain of the organisation is not a question any longer. The issue at hand is how ready and willing is the Department to stay in line with the required legislation, such as the National Skills Act (97 of 1998) and the National Skills Development Strategy (NDS) whose aim, amongst others, is "*...to develop the skills of the South African workforce, to utilize the workplace as an active learning environment...*" (Botha, Kiley & Truman, 2009: 3).

1.3 STATEMENT OF THE PROBLEM

The key problem observed by the researcher is that the employee evaluation system of the Department for office-based educators, the Performance Management and Development System (PMDS), does not offer a prescribed personal or group development plan. As stated in the document, PDMS Task Team (2003:7-12), the needs and problem identification is left to the jobholder and supervisor to fathom their own learning and development. Office-based educators therefore, do not have a guiding HRD plan that can be used by all sections across

the districts, and whose purpose would mainly be to empower office-based educators with the necessary knowledge, skills and training to perform better.

The job performance problems identified include lack of HRD plan and policy guidelines, expansive developmental needs across individuals and sections which are not co-ordinated, developmental needs which are not addressed due to lack of capacity and funding (greater prioritisation is on those that heighten matric pass rate), quarterly review sessions are not followed-up and monitoring by supervisors is seldomly done due to tight work schedule. These problems are to be addressed by this study with the development of an integrated HRD plan for groups of office-based educators. The development of an integrated HRD plan for the entire Department will therefore need an inclusive approach by all office-based educators in various sections.

1.3.1 Research questions

In addressing the problem and in an attempt to assess the importance of an integrated HRD plan for the Department, the researcher focuses on the following research questions which will underpin this study:

- What are the aims of HRD with regard the development of office-based educators?
- How does the process of performance assessment contribute to HRD amongst office-based educators?
- What roles do respective office-based educators play in identifying and formulating Individual and Group Development Plans?
- How can the leadership role of supervisors (CEs and DCEs) promote good working culture amongst office-based educators?
- How would individual and group Education, Training and Development (ETD) needs assist office-based educators to be competent and contribute to the strategic objectives of the Department?

- What are the benefits and model of an effective HRD plan?

By answering these questions and making a study of training and development of office-based educators, it will be possible to determine the extent to which an integrated HRD plan for office-based educators could assist in enhancing their performance.

1.4 SIGNIFICANCE OF THE STUDY

The significance of this study is geared towards identifying development and training needs that the Department can utilize to develop an integrated HRD plan for office-based educators. The importance of an integrated HRD plan to be in place is to ensure that supervisors of sections are able to assist their subordinates to increase job performance and to further their career opportunities.

The Performance Management and Development system (PMDS) cycle stipulates that Personal Development Plans be drawn to ensure that supervisors arrange for employees to obtain their skills development to execute their tasks (Education Labour Relations Council (ELRC), 2002:3). The objective is to identify and address any problems, gaps and shortcomings between the job requirements and the staff member's skills (ELRC, 2002:3; Erasmus *et al*, 2008:17). The identification of such training needs should be forwarded to the training unit of the Department to be assessed (PMDS Task Team, 2003:2).

According to Kgati (2007:26), the adoption of an Individual Development Plan is appropriate to develop an integrated HRD plan, especially for teams who are engaged in the same line of work. Such teams are tailored towards basic training, further education and continuing training (Meyer, 2002:159). It is envisaged that the outcome of this study will influence decision makers in education to adopt the integrated HRD programme to be a generic tool to be used by all sections in the Department. This notion is supported by Meyer (2007:86) who states that the

design of the actual implementation of the HRD strategy is vital for its effective execution. Furthermore, it is envisaged that the outcomes of this study will generate a common set of skills for office-based educators in order to better execute their tasks when assisting schools. The acquired skills of office-based educators will therefore go a long way in further enhancing the performance of school-based educators.

1.5 AIMS AND OBJECTIVES OF THE RESEARCH

The primary aim of the formulation of an integrated HRD plan for office-based educators is to amplify the existing body of knowledge regarding skills acquisition and also produce meaningful competencies for productive work. In order to accomplish this aim, the following research objectives need to be realised by the study:

- to provide a theoretical perspective of the underlying imperatives of education, training and development for HRD.
- to explore the substantial indicators of an implementable HRD plan for office-based educators.
- to determine the roles that individuals and groups play in formulating Individual and Group Development Plans.
- to determine the Education, Training & Development (ETD) needs of office-based educators that can make them competent and fulfill strategic goals.
- to formulate an integrated HRD plan to be used by groups of office-based educators in the Department.

1.6 RESEARCH DESIGN AND METHODOLOGY

Research design is a type of inquiry within qualitative research methods that provides specific direction for procedures in a research design, or strategies of inquiry (Bryman, 2012:12). In this regard the research makes use of survey

research methods to gather opinions and attitudes of a population, by studying a sample within a population using questionnaires and structured interviews for data collection. Research methodology entails philosophical problems underlying particular methods of research. The issue is that the researchers should ensure that in their research techniques, they collect data without claiming knowledge of the research field.

1.6.1 Research design

Education research makes use of both qualitative and quantitative research approaches to collect data about people and their social contexts (Somekh & Lewin, 2005:1). The difference lies in the manner the two approaches present their results. The quantitative approach presents data in 'numeric estimates' of data collected from samples, whilst the qualitative approach presents data in terms of a narration of words regarding opinions, feelings and perceptions of participants (Rapley, 2002:84; Creswell, 2009:132).

What makes the two approaches different is the way they view reality and the world. However, when it comes to the combination of both approaches, qualitative and quantitative results converge, naturally confirm, and support the same conclusion (Flick, 2009:30). Mason (2002:54) further stipulates that the strategy involves making decisions about every aspect of the research in relation to the research questions and changing context, and the research data collected are limited only by the researcher's open-mindedness and creativity (Leedy & Ormrod, 2010:45). Qualitative inquiry is further described as a non-manipulative approach that brings data and theory together to create *casing*, a methodological step that occurs at the beginning and end of the research process (Neuman, 2000:163).

Sullivan (2001:20) stipulates that when knowledge about some phenomenon is vague or when there is little theoretical understanding of the phenomenon, it may not be possible to develop precise statements of concepts or quantitative ways to

measure them. In cases like this one, researchers turn to qualitative research that is more exploratory in nature. According to Welman, Kruger & Mitchell (2005:55) phenomenological approach seeks to explain the structure and essence of the experiences that a group of individuals have.

The study lends itself to qualitative research in order to understand the social phenomenon from the participants' perspective. In this research, data regarding the formulation of integrated HRD plan will be considered. This data will be obtained from Chief Education Specialists (CESs) who are heads of particular sections in the Department, Deputy Chief Education Specialists (DCEs) who are heads of respective sections, and Senior Education Specialists (SEs) who deal directly with school-based educators. The researcher will also study participants' perspectives with regard to non-interactive strategies (the use of documents).

1.7 RESEARCH INSTRUMENTS

The qualitative data collection instruments to be used for this study include questionnaires and interviews.

1.7.1 Questionnaires

A questionnaire is a list of questions to be asked by a researcher, and is prepared in such a manner that the same questions are asked in exactly the same way to all participants (McNeill & Chapman, 2005:33). Questionnaires are normally distributed to participants by the researcher in person or by post in order to obtain relevant data from participants regarding the research study (Salkind, 2006:138-139). The researcher will make use of a questionnaire in the study because it is a very flexible data collection instrument that must be used very carefully to fulfil the requirements of a particular piece of research, and it provides an opportunity to examine correlations between the participants' responses. Using a questionnaire will enable the researcher to organise the questions and receive replies without

having to talk to every participant (Walliman 2005:281). One of the main features of a questionnaire is its impersonality. The questions are fixed and the same for each participant. Questionnaires can be a relatively economic method in cost and time, soliciting data from a large number of people (Walliman, 2005:282).

For the purpose of this study open-ended questionnaires will be employed. Open-ended questions allow participants a chance to word their answers as comprehensively as they like. In this way questions can therefore be more wide-ranging, probing and open-ended, allowing participants to provide as much information as possible (McNeill & Chapman, 2005:37).

The researcher will distribute questionnaires to CESs, DCEs and SESs in various sections in three Education districts, namely Lejweleputswa, Motheo and Fezile Dabi. The purpose is to gather information with regard to the formulation of an integrated HRD plan for the Department. The researcher, with the questionnaire, will have an opportunity to establish rapport, explain the purpose of the study, and explain the meaning of items that might not be clear (Best & Kahn, 2003:301). The researcher will therefore construct a set of questions or statements appropriate to the research problems and attempt to find justification to the existence of such a problem and its possible extent. The information gathered from the questionnaires will be recorded by making hand-written notes. Data analysed from the questionnaires will be carefully studied so that a different set of questions are prepared for the interviews.

1.7.2 Interviews

Both interview and questionnaire questions will be independent and the researcher will avoid repetition of similar questions. All questions will be based on the aims and objectives of the research. In order to gather information-rich data, the group which will be interviewed will be different from the group issued with questionnaires. Qualitative interviewing is flexible and dynamic. In-depth qualitative interviews

involve face-to-face encounters with the participants which are intended to elicit their views and opinions (Creswell, 2009:181). According to Silverman (2008:110), the researcher should engage in active listening, gain and maintain trust, and establish rapport with the participants in order to achieve rich data through interviews. The interview is deemed necessary for this study as it will be used effectively to collect in-depth information from participants. Semi-structured interviews will be used to capture data from participants on an individual basis. Semi-structured interviews are deemed necessary for this study as responses could be probed for further information (Leedy & Ormrod, 2010:148). The aim is to gather the richness and complexity of behaviours that occur in the natural office setting from the participants' perspective.

1.7.3 Data analysis

Data analysis is the process of gathering questionnaire and interview responses for the purpose of identifying emerging topics and recurring patterns (Leedy & Ormrod, 2010:144-145). The crucial step is for the researcher to tabulate the recurring patterns in data obtained through the research instruments to determine whether significant differences exist relevant to the research questions in order to interpret the data as they reflect on the research problem. Transcripts of interview recordings and notes from questionnaires and document analysis will be carefully scrutinised and analysed in order to identify, code and categorise the primary patterns in the recorded data.

Qualitative data analysis entails the process of systematic data collection and analysis of data pertaining to the research study (Heppner & Heppner, 2004:149). In this regard the researcher does not begin with a theory and then attempt to prove it, but rather begins with an area of study and allows the theory to emerge. Accordingly the data collected in the form of sources must be clearly presented, and these could include schedules of interviews and questionnaires (primary documents), as well as public and personal documents (secondary documents). It

is also important to document the analytical process fully while conducting the research, to allow the researcher to keep track of the procedures and to be aware of the assumptions that he/she may hold (Heppner & Heppner, 2004:150).

In analysing the questionnaire and interview data the researcher will apply the following actions:

- The researcher will identify the specific body of material to be studied – the qualitative sample made from a population.
- The researcher will define the characteristics or qualities to be examined in precise, concrete terms and specific examples may be identified to provide more clarity.
- If the material to be analysed consists of complex or lengthy items, such items will be broken into small, manageable segments that can be easily analysed, and lastly;
- The researcher will scrutinise the material for instances of each characteristic or quality as defined in step 2. In this regard, when the judgements are entirely objective, one rater will be necessary, and when judgements are more subjective then two or three raters will be involved, and a composite of their judgements will be used (Leedy & Ormord, 2010:144; Heppner & Heppner, 2004:149-152).

1.8 POPULATION AND SAMPLE

In research, people and other living things are referred to as participants or subjects. Individual subjects or participants are often members of a sample, and are derived from a large group called a population (Welman & Kruger, 2001:47). In this research subjects will be referred to as participants. The population for this study includes office-based educators (CESSs, DCESSs and SESs) from three of the five education districts of the Free State Province. The three districts include Lejweleputswa, Motheo and Fezile Dabi.

According to Leedy and Ormrod (2010:147), the manner of identification of a sample must depend on the research questions the researcher wants to answer, and can be presumed to represent the entire inferred population. The sample method to be used in this research will be non-probability sampling. Researchers often need to be able to obtain data from a smaller group of a total population in such a way that the knowledge gained is representative of the total population. According to Creswell (2008:155), non-probability sampling allows the researcher to select individuals because they are available, convenient, and represent some or all of the characteristics the researcher seeks to study. For this study, non-probability sampling is used in the form of purposive sampling. The researcher opted for purposive sampling to capture information-rich data from participants who are knowledgeable and possess insight into the problem of the study.

The sample of this research study is one Chief Education Specialist (CES): Education, Development & Support as found in the organogram of each of the three districts, one DCES and three SESs in the General Education and Training Band (GET), one DCES and three SESs in the Inclusive Education section, three DCESs in the School Management Development and Governance (SMDG) section, one DCES and three SESs in the Adult Education and Training (AET) section, one DCES and one SES in the Examination and Assessment section. The total sample therefore includes three CESs, seven DCESs and ten SESs from sections in the three education districts respectively. Therefore, the total sample of the study consists of $20 \times 3 = 60$ office-based educators across the selected sections in the three education districts. The researcher is satisfied that this purposeful selection of participants covers all aspects of data necessary for this study.

1.9 DEFINITION OF RELEVANT CONCEPTS

1.9.1 Training

Training is a short-term process that entails the transfer of specific skills on an employee so that he or she can perform a very specific job or task, and is mostly imparted to non-managerial personnel (Chatterjee, 2009:102). The focus is on improvement in performance after training with a perceptible behavioural change and improvement of strategic knowledge. Training usually takes place when a particular training need has been identified, such as a gap in performance or the introduction of new technology which requires new skills like computer language, machine operations, playing tennis, and so on (Cascio, 2010:291; Jyothi & Venkatesh, 2006:168).

1.9.2 Development

Development occurs when ongoing learning opportunities are created so that employees grow through learning and therefore maintaining high levels of performance. Examples of development interventions are mentorship programmes, career development and ongoing seminars in which employees are given opportunities to keep abreast of changes and trends in the organisational environment or in a particular field (Swanepoel, Erasmus & Schenk, 2008:446).

1.9.3 Personal Development Plan

A Personal Development Plan (PDP) sets out an employee's future Education, Training and Development (ETD) opportunities as to achieve long-term career goals, and the ETD opportunities that he/she has already been exposed to by the organisation (Botha *et al*, 2009:104).

1.9.4 Integrated ETD and HRD

Education, training and development provide short and medium-term interventions in order to ensure that the long-term goals of human resource development are achieved. In this regard HRD does not only deal with the processes of ETD, but the HRD function manages the total system and environment in which ETD takes place. Bhattacharyya (2009:24) explains that Human Resources Planning (HRP) and HRD cannot be separated as one reinforces the other. The emphasis in HRD is on the intentional and continuous management of the learning environment and the support of the necessary transfer and follow-up strategies to make ETD successful (Meyer, 2007:7).

1.10 DIVISION OF CHAPTERS

Chapter 1: This chapter serves as an introduction to the study and contains the introduction and orientation, the statement of the problem, statement of the aims, as well as an explanation of the research method.

Chapter 2: Theoretical perspectives on training and development of office-based educators are elaborated on. The chapter includes issues such as determining training and development needs, training and development strategies, workplace skills plan and monitoring and coaching.

Chapter 3: This chapter deals with literature regarding designing an integrated HRD plan and will include issues such as planning and organizing a training programme, HRD quality management, and continuing professional development are also addressed.

Chapter 4: This chapter provides a detailed account of the research methodology of the study.

Chapter 5: This chapter deals with data analysis and findings of the study.

Chapter 6: This chapter provides conclusions and includes the addition to the body of knowledge through a designed integrated HRD programme for office-based educators.

1.11 CONCLUSION

This chapter provided the plan of this research study. The problem of the study is put in context and the research questions flowing from the problem were put forward. The objectives of the study, linking to the research questions provide the route this study will follow. The research instruments to gather data were introduced and the population and sampled from who the data will be gathered were explained. Relevant concepts to be employed in the study were explained.

The next chapter reviews relevant literature support on HRD which takes a closer look at the critical elements of development that can assist office-based educators to perform better. Theory support questions are posed to engage the level of preparedness with regard office-based educators' HRD. What are the theoretical components of HRD relevant to the professional development of office-based educators? What factors play a role in the professional development of office-based educators? What HRD systems can be put in place to ensure effective development and efficiency of office-based educators' job performance? These questions suggest that research opportunities exist where the Department and office-based educators' interests meet in favour of self-directed job performance. Office-based educators' professional development is discussed in the next chapter.

CHAPTER 2

HUMAN RESOURCE DEVELOPMENT: HOW DO OFFICE-BASED EDUCATORS DEVELOP?

2.1 INTRODUCTION

The role of educational managers (office-based educators) is crucial in influencing the organisational culture and in determining the success of HRD (Boninnelli & Meyer, 2004:4). The question is what actually is HRD, and how is it conceptualized. The focal point of the first part of this chapter is the origin and essence of theories of HRD. According to Jyothi and Venkatesh (2006:2), Human Resource Management (HRM) and HRD are intertwined and can be ascribed to employer-employee relations, with management having control over human and physical resources, resulting in their effective utilization in order to attain organisational goals.

Haldar (2009:176) asserts that commitment is one of the important philosophical elements attached to the tasks assigned to the organisation, such as a department of education. The desire to be with the organisation, to conform to its goals and values, and a willingness to make an effort to the organisation are the indicators of organisational commitment. In this respect it is clear that HRD becomes a line function and not a staff function, and as such managers have to own it. Haldar (2009:176) further alludes to the following salient points of HRD philosophy:

- Employees are valued assets – support and manage them;
- Strategy is important – formulate it meticulously;
- Culture is imperative – consider it with the right spirit;
- Commitment is more effective than compliance – contemplate it; and
- Line supervision performs a key role – remember it.

In relation to the above deliberation, the debate is whether office-based educators can emerge as leaders on their own or should the Department as the employer, make a conscious effort to build leaders through its HRD programmes to enhance the organisational effectiveness. This study therefore investigated how well the Department makes use of its available resources to maximize performance and promote the working culture. The theories as presented in subsection 2.3 below give the researcher a theoretical framework on how theory can be of value to influence practice within the Department. Thus the resources such as funds can be used effectively to sustain development within the Department and consequently human behavior will respond positively owing to the sustainable and conducive environment created for them. The main aim is to attain the overall goals of the Department and those of individual educators so that the development of office-based educators can add value to the long-term economic growth of the organisation. There should in the end be value for money owing to what is referred to as human capital development. The notion of what constitutes HRD and other concepts are discussed below.

2.2 THE CONCEPT: HUMAN RESOURCE DEVELOPMENT

When studying the concept of HRD, one realises that there are many historical definitions depending on the views of organisations at that particular time, and also on current or future organisational strategies that organisations wish to implement. It is important to note that the view of HRD is not static, but rather ever-changing to suite the overall organisational strategic business, knowledge explosion and performance outputs (Haldar, 2007:177). The notion is supported by Storey *et al* (2009:41) who see the emphasis of the organisation upon the individual as not being beneficial, and they further say it overlooks the collective aspect of employment as it turns to be *unitarist* (sees organisation as having a single set of goals shared by all). As such there is no demarcation of work boundaries and responsibilities between management and employees. The contribution signals a

warning that organisations that do not adhere to changes will always look behind and get outperformed by those who do.

According to Ryan and Cooper (2010:515), HRD is a theory that encompasses the efforts of both employees and the organisation and its departments, so that individual employees improve their skills and competencies. In this regard the workplace of employees must become '*learning organisations*', where the set goals and priorities are driven by the desire to assist them to get past their performance barriers, and see them in pursuit of knowledge and expertise (Bluestein, 2010:61).

HRD can also be defined as all the processes, methods, systems, procedures and programmes an organisation can employ in order to develop its human resources to be equipped to perform its functions (Meyer, 2007:2) In this regard HRD encompasses both training and non-training interventions which can be continuous and often daily applied. For Swanepoel, Erasmus and Schenk (2008:446), the main focus of HRD is learning with its main aim being to attain the objectives of both the organisation and the individual. In this regard development takes place over time with the emphasis on learning, development and training opportunities to improve individual, team and organisational performance.

Young (2008:321) and Syfarth (2008:2) refer to human resource in education as the human resource function within the public school setting and it makes use of school principals who are human resource leaders. HRD in education relates to the development of knowledge, norms and values to prepare a person for life in its widest possible sense (Le Roux, 2007:112). What matters in this respect is the education and training of education staff to be able to attain organisational goals, which should inevitably not separate appraisal and development. Norton and Webb (2009:5) mention that the professional development activities in education provide employees with opportunities to increase their knowledge, skills and abilities in furtherance of educational goals. Whilst the individual and group

development is advocated, it is important to note that organisational success depends on the casual relationship that exists between the two.

The researcher's own definition of HRD is that; it is the professional development of office-based educators by providing them with performance skills, knowledge and correct attitudes to perform their work better and consequently promote the culture of teaching and learning within the Department. The provision of performance tools, conducive working environment, adequate funding and learning styles all add value to the professional development of office-based educators.

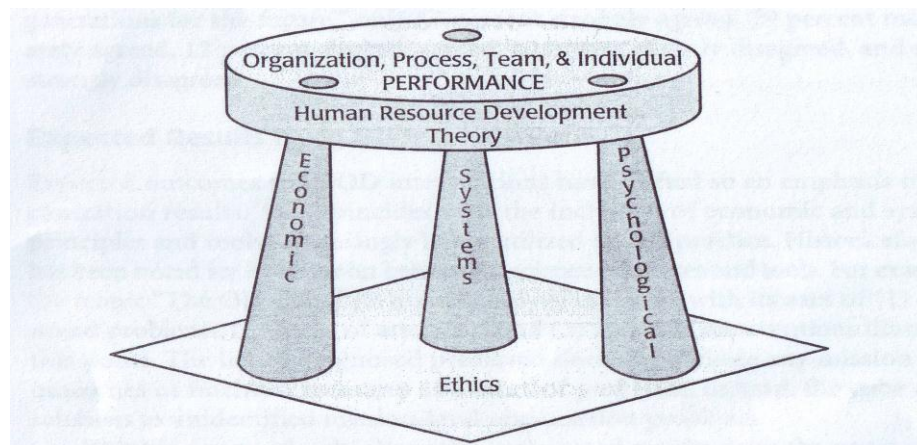
The above discussion has provided theoretical contributions to HRD framework, foundations of HRD, historical foundations and definitions of the field as building blocks to understanding the ethical foundations of HRD. The conceptual underpinning of HRD will lead to the intended outcomes of HRD in organisations which are captured by the aims.

2.3 THEORETICAL COMPONENTS OF HRD

Swanson and Holton III (2009:103) mention that there is no universally agreed view on the theory or multiple theories that support HRD as a discipline, and furthermore there are no theory alternatives proposed by literature or debates on HRD by any profession. The alternative to having a sound theoretical and disciplinary base for the HRD profession has been a contribution of atheoretical (not having a theoretical foundation) professional associations by Micklethwait and Wooldridge (1996) and Swanson (1997), whose limited work resulted in other theorists to provide a theoretical base to HRD. It is in the light of their contribution that a discrete and logical set of theories as the foundation of HRD is proposed as a means of understanding the Model of Human Resource Development within the organisation environment.

The discipline, definition and model of HRD are believed to be supported and explained through the three contributing core theory domains of psychological theory, economic theory, and systems theory (Swanson & Holton III, 2009:103). The theories are presented as a three-legged stool (Figure 2.1). The three legs provide stability for HRD as a discipline and a field of practice, functioning in the midst of uneven and changing conditions.

Figure 2.3: Theory components of HRD



Source:

(Swanson & Holton III, 2009:102)

The three theories are poised to shape discipline. Ethics plays an important moderating role, and the ethical concerns are believed to be best expressed through recognition and adherence to the following basic beliefs:

- Organisational systems are human-made entities that rely on human expertise in order to establish and achieve their goal;
- Human expertise is developed and maximized through HRD processes for the mutual long and/or short-term benefit of their sponsoring organisation and the individuals involved; and
- HRD professionals are advocates of individual, group, work process, and organisational system integrity (Swanson & Holton III, 2009:103).

Accordingly, HRD must integrate its contributing and useful economic, psychological and systems theories into a core HRD theory model for practice. Each of these three theories is elaborated on in the next sub-sections.

2.3.1 Economic theory

According to Hatcher (2002) in Swanson & Holton III, economic theory is based on the HRD assumption of direct analysis, action, and measurement of economic outcomes. While organisations expend economic resources on HRD, it is advisable for their HRD to contribute to the viability and profitability of the organisation. Swanson and Holton III (2009:104) mention the following three economic theory perspectives that are believed to be appropriate and useful to the discipline of HRD:

2.3.1.1 Scarce resource theory

HRD must justify its own use of scarce resources by making choices with capital in order to gain the greatest return. It is in this respect to acknowledge that human resource 'outputs' are those that should assist to improve overall organisational outputs, and they should be measurable so that they can yield effective management within organisations Wang & Spitzer (2005) in Swanson & Holton III.

2.3.1.2 Sustainable resource theory

HRD must add value to creating sustainable long-term economic performance. The concern for the future is based on process technologies which are long-term sustainable products, and less on product technologies, which are short-term consumable products (Hatcher, 2002). In this regard Volbrecht, Morgan, Reinmoeller, Hitt, Ireland and Hoskisson (2011:207) mention that organisations that develop and use effective sustainable products tend to outperform other competitors in individual product markets and as such, an organisation gains the

ability to sustain a competitive advantage. The age of technological advancement requires of organisations to reinvent their environment and also skill its employees to fit within the technological world. Regular staff development on emerging technological advancements will surely empower the workforce and not make it redundant.

The human capital theory as discussed in the next subsection remains the only area for achieving sustainable competitive advantage through the skillful management of human resource in organisations.

2.3.1.3 Human capital theory

HRD must add short-term and long-term value from investment in the development of knowledge and expertise in individuals and groups of individuals. The capital concept defines expenditures on education, training, and development as '*investment in capital*' with valuable returns that can be calculated. Boninelli and Meyer (2004:49) support the notion of *investment capital* by saying that organisations are realizing that their competitive edge no longer lies in their product, but in their people, which is human capital. In support, Storey, Wright and Ulrich (2009:4) state that individuals may become more competent in delivering the organisation's financial or strategic goals owing to enhancement in their education, training and development. It is important therefore, that organisations support their employees and pick the right people to develop, motivate them, mould them and practice good customer relations. In that way it will be difficult for the individual employee to leave the organisation for another job, and similarly for the organisation to retrench skilled labour force.

The second theory domain is the psychological theory, which is concerned with the mental behaviour of individuals.

2.3.2 Psychological theory

The psychology principles for practice revolve around the mental processes of humans and the determinants of human behaviour (Swanson & Holton III, 2009:107). The above statement is attributed to the fact that since HRD takes place within the psychological framework of those who invented them, operate in them, and change them, it is imperative that HRD calls on psychology as the main contributor to its core value system, because it includes subjects of learning, human motivation, information processing, and group dynamics. As Haldar (2007:176) puts it, *'the desire to be with the organisation, to conform to its goals and rules, and willing to make an effort for the organisation are the indicators of organisational commitment'*. It is within this context that the three specific psychological theory perspectives are proposed which are most appropriate to the discipline of HRD; and these are Gestalt psychology, behavioural psychology and cognitive psychology.

2.3.2.1 Gestalt psychology

According to Swanson (2007:147), Gestalt psychology mentions that HRD must clarify the goals of individual contributors, work process owners, and organisation leaders. In this regard it assumes that people's senses are organized in such a way that they do not experience isolated parts of the world, instead experience the world in a meaningful whole. Thus psychologically learning involves moving from one whole to another, and is based on judgements of people's experiences and learning (Mullins, 2005:452). Learning is therefore not a one way engagement, but involves every stakeholder with the intention to contribute to organisational success.

2.3.2.2 Behavioural psychology

The principle of behavioural psychology is that HRD must develop the knowledge and expertise of individual contributors, work process owners and organisation leaders. It is concerned with people's perception and the study of people's behaviour which includes cognitive elements such as outcome expectancies, social influences and self-control (Martin & Fellenz, 2010:177). According to Gomez-Mejia, Balkin and Cardy (2011:29), the perspective of behavioural psychology incorporates psychological and social processes of human behaviour to improve productivity and work satisfaction. In understanding the dynamics of the work group, managers will be able to positively influence employee motivation and satisfaction so that they contribute positively towards organisational goals. According to Swanson and Holton III (2009:107), purposive-behaviourism, as postulated by Tolman (1932), attempts to explain goal-directed behaviour and the idea that human beings organize their lives around purposes. The principle of cognitive psychology is that HRD must harmonise the goals and behaviour among individual contributors in the manner that organisations identify the actual reasons of employee contributions within organisations.

2.3.2.3 Cognitive psychology

Gomez-Mejia *et al* (2011:405) mention that cognitive psychology is concerned with reasoning skills in a particular directed area, such as Mathematics or writing, and as such may be a good predictor of job performance. This means purposive skills learning in a particular direction is relevant towards employee development and overall organisational growth. Therefore as organisations develop their strategic plan, so must they include knowledge and skills as one of the purposive as competencies to be achieved by employees towards greater performance (Werner & DeSimone, 2011:72).

The last of the theory domains that will assist in understanding value of shaping future HRD theories is the systems theory which is discussed below.

2.3.3 Systems theory

Brache (2002) in Swanson (2007:97) asserts that from a systems theory perspective a wide range of disconnections exists, and as such performance is adversely affected. The two disconnections are specified as not being able to clearly specify the required outcomes of the host organisation; and not having a systematically defined HRD process. However, Hatcher (2002) mentions that in applying systems theory to HRD, individual contributors to systems theory could play a unifying role that would assist to formulate a theory that could be generalized to further develop the theory of HRD. This could be done by what Hatcher (2002:34), as well as Swanson and Holton III (2009:108) respectively refer to as the power of a spectrum of theories; 'a system of systems' that would perform the function of a Gestalt in theory building. In further contribution to systems theory building, Chermack (2005) in Swanson & Holton III mentions the importance of shaping alternative future theory. Future theory will assist in liberating the minds of individuals so that when the planning is done in organisations, one single strategic plan is realised that will assist to bridge the gaps of disconnected systems.

The application of the above-mentioned theories is important to be considered by organisations when they develop their strategic planning. The theories will assist organisations to adapt to ever-changing organisational environments due to social, economic and technological advances. The Department has the responsibility to educate, train and develop office-based educators so that they grow individually and thereby contribute to the enhancement of the organisation.

Theories as described above provide a theoretical underpinning for the study to build on, and they play a key role in laying the foundations and building the pillars

of HRD. Another building block is to clearly understand what the concept HRD entails as a means to improve human capital productivity within organisations. The next section deals with the concept of HRD, and it sets out to both understand and measure the way in which HRD interacts with organisational strategy to attain the set goals.

The above discussion has provided theoretical contributions to HRD framework, foundations of HRD, historical foundations and definitions of the field as building blocks to understanding the ethical foundations of HRD. The conceptual underpinning of HRD will lead to the intended outcomes of HRD in organisations which are captured by the aims. The next section describes the aims of HRD that will assist with organisational growth.

2.4 AIMS OF HRD

This study investigated the aims of HRD regarding professional development of office-based educators in the Department of Education within the South African context. The primary aim of HRD is to increase the quality of performance of office-based educators through development, training and non-training intervention procedures and programmes (Erasmus, Loedolff, Mda & Nel, 2008:2). Continuous development of office-based educators has specifically being designed to meet the challenges and demands of a democratic South Africa in the twenty-first century (Republic of South Africa, 2007:1) The dispensation is in line with the National Skills Development Strategy (NSDS III) which encourages employee organisations "... *to use the workplace as an active learning environment*" and "...*to provide employees with the opportunities to acquire new skills.*" In addition, subsidiary aims of HRD include the following:

- to improve performance of employees who do not meet the required standards of performance, once their training needs have been identified,
- to prepare employees for future job positions,

- to prepare employees for forthcoming education department restructuring and changes in technology,
- to ensure competitiveness in the marketplace by retraining of employees,
- to benefit of employees and organisation alike, through development learning and reciprocal service delivery,
- to improve interpersonal skills and to make the organisation a better place to work,
- to increase a system of social security and social development by drawing the poorest groups to the mainstream of the economy; and
- to transform government and the public sector into an efficient and responsive instrument of delivery and empowerment, and
- To help employees to identify suitable professional development programme that could provide to their professional growth (Van Dyk, Nel, Haasbroek, Schultz, Sono, & Werner 2004:115; Republic of South Africa, 2007:17).

The aims of HRD as discussed above provide a theoretical underpinning of the principal objectives of HRD as encapsulated by organisations, individuals, departments and society at large. The need for HRD will describe how each of these entities will help to shape HRD towards total organisational performance. The next section discusses the need for human resource development which is imperative for organisational success.

2.5 THE NEED FOR HUMAN RESOURCE DEVELOPMENT

The development of human resources in the organisation is important in order to meet evolving socio-economic and educational needs (Steyn & Van Niekerk, 2005:126). The purpose of HRD could be seen from the perspective of activities or functions in HRM which are mainly individual development, organisational development, career development and performance improvement, which can be described as interrelated functions within HRD (Chatterjee, 2009:4-5). The purposes of HRD are said to be changing and evolving in accordance with

organisational strategies and goals in order to meet the socio-economic needs. In this respect Van Dyk *et al* (2004:117) acknowledge the need for HRD as means that gives particular attention to both the question of developing human competencies for economic and technological development and to the issue of equitable distribution of resources, opportunities and benefits to improve employees' quality of life.

Implied in the above conceptualization of HRD are the main facets of development of employees which include their physical, intellectual, emotional, social, moral, political, spiritual and other forms of development. Le Roux (2003:123) provides three basic reasons that illustrate the need for HRD in education:

- Educators who become restless and even ineffective are the ones in need of development,
- New programmes and curricula demand that educators upgrade their skills and knowledge in the fields that are unfamiliar to them, and
- New government policies require that educators become familiarised with new directions taken in education.

Patti (2009:290) and Free State Provincial Government (FSPG) (2012:8-9) highlight the following components of an employee development plan which should focus on employee growth and career development within the organisation:

- identify career goals,
- choose one or more changes or enhancements to make at regular intervals,
- employees and their supervisors collaboratively develop plans that specify:
 - knowledge needed or desired,
 - competencies and skills,
 - action steps,
 - evaluation of outcomes, and
 - maintenance of performance.

The enhancement of office-based educators' development is important because it identifies their desired needs like knowledge and skills so that they may perform to the best of their abilities, and consequently rate their actual performance for improvement. In relation to the discussed need for HRD, the following sub-sections address the subsidiary needs for HRD.

2.5.1 Improve performance

Steyn (2002:94) says educators who perform unsatisfactorily because of a deficiency in skills are prime candidates for targeted development. Although training may not be the answer to ineffective performance, a sound group or individual development programme may be what is exactly needed to alleviate the problems. Group/individual development programmes are structured programmes that describe skills needs as identified by educators themselves. Storey *et al* (2009:251) propose the implementation of a performance management process which should be viewed as developmental and evolutionary; and it helps align individual performance with the organisational strategy (Louw & Venter, 2008:426). In this instance working on its design, educating managers and employees during its initial roll-out and educating managers about performance management will help them grow more and incorporate issues of performance in their daily activities. The Free State Provincial Government (FSPG) (2012:14) asserts that measures to improve performance must be incorporated in the performance agreement of the jobholder. In this regard it calls on the supervisor to monitor and assess the performance of office-based educators on a regular basis in order to improve their performance through the development of new skills.

2.5.2 Developing new skills

General technical knowledge and skills are required for operational use, and interpersonal skills are required for use in influencing others and developing information networks (Meyer *et al.* 2008:441). Employees' skills must be updated through development so that technological advances are successfully integrated into the education department programmes. As the organisation develops information networks, it will require of it to engage communities and enquire if it is successful or on the right track. According to Louw and Venter (2008:89), technology is part of the organisation and equally, new technological advances could provide useful skills in performance, but it will unavoidably require funding and employee development before it can be used. It is abundantly clear then, that skills technology is a major financial, operational and organisational component of any strategy.

2.5.3 Avoid managerial obsolescence

Steyn (2002:104) says managerial obsolescence can be defined as the failure to keep pace with new methods and processes that enable employees to remain effective. Employees who fail to adapt to the rapid changing technical, legal and social environments have become ineffective and outdated, and the only way to remedy the situation is continuous learning of both employees and organisation (Mullins, 2005:423). In this regard the Department should implement programmes that reflect the special needs of older educators or those who fail to adapt to changes, and who can learn but need to be taught differently (Cascio, 2010:139).

2.5.4 Solve organisational problems

Employees are expected to achieve the set organisational objectives in spite of occurring personal conflicts, scarce resources and scheduling delays (Cascio, 2010:144). One way to address these problems is by continuous development

which will assist employees to perform their duties more effectively. Problem identification needs the intervention of the supervisor so that the parties concerned specify it, and consequently a rational and unbiased set of facts is established. Murray *et al* (2006:45) note that individual differences such as employee's self-esteem and cognitive style can influence a person's susceptibility to socialization, hence the change of the employee's values is important for organisational stability. These individual value changes can be attained through organisational processes like employee working teams which are characterized by individuals who possess innate talents and use these for the benefit of the team.

2.5.5 Orientate new employees

Grobler, Warnich, Carrell, Elbert and Hatfield (2006:303) assert that the first few days are important to new employees in a new work environment as new impressions of the organisation and fellow managers are formed. This is the time when the organisation's purpose, structure, major policies, procedures, benefits and other important matters will be explained. The immediate need is to reduce any uncertainty about the job so as to fit in socially. A well planned and monitored orientation programme can help reduce problems encountered by newly appointed office-based educators. According to Anderson and Bolt (2011:110), it is important to meet new co-workers and mentors because they will work with new employees to develop skills and abilities.

2.5.6 Prepare for promotion and managerial succession

One of the important ways to attract and retain employees in their jobs is through a systematic development programme that can be integrated with educators' career needs (Cummings & Worley, 2009:454). According to McGoldrick, Stewart and Watson (2002:47), development helps employees to cope with the increased demands stemming from promotion and enables them to acquire the skills needed for a promotion, and increase their responsibilities. As the employee progresses

and gains knowledge and skills so within a particular department, so will he/her realise it is important to understand the organisation's vision and mission. In understanding organisational vision and mission, the employee will add value to the organisation through individual performance.

2.5.7 Satisfy personal growth needs

Most office-based educators are motivated by achievement and need to face new challenges in their workplace. According to Kgati (2007:25), people need time and assistance to grow and as such organisations, such as the Department, should assist office-based educators identify goals for improvement towards personal growth. Educator development can provide activities that result in both organisational effectiveness and personal growth. In this regard Swarts (2006:25) mentions that the desire of educators to be involved in their own development encourages them to discuss current research on educational issues and to offer and receive ideas related to immediate problems.

Rao (2010:3) and Moloji (2005:23) mention that growth opportunities inspire office-based educators to peak performance. In this regard the Department plays an important role in bridging gaps between office-based educators' expectations and organisational needs by adopting appropriate human resource strategies and practices. It is in this respect that the role of line managers in respective sections is important in directing the strategic performance measures by individual and groups of educators.

The literature presented above acknowledges the complexity of the provision of HRD programmes which assist both educators and the organisation. Extensive interrelated support between office-based educators and the Department is needed, and which should be attained through a framework of organisational development. The next section discusses organisational development which is

concerned with processes of task performance by organisations and individuals within them.

2.6 ORGANISATIONAL DEVELOPMENT (OD)

The field of organisational development (OD) is concerned with the independent proceedings of performance factors that affect how organisations perform their tasks (Gilber & Kearney, 2010:240), as well as how performance can be achieved through direct and indirect utilization of expertise (Swanson & Holton III, 2009:338). The focus in job design is on the people satisfaction side of the job, as well as congruence; and as such well-designed jobs should, whenever possible, be organised in such a way that work is performed by teams rather than by individuals to better meet job design criteria (Gilber & Kearney, 2010:250; Cummings & Worley, 2009:114-115). It is at this juncture that the importance of economic (outputs interventions contributed by financial goods) and systems theories (outputs contributed by individuals and groups), as postulated by Hatcher (2002) and Brache (2002) become more significant. In this regard collegial teams of office-based educators within a section are crucial to foster co-operative learning and effective job performance for the effectiveness of the organisation.

2.6.1 Theoretical aspects of Organisational Development

OD has largely been influenced by psychological theories of Sigmund Freud (1856-1939), Carl Rogers, BF Skinner (1953) and Carl Jung (1875-1960). Their influences are still present even today in fields of management and OD, small group dynamics, and reinforcement theories. The work of the eminent psychologist Edgar Schein (1987) resulted with the formulation of the process termed *Process Consultation*. The process regards the organisation as a client which first needs to be assisted so that it can help itself in return. The aim is to facilitate and develop the capacity of the organisation to self-rejuvenate itself over a longer term so that it eventually operates effectively.

According to McLean (2006:24), the field of OD emerged as people and organisations were working with tools and concepts to perform their jobs better. OD is the blend of theory and professional practice, which has at the heart of it the intervention process (King & Anderson, 2002:167-169). OD as a field has thrived over the years because of the value-added concepts and tools it has applied in organisations and its stakeholders, including customers, community, employees and management. This asserts that with the creation of an atmosphere where more innovation and increased job satisfaction, greater participation and affirmation of organisational goals, more effectiveness and efficiency will be achieved. The field of OD calls to action so that its professionalism can be applied at any time as organisations want to make planned improvements using OD values. The creation of such conducive conditions will enhance greater participation and individual educator development. The following are relevant organisational theories as postulated by different scholars:

Classical theorists: Max Weber typified the organisation as a *machine* that was capable of acting with precision, speed and efficiency. This orientation emanated from Isaac Newton's scientific theory which predicted the universe as a giant clock ever in a motion. However, the classical theorists were later disregarded, and were replaced by the Human Relations Movement. Weber emphasised the role of organisations in achieving efficiency, which involves laws, rules, and procedures for conducting the affairs of administration (Moerdyk & Van Aardt, 2003:27). There is a clear authority structure, a division of labour, selection procedures and impersonal relationship guiding the process. In the light of the above discussion, it is important for the Department to maintain the authority structures but enhance the delegation of tasks among office-based educators. Policies and procedures should be constantly be rehearsed and developmental programmes be implemented.

Human Relations Movement: The movement came about with the contributions of Elton Mayo, Hawthorne, Chester Barnard, Maslow and Herzberg. Their reaction was based on the dehumanized machine concept of the organisation. The proponents of this school deemed it fit that the social needs of employees be addressed through employee-directed leadership and participative work practices. Contribution to the work was also done by Edward Deming (1950s) who used the processes of OD and who put emphasis on processes rather than results, arguing that the best processes lead to the best results (McLean, 2006:25).

Structural Analysts: The theory emphasizes the importance of the environment and the impossibility of divesting the organisation and its functioning from its operating environment. This brought about awareness on the interdependence between the organisation and its environment. Eric Trist (1950s) also contributed to the theory with his development of *socio-technical system* (STS). In his work in the coal mines of England, he brought the awareness that STS is a focus on the interface among people, machines, and their environment (McLean, 2006:25).

Contemporary theorists: The broad characteristic of contemporary theories is an attempt to adjust managerial styles and contradictions of work in order to enhance efficiency and employee satisfaction (Moerdyk & Van Aardt, 2003:32). Contemporary theorists tended to use more organic and often more micro models, and metaphors, that attempted to recognize the role of culture, symbolism conflict, action, organisation identity, chaos and complexity. The perspectives emphasised that organisations were entities that needed to adapt to increasing complexity in operating environments and internal dynamics, resulting in competition of scarce resources and transaction costs (Van Tonder, 2004:18).

In the light of the above discussions it is evident that organisations are entities that do not exist in a vacuum, but comprise of people who contribute to their life-blood. In this regard the environment, working culture and other resources need to continuously change to accommodate new advances in technology. Now that the

theoretical aspects of OD have been provided, the definition(s) of the concept underneath will be clearer.

2.6.2 Defining organisational development

Moerdyk and Van Aardt (2003:25) define OD as *'the constantly adapted procedure whereby an organisation's overall effectiveness is improved, and the capacity to make future changes is enhanced'*. Dessler (2012:199) and Robbins and De Cenzo (2004:242) assert that when leaders plan for organisational efforts, they are in essence attempting to change the organisation's culture and subsequently the attitudes, values and beliefs of employees can be changed to the best improvement of the organisation. In this regard OD attempts to include organisational members in all activities that affect changes in their job situation, and also allows their inputs about how innovation is affecting them. Bloomberg (2012:1) defines OD as any effort made to improve organisational problem-solving and renewal processes through more effective and collaborative management of organisational culture; and also collaborating with organisational leaders and their groups to create systemic change in order to improve productivity and employee satisfaction (Broom, 2011:1).

The next subsection discusses how the organisation and educators within it are able to co-exist and thereby develop each other.

2.6.3 Organisational improvement and educator development

OD is a systematic approach to organisational improvement that applies behaviourist theory research in order to increase the well-being and effectiveness of the organisation (Nelson & Quick, 2008:427). According to Patti (2009:289), when an organisation provides opportunities for employees to grow and develop their skills, employees perceive that the organisation has invested in them and is supportive of their growth.

Rao (2010:335) alludes that permanent changes occur when an organisation applies developmental programmes to its employees, and as a result improvement of the ability to perform on the job is realised. Cascio (2010:144) highlights how the existence of causal relationships between individual employee performance and effective framework of organisational support is central to the principles of human resource management. The FSPG (2012:8) states how all training development and support towards office-based educators can help them achieve performance outcomes, and consequently assist them to enhance performance and ensure that organisational performance and service delivery is improved. In this regard an organisation like the Department cannot be successful unless it accurately identifies the needs of its internal and external stakeholders, who are essentially the office-based educators and school-based educators and learners.

Organisational and individual improvement relies on the organisational strengths as discussed in the subsection below.

2.6.4 Fundamental strengths of organisational development

Organisations are universal although there are major management differences when it comes to cultures, values and behaviours in management, and as such the Department should ensure that platforms and developmental programmes are provided so that office-educators are able to talk about issue affecting their own development. In this instance the inclusion of all stakeholders, varying from the Department, office-based educators, educator unions and other governmental representatives are important because they are the people with whom the Department determines its market needs and formulates its policy and strategy into plans and action.

Moerdyk and Van Aardt (2003:269) maintain that OD will become stronger and more effective in the years ahead, and their argument is based on the

identification of four fundamental strengths of organisational development, which include the following processes:

- An awareness of the perceptions and feelings of employees as workers;
- Involving employees in organisational diagnosis and action;
- Focusing on independent relationships, and encouraging; and
- Redesigning work and participative, open, team-leadership mode.

Quick and Nelson (2011:612-613) assert that OD is designed to help organisations manage change and as such the OD technique used should be carefully selected to meet the goals of the change by helping the organisation to get from where it is today to its desired state. The main aim is to develop the organisation and as such deal with the OD system in its totality, which includes its related environment, its sub-systems and departments or work groups (Richards, 2012). The next subsection discusses how team-building as OD technique becomes a pillar of organisational strength within organisations.

2.6.5 Team-building

Hutchinson (2012:272) describes the positive connotations of a team by alluding to words like spirit, co-operation and hard-work, which is a label given to a collection of workers. In building a team the members must have attributes and qualities of a group that bind them together and distinguish them as a productive lot. The role of managers in this regard is therefore to create self-managed teams, and to co-ordinate team activity effectively (Robbins & De Cenzo, 2004:297).

Cunnigham and Cordeiro (2009:214) put their focus on the notion of employee teams which they define as the working of employees in self-managing teams. The teams perform at higher levels, and their peak performance is as a result of the tapping into the distributed and cumulative expertise of fellow employees with different skills and experience. Social interacting, collaborative dynamics,

facilitation and conversation become an important attribute of effective leadership and the process by which educator teams identify and solve problems.

Goodwin and Griffith (2006:115) and Robbins and De Cenzo (2004:297) note that empowerment is the key term when it comes to developing effective teams of employees, especially in leading other teams within the organisation. The ultimate goal in developing team-building is to become a 'real team' of employees within the organisation, led by the respective supervisor of a section, with the aim to perform consistently high. Woods and West (2010:483) mention that 'real teams' are those teams whose members work closely and interdependently towards clear, shared objectives; and communicate effectively about their performance and how it could be improved. It is also important to note that within any team of employees there will be variety of skills, abilities and commitment, with some employees being natural workers who need little supervision and others who excel under supervision. Working teams have a set of the following common characteristics:

- **Small size** - teams of employees have to be small so as to interact constructively and agree on much. Preferably large teams can be broken up into membership of five or ten members for effectiveness.
- **Complementary skills** – For a team of employees to perform effectively, it requires members with three types of skills- technical expertise, problem-solving and decision-making skills so as to identify competent choices.
- **Common purpose** – A team has to have a vision, which is a meaningful purpose to which all members aspire. High performing teams of employees must have common and meaning purpose that provides direction, momentum, and commitment for members.
- **Specific goals** – Successful teams of office-based educators must translate their common purpose into specific, measurable, and realistic performance goals. Specific goals energise teams, facilitate clear communication, and help teams maintain their focus on getting results.

- **Common approach** – Goals are the ends a team of employees strives to attain. Defining the means for achieving the goals, contributing equally, sharing workloads, and task specification ensure that teams work in a unified manner.
- **Mutual accountability** – High performing teams of employees must be accountable to both individual and group level. Members understand what they are individually and jointly responsible for, and as a result this will eliminate ‘social loafing’ of certain members (Goodwin & Griffith, 2006:123; Robbins & De Cenzo, 2004:298).

Effective collaboration by teams of educators can assist to create a culture of professional cooperation whereby educators become involved in training one another in communication, team-building, and conflict resolution. In this way educators become mutual beneficiaries in their own development. This development of individual and teams of educators will enhance total quality management of employees as is discussed in the next section.

2.7 TOTAL QUALITY MANAGEMENT (TQM)

The total quality philosophy uses team-building intervention strategies to empower employees to contribute to decisions that will improve processes and systems in organisations for maximum performance (Meyer & Botha, 2004:10). The interventions are used in different ways to improve communication, to manage conflict, to bring about change in organisations and to train and develop people. According to Moerdyk and Van Aardt (2003:65), the TQM movement is highly dependent on effective processes such as teamwork and collaboration, which are very useful tools of TQM.

2.7.1 Defining total quality management

TQM is a major management philosophy that is aimed at satisfying customers' requirements efficiently and as profitably as possible, so as to ensure that the organisation's activities are completed right from the beginning (McKenna & Beech, 2002:105) and strive about lasting change and continuous improvement. The primary aim of TQM is to improve quality for external, as well as internal customers, such as line managers and employees (Storey *et al*, 2009:504). In this regard proponents of TQM advocate for open organisations as opposed to the idea of boundaryless organisations (cf. 2.6.5). The goal is to build a strong linkage between the organisational management value proposition and the customers' value proposition (Storey *et al*, 2009:504).

Cummings and Worley (2005:318) stipulate that TQM increases employees knowledge and skills through extensive employee development, provides relevant information, pushes decision-making downwards so that decisions are 'shared' with employees, and ties rewards to performance. Nel, Werner, Poisat, Sono, Du Plessis and Ngalo (2011:177) point out that quality, like any other organisational activity, requires commitment from the leadership so as to manifest itself in the organisational culture. In this respect quality becomes part of every employee's thinking, often striving to improve performance.

Evans and Lindsay (2008:18) state that total quality will only be effective in organisations if they can recognize that the broad strategic goals are implemented within their various departments which seek quality improvement. As Storey *et al* (2009:508-509) put it, '*...what gets measured gets done*'. The statement calls for customers to provide feedback on employee performance so that management can assess if employees are living up to the desired standards of achievement. In receiving feedback, the management will be able to effect positive employee behaviours.

In order to achieve total quality in organisations, it is important to identify performance techniques that would lead to employee satisfaction and motivation. The next subsection discusses the quality assurance approach which is a linkage between the organisation, employee and desired results.

2.7.2 Quality assurance approach

According to Rao (2010:15), the quality assurance approach assumes that the job or task itself is the primary source of satisfaction and motivation to employees. The emphasis on quality assurance approach is based on individual employee's involvement in the decisions made within the organisation. What motivates one employee may not motivate another, and being happy or feeling good may not necessarily have an impact on the performance of certain employees. Storey *et al* (2009:172) postulate that, what makes employees effective in high-performing organisations is that firstly, they are able to proactively set the direction of change and secondly, they play a reactive role relative to organisational decision-making. In this regard employees are able to take strong stands, and encourage others to be strategic and they forecast obstacles to achieving the work strategy.

Kleynhans, Markham, Meyer, Van Aswegen and Pilbean (2006:7) note that in order for employees to grow in the work-place, the organisation must carry out three human resources management activities to realise quality in the organisation:

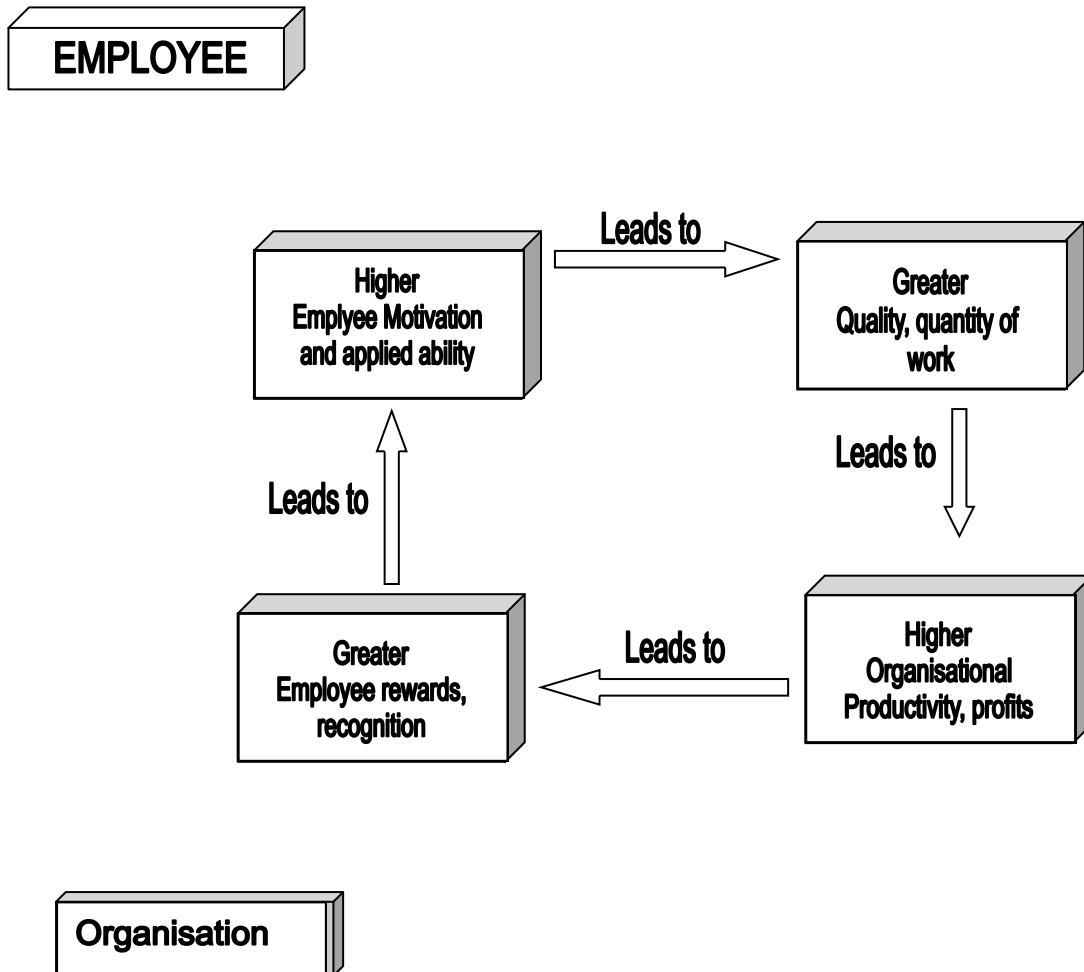
- Identify the skills needed by employees, and design and put into place development programmes;
- Design systems for appraising the performance of employees; and
- Assist employees in developing career paths;

Nel *et al* (2011:20) and Meyer (2007:293) point out that for the attainment of quality within organisations, a quality assurance approach to HRD has become more prominent owing to the following reasons:

- The quality of service is a direct result of the quality of employees within the organisation;
- Quality learning is essential to promote equal opportunities and employment equity in the workplace without lowering standards;
- The organisation needs employees who are well-skilled to contribute more actively to productivity in the workplace;
- The technological advance requires the organisation to adapt 'double-time' which requires more flexible human resources policies;
- The changing nature of the workforce within the organisation needs managers to face emerging challenges and competition in the marketplace;
- The literacy level of employees; and
- The application of the best HRD practices by managers should add value to all organisational activities (Nel *et al*, 2011:20; Swanepoel *et al*, 2008:447).

Boninelli and Meyer (2004:54) explain that the term 'human capital' refers to the skills, experience and knowledge that employees have as a result of human capital investment by the organisation. Human capital consists of 'skilled, educated people' who become more loyal to their work than to fellow employees, and as a result human resources become closely related to productivity. Kleynhans *et al.* (2006:5) say that a quality approach aims to make the organisation more effective and at the same time, satisfy employees' needs. Employees who are motivated and skilled will produce good work that will help the organisation to achieve its overall goals. If the organisation becomes effective, the employees will receive recognition and financial rewards owing to the development invested in them. The cycle below shows the quality assurance approach to quality within the organisation.

Figure 2.2: Quality assurance approach



Source: (Kleynhans *et al*, 2006:6).

The figure above illustrates the management of people within the organisation as assets, being valuable and useful rather than being factors of production. Both the organisational and employee needs are balanced and goals are achieved. The employees are seen as an investment which, if managed properly, provides long-term rewards for the organisation in terms of greater productivity. Productivity becomes greater when organisational HR departments create policies that will

satisfy both the financial and emotional needs of employees. The next sub-section discusses the principles of TQM as requirements for organisational effectiveness.

2.7.3 Principles of total quality

Evans and Lindsay (2008:19) mention that total quality is based on three fundamental principles. The employment of total quality should firstly make the organisation to actively seek to identify customer needs and expectations, secondly build quality into work processes of employees and lastly continually improve every department within the organisation. The following principles have to be understood before total quality within organisations can be developed:

2.7.3.1 Customer and stakeholder focus

According to Nel *et al* (2011:6), employees are stakeholders that should be regarded as important 'customers' within the employment relationship. Employees as customers have a wide range of services to choose from. TQM advocates for customer satisfaction within the organisation, and that may not be switched to other services or organisations. In this way employees' satisfaction can bring about future sustainability within the organisation. Rossouw, Le Roux and Groenewald (2003:50) propose the idea of developing customer profiles to improve the ability of an organisation to plan strategic operations, anticipate changes and allocate resources according to needs. In so doing the organisation will first have to assess consumer behaviour before satisfying the needs of the customers by putting in place the market research and industry surveys that can be used with the aim of helping to reduce guesswork in satisfying customer needs. In this regard, Rao (2010:84) mentions that TQM demands all employees who deal directly with outsiders who are sponsors and communities, to be customer-focused by:

- anticipating the customers' needs;

- listening to the customers;
- learning how to satisfy the customer; and
- responding appropriately to the customer.

It is evident from the information above that customers form the basis for which employees perform their duties. In this regard it is upon individual organisations to improve service and provide quality service so that they are able to compete for attention from customers. The next subsection focuses on employee participation and teamwork within the organisation to ensure effective delivery of service.

2.7.3.2 Participation and teamwork

Stewart and Brown (2009:122) point out that employees working in highly interdependent groups perform well because they learn and support one another. The main idea is to improve effectiveness of individual employees through discussions, meetings and tasks by sharing knowledge and expertise. In this regard one employee might have the expertise needed to take the lead role for one particular task, and another might be the best leader in designing a different task. In this instance, Ryan and Cooper (2010:173) mention that participation within teams may tell individual employees more about oneself than about others within a team.

Murray, Poole and Jones (2006:323) suggest that team performance is a function of task demands, resources and processes; and effectiveness is about exceeding organisational requirements. Team effectiveness is therefore defined as the degree to which teams:

- Meet the standards of quantity, quality and timelines of people who receive, review and/or use that output;
- Improve the capability of members to work together interdependently in the future in carrying out the work; and

- Contribute to the growth and personal wellbeing of team members (Murray *et al*, 2006:323).

According to Syfarth (2008:127), collective participation by groups of educators in a same activity enables them to discuss problems that arise from implementing new strategies and allow them to share workable solutions with one another. In this way educators become involved in their continuous improvement which eventually enhances organisational culture.

2.7.3.3 Continuous improvement

Continuous improvement refers to both incremental changes which may be small or large with gradual and rapid improvements. Evans and Lindsay (2008:22) mention that real improvement in performance depends on learning for total quality to be realised; and in this regard the capacity to support continuous improvement depends on supervisors to create a culture and approach that motivates and supports educators (Cunningham & Cordeiro, 2009:63). In this regard continuous improvement and learning by employees should be part of their daily work, practiced individually within sections, and across the whole organisation to effect positive change.

Plumkett, Attner and Allen (2007:174) mention that TQM does not rely on large planned change, but it is constantly seeking measurable improvements and quality service in all processes. In this regard, for TQM to be effective in its striving toward continuous improvement, educator development becomes indispensable. This notion is supported by Storey *et al* (2009:456) who see the concept of *learning organisations as learning at work* where individuals learn at work on a continuous basis rather than through formalized courses.

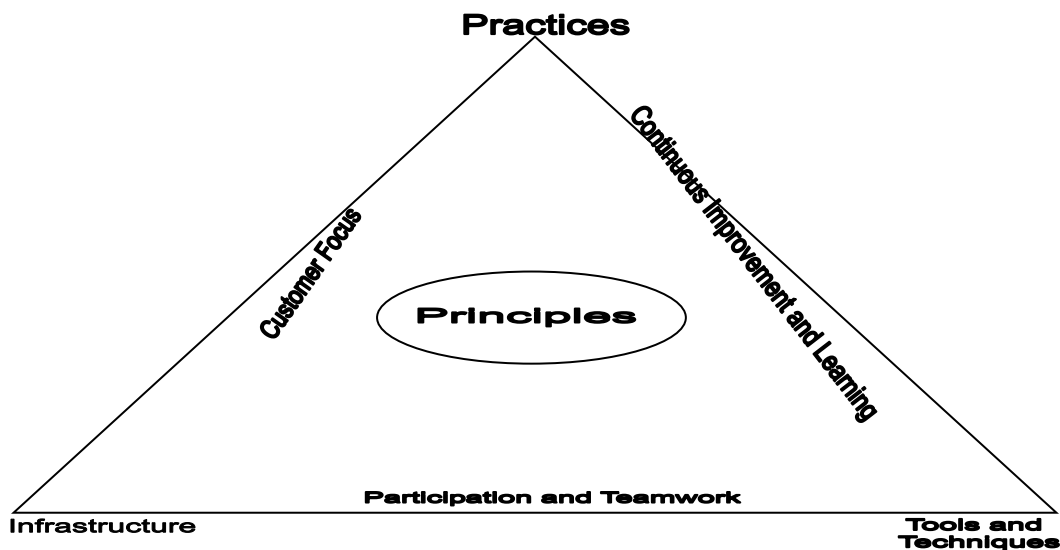
Continuous improvement basically addresses the '*what and how*' employees learn in the work situation in order to improve performance. The learning outcomes are

very significant for the organisation, and in this regard HRD planning, decision-making and implementation processes are crucial for a total quality HRD plan.

2.7.4 Total Quality HRD plan

In order to have a sustainable quality culture within sections and amongst employees, Meyer (2007:295) says quality policies, guiding frameworks and good systems to maintain quality need to be in place so that continuous improvement of quality can be achieved. The scope below illustrates the relationship.

Figure 2.3: Scope of total quality



Source: (Evans & Lindsay, 2008:22)

The three principles of total quality need to be supported by an integrated organisational infrastructure, a set of management practices, and a set of tools and techniques, which all must work together and be used by employees to improve quality:

Practices: According to Evans and Lindsay (2008:23), practices are those activities that occur within each element of the infrastructure to achieve high-performance objectives, and these include leadership practices which review organisational performance, human resource management practices which reviews achievement of organisational goals, skilling of employees and their involvement, and process management practices which is the design of processes to meet the needs of employees so that they continuously improve service. In this regard purposeful activities like coaching, mentoring, counseling and feedback must be available to support individuals in their learning (Torrington *et al*, 2002:290).

Infrastructure: According to McLean (2006:428), infrastructure is the foundation needed by the organisation to run its departments successfully, having all the necessary supplies and support. Supplies and support include systems for planning, financial management quality management, culture and leadership (Louw & Venter, 2008:159). The success of any organisation depends on the supply of infrastructural development which will make the working climate to be realised. The human resource management of organisations is henceforth critical as it is concerned with activities to recruit, manage, train, reward and train people for the overall effectiveness of the organisation.

Tools and techniques: Tools include a wide variety of graphic, statistical methods to plan work activities, collect data, analyse results, monitor progress and solve problems (Plumkett, Attner & Allen, 2008:172). The planning tools and techniques can help office-based educators to improve service, and can be illustrated through a chart showing employees achievement of specific set objectives on a monthly or quarterly assessment periods.

Somers and Sikorova (2002:101) highlight the essence of continuous update of knowledge and skills for employees in order to be effective and keep abreast with new developments. According to Le Roux (2008:123), competent office-based

educators do not remain competent forever as the skills deteriorate and can become obsolete. In this regard Plumkett *et al.* (2008:173) highlight the effectiveness of professional development when it is an ongoing process that is well-planned on individual and group support. Professional development has become more diverse than ever, covering a variety of activities that are designed to enhance growth and competence of employees.

The success of TQM in organisations largely resides in the person of a leader to create and improve the system so that more is possible. In this instance the leadership role of supervisors is important to facilitate performance of employees.

2.8 LEADERSHIP AND EDUCATOR COMMITMENT

Robert House (1977) and John Kotter (1996) in Department of Education (2008:18) define leadership as the ability to influence people towards the achievement of goals; and it involves bringing about change in the learning process among followers assisting to create an environment contributing to improved performance (Aswathappa, 2011:54). Department of Education (2008:18) awards the following attributes to leadership: coping with change, developing a vision, giving direction, aligning the staff communicating the vision and inspiring the staff to overcome the difficulties. Cunningham and Cordeiro (2009:172) note that the leader's job is to co-ordinate, direct, and support the work of others by defining objectives, evaluating performance, providing organisational resources, building supporting climate, and guiding improvement; and infusing an organisation with meaning and purpose (Sergiovanni, Kelleher, McCarthy & Fowler, 2009:52). Leaders adopt a personal and active attitude towards goals by clarifying shared values and empowering decision-making based on collegiality; and by giving more attention to staff, leaders build the appropriate culture for the organisation to be successful (Rossouw *et al*, 275). The most preferred leadership model in conventional organisations is that of transformational leadership, which allows leaders to adopt participatory decision-making.

2.8.1 Transformational leadership

Tomlinson (2004:422) mentions that a transformational leadership style is about coping with and creating a change process. Dreher (2002), in Steyn (2009:45), further alludes that transformational leadership of respective sections have various dimensions that managers as leaders can display by influencing their followers, climate within their sections, abilities, personal charm and encouragement. This role means that the managers' leadership style promotes the formation of collegial relationship with staff, and development of a culture of working together and caring for each other. Harris (2008) in Department of Education (2008:60) highlights the significance of *distributed leadership* which is described as not being about everyone leading at the same time, but rather as a collection of roles and behaviours that can be split apart, shared, rotated and used concurrently. It basically emphasizes the cultivation and development of leadership abilities among educators within a school setting. Furthermore, Khoza (2005) in Department of Education (2008:58) argues about the principle of African leadership called *UBUNTU* which is a saying that means "A Person is a Person through other human beings", and whose leadership practices are improved within a supportive environment. It is about caring and recognizing that the feelings, emotional intelligence and talents of others have merit (Department of Education, 2008:58-59).

Murray *et al* (2006:277) describe the three level phenomenon of leadership as a manifestation of personal traits of a leader (person), also the interpersonal relationship between manager and subordinate (one-to-one relationship) and lastly the relationship with a group or team of people. The three levels are inextricably linked to each other, and call for leadership skills so that individuals and teams achieve organisational goals. According to Nel *et al* (2011:322), transformational leadership depends on the top leadership of an organisation planning, leading and controlling change. Department of Education (2008:26) outlines the assessment criteria based on the specific outcomes: *to demonstrate the personal qualities*

necessary for effective leadership and management of people. In this regard the assessment criteria are born out of the core function of the school principals, which is to lead and manage people. The following characteristics are associated with transformational leadership:

- Sense of mission and purpose;
- Ability to communicate vision;
- Ability to perform at high level;
- Result orientation;
- Emotional intelligence;
- Willingness to learn, adapt and grow since change is often a step into the unknown,
- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture,
- Is able to challenge, influence and motivate others to achieve high goals,
- Is committed to democratic leadership and effective teamwork, and is committed to continuous professional development for self and all others within the school (Nel *et al*, 2011:323; Department of Education, 2008:26).

According to Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen (2008:310), the most important characteristic that transformational leaders possess is their ability to create a vision that binds employees to each other. They inspire others with their vision, often promote this vision over opposition, and demonstrate confidence in themselves in their views (Hellriegel *et al*, 2008:419). Nel *et al* (2011:347) state that the following characteristics are illustrated by transformational leadership:

Vision: Cummings and Worley (2008:169) define vision in the context of change and they say it is “core values and purpose that guide the organisation as well as the envisioned future towards which change is directed”. Identifying and sharing a vision is a characteristic that describes leaders who able to exert a profound

influence on their followers (Steyn & Van Niekerk, 2005:137). Furthermore, maximum performance of employees within respective department is enhanced by force of their personality, abilities, personal charm, magnetism, inspiration and emotion (Rebore, 2007:423). According to Richardson (2003:401), charismatic leadership provides a vision and sense of mission which are essential for professional development effectiveness; and this way the leader has to get his/her vision right and galvanise his/her followers around a shared vision if he/she wants to have any chance of achieving successful organisational change (Murray *et al*, 2006:277).

Framing: According to Dessler (2012:200), the importance of framing is to create a guiding coalition of employees by working together as a team to act as missionaries and implementers. The shared values of team members within a particular work department affect their activities that subsequently have an influence on the organisational culture. In this regard team managers play a role in transforming norms, values, beliefs and assumptions of employees and subsequently make an impact in the decision-making process (Goodwin & Griffith: 2006:134). Transformational leaders also reframe issues in such a way that they become aligned with the leader's vision and followers' values, thereby teaching the followers how to be converted into becoming leaders in their own right. In this way followers can be leaders if the leaders apply *transformation coercion* which makes followers to play an active role in the change movement, that is, taking active part in the development of the organization (Vinger, 2005:74).

Impression management: Fineman, Gabriel and Sims (2010:17) say impression management is about organisations constantly managing how they come over to others, always wanting to look right. Fineman *et al* (2010) further say this the organisations will do by getting their performance, appearance or act right, and doing what is socially correct within given business space, and by interacting with others so as to impress on them about status. Dessler (2012:215) asserts that organisational management always strives towards new ways of doing things

through systems and procedures by ensuring that employees work towards organisational goals. In this regard the organisations will use new appraisal systems and incentives to reinforce desired behaviours from its employees. According to Steyn and Van Niekerk (2005:138), the purpose of organisations such as schools is to create high performance expectations which will require excellence, quality and high performance on part of educators.

The work context: According to Steyn (2009:270), office-based educators' learning is affected by variables in their office which may either enhance or hamper their professional learning. In this regard variables such as the office culture, educator collaboration, and the working environment may affect educator commitment and therefore also impact on professional development effectiveness (Steyn, 2009:270). The traditional culture of office-based educators that find themselves working in isolation with limited time available for collegial interaction do not support collaboration. In this regard, Robinson and Carrington (2002:240) suggest the institution of collaborative learning which is regarded as the key to sustaining momentum and creation of better learning opportunities for all. According to Steyn (2009:77), the following conditions should be applied within the work context for the survival of a collegial culture:

Shared norms and values: According to Hellriegel *et al* (2008:374), organisations that support TQM value continuous improvement and information sharing. Employees collectively identify and determine the norms and values, beliefs and assumptions that are central to the existence of the sections and that can shape decision-making and practices.

Meyer (2007:131) mentions that maintaining relationships in the contexts of groups, insights found in group observation by facilitators have been helpful. Facilitators use their knowledge of task, self and group to help groups to progress towards their goals. In this regard groups and teams of staff (such as office-based educators) go through predictable phases of group life, which Nelson and Quick

(2008:288) present as a five stage model of forming, storming, norming, performing and adjourning:

Forming - According to Nel *et al* (2011:340), forming is characterized by uncertainty of employees who do not know what is expected of them, and are often scared that they will not perform satisfactorily. They are also unsure of the structure, leadership, and roles in the group. According to Tuckman (1965), in Department of Education (2008:70), this stage of forming represents a high dependence of the group on the leader for guidance and direction; and the group consequently progresses successfully through this stage once members perceive themselves as part of the group (Daft & Marcic, 2009:424).

Storming – The stage is characterized by fighting, physical or emotional withdrawal. This is when employees engage in psychological contest, where skills, experience, authority, popular, and personality are measured and compared. Groups of employees (such as office-based educators) progress successfully through this stage when a leader has been chosen and accepted, and a relatively clear hierarchy exists (Daft & Marcic, 2009:425). Further progress may be achieved through team focus on goals and reaching compromise as this will encourage growth and trust.

Norming – According to Meyer (2007:131), this stage is marked by co-operation and collaboration. During this stage members become aware of what behaviour is acceptable or not and openly share information, and are willing to listen to each other. Woods and West (2010:114) say sometimes an individual may feel dissatisfied with their job or may think that the organisation is moving in the wrong direction, yet stay in the organisation because of loyalty and commitment. Employees progress successfully through this stage because there is mutual relationship and working cohesiveness.

Performing – Performing is characterized by full participation of all group members as their energy and efforts are spent with the task at hand (Nelson & Quick, 2006:288); and teams contribute to improved performance by identifying and solving work-related problems (Byars & Rue, 2008:283). Performing teams are also called self-managed work teams (Byars & Rue, 2008:283) because of they are teams of employees that accomplish tasks within their area of responsibility without direct supervision. Each team makes its own job assignments, plans its own work, keeps records and decides on new members of its unit. At this stage (of performing), higher levels of effectiveness and creativity are attained continuously by groups of employees through learning and development (Nel *et al*, 2011:341).

Adjourning – According to Nelson and Quick (2008:289), adjourning marks the end of the group's existence; and disengagement is not always planned and may be abrupt. Employees, such as office-based educators, look back at what they have achieved and assess their experiences in the group. In this regard emotions vary from satisfaction with achievement to a feeling of loss of friendship. Reinforcements that employees receive at this stage, such as positive feedback, social recognition and attention are just as effective as financial incentives (Daft & Marcic, 2009:425).

Reflective dialogue: Team reflexivity, as the next characteristic of transformational leadership, is the extent to which team members collectively reflect upon the team's objectives, strategies and processes and wider organisational environment, and try to adapt accordingly (Woods & West, 2010:507). After a given task, team members will come together to reflect on performance- what went well, what was problematic, what can we learn from this, and what do we need to improve on next time? The concept is important to the team because it fosters development of teamwork generally. According to Lee (2005), in Steyn (2009:270), reflection promotes a deeper awareness of practice. As a result, commitment to reflective dialogue and practice leads to

collaboration, which encourages employees to address the concerns of respective organisational units (Ryan & Cooper, 2010:75). Nelson and Quick (2008:176) emphasise that managers often use reflective dialogue to understand other employees and help them solve problems at work.

Collective focus: Educators emphasise ways of improving the quality of education in schools according to their job descriptions (Steyn, 2009:271). As a result, regular and ongoing professional educator development is necessary to deal with problems of content of the subject or learning area concerned. According to Steyn (2004:221), collective participation can contribute to a shared professional culture where educators develop the same values and goals; and shared learning is regarded as the key to sustaining momentum (Steyn & Van Niekerk, 2005:142).

Feedback: Ongoing professional development of employees supports the importance of feedback on their development (Robbins & De Cenzo, 2004:239). Richardson (2003:401) stresses that employees' development is most effective when it is a continuous process that includes individual follow-up through supportive observation and feedback, staff dialogue, mentoring and peer coaching. For example peers, subordinates, internal or external clients and also external assessors may also review the employee's performance in order to avoid biasness that could occur.

Teams of educators do not operate out of vacuum, but they need motivation to perform to their highest level. Individual and teams of educators can perform and achieve to their maximum when the leadership applies motivation in the workplace to realise organisational goals.

2.9 EDUCATOR MOTIVATION AND ACHIEVEMENT

Motivation serves to encourage and inspire employees to perform their duties to the best of their abilities. Motivators, other than money are essential to be used in order office-based educators to perform to their maximum. According to Schunk, Pintrich and Meece (2008:4), motivation is the process whereby goal-oriented activity is instigated and sustained. It is the willingness to do something, which is conditioned by this action's ability to satisfy some need for the individual (Robbins & De Cenzo, 2004:205).

Cox and Hoover (2007:4) argue that motivation is a by-product of desire; and motivation and desire cannot be separated. As such they are always at the same level. To best understand how desire increases, and motivation along with it, the following three levels of motivation are presented:

2.9.1 Levels of motivation

Level one: Compliance: Compliance is at the lowest level, and it is about doing a thing or performing a task because one was told to do so (Schunk *et al*, 2008:3). Ordering a person to do a task without special ability or investment on his/her part is sufficient so that there is no decision of dismissal; and is in most instances controlled by external factors. In general circumstances, compliance can be used organisations by as a requirement regulation to thoroughly scan job applicants who meet specific requirements and keeping management informed of the situation (Byars & Rue, 2008:101).

Level two: Goal Identification: Seyfarth (2008:84) advances the expectancy theory which advocates the belief that people are motivated by the opportunity to earn incentives about the work done through the identification of goals. Identification gives the individual a feeling of investment in the goal and produces increased desire and motivation. To help office- based educators to reach level

two, it is important to communicate the benefits of the job with them, because when there is something to gain, people invest more (Schunk *et al*, 2008:4). Goals that groups seek to accomplish may be individual or group goals, and task orientation is the most type of individual for belonging to a group and getting the job done (Adler & Rodman, 2012:9). In group goal identification, groups' motive is to perform a task, and individual member's goal is to help the group to succeed.

Level three: Commitment: The highest level of motivation is commitment, which is present when one feels the goal is truly his or her own (Schunk *et al*, 2008:45). To reach level three, office-based educators need to understand why they are uniquely suited for the tasks, and be shown their strengths can be used to attain the goal. The supervisory leadership is very important at this stage to help employees to reach their peak performance. It is at this level that the equity theory of Daft and Marcic (2009:422) features, which stipulates that people expect a balance between expended and rewards received, and lose motivation when the balance is missing.

Furthermore, activities like rating each employee, finding out about personal goals, and coaching are important to help employees to achieve desired personal or organisational goals (Cox & Hoover, 2007: 41-43).

As the employer the Department needs to know how to motivate office-based educators in order to operate at an optimal level. Watson (2008), in Fineman, Gabriel and Sims (2011:60) argues that formal motivation theories serve more to enhance certain cultural values in the workplace, such as achievement and hard-work. These motivation theories do not explain the roots of human action and as such only a few managers see them as directly useful. The levels of motivation need to be maintained so that achievement amongst employees becomes ongoing.

2.9.2. Characteristics of motivation

Robbins and DeCenzo (2007:205-208) mention that one of the challenges faced by managers is the maintenance of motivation levels where change is taking place too rapidly to adapt to it. In this regard Ryan and Cooper (2010:86) mention that organisations must be aware of employees' varying needs and respond accordingly. Employees with high need for achievement are often the top performers, and show the following characteristics:

- They set challenging, yet attainable goals;
- They require regular and immediate feedback;
- They take calculated risks;
- They are problem solvers;
- They seek autonomy and freedom; and
- They perceive money as an indication of their success rather than for its material value only (Nel *et al*, 2011:292).

Effective motivation is only possible when proper communication forms part of an organisational strategy. When employees are motivated enough, they are able to vigorously take part in organisational activities. It is at this point that the organisational leadership can encourage and facilitate performance through communication.

2.10 HRD COMMUNICATION

Many organisations have communications infrastructure that are designed to keep their employees informed. However, few organisations take time to listen to their staff to keep ongoing feedback on place. Lack of quality communication lines result in lack of trust, misunderstanding, development and poor organisational performance (Puth, 2002:37). Therefore communication strategies are needed to effectively pass on the messages and avoid communication barriers.

According to Daft and Marcic (2011:444), communication is the process by which information is exchanged and understood by two or more people in order to influence changed behaviour; and is the means by which people in the organisation are led and by which all organisational activities are managed (Puth, 2002:4). Adler and Rodman (2011:17) mention that communication is transactional as it depends on relationships between the organisation or the manager and the employees, where the manager communicates visions, strategies, plans and possible changes to employees (Adler & Rodman, 2011:183). Similarly, employees and the manager can explore needs and expectations through communication on what the manager can do to improve teamwork to attain goals (Butler & Rose, 2011:183). In the Department communication is used in order to develop office-based educators to be effective in attaining the set strategic goals.

2.10.1 Communicating for strategic alignment

Meyer and Botha (2004:156) note that communicators, together with senior management must develop proactive and defined communications strategies that provide opportunities for alignment and engagement with the organisation's strategic goals. In order to ensure that employees understand the strategy and contribute to the success of the strategy, Puth (2002:203) and Meyer and Botha (2004:154) mention that organisations need to do the following:

- Communicate and educate the entire organisation about the new strategy,
- Ensure that individual employees set personal objectives that are linked to the strategy,
- Link rewards and incentives to the desired outcomes of the strategy,
- Plan workshops and problem-solving sessions, made up of a mix of functions and levels, to predict and manage tough business issues, and
- Measure the effect of every communications effort and make changes if and when necessary.

In this regard, what is of essence is that employees understand the strategy and are motivated to execute it in their everyday work performance. In order that strategy becomes effective, communication tools will have to be put in place.

2.10.2 Communication tools

Coens and Jenkins (2002:142) propose three types of group communication tools, which according to them, emerge from the more open organic organisational models, and can be used to improve communication within organisations. These are:

- The practice of dialogue, which can yield powerful results;
- A tool called 'open space', that is, energizing a small or gigantic group of office-based educators to commit to multiple improvement initiatives; and
- The tool 'future search', in two days a group of diverse guideposts for organisational strategic empowerment.

2.10.3 Building two-way communication

According to Dessler (2012:290), the opportunity for two-way interactive communication affects employees on how the organisation is treating them. However, the following three actions contribute to perceived fairness in how employees (such as office-based educators) must be treated in organisational setting:

- **Engagement** – involve employees in the decisions that affect them by asking for their input and allowing them to refute the merits of one another's ideas and assumptions,
- **Explanation** – ensure that employees understand the decision taken and the rationale behind such decisions, and

- **Expectation clarity** – make sure that employees know by what standards they will be judged and penalties for failure.

Communication will be more effective if the organisation applies collegial methods of management, such as decentralization and delegation.

2.10.4 Decentralisation and delegation

Decentralisation is a philosophy of organisation and management that focuses on either retaining authority in the hands of higher-level managers or systematically delegating authority (decentralization) to middle or lower-level managers (Plunkett *et al*, 2008:247-248). In this regard the authority is decentralized to the management level best suited to make appropriate decisions, empowering the employees or managers in questions to maximize performance and rebuild the organisation.

Newstrom and Davis (2002:313) mention that delegation is the act of assigning duties, authority, and responsibility to others. In simple terms it is how managers do their job through others, preferably trained employees to perform the tasks. These are ways of freeing people from the too-close control of conventional organisation, giving them a degree of freedom to assume responsibility, and satisfy their egoistic needs (Cunningham & Cordeiro, 2009:302). The manager therefore, has to know how to manage subordinates within the job situation, and also manage time effectively. The task of delegating is developmental in nature and as such managers can learn to delegate to individual employees and teams of employees in respective sections.

According to Steyn and Van Niekerk (2002:20), delegation should not be an excuse to abdicate responsibility as this may lead to loss of control. When managers delegate to subordinates there should be provision of enough resources, description of results anticipated, and reward of tasks well performed.

In further elaboration on what to delegate, Steyn and Van Niekerk (2002:19-20) mention the following tasks:

- Tasks that have been clearly defined;
- Tasks that are challenging and rewarding;
- Tasks suitable to the abilities of the individual or group;
- Tasks that others can do more quickly and better than the supervisor; and
- Tasks such as fact finding, preparation drafts and organizing functions.

Delegation is one way of empowering employees so that their developmental efforts are recognized and rewarded. One other process of employee empowerment is the appraisal system that takes into account needs and assessment of employees. When line managers implement performance appraisal, they are in essence developing regular communication between themselves and their subordinates which is important for organisational cohesion.

2.11 CONCLUSION

Ongoing human resource development of office-based educators is essential if quality education is to be realised in schools. Professional educator development therefore needs to remain a priority for the Department and the senior management at large since the outcome of professional educator development initiatives will ensure that the culture of teaching and learning is enhanced. To be effective, office-based educators must be able to serve in a number of roles that will make them as HRD managers, to face many challenges in the work situation. The challenges include interpreting the literature content well for dissemination to school-based educators, understanding the policies and procedures well so that schools can implement these properly, and assisting schools to develop and overcome their challenges so as to become lifelong learning organisations.

This chapter focused on literature regarding the management role of the Department with regard to HRD. It focused on the related HRD issues in general; issues such as total quality management, motivation, communication, appraisal, as well as principles and guidelines for successful HRD were discussed. The research of this study must give us the understanding of HRD in education, and make us pay attention to this important question: What are the major factors which influence HRD of office-based educators? If addressed satisfactorily, knowledge of such factors has the potential to influence policy and practices within the Department.

It is important to note that well-planned and structured HRD programmes have the potential to influence the culture of teaching learning, staff morale and motivation within the Department as an organisation. It is also important that new approaches to continuing development of office-based educators be acknowledged when implementing HRD. These include longer-term programmes, ongoing support of office-based educators at the workplace, more collaboration and interaction between office-based educators, and feedback on their development. In Chapter three literature attention is on performance management as another technique of HRD within organisations.

CHAPTER 3

PERFORMANCE MANAGEMENT AND ASSESSMENT OF OFFICE-BASED EDUCATORS

3.1 INTRODUCTION

Performance management is a most challenging and engaging field of study which forms an integral part of human resource management. It is crucial for organisational success and needs to be managed at three levels, which are organisational, operational as well as individual. According to Seiden and Sowa (2011:256), the modern models promulgated by performance management are those that make a shift from traditional performance appraisal systems to promulgating a rather different system with values such as participation, philosophy of improvement and a concern for employee well-being.

The purpose of employing people is to produce something of value to the organisation, as determined by management and therefore employees' activities ought to be channeled in such a manner that their behaviour is to the benefit of the organisation. It is in this respect that the trend in public service organisations is to place the client at the centre of service delivery, and as such organisations will need to strengthen their focus on performance and improve monitoring and evaluation. Organisations, such as education departments are therefore urged to rethink their performance management processes in this rapidly changing and complex environment.

The link between Human Resources Management (HRM) and organisational performance has brought into the picture the role of front-line managers (supervisors) who are charged with the enactment of many human resource practices. According to Purcell and Hutchinson (2007:3), the way supervisors carry out their HR duties of selecting, appraising, developing, communicating and

involving is inseparably linked to a wider perception of what is called *leadership behaviours* - which aim to influence employee attitudes and behaviour, and give them direction. Therefore supervisors need well-designed HR practices to use in their management of employee activities in order to inspire and reward employees, and deal with performance aspects. This chapter commences by putting forward the theoretical underpinning of performance management theories.

3.2 PERFORMANCE MANAGEMENT THEORIES

There is no single generally accepted model of performance management. Various experts have described the concept in their own ways. Mabey, Salaman and Storey (1999), in Agarwal (2011), have prescribed a model of performance management system in the form of a performance management cycle. This cycle has 5 elements which suggest how a performance management system should be implemented in an organisation. The elements of this performance management cycle include setting objectives, measuring the performance, feedback of performance results, reward system based on performance outcomes, and amendments to objectives and activities.

Two theories underlying performance management are discussed in the respective work of Smith (2009) and Agarwal (2011), namely *goal-setting* and *expectancy theory*, and Carver and Scheier in Buchner (2007) further discuss a third theory which is *control or feedback theory*. These are discussed below.

3.2.1 Goal-setting theory

Goal-setting theory had been proposed by Edwin Locke in the year 1968, and it suggests that individual goals set by an employee play an important role in motivating him for superior performance. Specific, difficult goals lead employees to reach a higher performance than when people strive to simply 'do their best'. By providing direction and a standard against which progress can be monitored,

challenging goals can enable people to guide and refine their performance, and in this way people are motivated and their attention is focused on attaining specific goals. Employees keep on following their goals, and if these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. So, in any case the performance is improved and this is what a performance management system aims at. Buchner (2007:63) highlights four mechanisms in goal-setting theory that work to connect difficult and specific goals to performance outcomes:

- Goals direct attention to priorities and they energise and stimulate effort,
- Specific difficult goals tend to lead to sustained task performance, and
- Such goals challenge people to bring to bear the knowledge they possess or strategies they might deploy to increase their chances of success, and
- The more difficult the goal, the more people must draw on their full repertoires of skills, and the more likely they will be compelled to deliberately plot innovative strategies.

Gomez-Mejia, Balkin and Cardy (2008:474) mention management-by-objectives (MBO) as one well-known approach in implementing goal-setting theory. In this regard employees and supervisors agree on a set of measurable goals to be achieved. MBO also allows the organisation to implement overall goals that can be broken down into specific objectives assigned to units and individuals.

3.2.2 Expectancy theory or self-efficacy

Expectancy theory had been proposed by Victor Broom (1964) and Bandura (self-efficacy) (1986). According to Bandura (1994) in Buchner (2007:63), the central concept of self-efficacy is what people believe about their capabilities, and this helps explain how a performer's beliefs about what he or she can or cannot do to moderate performance. The theory is based on the hypothesis that individuals in the organisation adjust their goals so as to satisfy those valued goals set by them.

This level of self-efficacy leads an individual to have a belief in his/her capability to successfully perform a particular task. Self-efficacy does not only affect the choice of goals, the difficulty level and commitment to them, but also the fundamental choices of work and career as well. Developing and strengthening positive self-beliefs is crucial in performance management objectives. Self-efficacy theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events. According to Lathan and Budworth (2006) and Buchner (2007) there are four sources of self-efficacy, and they are discussed below.

3.2.2.1 Enactive self-mastery

Enactive self-mastery occurs when people experience success by performing portions of a set task, and by implication, if failure occurs then it leads to lower self-efficacy. *Mastery experiences* are facilitated by breaking down difficult tasks into small and relatively easy steps that progressively become more difficult. The provision of adequate feedback and resources (equipment and information) allow for effective performance, and the process enables high rate of initial successes that form a firm basis for high self-efficacy. According to Bandura (1994), mastery experiences is given as particularly effective in shaping influence on personality, and they provide progressive successes which build efficacy. According to Vroom (1964) in Colquitt, Lepine and Wesson (2013:167), people who feel more “efficacious” or self-confident in performing a task, will tend to perceive higher levels of expectancy and will consequently choose to exert high levels of effort. People who are able to overcome obstacles and find success become assured performers and those who are outright repeated failures, have a disrupted self-efficacy (Bandura, 1986). The process should go further to allow even the valuing and acknowledging the performance of even minor employees to emulate the experienced performers as explained in the next sub-section.

3.2.2.2 Role modeling

Role modeling happens when a person wanting to learn a task observes and identifies with another person's proficient performance on that task. Role models play an important role in inspiring those who are observers as they are likely to emulate and perform like those being observed. People watching others who have experience performing their tasks, sense that they too are capable of performing the task (Bandura, 1986, 1997). Models are most effective at raising self-efficacy when they are personally liked and perceived as having attributes (age, gender talent or ethnicity) similar to those who observe them. The vicarious observation influence is specifically helpful when performers have no experience or little skills that will help them to perform and be successful. It is therefore important that managers assign mentors in consultation with those being mentored (Agarwal, 2011).

3.2.2.3 Verbal persuasion

According to Bandura (1986), verbal persuasion increases self-efficacy when employees are encouraged by managers that they indeed possess abilities to be successful. Although the strategy has limited short-term impact, it is however, enough to cause employees to tackle the tasks in hand with enough effort to succeed. According to Gomez-Mejia *et al* (2008:208-209), persuasion is an important aspect of effectively implementing plans in organisations. Employees who are convinced of the merits of plan are more likely to respond enthusiastically to the command of the supervisor and perform beyond the required standards, Persuasion requires that employees be involved and as such the task of the supervisor becomes easier. Positive self-talk can also raise self-efficacy as it stimulates a belief in one's own abilities to perform and succeed. In order that performance management theories become effective, there should be sound performance management principles in place (Buchner, 2007:65).

3.2.2.4 Physiological reaction

Bandura (1986) mentions that the way people interpret physiological reactions to stressful situations, is a potential source of influence on self-efficacy. To assist people to be energised and so as to perform, it is important to help people to redirect their arousal, for example, if people have fear, then it is imperative to minimize a fearful situation by influencing peak performance. According to Purcell and Hutchinson (2007:6), employee reactions are subdivided into those affective or attitudinal outcomes like job satisfaction and organisational commitment, and those building cognitive skills and affecting behaviour seen in discretionary behaviour and task behaviour. Employee reactions are typically assessed attitudinally in levels of job satisfaction and effective organisational commitment. In this instance employee outcomes are observable in task behaviour, and those behaviours in turn influence organisational effectiveness (Purcell & Hutchinson, 2007:7).

3.2.3 Control/feedback theory

Control theory was proposed by Carver and Scheier (1981) and they describe it as an ongoing comparative process aimed at reducing the discrepancy between standards for behaviour and the observed effects of actual behaviour. Unlike goal-setting theory which places emphasis on goal specificity and difficulty, control theory, however, reverses the order. Carver and Scheier (1981) further describe how control behaviour can shape behaviour through feedback. According to control theory, people are self-regulating just like a thermostat that continuously regulates the heat within a home. However, a regulation in humans entails a concept that allows performers to monitor their behaviour and its effects which are connected to behavioural standards. The call for change occurs when discrepancies between standards and current behaviours increase, but no change in behaviour is called when the actual standard discrepancies are minimal. Control theory states that performers either change their behaviours to reduce the

negative gap or they may attempt to change the standard itself (Carver & Scheier, 1981). Buchner (2007:65) points that control theory provides a solid foundation for critically assessing the feedback elements of performance management approaches. In practice feedback is generally insufficient as performers wait for performance feedback from supervisors who are either too busy too far removed from it, except when they get involved in year-end performance appraisal. Purcell and Hutchinson (2007:8) assert that employees who see their supervisors as engaging in feedback and goal-setting behaviours are more committed to their organisation, and as such their supervisors trusted them and gave them authority to do the job. Feedback from the performance review should be used by supervisors as a basis for development and improvement.

The completion of analysis of performance management theories leads to the definition of the concept of performance management, which is discussed in the next section.

3.3 PERFORMANCE MANAGEMENT: CONCEPT AND DEFINITION

Performance management was inherited from business and industry (Heystek, Roos & Middlewood, 2005:101) and it describes a technology (science embedded in application methods) for managing both behaviour and results, which are two critical elements known as *performance* (Heystek *et al*, 2005); and as such it requires a willingness and commitment to focus on improving performance at the individual or team level (Cascio, 2010:331). Performance management, according to Wan (2010:42), is not performance appraisal (performance appraisal targets summative evaluation of final results achieved), but it is a periodic results reviewing with a diagnostic evaluation, hence it serves to continuously assess individual work against set performance standards or expected outcomes (Fox, 2006:97; FSPG, 2012:10). Van der Waldt (2004:39) asserts that it is an approach to management which harnesses the endeavours of individual managers and employees towards an organisation's strategic goals.

Martin and Fellenz (2010:456) identify performance management as a key human resource (HR) area of work that is used for placing HR practitioners who are well trained and have expertise to develop policies and practices that can encourage high motivation and commitment. The focus on individual performance is on the desire to achieve the status of being a high-performance organisation which will be able to meet customer needs (FSPG, 2012:5). In an educational context, Heystek *et al* (2005:101) argue that it is often difficult to determine what constitutes a high standard in a school because of the difficulty to compare the input and output within a specific school, and from school to school. Unlike in business and industry where performance management can be linked to monetary compensation, in an education context the provincial systems of remuneration for good performance becomes difficult because of differences in the availability of resources and funding for schools. It is therefore important that education managers develop remuneration systems that are not directly linked to monetary funding, but simple assessment systems to measure the achievement of educators' goals (Heystek *et al*, 2005:101).

According to Van der Waldt (2004:34) public institutions use scarce resources - *inputs*, which are both human and material to produce *outputs* for consumption by 'customers' in order to achieve valued *outcomes*. What is of importance is the relationship of these inputs, activities, outputs and outcomes with their relevant impact on customers. To achieve expected outcomes the emphasis should be on ways to enhance productivity and quality improvement which is what performance management tries to achieve. The term performance management is in this respect used to describe the range of processes, techniques and methods used to achieve such an improvement (Van der Waldt, 2004:39). Having explained the concept of performance management, the definition thereof is given and discussed below.

Barrows and Neely (2012:23) define performance management as a process or practice concerned with the management or supervision of the execution of actions; it is designed to improve organisational performance and it is owned and driven by line managers (Dickmann & Beruch, 2011:93). In this regard managers in different organisations would set different goals and performance measures to meet organisational goals, customer satisfaction and deliver quality service.

Dessler (2012:215) says performance management is the continuous process of identifying, measuring and developing the performance of individuals and teams, and aligning their performance with organisational goals. It does not only target individual performance, but also individual contribution to the performance of the teams (Quick & Nelson, 2011:354). It is in this respect that Nel, Werner, Poisat, Sono, Du Plessis and Ngalo (2011:482) describe how important the implementation and maintenance of effective performance management systems are. They advocate for organisations to focus on creating a work environment where there is organisational support, improved work processes with sharing and strong technology. Furthermore, knowledge management is enhanced by *knowledge workers* who are employees with the necessary knowledge and skills embedded in their jobs. De Beer and Rossouw (2012:4) describe knowledge management as the process of discovering and harnessing a business intellectual resource by means of utilizing the intellect of the people for the business. In this regard knowledge management refers to the finding, the unlocking and the sharing of employees' expertise, their skills, their wisdom, and the relations between employees within the organisation (De Beer & Rossouw, 2012:5). Organisations utilize knowledge workers because they can manage information and make it available to decision-makers in the organisation, and they rely on communication to obtain appropriate information to do their work effectively. According to Mohanty (2008:195), the accomplishment of organisational tasks depends on the informed collective decision-making of its employees, and the dynamics of organisational failure by wrong decisions is due to lack of knowledge or knowledge management. The skilled and autonomous employees develop the ability to learn effectively so

as to add value to organisational learning (Werner, Bagraim, Cunnigham, Pieterse-Landman, Potgieter & Viedge, 2011:132). The rationale is that performance management cannot be successful unless management of knowledge is integrated into the process (Nel *et al*, 2008:493). Performance appraisal, as discussed below, is an integral part of performance management used for evaluation and development of both employees and organisations.

3.4 PERFORMANCE APPRAISAL

Performance appraisal is a process of evaluating and communicating with the employee about his/her performance and consequently establishing a plan of improvement (Byars & Rue, 2011:217). According to Cascio (2010:334), performance appraisal plays an important part in the overall process of performance management and can be used either for evaluating the performance of employees or for developing them. Rao (2010:400) states that the evaluation could be done by rating the employee for pay progression or job promotion. Developmental objectives focus on finding employee and organisational strengths and weaknesses; developing healthy supervisor-subordinate relationships and lastly to provide appropriate coaching to the employee with the purpose of developing him/her for the future (Rebore, 2007:203).

Performance appraisal, according to Woods and West (2010:277), is the only method for managing employee performance, as it tells the practitioner what to measure or assess in respect of a person's performance at work and also provides much needed information that can be used to determine both individual and organisational training and developmental needs (Byars & Rue, 2011:216). Heystek *et al* (2005:102) assert that appraisal and development go hand-in-hand, and employee development can only take place after proper appraisal of staff has been completed. Rebore (2007:203) and Ille, Eresion-Eke and Allen-Ille (2012:2) mention that it is important for all employees to recognize the following positive nature of performance appraisal:

- Appraisal fosters policy translation and service delivery;
- Appraisal helps to identify a variety of tasks that employees are capable of performing;
- Appraisal helps to identify and improve poor performance;
- Appraisal helps to determine if employees should be retained in the workplace, and if so, how large salary increase individuals should be given; and
- Appraisal helps to determine the placement, transfer, or promotion of individual employees.

Byars and Rue (2011:217) cite the importance of a co-ordinated effort between the human resource department and managers of organisations who are responsible for conducting performance appraisal. The responsibilities of managers in performance appraisals are therefore to:

- Evaluate the performance of employees;
- Complete the forms used in appraising employees and return them to the human resource department;
- Review appraisals with employees; and
- Establish a plan for improvement with employees.

The performance management appraisal method as designed for the assessment of office-based educators is the Performance Management Development System (PMDS), and is aimed at improving performance by directing attention to key areas of activity which are identified through strategic planning processes (PMDS Task Team, 2003:5; EMS: Office-based, 2011:63). Its philosophy is to form a common bond of ownership among all jobholders to develop, motivate, inspire and deliver quality service based on effective performance (Free State Provincial Government, 2012:5). The next section discusses the requirements of a successful performance management process.

3.5 REQUIREMENTS FOR SUCCESSFUL PERFORMANCE MANAGEMENT

According to Fox (2006:95) and Cascio (2010:332), for maximum performance to be achieved, a performance management process requires that three things be done to energise performance:

- Define performance;
- Facilitate performance; and
- Encourage performance

In this respect the role of the manager is to provide orientation, direction, and feedback which are essential for performance improvement among employees.

3.5.1 Define performance

Cascio (2010:331) mentions that in defining performance the line manager makes sure that teams know what is expected from them and they stay focused on effective performance. In order to define performance, the following three elements are important: setting of goals and objectives, performance measures and assessment and these are discussed in the next sub-sections.

3.5.1.1 Setting of goals and objectives

Objectives are the performance targets set during the planning cycle. Goals direct attention to the specific performance in question or subject which is what the organisation is trying to achieve. Gomez-Meija, Balkin and Cardy (2008:198) mention that objectives are set at the top, middle and lower level of the organisation, and are normally more general at the top and more specific at the lower levels. Setting clear and specific goals and developing action plans is important, and employees and managers should be involved in joint decision-making processes about tasks to be achieved (Fox, 2006:96). Gomez-Meija *et al*

(2008:199) further say that the mission of the organisation is formed by the overall objectives, which is the statement of the organisation's reason for existence.

Woods and West (2010:284) explain that performance goals should reflect the strategy of the organisation and the process of setting individual goals should reflect overall organisational strategies cut into smaller, measurable objectives for units, teams and ultimately individuals. Martin (2009:61) asserts that objectives should be SMART (SMART objectives) if they are to have any impact, which should be:

- **Specific** - specific objectives motivate employee behaviour, and employees who receive specific objectives get a clear sense of direction.
- **Measurable** - measurable objectives put objectives in quantitative terms and include targets. By knowing exactly what to do and where the organisation is trying to go, managers and employees can concentrate on the most important activities for achieving the best results.
- **Attainable** - goals that that may have seemed out of reach at some stage eventually move closer and become more attainable; not because the goals shrink, but because of growth and expansion to reach them.
- **Relevant** - a goal is probably realistic if it is truly believed that it can be accomplished. To be realistic, a goal must represent an objective toward which one is both willing and able to work.
- **Time-bound** - objectives that have dates and deadlines can serve to motivate individual employees. Time-tables can cause employees to organize tasks, prompting them to ensure that completion of tasks is on time. Time-tables can also help managers to assess individuals on the extent to which work was promptly done.

In setting objectives, managers should ensure that objectives are challenging towards performance, but not so difficult that they appear impossible or unrealistic. Prioritization of objectives is important so as to achieve the most desirable

activities. The next sub-section discusses in what way organisational performance may be measured.

3.5.1.2 Performance Measures

Steyn (2002:109) mentions that measures establish to what extent performance planning goals have been accomplished. According to Meyer and Kirsten (2005:63), performance measures are quantified to facilitate performance evaluation, citing examples such as quantity, quality, cost time and risk. Boninelli and Meyer (2004:61) say human capital measurement needs to focus on measuring outputs as well as inputs with the aim of achieving organisational effectiveness towards overall strategic objectives. De Bruijn (2007:7) asserts that the central idea behind performance measurement is that *"...a professional organisation formulates its envisaged performance and indicates how this performance may be measured by defining performance indicators"*. What are measurable are the direct effects of interventions by an organisation which is the 'output' or 'product measurement' and it is a terminology synonymous with performance measurement (De Bruijn, 2007:7-8).

Performance measures focus on outcomes or behaviour and assess end results of performance of employees who were given tasks to perform. Behavioural measures place more emphasis on actions of employees, and typical measures include reaction to customer complaints and using appropriate processes to address the needs to satisfy the customer (Brown, 2009:295). Nel *et al* (2011:410) assert that in implementing measurement, relative judgement calls for managers to compare individual employee's performance to the other employee's performance doing the same job, whilst absolute judgement requires managers to make judgements solely on employee performance standards using same evaluation without differentiation. Performance measurement can fulfill a number of functions and the most frequently mentioned are the following (De Bruijn, 2007:49):

- **Creating transparency** - performance measurement leads to transparency and can thus play a role in the accountability process, by means of an input-output analysis, and this relates to employee related expenses like training and the service expected from them which is work performance;
- **Learning** - an organisation takes a step further when it uses performance measurement to learn through the transparency created, and can then assess its performance and implement improvements;
- **Appraising** - the organisation's management and its customers may now give a performance-based appraisal of the organisation because its envisaged performance has been formulated and performance can be measured by defining performance indicators;
- **Sanctioning** - appraisal may be followed by a positive sanction when the performance is good or by a negative sanction when performance is insufficient. Sanctions could be financial or otherwise.

Performance measurement forces an organisation to set its targets by formulating its achievable objectives. The objectives are set into a programme that indicates the targets, time-frames and their corresponding performance indicators. The next sub-section leads to the discussion of assessment as a tool for performance review.

3.5.1.3 Assessment

Heystek *et al* (2005:102) describe assessment as step in the human resource process that can be used to determine if the employee and organisation are on the right track to achieve the set goals. According to De Bruijn (2004:243), assessment means making a judgement about the measuring of a person's performance against standards by applying the performance criteria and comparing it with data gathered (Heystek *et al*, 2005:109; cf.3.6.1) Assessment, according to Martin (2009:61), is a formal review of performance and the allocation of reward based on the level of achievement as assessed by the manager. The

formal review only takes place at the end of the performance cycle, and the value of reward linked to performance is the responsibility of individual organisations. Meyer (2002:82) mentions that in implementing assessment, the learning culture of the organisation needs to be assessed first through tools such as surveys to gather necessary information. The information relating to performance assessment will be provided through three levels of learning namely; individual, team, and organisation, in order for any deficiency or gaps to be addressed.

- **Organisational or departmental level** - the senior management determines the strategic priorities and overall key result areas of the organisation (such as the Department). Objectives are identified for the priorities and assigned to components within the department.
- **Team/department level** - teams undertake the execution of projects and activities that lead to the achievement of the integrated strategic plans.
- **Individual level** - each employee develops a performance agreement jointly with his or her supervisor (EMS: Office-based, 2011:63).

Cascio (2010:332) point out that regular assessment of performance progress focuses the attention of individuals and teams and as a result, assessing an employee by means of performance appraisal becomes a critical responsibility of a supervisor as is the provision of timely feedback to staff. This is important so as to discuss problems that employees may be experiencing in reaching goals, and perhaps readjustment of goals through the manager's coaching skills (Nel *et al*, 2011:410). Performance facilitation is an important task performed by supervisors and is discussed in the next sub-section.

3.5.2 Facilitate performance

Byars and Rue (2010:332) mention that to attain maximum performance in organisations, adequate resources should be provided, and any obstacles in the way of successful performance should be reviewed. Cascio (2010:332) and Byars and Rue (2008:216) provide the following examples of the obstacles that may inhibit maximum performance:

- Outdated or poorly maintained equipment;
- Delays in receiving supplies;
- Inefficient design of work spaces;
- Ineffective work methods; and
- Lack of co-operation from others.

Having eliminated obstacles to successful performance, the manager should apply the following elements:

- Provide adequate resources: capital resources, material resources or human resources; and
- Careful selection of employees: managers should not recruit people who are ill-suited to their jobs, for example people with strong temperament or insufficient training (Cascio, 2010:332; Steyn, 2002:111).

The provision of adequate resources and well trained staff will ensure that the manager leads a team and individuals that are motivated to perform actively.

3.5.3 Encourage performance

Quick and Nelson (2010:360) assert that in encouraging performance, employees should have a perception of ownership about their ideas being welcomed by managers. When employee ownership is enhanced, they feel satisfied with the

appraisal interview; they become motivated, and they perceive the performance system as fair. Excellent employee performance should be rewarded because it brings about job satisfaction, and fosters a positive attitude towards the job. Rewards like salary increases for employees which are linked to performance, are likely to instill feelings of accomplishment and satisfaction (Byars & Rue, 2008:184). The cyclic performance management process is discussed below. Having discussed techniques towards performance improvement, the next section discusses the performance process. The performance management techniques as discussed above are important development tasks to be performed by supervisors, and they lead to a cyclic process to be performed jointly by supervisor and subordinates as discussed below.

3.6 THE CYCLIC PERFORMANCE PROCESS

Performance management is a means through which managers ensure that activities and outputs of employees are congruent with the organisation's goals. It is both developmental (feedback on work performed) and administrative (pay, promotions, ratings). Williams (2002:15) mentions that performance management is the notion that the manager and those managed should have a shared view of what is expected and as a result enhanced employee involvement and participation are thus advocated. Byars and Rue (2008:216) assert that performance can be viewed as resulting from the interrelationships among effort, abilities and role perceptions. In order to attain a high level of performance, a certain minimum level of proficiency must exist among employees performing the tasks. In this regard line managers are the people who have to deliver the high-performance organisation through the appropriate treatment and use of the people available to them (Martin & Fellenz, 2010:457).

In order to continuously improve performance, timely feedback about performance and focus of everyone's attention should be on the execution of the plans or targets agreed upon between the manager and employee. The following

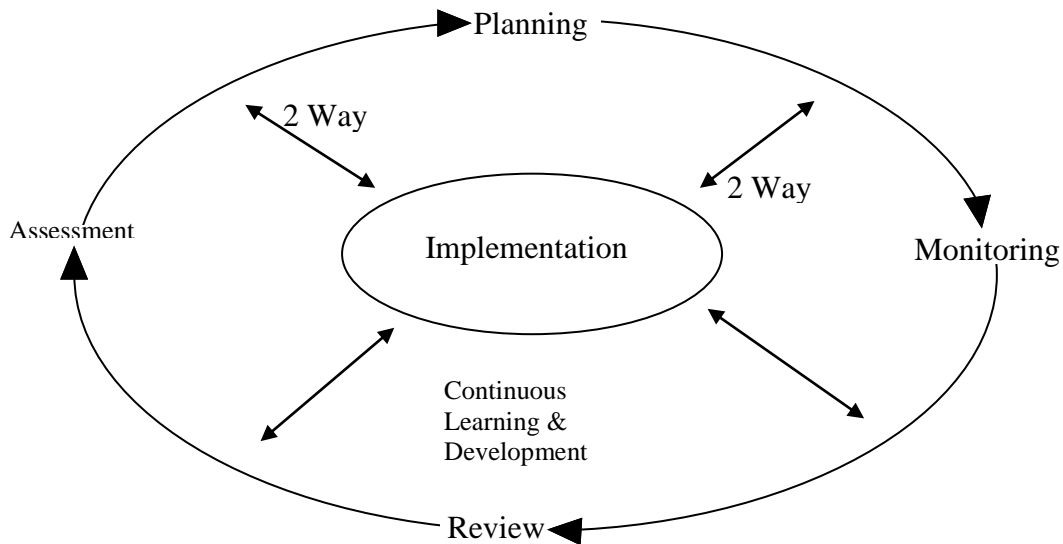
conditions are therefore conducive to the implementation of the performance management process:

- A vision of organisational strategic objectives is communicated to employees;
- Departmental and individual performance targets are set within wider objectives, using prescribed appraisal forms;
- A formal review of progress towards targets is conducted; and
- The whole process is evaluated to improve effectiveness with employees (Nel *et al*, 2011:408-409)

The performance and development cycle as designed for office-based educators is a one-year period and is linked to a financial year for which performance is planned, executed and assessed. It must be aligned to the same period as the Department's annual planning cycle, which is 1st April to 31st March of the following year (EMS: Office-based, 2011:65-66; FSPG, 2012:6). The performance management process can be broken down into four key phases namely:

- Performance planning and agreement;
- Performance monitoring, developing and control;
- Performance review (continuous learning and development)
- Performance assessment (managing the outcomes of assessment) (EMS: Office-based, 2011:65; PMDS Task Team, 2003:7).

Figure 3.1: Overview of performance management phases



Source: PMDS Task Team (2003:17).

These phases are now elaborated on.

3.6.1 Performance planning and agreement

Performance planning means setting performance expectations and goals for groups and individuals to channel their efforts towards achieving organisational objectives (Heathfield, 2006), which also includes review of action plans resulting from performance development plans. It also includes the means like the performance measures standards that will be used to determine whether expectations and goals are being met. Performance planning entails developing a system in which performance management can be implemented (Meyer & Kirsten, 2005:62) and it entails the establishment of, agreement on and commitment to set objectives across all levels of the organisation (Gomez-Meija *et al*, 2008:198). At the end of the assessment period individual employees and groups are assessed

based on how closely their actual performance progresses as required by the performance standards (Woods & West, 2010:354).

The performance agreement is at the centre of performance management for individual employees. All employees are thus required to sign such agreements with their immediate supervisors during the beginning of the appraisal cycle. The content of a performance agreement must include the following (EMS: Office-based, 2011:66):

- **Employee data** - it includes the name of the employee in full, persal number, job title and job rank, as well as clear description of the employee's job role, with emphasis on objectives, job purpose and the relevant Key Result Areas (KRAs) (an area of a job in which performance is critical for making an effective contribution to the achievement of organisational strategies, goals and objectives) and Core Management Criteria (CMC) (an element of knowledge, skill, or attribute that is directly related to effective performance in a job).
- **A work-plan** - it contains and stipulates the KRAs, outputs activities and resource requirements.
- **A personal development plan (PDP)** - it identifies the competence and other developmental needs of the employee, as well as methods for their improvement.

During the performance agreement phase the employee and supervisor must do the following: discuss and finalise the performance plan for the quarter; agree on the targets and objectives for the quarter; agree on the conduct for the quarter; agree on competencies required and development needed for the quarter; decide on how the process will be handled, for example, how performance monitoring will be done during the quarter; and arrange a date for the final quarterly review session (Human Resource Management (HRM) Circular 75, 2004:2; Nel *et al*, 2011:419).

A performance agreement that does not have a completed and signed work-plan should be regarded as invalid and not be used in the performance management process. This written document is key in checking progress, and is essential as a referral during quarterly reviews and during times of disputes (Nel *et al*, 2011:419).

3.6.2 Performance monitoring, developing and control

Martin (2009:61) mentions that during the performance monitoring phase the manager retains a monitoring and enabling brief relative to the performance of employees, and it might include training, direction, support or interaction with individuals and other work groups. The monitoring phase has to be conducted continuously throughout the year, and it has to be done by both the supervisor and employee through regular reporting meetings and informal performance assessments (EMS: Office-based, 2011:10; HRM Circular 75, 2004:3).

Nel *et al* (2011:410) state that informal day-to-day performance checks are much more important for a manager than only an annual performance review. A manager can continually and informally review progress and seek to encourage the delivery of high performance from the individual (Martin, 2009:61). To achieve more, a manager can make use of checklists for day-to-day problem-solving without formal meetings, documents or appointments (Fox, 2006:96). Monitoring is necessary so as to enable the identification of performance barriers and changes and to address development and improvement needs as they arise, as well as to:

- Determine progress and/or identify obstacles in achieving objectives and targets;
- Enable supervisors and employees to deal with performance-related problems;
- Identify and provide the support needed;
- Modify objectives and targets; and

ensure continuous learning and development (PMDS Task Team, 2003:9; EMS: Office-based, 2011:70).

The manager and employee should discuss positive aspects of the work as well as problems as they arise, and both should record information relating to due dates, copies of documents or even incomplete tasks as a measure of development and control.

3.6.3 Performance review

According to Meyer and Kirsten (2005:64), performance review entails the assessment of employee performance according to specific standards or KRAs (cf. 3.6.1). Performance review places emphasis on the periodic review (which is done on a quarterly basis) of work-plans by supervisor and subordinate in order to identify goals attained, problems encountered and the need for development (Cascio, 2010:400). Such a performance review may effect changes to the work-plan as the supervisor provides ongoing feedback which may be both positive and negative - but is focused on improving performance (PMDS: Office-based, 2003:6; Rao, 2010:417). The stipulation of the identified performance objectives and measures in the personal development plan (PDP) enables the PDP to serve as a source document for performance assessment. The review discussion should enable:

- An opportunity for the employee to assess his/her own performance and its contributions to the organisational goals and to identify areas of improvement;
- An opportunity for the supervisor to provide formal feedback on performance over the year;
- An opportunity for the employee to contribute to, and respond to comments regarding his/her performance and identify areas that hinder performance;
- An open discussion between supervisor and employee in which achievements can be fully recognized and problem areas resolved, agreement on overall

assessment score reflecting judgment on the level of achievement attained in terms of the performance agreement; and

- An opportunity for supervisor and employee to agree on areas of personal development (EMS: Office-based, 2011:72).

Performance reviews provide a basis to the supervisor and employee for making changes to objectives and target dates, as well as to the development plan. The next sub-section discusses the periodic review of employee performance, and it is conducted on a quarterly basis by both supervisor and employee.

3.6.3.1 Performance review cycle

The performance review cycle for office-based educators is conducted quarterly and it is an informal overview of progress made in reaching objectives and targets. The formal performance review is conducted at the end of the performance cycle which is the end of March month. It is at the end of March month that a final review session is conducted, and it is a more detailed discussion of the achievement of the performance outcomes through detailed objectives and targets as contained in the work-plan. This formative and final review session is referred to as assessment. The performance review should be conducted by respective managers as follows:

- **April – June:** This constitutes the end of the first review process. Feedback may occur orally if the employee’s performance is rated as “competent” or above, or in writing if it is rated as “performance needs to improve” and below.
- **July – September:** This is the end of the second review process, and constitutes a “mid-term review”. Feedback at this stage should under all circumstances be in writing. Both parties must sign the documents as agreed between the two.
- **October – December:** This constitutes the end of the third review process. Feedback may occur orally if the employee’s performance is rated as

“competent” or above, or in writing if it is rated as “performance needs to improve” and below.

- **January – March:** This is the end of the cycle review, and constitutes “an annual performance review”. Feedback should be in writing and signed by both parties. The assessment score for the employee’s performance is the total of the individual KRA (80%) and CMC (20%) assessment scores (EMS: Office-based, 2011:71; PMDS Task Team, 2003:24).

Progress reports and problems experienced during the reviews should be indicated by the supervisor in the discussion document for further support (HRM Circular 75, 2004:3).

3.6.3.2 Performance review and support

Nel *et al* (2011:410) mention that during performance review and support stage the manager conducts interim checks on progress, explores causes of poor performance, and provides coaching and mentoring to the employee. Coaching involves supporting someone at work to improve their performance by helping them reflect on, explore and clarify problems at work, set objectives and review performance (Woods & West, 2010:292). Mentoring occurs when supervisor guides the development of employees with less experience on a one-on-one basis (Steward & Brown, 2006:380) and it is a role which includes coaching, but also embraces broader counseling and support (Rhodes, Stokes & Hampton, 2004:14).

Performance review sessions are developmental and designed to address gaps in knowledge, skills abilities or competencies (Woods & West, 2010:292). According to Meyer and Kirsten (2005:64), the performance evaluation form is used to assess the performance against the set performance standards, and the evaluation has an important role to play to measure performance and identify actions plans for performance improvement. Performance review meetings are an integral part of the monitoring process and must take place as often as possible

(PMDS Task Team, 2003:10), and these meetings are necessary to motivate and to reveal to the employees areas that need improvement and to modify the performance agreement, if necessary (EMS: Office-based, 2012:70).

The supervisor should discuss the employee's performance formally and informally on a continuous basis and give appropriate feedback. If the supervisor detects employee performance that is markedly below what is required, the supervisor must complete a full and formal assessment assigning ratings to KRAs and CMCs. This action will ensure that the employee is given no chance to escape. This will also send a clear message that in no terms will a poor standard of performance be allowed, and as a result the performance assessment at the end of the cycle will surely produce resultant consequences (EMS: Office-based, 2012:70).

3.6.3.3 Exploring causes of poor performance

Free State Provincial Government (FSPG) (2012:14) points that where instances of poor performance are noticed, they must be addressed immediately and the supervisor and jobholder must discuss causes of poor performance and agree upon them. McKenna and Maister (2002), as quoted by Nel *et al* (2011:495), list the following as some of the reasons why employees can experience performance problems:

- Failure to revise knowledge in the job;
- No longer finding the job interesting or challenging;
- Poor management;
- Lack of desire to contribute more energy or time to the job;
- Poor time management;
- Externally-driven reasons, such as loss of a client or a down-turn in the sector;

Nel *et al* (2011:410) mention that review and coaching meetings are key elements in monitoring an employee's performance, and the manager uses coaching skills to help an employee to achieve performance goals. According to Gomez-Meija *et al* (2008:200), supervisors who manage performance effectively generally share the following four characteristics:

- They explore the cause of performance problems;
- They direct attention to the causes of problems;
- They develop an action plan and empower workers to reach a solution; and
- They direct communication at the performance and emphasise non-threatening communication.

On-going employee support ensures that the performance ground is leveled so that the employee's contribution towards achievement of organisational goals is enhanced. The last cyclic phase to be discussed is performance assessment, which measures the implementation of the former three phases as discussed above.

3.6.4 Performance assessment

According to Aswathappa (2011:285), the advantage of having formal and informal review meeting is that they are usually job-specific, with specific dates and incidents, and informal assessment can occur whenever the supervisor feels the need for communication. The supervisor and jobholder must discuss the performance of the jobholder against the expected outcomes as per the performance agreement. The performance agreement must be agreed upon by both supervisor and jobholder and be signed (FSPG, 2012:10).

Competency-based assessment performance (HRM Circular 37, 2006:15) should not emphasise the measurement of what has been achieved, rather it should provide for the opportunity to measure both what was achieved and how it was

achieved. Competencies may include the observable characteristics or range of effectiveness in demonstrating competencies. In this regard HRM Circular 46 (2006:2) asserts that supervisors should submit the Annual End-of-Cycle Performance Assessment of employees to the HR section of the Department by 30 March of each year. This should be done in order for office-based educators who qualify for salary progression and performance awards (cash bonuses) to be paid by 1st September of each year, after the approval by the Head of Education: Free State Province.

The assessment of performance of individual employees however, does not take place without some measure of poor performance from supervisors (HRM Circular 37, 2006:17), and as such proper assessment rating instruments and assessment scales are essential. The next section puts emphasis on criteria and techniques that can be used by managers to effect successful employee assessment.

3.7 CRITERIA FOR MEASURING PERFORMANCE

Swanepoel, Erasmus and Schenk (2008:372-374) present the following requirements for performance assessment (appraisal system) as a criterion for judging the work performance of individuals:

Relevance – the appraisal system must be directly related to the objectives of the job and the goals of the organisation. Swanepoel *et al*, (2008:372) suggest three necessary processes to ensure relevance:

- Establishing clear links between the performance standards for all jobs and the organisational goals;
- Establishing clear links between the critical job elements of each job (as determine through job analysis) and the performance dimensions to be rated on the appraisal form; and

- Ensuring the regular maintenance and updating of job descriptions, performance standards and appraisal systems.

Reliability – reliability refers to the consistency of a performance measure, and type of reliability being *inter-rater* reliability. Byars and Rue (2011:186) mention that reliability problems may result from situational factors affecting the evaluator, and these factors are the mood, fatigue, health or timing of the evaluator. In this regard there should be consistency among the individuals who evaluate the employee's performance.

Discriminality/sensitivity – the system should be able to distinguish between good performers and poor performers. If the system gives rise to similar ratings for both effective and ineffective employees, for example through performance categories or rating errors, then results cannot be used for developmental or administrative decisions. Robbins and De Cenzo (2007:239) state that the appraisal criteria, methods and documentation must be designed to ensure that they are job related and demonstrate fairness. Appraisal judgements regarding employees must be neutral regarding minorities, women, race, colour, religion, age, gender or national origin.

Freedom from contamination – the system should be able to measure individual performance without being contaminated by external factors such as lack of resources, or inappropriate procedures. Chatterjee (2009:169) warns that appraisal must avoid assessing other elements besides performance, for example, when assessing an employees' performance, the quality of his/her clothing should not cloud or contaminate the appraisal.

Practicality - an appraisal system should be easy to use by managers and subordinates alike. It should be user-friendly and manageable in terms of administration, cost-effectiveness and time. Robbins and De Cenzo (2007:239) highlight the importance of organisations to have policies that describe their

performance appraisal procedures. In this regard the policies should state clearly when managers are to attend to employee performance reviews or if managers are to counsel employees to correct appraisal deficiencies. The manager is then obligated to fulfill those commitments.

Acceptability - acceptability refers to whether the people who use performance measure accept it or not. Managers must be able to accept it with regard its administrative activities, and employees must also see it as a fair system. Nevertheless managers and employees see selection methods as indicators of an organisation's culture, which can influence not only their decisions to join the organisation, but also subsequent feelings of job satisfaction and commitment (Stewart & Brown, 2006:213).

Having satisfied the fundamental requirements for performance assessment employee assessment rating can then take place as is discussed in the next section.

3.8 ASSESSMENT RATING

Nel *et al* (2011:410) mention that employee performance can be measured on types of judgements called absolute evaluation or relative evaluation. *Relative* judgements call supervisors to compare an employee's performance to the performance of other employees doing the same job, thus differentiating among workers. *Absolute* judgements however, call for supervisors to make judgements about an employee's performance based solely on performance standards with performance feedback being specific as ratings are made on separate dimensions. Swanepoel *et al* (2008:376) further assert that in order to address developmental objectives, an appraisal system is used to focus on absolute rating scales where individual employees are assessed against several performance standards.

Byars and Rue (2011:218) mention that whatever methods of performance assessment organisations use, they should be job related. The supervisor's role in the performance assessment of employees is to assess against two categories, namely:

- Achievement of key result areas or work-plan (80%); and
- Conduct criteria or capabilities (20%) (PMDS Task Team, 2003:11).

In this regard the following are absolute rating techniques that can be used to rate employee's performance:

3.8.1 Essay method

The rater (supervisor) is required to write a report on each employee, describing individual strengths and weaknesses. The format of the report may be left entirely to the discretion of the rater, which allows certain points related to employee performance to be discussed. The report is a crucial instrument to be used as a feedback tool for rates (Swanepoel *et al*, 2008:376). Nel *et al* (2011:415) identify the weakness of essay method as time-consuming and dependent on the writing skill of the rater, and reliant on comprehensive reporting.

3.8.2 Critical incidents

According to Woods and West (2010:370), the critical incidents approach requires managers to keep a record of specific examples of effective and ineffective performance on the part of each employee. These incidents give specific feedback to employees about what they do well and what they do poorly, and they can be tied to the organisation's strategy. The rater obtains many examples of behaviour so that his/her written evaluations provide factual documentation. The method serves as a useful feedback tool since the ratee can be shown those behaviours

that are desirable and those where improvements are indicated (Chatterjee, 2009:178).

3.8.3 Behavioural checklists

A checklist is a simple type of individual evaluation method and represents a set of objectives or descriptive statements about the employee and his behaviour (Rao, 2010:409). If the rater believes strongly that the ratee possesses a particular behavioural trait, he/she checks it, but if not he/she leaves the space blank. The value of questions may be weighted equally or some heavier than others. Figure 3.2 is an example of a checklist with sample questions. A rating score from the checklist helps the manager in evaluation of the performance of the employee. However, the following shortcomings are associated with the checklist method:

- The rater may be biased in distinguishing the positive and negative questions;
- The rater may assign biased weights to the questions;
- The checklist method is expensive and time-consuming; and
- It becomes difficult for the manager to assemble, analyse and weight a number of statements about the employee's characteristics, contributions and behaviours (Rao, 2010:409).

These limitations make it difficult for the manager to use information when the rater discusses the checklist result with the employee with the purpose of further developmental counseling.

Figure 3.2: Checklist with sample questions

Is the employee really interested in the task assigned?	Yes/No
Is he respected by his colleagues?	Yes/No
Does he respect his superiors?	Yes/No
Does s/he follow instructions properly?	Yes/No

Does s/he make mistakes frequently?	Yes/No
-------------------------------------	--------

Source: (Rao, 2010:409).

3.8.4 Behaviourally anchored rating scales (BARS)

According to Grobler, Warnich, Carrell, Elbert and Hatfield (2006:274), behaviourally anchored rating scales (BARS) make use of the points of the rating scale as critical incidents rather than the use of attributes. In this instance BARS technique combines graphic rating scales with examples of critical incidents (Nel *et al*, 2011:416). The BARS is quick and easy to complete, and it is evaluative because mathematical totals can easily be related to merit increases and promotion probability. They are also job-related and more developmental than typical rating scales because the items being evaluated are those that are critical to good performance (Grobler *et al*, 2006:274). The following important advantages are associated with the BARS method:

- **A more accurate gauge** - managers who strive for excellence on the job develop BARS, and therefore it becomes a good gauge of performance on the job;
- **Clearer standards** - the critical incidents along the scale help to clarify what is meant by extremely good performance, average performance, and so on;
- **Feedback** - critical incidents may be more useful in providing feedback to employees than just providing them with performance rating and not providing specific behaviour examples;
- **Independent dimensions** - systematically clustering critical incidents into five to six performance dimensions helps to make them independent of one another, as a result the notion of rating an employee high on all dimensions is unlikely just because he/she was rated high on 'conscientiousness'.
- **Consistency** - BARS evaluations also seem to be relatively consistent and reliable in that different raters' appraisals of the same person tend to be similar

because their observable behavioural rating is based on consensus of actual job performance (Aswathappa, 2011:299).

Swanepoel *et al* (2008:384) cite the scales as having the advantage of behavioural emphasis, job relevance and a high level of user participation. On the other hand its complex development process makes it time-consuming and an expensive method.

3.8.5 Rating scales

According to Chatterjee (2009:179), the rating scale is the oldest and most widely used evaluation technique. In this technique the rater is supplied with a printed form, on for each employee to be rated. The format provides the rater with a list of description of job-related behaviours which have to be marked if they are descriptive of the individual being rated. The behavioural statements are followed by a Likert-type scale of response categories, each of which is weighted, for example “strongly agree” = 5 to “strongly disagree” = 1. The summed weights of the checked responses for each item are then summed and represent the overall performance of the individual (Swanepoel *et al*, 2008:384).

The Department makes use of a weighted checklist to assess office-based educators as described and discussed in figure 3.3 below. In the Department, office-based educators who are placed on different post levels are assessed accordingly, for example educators on Post level 3 are assessed on work-plan and capabilities or Core Management Criteria (CMCs) 1-5, and educators on Post level 5 and Post level 6 are assessed on work-plan and capabilities or CMCs 1-10. Each capability has different elements for which a mark (1-5) is to be assigned. Figure 3.3 shows an example of the rating of one capability which applies to the work-plan as well.

Figure 3.3: Core management criteria

ELEMENTS	1	2	3	4	5
Uses work time efficiently				X	
Manages resources carefully					X
Plans and prioritises work				X	
Works efficiently without supervision				X	
Overall rating of this capability				X	

Source: PMDS Task Team (2003:26).

In the example in Figure 3.3 the employee has been rated on one capability. The scores show a rating of the elements as 3 fours and 1 five respectively. The weight of the rating makes the overall rating to be 4 because the values of the elements marked, weigh heavily (aggregate) on 4 rather than on 5. The next figure as shown below describes the overall rating of the rating from the work-plan (cf. 3.6.1) and the core management criteria as described in Figure 3.3.

Figure 3.4: Work-plan rating and capability rating

OVERALL RATING	1	2	3	4	5
1. Overall rating from the work-plan				X	
2. Overall rating from the capabilities			X		
3. Overall performance rating (1+2 above)				X	

Source: PMDS Task Team (2003:26)

Table 3.4 shows the total of the two rating scores (work-plan and capabilities). The score of the overall rating of the work-plan is 4 out of 5 and the score of the overall rating from capabilities is 3. These are then converted to a total percentage of 100. This means that the employee who got a possible value of 7 out of 10 will receive

a converted value of 70%. The assigned mark indicates that the employee has performed significantly above expectations. The following ratings explain the percentages and their corresponding remarks:

- 39% and lower: unacceptable performance by jobholder. Expected outcomes of the performance agreement are partly or not achieved;
- 40%-59%: jobholder not fully effective. Expected outcomes of the performance agreement are partly achieved;
- 60%-69%: jobholder is fully effective. All of the expected outcomes as per the performance agreement are achieved;
- 70%-80%: performance is significantly above expectations. Performance is significantly higher than the standard expected in the job;
- 81%-84%: jobholder is showing outstanding performance. More than the expected outcomes as per the performance agreement are achieved; and
- 85% and above: jobholder is showing exceptionally outstanding performance. Performance far exceeds the standard expected of a jobholder at this level (FSPG, 2012:13; EMS: Office-based, 2011, 72-73).

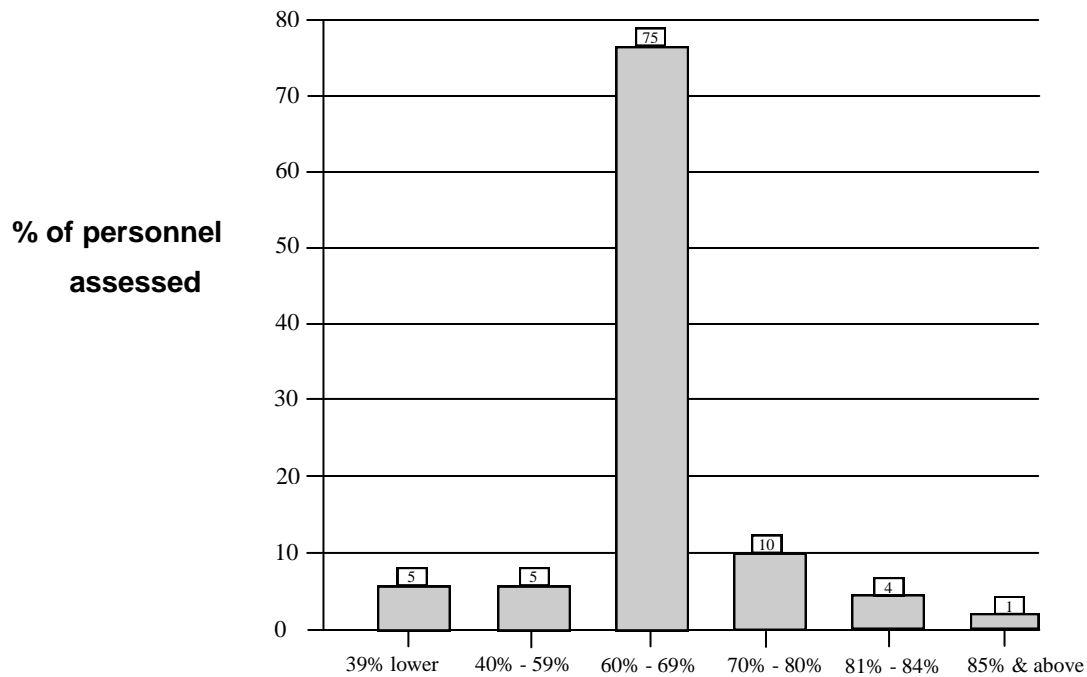
The performance review and annual assessment of employees will be based on the ratings as discussed above. The overall rating performance is derived from a combination of the ratings against the work-plan and the relevant capabilities.

3.8.6 Graphic rating scales

A rating scale is developed by selecting various characteristics that relate to the specific job (Nel *et al*, 2011:500). The graphic rating scale rates the employee/ratee on some standard or attribute of work, and the focus is on work behaviours and outcomes, for example, “does job right the first time”, and “greet every customer who enters the store” (Grobler *et al*, 2006:270). Figure 3.5 shows a typical rating scale. It shows the average percentage of staff assessed within a

particular unit/section within the whole organisation and then lists a range of performance values (from unacceptable to outstanding) for each staff member.

Figure 3.5: Normal distribution, % staff versus performance category.



Source: PMDS Task Team (2003:29).

Total score

- 39% and lower: unacceptable
- 40% - 59%: not fully effective
- 60% - 69%: fully effective
- 70% - 80%: significantly above expectation
- 81% - 84%: outstanding; and
- 85% and above: outstanding

The above example in Figure 3.5 shows that 5 staff members were rated 39% and lower, 5 staff members were rated 40%- 59%, 75 staff members were rated

60%- 80%, 4 staff members were rated 81%- 84%, and only 1 member was rated 85% and above. The ratings as discussed above are the responsibility of managers who are the direct supervisors of their subordinates, and their role is discussed clearly in the next section.

3.9 WHO SHOULD DO PERFORMANCE RATING?

According to Robbins, Judge, Odendaal and Roodt (2009:460), the task of evaluating employee performance has fallen on the manager on the grounds that managers are held accountable for their employees' performance. However, managers or supervisors may not be the most reliable judges of employees' performance. It is in this respect that in more cases, peers and even subordinates are being asked to participate in their own performance evaluation.

3.9.1 Supervisor support

Supervisors include superiors of the employee, other superiors with expert knowledge about the work of the employee, and the departmental head or manager (Rao, 2010:402), and they have adequate knowledge about the work of the employee. The correct practice is that the immediate supervisor appraises performance of his/her subordinates with review by the departmental head. Chatterjee (2009:174) acknowledges that immediate supervisors are relevant to appraise employees because they are the most familiar with the employee's performance, they have the opportunity to regularly observe the employee's performance, and that they are accountable to the overall achievement of the organisational goals of the section/unit under their supervision. The inclusion of co-workers is relevant to measure the impact of individuals and teams in performance.

3.9.2 Peer support

Woods and West (2010:485) allude to the fact that in peers support, the tasks require people to work together in interdependent ways, communicating, sharing information and debating decisions about the best way to do the job. Harris and Chrispeels (2006:166) mention that in peer support, teachers increasingly experience support and pressure from one another to improve instruction. Peers could be considered potential coaches, evaluating others' learning behaviour and giving feedback. Most important is that everybody must understand and support organisational objectives. According to Blanchard and Thacker (2007:86), group dynamics describes the situation where managers group tasks and employees together for job performance. In this regard group members become interdependent and their interaction is purposeful and structured in a particular manner in order to achieve the given tasks. The evaluation of an employee by fellow employees needs also to be cross-checked by some measure of self-evaluation.

3.9.3 Self-evaluation

According Rao (2010:403), the notion of employee development means self-development, and employees who appraise their own performance will feel a great sense of appreciation and be highly motivated. In this respect the organisational objectives and standards by which employees will be evaluated are likely to be appreciated and achieved. If used correctly self-appraisal can act as inputs into supervisory appraisals or as employee development tools. Harbour (2009:386) states that self-evaluation gives employees the opportunity to explain to their manager what they have done well, and to request training for areas they believe they need to improve. The negative setback can only be when employees' self-rating is over-inflated, when there is self-serving bias and low levels agreement with supervisor's rating (Chatterjee, 2009:175). The next section discusses problems that may be encountered in rating employee performance. Rating by self

or others is not devoid of some measure of mistakes, and as such the next section discusses problems and errors encountered in rating performance.

3.10 PROBLEMS AND ERRORS IN RATING PERFORMANCE

Grobler *et al* (2006:277) acknowledge that all methods of performance appraisal are subject to errors, but it is only through training and information that many of them can be minimized. In many instances supervisors may play God with the performance evaluation of subordinates, and on the other hand employees could be highly taken up knowing that their efforts are surely to be rewarded on the measures stipulated. Raters should therefore be very considerate when assessing the performance of their employees, and bear in mind that the following errors could happen:

3.10.1 Halo effect

The appraiser makes the mistake of focusing on only one or two good or weak attributes of the appraisee, and allowing these attributes to affect all the ratings (Meyer & Kirsten, 2005:65). The assumption is that when an employee is excellent in one area, then he/she is excellent in all areas or vice versa. The quality of work or job knowledge of the employee may lead to the halo effect by the supervisor, thus even if the employee is mediocre in other traits, like not arriving on time for work, this may be ignored by the supervisor (Van Dyk, 2004:483). Likewise, failure in one area may negatively influence an overall rating, and this is known as negative halo effect which the supervisor should be aware of and try to avoid.

Grobler *et al* (2006:277) say that in order to minimize the effect of halo tendency, supervisor should be trained to recognize that all jobs- routine jobs, even low level jobs, require the application of many skills and behaviour. Supervisors should be trained that it is not unusual for employees to perform well in some areas and less

effective in others, and training and coaching should concentrate on those areas in need of improvement.

3.10.2 Strictness or leniency

Sometimes supervisor may consistently assign low rating to employees even though they have achieved average or above average performance level. Strictness is the opposite of leniency, and according to Verma (2009:111), depending upon the rater's own standards, value system, physical and mental make-up at the time of appraisal, ratees may be rated very strictly or very leniently. The problem that is caused by this kind of rating is that if one rater is lenient and the other is strict the n employees of the strict rater will receive very few rewards than those rated by the lenient rater (Noe, Hollenbeck, Gerhart & Wright, 2010:390).

3.10.3 Central Tendency

This error occurs when the appraiser avoids justifying the assessment as outstanding or very poor (Verma, 2009:111), and as a result the rater ends up rating everyone as average in order to avoid clarifying or justifying the mark. According to PMDS: Office-based educators (2003:15), this approach by certain supervisors is essentially dishonest, it is unhelpful to the staff and it indicates poorly developed leadership skills on the part of the supervisor. Failure by supervisor to take a stricter approach to fair rating will result in inflation of ratings and undermine the credibility and consistency of the entire scheme.

3.10.4 Recency error

According to Stewart and Brown (2006:296), recency error occurs when raters place too much emphasis on performance observed right before the measure is taken. In this regard, an employee who demonstrated outstanding performance

may receive lower rating if performance was not as high a week before ratings final ratings are conducted. To avoid the recency error, Swanepoel *et al* (2008:378) mention that supervisor should conduct frequent appraisals, on monthly or quarterly basis by writing review notes. It becomes easier for the supervisor to refer to employee incidents or behaviours which are good or bad when performing a typical performance appraisal.

3.10.5 Personal bias

According to Meyer and Kirsten (2005:65), the error occurs when the supervisor's rating about the employee is not based on objective performance information, rather on certain belief or view about the employee. The view or belief could be based on the stereotypes of race, gender, age religion, education or family background. Bias may be conscious or unconscious, and can be difficult to overcome as it is usually hidden (Nel *et al*, 2011:418). In this regard counseling is the only solution that can assist supervisors to overcome the problem.

On the whole, proper rating can be enhanced by proper rater training and proper development of the appraisal system in use. According to Swanepoel *et al*, (2008:378) and Aswathappa (2010:292), in order to overcome rating errors, raters can be trained in four important areas, namely:

- Training aimed at eliminating or at least lessening rating errors and biases;
- Training aimed at promoting better observational skills among raters;
- Training aimed at improved interpersonal and communication skills during appraisal interviews; and
- Training aimed at strengthening factors that improve accuracy of ratings and weaken those that lower the accuracy of the performance measurement.

Organisations can further implement job analysis to improve employees' performance assessment, by identifying and matching appropriate competencies

to different jobs or positions which include amongst others, communication, team-work, problem-solving, customer orientation, adaptability and interpersonal relations. Notwithstanding the challenges as explained, many rater errors can be dealt with by the techniques as discussed in the next section.

3.11 POOR PERFORMANCE, APPEALS AND DISPUTES

Noe *et al* (2010:398-395) cite that poor performance by employees could be alluded to different reasons, and they mention that poor performance can be due to lack of employee ability, misunderstanding of performance expectations, lack of feedback, or the need for training an employee who does not have the knowledge and skills needed to meet the performance standards. Correcting poor performance is often a complicated and difficult task for supervisors and it consists of the following three steps:

- The cause or primary responsibility for the poor performance must be identified;
- If the primary responsibility is the employee's, then the source of the personal problem must be identified;
- A plan of action to correct poor performance must be developed (Byars & Rue, 2011:191).

The identification of the cause of poor performance must be done in communication with the employee, and if it is with the system then it easier for the supervisor to attend to it. Critical feedback sessions are important tools to be used to discuss poor performance from its inception before it becomes a big problem. According to PMDS Task Team (2003:15), a plan of action such as a Personal Development Plan (PDP) is a very detailed document and sets out the expected work results of a staff member on a week-by-week basis. A PDP should include, as a minimum, the following steps:

3.11.1 Agree on the problem

The supervisor should identify and with the subordinate, reach mutual agreement that the performance of employee has fallen short of agreed objectives and targets (PMDS Task Team, 2003:17). Swanepoel *et al* (2008:393) assert that the supervisor should in this instance, act as a helper and facilitator and discuss the problems, needs, innovations and dissatisfactions that the employee might have experienced since the last performance. The main focus should be on future performance and growth.

3.11.2 Identify reasons for the shortfall

The supervisor and employee should identify reasons for the shortfall, but should not try to attach blame to anyone (PMDS Task Team, 2003:17). The reasons for the shortfall can range from inadequate provisioning of resources, recurring ailment of the employee and unclear goals. Swanepoel *et al* (2008:689) mention that the objective is to focus on the evaluation of the past performance of the employee in order to make the correct decisions regarding for instance, salary increases and candidates for promotion.

3.11.3 Agree on corrective action

Agreeing on corrective action will depend on whether the cause of performance problem is an ability problem, which when ascertained, should be addressed by training and development (Amos, Ristow, Ristow & Pearse, 2008:300). Wan (2010:51) mentions that to create willingness for employees to improve, first something positive about the action must be stated before the fault or deficiency is pointed out. Other relevant approaches include redesigning the job around the employee's ability, including counseling. Having exhausted all options, the last resort is to dismiss the employee on account of incapacity due to ill-health or poor work performance.

3.11.4 Implement corrective action

Implementation of corrective action may involve making arrangements for training or providing additional resources depending on the reason for poor performance (Amos *et al*, 2008:300). Wan (2010:51) mentions that having pointed out the error, it is important that preventive action be taken so that the same mistake does not recur. Preventive action will include the manager taking accountability of the problem, and his subtly implying that the employee also assumes ownership of the problem so that he/she takes remedial action to correct the problem (Wan, 2010:51-52).

3.11.5 Monitor progress

In order that planned corrective action be successful the employee's progress needs to be monitored and feedback be provided to the employee (Amos *et al*, 2008:300). The employee should be encouraged to monitor his/her own performance and to identify possible further action that could remedy their poor performance (PMDS Task Team, 2003:17). According to EMS: Office-based (2011:70), performance progress must continuously be monitored to enable the identification of performance barriers and changes and to address development and improvement needs as they arise.

The PMDS encourages the development of consultation, co-operation, trust openness and work satisfaction (PMDS Task Team, 2003:17). Rating errors like strictness could necessitate possible disputes and appeals from subordinates, and in this regard conflict should be avoided and efforts should be made to contain the issue at the lowest possible level. FSPG (2012:19) mentions two main areas where disagreements may be encountered, and these are:

- Performance planning and agreements (cf. 3.7.2)
- Performance assessments (cf. 3.7.4)

If it is not possible for the supervisor and subordinate to reach an agreement before referral to the next level supervisor, the following options can be followed: Maybe the first sentence should be:

- The supervisor should involve the Responsibility Manager as mediator within seven (7) working days;
- If a resolution is not achieved at this level, the integral grievance mechanisms as spelt out in the Government Gazette No. 20231 dated 1 July 1999 can be used;
- If the internal mechanism approach fails, the employee can seek redress from external structures like Labour Unions as stipulated in the Labour Relations Act by lodging a dispute;
- The dispute must be submitted to the Quality Assurance Body for referral to the Dispute Body; and the dispute must be finalized within ten (10) working days from the date of receipt by the Quality Assurance Body (PMDS Task Team, 2003:18; FSPG, 2012:20).

It is imperative that both the manager and employee discuss the overall performance and set up corrective measure of poor performance, or enhance performance focusing on employee's strengths. Poor performance and disputes can be avoided if both supervisor and subordinate engage in ongoing performance feedback which is discussed in the next section.

3.12 THE FEEDBACK INTERVIEW

The appraisal interview should be both evaluative and developmental, and employees who have met the set goals should be commended for the job well done (PMDS: Office-based educators, 2003:6). However, to determine their proficiency in conducting the feedback interview, the raters should be evaluated against the guidelines or rating errors (cf. 3.11). In this regard errors may be

avoided and an employee rating may be valid and transparent. Van Dyk *et al* (2004:484) and Nel *et al* (2011:419) propose a framework of activities that should be used by a rater conducting the feedback interview. These activities should take place before, during and after the interview.

Before the interview, the rater must:

- Communicate frequently with employees about their performance;
- Get training in performance appraisal;
- Plan to use a problem-solving approach rather than 'tell- and- sell'; and
- Encourage subordinates to prepare for the interview.

During the interview, the rater must:

- Encourage ratee participation;
- Judge performance, and not personality;
- Be specific;
- Be an active listener;
- Set mutually agreeable goals for future improvements; and
- Avoid destructive criticism.

After the interview, the rater must:

- Communicate frequently with rates about their performance;
- Periodically assess progress towards goals; and
- Make organisational goals contingent on performance (Van Dyk *et al*, 2004:484; Nel *et al*, 2011:419).

Scheduling the feedback interview in time is very important in order for both the supervisor and subordinate to be well prepared for such an interview session. Continuous feedback and development is an integral part of performance assessment and as such it is largely recommended on both formal and informal basis. According to Aswathappa (2011:309), the purpose of interview feedback is to communicate the rater's perceptions about the ratee's strengths and

weaknesses and let the ratee respond to those perceptions. Records of scheduled performance feedback sessions should be kept at all times and employees should be allowed to express their feelings about the problems and achievements during work performance. The next section concludes the discussions as presented in this chapter.

3.13 CONCLUSION

Theories of performance management outline clearly what the individual roles are in performance management. Theories describe how individual employees set for themselves performance goals (goal-setting), adjust these goals to better their performance (expectancy theory), and how employees can emulate respected individuals with particular performance values to accelerate their performance expectations (verbal persuasion). The management and measurement of performance management is a challenging task for managers because they build on the strategy, administration, culture, development and competitive state of the organisation. In relating information it is important to define and provide a conceptual analysis of performance management because this provides a scope of what would be in discussion. Implementing effective performance management among employees can be achieved by implementing the cyclic performance process which describes the imperative steps to follow to attain successful performance management.

Appraisal of employee performance is one aspect of performance management that is indispensable within organisations, and as such it needs managers and employees receive adequate training about it. Regular performance feedback is an important element of appraisal that regulates communication before, during and after performance appraisal so that employees get continuously developed. The criteria for measuring performance, problems and errors in performance and assessment ratings, therefore, become yardsticks of how the supervisor and employee have started and ended the performance appraisal. The correct

implementation of appraisal schemes including elimination of appraisal errors will enhance performance management implementation within organisations. Managers should continuously strive to develop employees by attending to their development needs and elimination of performance deficiencies. In this way the overall organisational goals will be achieved and thereby produce high performing organisations.

The important tasks of managers in implementing performance management is therefore to implement correct approaches for the particular situation since theories of performance management state that there is no single method that can be said is the best (cf. 3.2). Managers should, after the measurement of performance, continuously feed information back to the employees so that there is total ownership of the system. The post-appraisal interview is important because it engages both supervisor and employee in a free dialogue whose purpose is finding common ground on mutually agreed terms for improved performance. In this way both supervisor and employee engage in a constructive feedback criticism by focusing on job-related problems and setting realistic performance goals. The management of poor performance, appeals and disputes is one aspect of performance management because where there are people irrespective of how excellent managers have implemented the system such negative elements will surface. In this respect managers should ensure that they know the legality issues relating to dispute processes and appeals, and also implementation of subsequent corrective measures if need be.

The research data in this chapter is important as it is a source of information that will be useful for the summation of chapter 6. The next chapter elaborates on the research methods that were followed in undertaking the current study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Relevant literature on human resource development and performance management was discussed in the preceding chapters. Chapter four deals with the research design and research method of data collection and related research techniques. Sampling, selection and data collection instruments, as well as the analysis of data are highlighted. This chapter starts with the research design and methodology.

4.2 RESEARCH DESIGN AND METHODOLOGY

4.2.1 Research design

Henning, Van Rensburg and Smit (2004:30) postulate about design type when referring to the way in which the research is conceived and executed, and how findings are eventually put together. They further allude that research designs are tailored to address different kinds of questions because when attempting to classify different types of studies and different design types, it is done so according to the type of questions they are able to answer. The classification of studies should be done by means of the term *genre* (category of design) which is 'a specific rule-governed language event or text', and a *research genre* would thus be both a language event (research process involving design language) and a text (research product delivered as a text, paradigm and methods used).

In the final analysis the type of text that will be produced in the reports of the study will be a piece of language that is cohesive and coherent, and in which methods complement other features in a design type (Henning *et al*, 2004:30-31).

Furthermore, Welman, Kruger and Mitchell (2005:52) mention that the design type is a reflection of the methodological requirements of the research question and therefore of the type of data that will be elicited and processed, in view of reaching conclusions about the research problem.

Campbell, McNamara and Gilroy (2004:84-85) assert that qualitative research is concerned with authenticity and voice, and interpretations of situations and behaviour and therefore, they are not meant to prove hypotheses as quantitative or scientific research may do. Welman and Kruger (2001:178) put forward the idea that qualitative methodologies are best applied in the description of small groups wherein authentic experiences are studied. Best and Kahn (2003:241) define the qualitative approach as an attitude-free gathering of information whereby participants provide information from their own perspectives. Instruments used to uncover information can include informal, semi-structured or structured interviews, observations, diaries and/or questionnaires.

Mertler and Charles (2008:87) state that qualitative research is concerned with real life experiences, everyday occurrences in the normal day to day and moment to moment course of events. The authors continue furthermore to explain that the qualitative approach seeks the meaning that participants attach to their behaviour as well as their interpretation and perspectives on certain situations. Leedy and Ormrod (2010:133) further maintain that qualitative research seeks a more intimate acquaintance with the different feelings, motivations and individual qualities of people, and that the chief aim of this method is to uncover situations in the way that they are experienced and understood by participants.

White (2005:81) adds that qualitative research is more concerned with the understanding of social phenomena from the perspectives of the participants. This happens when the researcher becomes a research tool him/herself by participating in the daily activities of those involved in the research. The data

obtained is rich and powerful as it allows for a fuller understanding of the object under investigation within its social, historical and temporal context (Best & Kahn, 2003:243). This study made use of a phenomenological research method which provides a qualitative description of trends, attitudes or opinions of a population of office-based educators in the Free State Province by studying a sample thereof. In this regard the researcher made use of open-ended questionnaires and structured interviews.

4.2.2 Data collection strategy

Research methods entail technical problems which inquire whether research tools for data collection and analysis are properly used (Bryman, 2012: 15). The research tools to be used must ensure that the sample is representative of the population that interviews were not unduly biased, and measures are appropriate. Trochim (2006:1) explains that phenomenology emphasises the subjective experiences that people have and the interpretations and meanings that these persons give to the world that surrounds them. Welman *et al* (2005:55) state that the phenomenological approach seeks to explain the structure and essence of the experiences that a group of individuals have. The authors further posit that phenomenology is interested in the significance of the behaviour of certain groups of people from the point of view of that group.

Ballad and Bawalan (2012:3) are of the opinion that the phenomenological approach enlightens the experience at hand. Phenomenologists attempts to see things from other peoples' points of view. Groenewald (2004:5) states that the essential aim that phenomenology has is to describe phenomena as experienced by individuals, rather than to explain the phenomena, and that these studies usually start from a perspective that is free from any preconceptions. In this study the experiences of the participants are important and are therefore gathered as data.

4.3 POPULATION AND SAMPLING

According to Creswell (2008:151), a population is a group of individuals who share the same characteristics, or a totality of individuals regarding which inferences are to be made in a sampling study (Thamarasseri, 2009:97). Ritchie, Lewis and Elam (2003:87) assert that defining the study population involves two stages: firstly to specify the characteristics of the collective units required for the study and then to specify those of the individuals within these unit(s). The population of this study consists of all office-based educators based in district offices in the Free State province. They are Chief Education Specialists (CESs), Deputy Chief Education Specialists (DCEs) and Senior Education Specialists (SEs) of all sections in three education districts in the Free State province, namely Lejweleputswa, Fezile Dabi and Motheo. The CES is appointed to be responsible for a group of sections within a district, for example, the CES: Education Development and Support is responsible to administer three sections (Inclusive Education, Education Resource Centre and Sport Youth & Recreation). Each CES has a group of DCEs reporting to him/her. The DCEs is the head of a particular section, for example DCE: Inclusive Education. The SEs are titled Subject Advisors and are mostly doing field-work in schools. The SEs work under the supervision of the DCEs. Metler and Charles (2008:125) mention that where research is concerned with representing a population that is so large it cannot be investigated in its totality, samples are necessary.

A sample, according to Thamarasseri (2009:97), is a small proportion of a population selected for observation and analysis; and the process of selecting a sample from the population is called sampling. For the purpose of sampling, the population is divided into a number of parts called sampling units.

Cohen *et al* (2005:92) assert that researchers should take sampling decisions early during the overall planning so that issues of expense, time and accessibility to population for gaining information are addressed in advance. Therefore researchers often need to be able to obtain data from a smaller group of a total

population in such a way that the knowledge gained is representative of the total population. According to Creswell (2008:155), non-probability sampling allows the researcher to select individuals because they are available, convenient, and represent some or all of the characteristics the researcher seeks to study.

For the purpose of this study, non-probability sampling is used in the form of purposive sampling. The researcher made use of purposive sampling to capture information-rich data from participants who are knowledgeable and possess insight into the problem of the study. In such an instance the researcher almost handpicks the participants to be included in the sample on the basis of the relevance of data they can offer (Cohen *et al*, 2005:103).

The sample of this research study is one Chief Education Specialist (CES): Education, Development and Support as found in the organogram of each of the three districts, one DCES and three SESs in the General Education and Training Band (GET), one DCES and three SESs in the Inclusive Education section, three DCESs in the School Management Development and Governance (SMDG) section, one DCES and three SESs in the Adult Education and Training (AET) section, one DCES and one SES in the Examination and Assessment section. The total sample therefore includes three CESs, seven DCESs and ten SESs from selected sections from three districts respectively. Therefore the total sample of the study consists of is $20 \times 3 = 60$ office-based educators across the selected sections in the three education districts. The researcher is satisfied that this purposeful selection of participants covers all aspects of data necessary for this study. The discussion on population and sampling leads us to the next subsection.

Interviews are conducted with 3 CES: EDS, 1 from each education district), 6 DCESs (1 in Further Education & Training (FET) band and 1 in Youth & Recreation section (YRAC) in each of the three education districts respectively & and 6 SESs 1 from Adult Education and Training (AET) section and 1 from Inclusive Education section from the three education district respectively. In total there are 15 participants to the interviews schedule. The rationale for the

interviews is to secure clarity regarding some of the questionnaire questions that were not properly responded to by the participants.

4.4 DATA COLLECTION

According to Gay, Mills and Airasian (2009:366), many sources of data are acceptable, and as long as the collection approach is ethical, feasible, and contributes to an understanding to the phenomenon under study. Lankshear and Knobel (2004:172) point out that data can be defined as bits and pieces of information found in the environment that are collected in systematic ways to provide an evidential base from which to make interpretations and statements intended to advance knowledge and understanding concerning a research question or problem. After the type of data to be collected has been established, where and how the data can be collected should be decided. The procedures to be used to collect data, who should gather the required data, what techniques are to be used to process and analyse the data, and whether the collected data will assist in the resolution of the problem being investigated, should also be determined.

For the purpose of this study, questionnaires and interviews are used as instruments for data collection.

4.4.1 Questionnaires

According to Singh and Bajpai (2007:137), a questionnaire is a format containing a list of questions sequentially ordered to obtain information relevant to the objectives of the study. It consists of a well-designed list of questions used to obtain responses of particular kinds of data from a select group of participants (Gay *et al*, 2009:372). Opie (2005:96) stipulates that questionnaires allow the researcher to collect large amounts of data in a relatively short amount of time.

The researcher made use of open-ended questionnaires so as to get rich information under the themes and headings of the questions being asked so as to assist the researcher with the analysis and interpretation of data. Through open-ended questionnaires the participants provide information sufficient to their views and perspectives without being probed by the researcher. The participants can provide as much information as possible relating to their knowledge and experiences. The questionnaires were first provided to participants who then responded through written feedback. The researcher then checked the responses from questionnaires using constant comparison analysis to assess whether the information from the responses were sufficient for the study.

4.4.1.1 Construction and design of questionnaires

A questionnaire is designed by the researcher to obtain data from office-based educators on particular kinds of data linked to developing an integrated human resource development plan. The purpose of operationalising a questionnaire is to take a general purpose or set of purposes and turn them into a concrete, researchable field about which actual data can be gathered (Cohen, Manion & Morriison, 2005:246). The purpose of the questionnaire then, is to elicit the perception that office-based educators have on the design of an integrated HRD programme and subsidiary training courses, and the role played by the district office of the Department in support of their development.

4.4.1.2 Approaches to questionnaire design

Three key approaches utilized in the design of the questionnaire are the following:

- An approach whose general purpose is to gather data relating to office-based educators' views on integrated HRD and subsidiary training courses;

- An approach that considers detailed elements of educator development and training programmes, including duration of courses, the status of courses (award or non-award learning and certificates), the orientation of courses (lectures, reading and workshops); and
- Identification and itemizing of subsidiary issues relating to office-based educators' views of their HRD and training programmes. These include the types of courses required, content of courses, location of courses and design of courses.

With the questionnaire instrument the researcher has an opportunity to establish rapport, explain the purpose of the study, and explain the meaning of items that might not be clear (Best & Kahn, 2003:301). The researcher therefore constructs a set of questions or statements appropriate to the research problem and attempts to find justification of the existence of such a problem and its possible extent. It is also important to design a questionnaire that will be useful to gather appropriate information.

4.4.1.3 Type of questionnaire

The type of questionnaire that is used must obtain data related to the objectives of the study, and in this instance a *group-administered* questionnaire is used because, according to Wilkinson and Birmingham (2003:10), it is a useful instrument for collecting data from a sample of participants who can naturally be brought together; for a research experiment with the hope of generating different types of issues and opinions that have a focus on the topic being measured (Trochim, 2006). The researcher locates or develops a questionnaire and convenes a small group of people (typically 4-6 people) who can answer questions on the questionnaire instrument (Creswell, 2008:396) Participants in a study complete and return the questionnaire to the researcher, and they choose answers to questions and supply basic personal or demographic information. This type of questionnaire can be administered in the presence of the researcher and if participants are unclear about the meaning of a question they are then able to ask for clarity (Trochim, 2006). The researcher used this type of questionnaire

because of its higher response rate as it can be collected immediately after completion by participants.

Singh and Bajpai (2007:143) mention that grouping can be made on the basis of questionnaire content or type of format of the items. In this regard the group-administered questionnaire is used in this study because office-based educators are divided into groups according to their sections and job-speciality. Groups of office-based educators are divided into the following: Further Education and Training band (FET), General Education and Training band (GET), Inclusive Education, Adult Education and Training (AET), School Management Governance and Development and Rural Education. The researcher sought permission from district directors from each education district to organize a meeting and explain the content of the questionnaire whilst office-based educators were still in their groups and in their offices. The advantage of this method of group-administered questionnaire is that it is cost-effective and can be carried out faster than individual-administered questionnaires, with a likelihood of a high response rate, and this approach can help some of office-based educators feel comfortable in the group setting.

For the purpose of this study, the researcher employed the use of open-ended questionnaires. According to Lowe (2007:53), the group-administered questionnaire can make use of open-ended questions that seek answers which include reasons for the responses given. Open-ended questions do not impose restrictions to answering questions, rather they allow for the recording of any response to a question provided by the participant. The answers to open-ended questions are in no way predetermined because responses to questions must be recorded and analysed or coded to reveal the meaning of the response (Lowe, 2007:11). By drafting open-ended questions the participant has complete freedom of response which allows him/her an opportunity to engage with each question in greater detail (Gay *et al* 2006:166). The researcher by using open-ended questionnaires therefore, allowed participants to word their responses as they liked giving comprehensive responses to questions. This allowed the participants to provide rich information to questions as they would not be restricted by time or the researcher. By drafting open-ended questions the researcher ensured that

the participants had complete freedom of responses which allowed them an opportunity to engage with each question amongst themselves in greater detail giving answers from their minds without limitations of time.

The researcher personally delivered the questionnaire to participants who are groups of office-based educators in the three education districts (cf. 4.3). Generally, participants feel personally involved with the research project when the researcher delivers the questionnaire in person. The type of information the researcher aimed to receive from the questionnaires is assist with reaching the objectives of the research study. In this regard responses guided the researcher on the importance and guidelines that can be used in developing an integrated HRD plan for office-based educators in the Free State province. The reasons for issuing out questionnaires was firstly to get first-hand information from the participants with their comprehensive responses to questions, secondly it was to get particular responses to the themes under the questions posed in the questionnaires, and thirdly it was to get additional information that was not known to the researcher in order to assist with the research questions. Next to be discussed is the interview with an overview of the research approach that is fore-grounded in this research.

4.4.2 Interviews

According to Glesne (2011:102), interviews are an interaction between at least two persons with the purpose of collecting data regarding specific topics (Hennik, Hutter & Bailey, 2011:109). The researcher makes use of interviews as purposeful interaction to obtain information from participants (Gay *et al*, 2009:370). For the purpose of this study the researcher employed semi-structured interviews with open-ended questions. The application of semi-structured interviews basically means clarification questions may emerge in the course of interviewing. In-depth interviews use key informants who are individuals with special knowledge, status, or communication skills that they are willing to share with the researcher (MacMillan & Schumacher, 2010:355).

According to Hennik *et al* (2001:109), the nature of qualitative research reflects the in-depth perspective of interviews, which include:

- Using a semi-structured interview guide to prompt the data collection;
- Establishing rapport (a trust relationship) between the interviewer and interviewee;
- Asking questions in an open, empathic way; and
- Motivating the interviewees to tell their story by probing for detail.

Silverman (2004:126) mentions that when interviewers interact with interviewees they do not only construct narratives, but also social worlds. The primary issue in this respect is to generate data which gives an authentic insight into people's experiences. The advantages and disadvantages of direct personal interviews are mentioned below.

4.4.2.1 Advantages of interviews

Interviews as a qualitative data collection method have various advantages, and a few are mentioned by Singh and Bajpai (2007:131):

- The researcher is able to access information from the informant without much hesitation;
- The results obtained by interviews are generally accurate and reliable as the inquiry is conducted personally. Any doubts from the inquiry can be removed by asking questions from the informants again; and
- The research maintains personal contact and can twist questions keeping in mind the informant's reactions.

Interviews also have certain disadvantages or limitations which the researcher must be aware of. They are mentioned next.

4.4.2.2 Limitations of interviews

The following are the limitations of interviews:

- The nature of interviews limits the scope of the study as it cannot be conducted with an extensive number of participants;
- If a large number of participants needs to be interviewed, then it cannot be completed within a reasonable time;
- The subjective factor within the researcher is generally involved either consciously or unconsciously.

The researcher is aware of these limitations and ensured that each limitation was properly addressed in the study.

An important aspect to keep in mind for this study is that the selected questions from the interview schedule were used so as to supplement those of the questionnaire. This was applied so as to get clarity of questions in cases where questionnaires were not responded to fully to the understanding of the researcher. In this respect it is important to clarify that questionnaires were first issued to a sample of CESs, DCEs and SESs (approximately four weeks) before conducting the interviews, then from the analysis of the questionnaires, more clarity had to be sought where questionnaire questions were insufficiently responded to.

The methods of data collection as discussed above, lead us to the role of the researcher in data collection as presented by data analysis below.

4.5 DATA ANALYSIS

Glesne (2011:184) mentions that data analysis comprises organising what the researcher has seen, heard and read so that what he/she has learned and experienced can be of significance. According to Denzin and Lincoln (2011:360), grounded theory is a method of social scientific theory construction that consists of flexible analytic guidelines; in which researchers first observe and systematically describe the phenomenon being studied, and put apart relationships and patterns in order to eventually formulate a theory (Welman, Kruger & Mitchell, 2005). It is a methodological strategy of simultaneous data collection and analysis, inductive coding and memo writing in qualitative research. Grounded theorists begin with a systematic inductive approach to inquiry, also referred to as moving from the specific to general, by beginning with individual case or cases and then proceed to a general theory. According to Maree and Van der Westhuizen (2009:28), researchers engage in inductive data analysis in a naturalistic manner to help identify multiple realities potentially present in data.

When the researcher analyses data, he/she engages in the action of labeling, matching, creating explanations, linking one story to other stories and probably developing theories. The form of analysis the researcher chooses is associated to the methodical decisions, research questions and data collection. According to Hatch (2002:148), data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. According to Metler and Charles (2008:136), in open-ended questionnaires and interviews the researcher needs to code answers and generate information regarding the frequency and nature of various codes according to patterns in the responses provided

For this study, constant comparison analysis was chosen to analyse the data. According to Leech and Onwuegbuzie (2007:567), some authors use the term “coding” when discussing this type of analysis. Glaser and Strauss (1967), the fathers of grounded theory, generated the process of constant comparison analysis. When a researcher is interested in employing a complete dataset to identify causal themes presented through the data, a constant comparison analysis can be helpful. Constant comparison can be undertaken deductively (e.g. codes are known prior to analysis and then looked for in the data) or inductively (e.g. codes appear from the data). In this study, codes were identified inductively.

Dey (2005:31-32) states that to carry out a constant comparison analysis, the researcher first reads through the complete set of data (or a subset of data). After doing so, the researcher ‘breaks apart’ the data into smaller meaningful parts and labels each part with a descriptive title or a “code.” The researcher then matches each new part of data with previous codes, so related parts will be labelled with the same code. After all the data have been coded, the codes are clustered by resemblance, and a theme is identified and documented based on each grouping. Constant comparative analysis can be used throughout a research study. One way of using the codes is to return to research setting and undertake member checking with the participants by asking whether the themes, opinions or statements developed from the codes are accurately describing their viewpoints (Denzin & Lincoln, 2011:15), leading to descriptive validity. Also, it is helpful for participants to read the definition and explanation of the themes generated from the data in order to assess the accuracy.

The grounded theory method prompts researchers to study and interact with data, keeps researchers close to the data, and thus, strengthens the researchers’ claims about it. The discussion about data analysis leads to trustworthiness of data in qualitative studies as discussed next.

4.6 TRUSTWORTHINESS IN QUALITATIVE RESEARCH

The trustworthiness of qualitative research is often probed into by positivists, possibly because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Silverman (2008) have established how qualitative researchers can integrate measures that deal with these issues. Many naturalistic investigators have, however, chosen to use different terminology to distance themselves from the positivist paradigm. One such author is Guba (1981), who proposes four criteria that he believes should be considered by qualitative researchers in search of a trustworthy study. By addressing similar issues, Guba's ideas correspond to the criteria employed by the positivist investigator:

- Credibility (in preference to internal validity);
- Transferability (in preference to external validity/generalisability);
- Dependability (in preference to reliability);
- Confirmability (in preference to objectivity).

4.6.1 Credibility

Savin-Baden and Major (2013:475) mention that credibility rests on the notion that the study should be convincing and therefore be believed by others. Credibility implies the study represents some reality, which is the reality from the participants' point of view. The qualitative researcher's corresponding concept, i.e. credibility, deals with the question, "How congruent are the findings with reality?" Certain provisions can be made by researchers to ensure the credibility of their studies. One such provision is triangulation (which was used in this study). Guion, Diehl and McDonald (2011:1-2) state that triangulation may involve the use of different methods, especially observation, individual interviews and open-ended interviews, which form the major data collection strategies for qualitative research. According to Kennedy (2009), the use of different methods compensates for their individual

limitations and exploits their respective benefits. Where possible, supporting data may be obtained from documents to provide a background to and help explain the attitudes and behaviour of those in the group under scrutiny, as well as to verify particular details that participants have supplied. This study uses both interviews and questionnaires to gather data from various groups of people.

Another form of triangulation may involve the use of a wide range of informants. This is one way of triangulating via data sources. Hussein (2009:3) asserts that individual viewpoints and experiences can be verified against others and, ultimately, a rich picture of the attitudes, needs or behaviour of those under scrutiny may be constructed based on the contributions of a range of people. Data gathered from various groups of people that form part of the sample of a study will support the credibility of such data (Sands & Roer-Strier, 206:245). This study obtains data from various groups of people as described in the sample.

4.6.2 Transferability

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings (Shenton, 2004:69). From a qualitative perspective transferability is primarily the responsibility of the person who wishes to do the generalising. The qualitative researcher can enhance transferability by doing a systematic job of describing the research context, problem and the objectives that were fundamental to the research. The person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is. In this study, trustworthiness is aimed for by stating the research context, problem and objectives.

4.6.3 Dependability

Brown (2005:32), states that the traditional quantitative view of reliability is based on the assumption of replicability or repeatability. It is concerned with whether

researchers would acquire the same results if the same thing could be observed twice. The point is made that researchers cannot measure the same entity twice -- by definition if something is measured twice, two different things are actually measured. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around this fact.

Shenton (2005:72-73) asserts that the idea of dependability, on the other hand, emphasises the need for the researcher to describe the ever-changing context within which research occurs. In order to address the dependability issue more directly, the developments within the study should be reported in detail, thereby permitting a future researcher to repeat the work, if not necessarily to achieve the same results. Such in-depth reporting also permits the reader to assess the extent to which proper research practices have been followed. So as to empower readers of the research report to develop a thorough understanding of the methods and their effectiveness, the text should include sections dedicated to:

- The research design and its implementation, describing what was planned and executed on a strategic level;
- The operational detail of data gathering, addressing the minutiae of what was done in the field.

This study provides in-depth reporting grounded in a clear explanation of the research design and data gathering methods.

4.6.4 Confirmability

According to Brown (2005:32), qualitative research tends to accept that each researcher brings a distinctive outlook to the study. Confirmability refers to the degree to which the results could be confirmed or corroborated by others. There are a number of approaches for improving confirmability. The researcher can document the processes for checking and rechecking the data during the study.

Another researcher can take a "devil's advocate" role with respect to the outcomes, and this process can be documented. Maxwell (2004:134) states that the researcher can actively search for and pronounce negative instances that challenge prior observations. And, after the study, one can conduct a data audit, or audit trail that inspects the data collection and analysis procedures and makes judgements about the possibility for bias or distortion. In this study a data audit was undertaken to ensure a minimum influence through bias.

4.7 CONCLUSION

This chapter has identified qualitative research as the design implemented in this study. In qualitative research the researcher sought to gather data from participants using their own words. The population and sampling techniques were described and data gathering aspects clarified. The methods of data collection employed were semi-structured interviews and questionnaires to ensure that information-rich data was obtained. The approaches to these two methods of data collection were presented. Data analysis which is the method of organising what the researcher has seen, heard and read in the research environment was discussed. The data analysis method also discussed the role of the researcher in data collection. The four criteria methods proposed by qualitative researchers in search of trustworthiness of the study were discussed, and they include credibility, transferability, dependability and confirmability.

The two data collection instruments have been used separately and independently to gather information from the participants. The instruments were employed so as to discourage the researcher from relying on his knowledge and possibly influence the outcomes of the research study, and by so doing dilution of first-hand information is discarded. The instruments for data collection are useful if used as intended because they are a powerful means by which trustworthiness of the data can be validated. It is important that the instrument used to measure the variable should remain constant over time because its purpose for measurement will

impact positively on the study. This means that information given by participants had to be complete, undistorted and verifiable so that it contributes to the future predictions of the subject under study. In further contributing to the validation of the research data collected, the researcher checked the findings against the literature study, and in so doing this enabled the researcher to determine to what extent the findings were relevant to the current literature under study. The next chapter deals with data analysis and findings of the research.

CHAPTER FIVE

DATA ANALYSIS AND FINDINGS

5.1 INTRODUCTION

This chapter deals with analysis, findings and interpretation of data as obtained from questionnaires and interviews. Common responses from questionnaires and interviews as presented through participants' experiences are identified. The relevant data is broken into phrases to distinguish recurring patterns and significant differences relevant to the research study, with the purpose of producing a single, specific thought. The presentation of data is done as described through triangulation (cf. 4.2.1). The phrases or sentences were further grouped into categories that reflect the various aspects of meanings. The cross-checking and gathering of differing perceptions about research is an essential way of ensuring reliability and authenticity (Campbell *et al*, 2004:85). The next section pays attention to the design of the questionnaire.

5.2 DATA COLLECTION AND RESPONSES TO RESEARCH QUESTIONS

Data from the participants was collected by employing semi-structured interviews and open-ended questionnaires. The data collected ensured that research questions were responded to satisfactorily through the literature study, questionnaires and interviews. In this study the first 5 research questions (cf. 1.4.1) were partly addressed by the literature study presented. These research questions are further responded to by data collected through questionnaires and interviews. The last research question related to this study is answered by the development of an integrated HRD plan as presented in this study (cf. 7.2). In addition, the data gathered in the last 4 questionnaire questions also add value to the last research question.

The following sections portray how questionnaire and interview responses answer the various research questions. Each research question is dealt with in a different section. Such a section then portrays the questionnaire and interview responses dealing with that specific research question.

SECTION A

Research question 1: What are the aims of HRD with regard the development of office-based educators?

The following questionnaire data answers research question 1.

Questionnaire question 1: What in your perception are the aims of HRD for office-based educators?

Participants presented various reasons relating to the purpose of HRD. The main purpose is to assist them as office-based educators to reflect on their job performance by providing them with tools to apply maximum job performance and also contribute to personal development and organisational development. The responses are grouped as follows:

- Personal development

Office-based educators cited the need for personal development and growth within the work situation. Individual office-based educators all have the desire to gain knowledge, skills and expertise through regular work-related HRD programmes, peer collaboration and job performance. Office-based educators are able to be kept abreast of new job developments through regular meetings, new curricular developments, in-service training and seminars that aim to capacitate them for effective service delivery in schools.

- Job analysis

The establishment of performance standards for the individual or group work should be highlighted so that the required results are known. This will ensure that training being developed includes relevant tasks that will provide required skills and competencies. Department has the responsibility to gather relevant information and condition suitable for implementation of effective HRD programmes.

- Organisational development

The link between the individual office-based educator, the particular section of operation and the Department cannot be separated. In essence the development of an individual affects the development of the Department as a whole. The Department can only invest in office-based educators through HRD programmes which in turn enhance the image, culture and climate of the organisation. Office-based educators that have knowledge and expertise are subsequent products of the Department that has moulded them through HRD programmes.

The perceptions of SESs include:

- Maintain a good working relationship between employer and employee;
- Promote service delivery, curriculum management and financial support;
- Receive development so as to support school based educators;
- Support education in schools with regard issues like educator recruitment, leave management, educator appraisal and discipline;
- Train office-based educators and improve their skills;
- Identify staff developmental needs and train them so that they become competitive in the ever-changing technological world. This may result in the

design of on-going developmental programmes that will match the needs of the post that office-based educators occupy.

- Make office-based educators, school-based educators and the whole education system effective in service delivery
- Ensure smooth delivery of educational programmes in schools, and instill discipline among teachers.
- Develop confidence, motivated teams and build a bank of skilled and educated office-based educators.

The perceptions of DCEs include among others the following:

- Develop skills and knowledge for office-based educators, their placement and recruitment;
- Make sure that all office-based educators are treated fairly and equal;
- Improve service delivery of office-based educators and identify gaps if any in the organisational structure of the department;
- Assist office-based educators in satisfying their career needs, financial needs and other internal interventions;
- Work hard for higher salary notches or progression.
- Empower office-based educators with needed training and equip them with skills so that they are able to implement programmes in schools.
- Ensure that educators are well-trained and that there is cohesiveness of educational programmes and delivery of services in schools.
- Ensure that office-based educators are well-trained to implement policies and procedures which are consistent with management and governance, as well as curriculum changes.
- Ensure that mutual trust is developed and an open communication amongst office-based educators.

The perceptions of CESs include among others the following:

- Empower and skill office-based educators to best manage resources in district offices and give correct advice in schools;
- Ensure that educational institutions are properly managed and educational goals are achieved;
- Equip educators with development, training and education so as to be effective in the daily operations of the work situation.
- Promote and maintain the strategic objectives of the Free State education department which are enshrined in the Batho Pele principles.
- Empower office-based educators with training and developmental skills so that they are able to deal with ever-changing educational programmes and contexts.
- Build an atmosphere of shared decision-making and promote a culture of teaching and learning.

In this question the data clearly states the empowerment of the individual, the important role of the organisation (Department) and the standards set for individual office-based educators (for their specific positions). Each component works in a triangular shape that supplements each other. The role of HRD is therefore that of linking the three elements in a co-ordinated, coherent and cohesive way in order to achieve the overall goals for the organisation. The lesson I learned from the perceptions of office-based educators (through the data gathered) is that the aim of HRD should have a focus on their development, training, skilling and creation of a good working environment. The question I raise is: Can we ascribe HRD aims to other aspects other than personal development, organisational development and related job tasks at hand? The answer is No, because HRD is all about employees and their aspirations. The Department should foster the HRD link as described above so that office-based educators understand their roles. In addition, the Human Resource Administration of the Department responsible for HRD should play an effective role to ensure that the aims of HRD for both office-based

educators and school-based educators are implemented to foster support to teaching and learning.

Questionnaire question 2: Who in your view is responsible for HRD in the district office and why?

The majority of the participants confirmed the indispensable role of the supervisor in the development of the subordinates. The supervisor however, needs the support of next level supervisors (CES & District Director) and Human Resource Management section in the delivery of human resource issues.

A few participants indicated that, over and above the supervisor, other colleagues like SESs should form a collaborative role in their own development. This will, according to them, ensure that all take ownership of the vision and mission as envisaged in the HRD plan and make it part of the Department. Collaborative vision and mission will also ensure commitment and progress to a higher level of performance all office-based educators including school-based educators.

The SESs, DCEs and CESs were in agreement in expressing the following views:

- The immediate supervisor in the district office and at the Head Office and the official's peers, who must also be an expert in the office-based educators' field of work;
- The Deputy Director and the HR personnel as they are experts in HR matters and it is their core responsibility;
- The District Director because he/she is the Accounting Officer and the buck stops with him/her;
- All office-based educators are together responsible for their own development through work performance, Department vision and mission mandates.

The important roles of the responsible HRD practitioner were explained by participants as follows:

- Performance role

The responsible HRD manager has the role to assist office-based educators to obtain skills and knowledge to use for present and future jobs, and assist them to achieve Department goals. Office-based educators should be assisted to identify their strengths and weaknesses and know their inner potential, competencies, values and goals. Corrective measures owing to poor performance can be rectified through development plans.

- Training role

The HRD must get training needs from office-based educators and design training programmes. The manager must develop office-based educators considering their skills gaps in curriculum, content, job-related resources and individual work-load. The development must be continuous, taking into account the short-coming that may crop-up during the performance process.

- Organisational change role

Organisations and individuals within them must adapt to changes owing to technology and leadership styles. An HRD manager must perform the role of facilitating the development and implementation of strategies that will enhance the image of the organisation. Changing scenarios require implementation of new plans to develop office-based educators in order to perform to expected levels.

In this question the terms vision, mission and collaboration play an important role in describing the skills required by the type of person to lead the HRD process.

The person who has to lead the HRD process must have quality skills that will ensure the selection of office-based educators with experience and expert knowledge. Leadership skills are important in leading the process because skills like communication, encouragement, change and motivation will play an important part in ensuring the success of HRD. The supervisor as mentor, facilitator and advisor of the development programme might face difficulties along the way of developing subordinates, but he/she should always encourage office-based educators to have the vision in mind. Advice and guidance of how to survive at work, and get ahead with performance tasks is crucial. In the final analysis the important role to be played by the supervisor in ensuring the success of HRD cannot be overemphasized. Individual and organisational goals can only be realised if the vision and mission of the Department are followed and implemented.

Questionnaire question 3: Is there an HRD programme in your section? If yes, comment on its current value for you.

The majority of participants cited the availability of the programme, but which is not assisting as it is not followed to the letter. There is no commitment and reliability in the implementation process, for example, recruitment and placement of officials are not as per qualifications, skills and knowledge of employees. In some sections participants reported that the Head Office 'runs' with the programme. There was also a suggestion that the PMDS document be used to develop office-based educators. The PMDS assessments are used to identify the personal development plans of the officials. However, it was reported that some of the recommended training programmes are not catered for through the skills levy funding by the section at Department head office responsible for human resource development of all educators which is Organisational Human Resource Development (OHRD).

A few participants who confirmed the non-existence of an HRD plan could not verify their claim on what was really available for them. The participants mentioned that there is no fixed programme as they only respond to programmes that crop up

during the year. The participants cited the non-availability of a plan and that the only available plan is the operational plan derived from the strategic plan. But the participants also claimed that the operational plan could be useful if used together with the PMDS document. PMDS as a tool for HRD has brought about a better way for the design of individual development and creation of growth plan. However, the staff does not often meet to discuss the content of the documents as officials are always busy with service delivery in schools.

A few participants further alluded to the following factors as contributing little progress in HRD programme development:

- No structured HRD programmes, and as a result growth and development is retarded;
- Lack of support and assistance from direct supervisors;
- Lack of managerial skills and HRD programmes set by supervisors;
- Inadequate resources; and
- Lack of workshops, in-service training and self-developmental opportunities.

In this questionnaire question the role and function of HRD programme as a tool for development quality assurance is of value to office-based educators. What is needed is that section supervisors should avail development programmes that are in line with office-based educators' identified developmental needs, for instance, conflict management, Integrated Quality Management Skills (IQMS) and mentoring. Planning and preparation activities for designing HRD programmes are important because it spells out the strategies and resources required for development to be effective. The questions that might be asked are: What is educator professional development? Who is responsible for creating a learning culture in the respective district sections, and in what way (resources)? The response to the questions should lead to the adequate answering of the research question as stated above. The role of supervisors should be that of assessing needs and encourage the development of critical and resourceful office-based

educators that will be supportive to schools. In doing that, office-based educators will need continuous development through HRD programmes.

The following interview data answers research question 1.

Interview question 1: What are the HRD aims related to the development of office-based educators?

The majority of the participants acknowledged the importance of HRD aims for office-based educators in their endeavour to promote personal development and job performance. Some participants however opted for a more direct approach of injection of resources by the Department so that aims of HRD for office-based educators become a reality.

Combined verbatim responses from SESs, DCEs and CEs:

“I think the aims are broad, they begin with what the Department aims to get out of the system using office-based educators as a vehicle to attain its goals.”
(Probing) *Can you expand further on this?* “Well, it is about organisational effectiveness by thorough planning and in the process, develop office-based educators so that good results are achieved in schools. We need to be relevant in this changing technological world, so we need proper skills and training.”

“The aims of HRD are to fast-track personal development and growth. The development of office-based educators means the reciprocal development of the Department as well. The objective being to sharpen our skills so that there is improved school performance. We need more education, training and development in the form of HRD programmes, study bursaries and in-service training courses.”

“It is what the Department wants to achieve through us. The department must provide us with resources like equipment and inject more money in schools so that school-based educators do not struggle. We also need monetary incentives for motivation because our monthly salaries are not enough.” (Further probing) *Do you say with the provision of resources you can do more to improve job performance?* “Yes of course, we are dedicated workers ready all the time to work for extended hours. There is only one goal for us all, and that is improved learner results”.

In this interview question the data from the participants highlighted the following themes: effective organisation, effective leadership and management, communication systems, organisational goals and objectives personal growth, professional skills and achieving success. The aims of HRD is the task of people management and leadership which is the responsibility of role-players like supervisors to provide a strategic role of planning, allocating, supporting and creating a conducive environment to effective job performance.

Goal-setting theory by Locke and Latham (2002) assumes goals are set (together with office-based educators), and in this manner goals become the focal point and everybody becomes committed. The question that may be asked is: What is the Department doing to improve the human resource performance of office-based educators? If this particular question cannot be precisely answered, then the effectiveness of the Department as an education organisation has a problem. It is also true to say the only meaningful human resource results are those that promote learner success rate in schools. In this regard the HRD of office-based educators should be given priority to have the knowledge, expertise and skills necessary to impact positively on this success rate. The introduction of relevant HRD programmes for office-based educators can only serve to heighten improved delivery of services in schools in the promotion of curriculum delivery and excellent education practices as it is happening now.

SECTION B

The following questions are used to elicit the views of the participants on the role played by performance assessment in their development:

Research question 2: How does the process of performance assessment contribute to HRD amongst office-based educators?

The following questionnaire data answers research question 2.

Questionnaire question 10: How can the practice of performance assessment assist to enhance effective HRD amongst office-based educators?

The participants were unanimous in citing that performance assessment requires effective planning, and that planning is an important element in ensuring cohesion and attainment of goals. It is when performing routine tasks that development takes place, and office-based educators are able to acquire new skills like communication skills, decision-making skills, human relation skills and commitment to achieving goals. The participants cited the necessity of the transformational leadership role of direct supervisors in empowering down-line staff members. The leader must have the skills for building strong teams among office-based educators and creating a working environment conducive to effective performance.

The participants mentioned various roles that supervisors should play to ensure peak performance within their sections, and they include among others the following:

- Planning for performance;
- Facilitate performance and development;
- Regular feedback;

- Internal reviews; and
- Articulate the departmental/sectional mission and objectives.

The effective implementation of all the above-mentioned elements will indeed form part of development. Apart from formal developmental programmes, daily individual and collaborative performance teams do play a role in HRD. Other factors of performance management that were regarded as contributing to HRD enhancement included the following:

- Formal and informal meetings;
- Leadership style of supervisor;
- Availability of resources;
- Inter-personal relationships
- Total quality management; and
- Appraisal through PMDS.

The data from the questionnaire question highlighted planning, setting of goals and the infusion of transformational leadership as the essence of effective practice of performance assessment by supervisors. In order for leaders to be effective, they need to implement the three spheres of performance assessment being: encouragement, facilitation and evaluation of performance. Building strong collegial teams is an important aspect of building a good working culture within sections and the whole Department. It is within a good working environment that office-based educators will aspire to learn various skills and also contribute to the well-being of the Department. The task of supervisors is to ensure that performance assessment within their sections is practiced by doing the following: encourage performance, facilitate performance and evaluate performance. The question is how can supervisors ensure that performance management becomes associated with positive office-based educators' outcomes? Performance assessment should really contribute to job satisfaction, enjoyment of work, and commitment to the job.

Questionnaire question 11: What role does the Performance Management and Development System (PMDS) play in terms of your growth at work?

The participants mentioned that PMDS has become institutionalized and has revitalized performance within Department. Office-based educators have developed a positive attitude towards taking the process of growth and development forward by establishing a shared sense of meaning, belonging and commitment. The participant also mentioned that the DCEs can use the strategic management plans to empower themselves and also use their authority and influence in the implementation of PMDS. The correct implementation of PMDS will ensure that each office-based educator is motivated and empowered to perform. To make PMDS more effective, time schedules as reflected in the annual plans and work-plans have to be adhered to. Participants claimed that the strict adherence to the PMDS cycle will ensure discipline, working culture and creation of excellent climate which will consequently create performing teams.

The following factors derived from PMDS were identified as contributors to office-based educators' personal growth:

- Performance improvement

Office-based educators who are moderate performers are able to increase their rate to maximum level, and those who are poor performers are assisted to come to terms with acceptable performance standards. PMDS is regarded as contributing positively towards achievement of performance goals.

- Change of attitude

Office-based educators who have negative attitudes towards their work, supervisors and peers, are able to change and adapt to acceptable

behavioural standards. Office-based educators are being developed on work performance, change of behaviour, good discipline, conflict resolution and commitment to work.

- Corrective measures

The implementation of PMDS teaches office-based educators that faults are not committed forever, but that there is a chance for improvement. Office-based educators who accept corrections come back as great achievers in tasks assigned to them.

- Collaborative teams

Learning to work together in teams becomes a great effort and a pleasant activity that PMDS ascribes to office-based educators. Co-operation, leadership, motivation and responsibility become attributes assigned to collaborative teams.

- Career-development

Office-based educators are provided with the necessary knowledge and skills essential for them to apply and fill higher level vacant posts. Individual office-based educators are encouraged to develop their own career goals and to discuss with their peers about their job progression.

The data from this question emphasises the role of PMDS as that of correcting undesirable behaviour and promoting development. In order to inculcate positive attitude, positive feedback and behavioural standards are determined. Job measurement, corrective behaviour, change of attitude and increased performance are some of the terms that describe PMDS process. Job performance and effective PMDS can only be realised if office-based educators

are developed. Job performance and interpersonal relationships go together in the development of individuals, teams and the organisation as a whole. One other measurement of effective PMDS is that of developing individual office-based educators to be able to work in collaborative teams, and in that manner, mutual respect, co-operation and interpersonal skills are developed. While PMDS requires a lot of money for payment of cash bonuses, if applied correctly the Department should produce significant efficiency and effectiveness gains from office-based educators. I would also urge supervisors to practice greater transparency to office-based educators about what supervisors expect from them and how their individual performance contributes to the well-being of the Department.

The following interview data answers research question 2.

Interview question 5: What is your view regarding Performance Management System (PMDS) as a tool for HRD?

The majority of the participants said that the PMDS is a good appraisal tool that should not be abandoned. Despite its shortcomings in terms of appraisal mistakes, the office-based educators highlighted the need to improve on the management of PMDS especially when implementing the monitoring rating. One of the office-based educators (SES) commented that should be most emphasized in PMDS is the continuous feedback between the supervisor and subordinate. It enhances good working relationship, trust and promotes respect.

A small number of participants regarded the PMDS as a tool to 'trace' their work or punish them. They complained about the nasty experiences they had with appeal cases and interventions they had to seek from superiors for unfair treatment. However others did appreciate the difficult tasks that their supervisors encounter in trying to attain departmental objectives and in the process develop them. The overall PMDS was embraced as a working tool that must continue to maximize performance and further develop office-based educators. The majority of office-

based educators have acknowledged the availability of the PMDS document which they say if used correctly, can yield positive results for human resource development across sections in district offices. The most commonly referred to programme was the operational plan which is derived from the sectional strategic plans. These assist the sections to direct their monthly and weekly activities in the districts.

Some issues were brought forward by office-based educators with regard to PMDS. These are some of the issues that should be addressed when implementing prescripts of PMDS for integrated HRD plan: identification of developmental needs, how various sections will be offered education, training and development, and how monitoring and evaluation will be conducted across all sections.

Some of the verbatim responses were:

“The PMDS is an excellent appraisal instrument. It must be continued because it guides our work, our job descriptions, and our needs, and it teaches us respect and obedience”.

“Definitely PMDS is a good tool for our development but it can be further enhanced so that we protests, conflicts and appeals”.

“Though we are managers but I think we should also be continuously trained to manage PMDS, especially our own staff development”.

“When you manage PMDS you basically deal with people who are human resource factor. The tool is sufficient to be used for the development of office-based educators”.

“It is important that human resource development be formalized with the use of tools like PMDS. But what should be available is developmental programme that is known and available to everybody”.

“PMDS should be viewed from the overall vision and mission of the department of education. The main purpose of PMDS should about educator development and performance in schools”

“There should be a common approach with a common developmental programme to apply checks and balances in the implementation of PMDS across all sections”.

In this research question the data collected highlighted the following themes: improved performance, performance feedback, it guides work activities, enhances good working relationships and attainment of departmental objectives. The participants regarded PMDS as a good appraisal tool but that should be implemented with honesty and avoidance of assessment rating errors. The participants also alluded to improved performance and job commitment that can be experience through collaborative teams. Two-way feed-back is regarded as assisting both supervisor and subordinate in addressing areas of concern that need improved attention. PMDS is not regarded only as a tool to assist office-based educators, but has consequential effects to school-based educators in the sense that developed office-based educators, impact positively on school-based educators and curriculum developments. If there was no link between the development of office-based and that of school-based educators, would there be positive learner results? I therefore make a call for district-based teams and school-based teams that would discuss and formulate strategies on curriculum matters and related assessment strategies.

As a person who engages with PMDS reviews on a regular basis I would suggest that the strategies used in the Integrated Quality Management System (IQMS) for school-based educators being that of peer assessment, also be applied for office-

based educators, the reason being that often final assessment review sessions pose problems of dishonesty. Peers together can strengthen the case against a poorly performing staff member unlike the one supervisor being intimidated or showered with various unfounded accusations.

Interview question 6: What kind of resources do you provide for the effective performance of activities?

Combined responses from SESs, DCEs and CEs:

The participants stated that resources are provided according to the needs of operations to be performed and as per the availability of the operational budget. Computer hardware, office stationery, as well as materials for conducting workshops are some of the resources provided for in order to assist with work performance.

Some of the verbatim responses:

“We budget every year for the workshop materials to be used but at times all the needs are not catered for. Training materials as well as laptops assist us a great deal in making our job easier.”

“We should network and collaborate with the use of training equipment and other resources. It is impracticable at times to avail every need if office-based educators cannot work as teams.”

“The provision of development resources should be used to instill enhanced job performance and quality of work from office-based educators. Remember, we do also ensure annual performance assessment, so the provision of resources should be in line with the expected performance outcomes.”

In this interview question the data collected highlighted common themes in this manner as the need of provision of stationery, provision of laptops and data projectors, enhancement of quality performance and networking and collaboration. The provision of office equipment, stationery and catering funds are relevant to the effective development of office-based educators through in-house workshops. The work performance of office-based educators can be enhanced collaboration, support and encouragement of each other in order to maintain high performance standards. While there are budgetary constraints to achieve some of the tasks supervisors go a long way in to improvise resources to an extent of getting support from the schools with available resources. In addition to the above-mentioned resources, policies and programmes of the Department influence the provision of resources as influenced by the Skills Development Act and the National Skills Development Strategy. The question is: Is it possible to apply for funds and plan for all the activities well in advance to avoid interruptions? The situation as it presents itself now as an insider is that, although funds are available, training sessions are not followed per planned schedules and as a result cause congestion of such training sessions.

SECTION C

The following questions are meant to elicit the views of the participants regarding their personal development and growth:

Research question 3: *What roles do respective office-based educators play in identifying and formulating personal/group plans relevant to their growth?*

The following questionnaire data answer research question 3.

Questionnaire question 7: To what extent do you think CESs, DCEs and SESs should be involved in the identification of office-based educators' development needs which are addressed by the proposed integrated HRD plan?

The participants were unanimous in their response that all office-based educators (SEEs, DCEEs and CEEs) should play an extensive role in the identification of their own developmental needs which will be addressed by the intended integrated HRD plan. The responses emphasized the need for an inclusive and democratic practice of planning together and inclusive decision-making. The process allows for a collaborative and institutionalization by all affected stakeholders. A few participants on the contrary, responded by saying office-based educators should be involved only to provide inputs when requested by the Human Resource Administration (HRA) department. They felt that it is the responsibility of the employee to ensure the development of its employees, who are office-based educators.

The following were responses from SEEs:

- All the members as mentioned must be totally involved because they are directly involved as it is their operational duty derived from the PDMS.
- Office-based educators must motivate and support all programmes initiated by HRD.
- The officials at different levels have to share their expertise and knowledge on the identification of the developmental needs. An open platform must be created by the District Management Team (DMT) where the developmental needs are stated and relevant interventions must be developed.
- Self-assessment is important, peer and supervisors also must play a pivotal role in needs identification.
- CEEs and DCEEs must be involved in the recruitment of their subordinates and ensure that they are always motivated to perform. Their recommendations in developmental needs must be taken seriously and implemented.
- It can be identified in terms of the needs of the specific section, especially in terms of development.

- The Deputy Director-HRA should ensure that office-based educators are provided with development and not vice versa.
- DCEs are the people who are in the sphere of office-based staff, and they know exactly what they need in order to deliver services better. It is important that they play a leading role when their developmental needs are identified.
- The SESs should be given chance to indicate their areas for development. The same can be done separately with CEs and DEs. Each member must have commitment to address the developmental needs.
- Effective implementation of PMDS will inform such needs pending the reports in relation to district's operational plan and objectives.

The following were responses from DCEs:

- Giving opportunity for each official to present his/her areas for development and for each team member who masters a particular area to present to other colleagues;
- As immediate supervisor to SESs, DCEs should be able to identify the training gaps that will enhance effective HRD amongst staff members;
- DCEs should play a significant role in the planning, designing and implementation of HRD programmes at all times by working collaboratively with SESs;
- DEs should continuously monitor and evaluate HRD programmes offered to staff members to ensure that short-comings are dealt with as they crop-up;
- The periodic assessment of staff appraisal requires that DCEs identify developmental gaps from time to time so that SESs are provided with appropriate training;
- The CE should serve as an agent of transformation by ensuring that departmental policies are implemented to achieve success.

The following comments were gathered from CESs:

- The whole groups (SEEs, DCEEs and CEEs) should be involved and ensure that they bring with them the skills needed to identify and prioritise according to job requirements;
- Weaknesses that office-based educators experience during their daily work performance are adequate enough to be highlighted as some of the training gaps to be attended to;
- All should be involved, especially when PMDS review sessions are held. Office-based educators can easily identify their strengths and weaknesses and forward them as targets for future development;
- DCEEs as team leaders can consult with SEEs on training needs and these can then be forwarded to the CE for further discussion, with the aim of planning for future development.

In this questionnaire question there is a need for the creation of an inclusive and collaborative relationship towards office-based educators' development. The following terms have been identified as common: self-assessment, consultation, developmental gaps and HRD programmes. Supervisors and subordinates as well, should play an equal role in identifying and formulating a set of training needs required by the integrated HRD plan. The inclusive role is meant to address the shortcomings identified in the process of job performance. Such a collaborative process can only be realised in common meetings and for a where individual and group needs are mentioned and their relevance towards individual and organisational goals is explained. Designing and implementing HRD programmes is vital for the realization of development in identified performance gaps. In addition to the above-stated, my personal contribution is that the knowledge and methodology of reflective practice be applied. In this regard supervisors and staff can be practice personal and situational analysis by doing the following: develop a vision, set goals for own development, identify multiple roles and practice self-evaluation.

Questionnaire question 8: In your view, what skills should role-players have in the identification of training needs to be addressed by an integrated HRD plan? Give reasons.

The majority of the participants stated that the issue of role-players cannot be assigned to outsiders rather it should be an internal responsibility of office-based educators. These participants agreed that the line function cannot be overlooked when it comes to assigning duties individuals in the process of gathering information. The needs vary and their prioritisation is significant so that resources can be sought and distributed profitably. In addition the participants cited that the role of identifying needs cannot be subjected to one role, rather role-players should play other leading roles like the following:

- A needs analyst;
- A researcher;
- An evaluator;
- A programme designer;
- An administrator
- An HRD manager;
- An organisation change agent.

Some of the participants however, mentioned the role that private service providers can play in the assessment of needs. The others also mentioned the sole responsibility that supervisors of sections can play in identifying individual and group needs. The argument is that supervisors know the strengths, weaknesses and aspirations of their subordinates.

The following were combined responses from SESs, DCEs and CESs:

- The CES is the co-ordinator of all sections assigned the responsibility. The CES can direct that all sections develop a common approach to HRD programme as it may suite co-operative working environment.
- The major players are both supervisors (DCEs) and subordinates (SESs), for those areas for development that are not identified by supervisors will be identified by the subordinates themselves.
- All stakeholders and members, top-down from the district director to the SESs. As each one gets involved, so will the information be rich and useful for all the district office-based educators.
- Major role-players that can play an enabling role by providing the right context within which job performance can be achieved.
- The role player must be multi-skilled person able to command various skills;
- All office-based educators in their different capacities. Each one of them will have particular expertise and experience as to what needs to identify and for what particular purpose.
- All SESs, DCEs and CESs, including the HRA section. Each one has expectations and desires as per job level occupied, and so as they come together, they will strike a compromise for common developmental needs.
- Expertise, advanced analytical knowledge and developmental skills are required from role-players.

The data from this question describes the role of office-based educators as being from development to expert knowledge. Office-based educators are to be involved in the planning, designing, training and evaluation of their own development. The collaborative role that office-based educators engaged in, together with other stakeholders makes them experts in their training in the process. The more office-based educators learn from their involvement the more they become masters of their own development. It is part of on-the-job training that the Department has to offer to empower office-based educators with analytical skills. The question that

can be posed is: Are office-based educators at a level where they can interpret their training gaps and formulate own HRD programmes? The issue should be for the Department to create an environment conducive to professional reflection and assessment. Role-players should have the following professional and management skills: in depth understanding of leadership styles, transformational leadership, motivation, communication/ facilitation in public speaking, team-work and creating a learning organisation.

Questionnaire question 9: The development of sectional or group performance plan should be a team effort. Do you agree or disagree? Kindly elaborate your response.

All the participants agreed that there should be an establishment of staff development teams whose function will be to ensure that planned activities are implemented within the legal (PMDS) requirements. In essence there should be creation of a working environment conducive to self and others' development to enhance self-performance and that of the district sections.

The following are combined responses from SESs, DCEs and CEs:

- The team effort will ensure that everybody agrees on inputs and thereby have a common approach to integrated HRD plan.
- To develop a performance plan for SESs with different areas of work. DCEs and SESs need to work as teams, and the process can go to as far as including the CEs of sections as well.
- It must be a team effort involving both supervisors and subordinates. This cannot be left to supervisors only as supervisors are also human and their weaknesses may harm the development of the whole team.
- Everybody should be involved in matters that concern them. You can never develop any person who does not participate in the planning of his/her developmental needs.

- Members in a team come together and share ideas. The shortcomings of some are identified and addressed.
- If the subordinates and supervisors know all their expectations, then in their meetings they discuss their achievements and their challenges to be overcome.
- Team- work makes things to be easy as different ideas will be required.
- It is through team-work that we can achieve what is expected of us.
- Team effort. All members of the specific sections must know and determine their short, medium and long-term goals.
- Performance plan should be a team effort so that the roles, responsibilities and performance targets can be shared within the section in line with the available resources and budget.
- As it will assist the team/group to have a holistic picture of the group and know the direction that the group is taking in ensuring effective performance.

In this questionnaire question has been on collective inputs and team effort in the development of group plans. The group development plans will ensure that office-based educators manage own workload and that of others to ensure work balance. In the process all will acknowledge and celebrate the responsibilities and achievements of individuals and teams. The supervisors should ensure that there is implementation and monitoring of staff development plans and activities and ensure that there is regular feedback on the process. The supervisors should identify, develop and utilize each individual's capabilities and strengths to enhance, and in the process these will translate into team efforts. What would be the benefits of such development plans? The answer lies in the development and maintaining of effective strategies and procedures for quality assurance and evaluation of office-based educators. This means there should be regular review of job practices, set personal targets and take responsibility for personal and group development.

The following interview data answers research question 3:

Interview question 2: How important is the individual sectional plans in developing an integrated HRD plan? Elaborate.

Responses from CESs:

The majority of participants felt that the available sectional operational plans are relevant documents to guide the development of integrated HRD plans. In this respect working teams can be brought together to identify common grounds for co-operation that include objectives, needs identification, time-frames, reporting schedules, feed-back and continuous development. Group or sectional plans can only be used to identify those striking areas of practice that can be useful to common HRD plan. The participants felt that a variety of documents should be used that include the PMDS documents, operational plans policies and Acts relevant to educator development. The majority of the perceptions of office-based educators were that integrated HRD aims at ensuring that there is smooth collaborative work by teams across the sections. Office-based educators must receive continuous training on personal developmental skills and job performance aspects. The emphasis is on personal development which when achieved will consequently promote service delivery in schools.

Verbatim responses:

“Sectional plans are very distinct in terms of goals and objectives, but they are useful tools in guiding the effective performance of office-based educators. The manner of operation should be one and the overall goals should be identical despite the job descriptions. Therefore common work working plan need not be a problem.”

“Plans are used to guide operations. In this respect the manner of functioning should include all elements of job performance that is, reporting, communication, feedback and evaluation. (Probing by researcher) *Which areas specifically are not feasible for common adoption for the plan?* (Here the emotions of the researcher seemed assertive and jovial). “O yes, I think areas of planning for specific sectional objectives, feedback per job description and assessment of as per performance objectives”.

“Individual sectional plans can be a force behind the development of integrated HRD plans in the sense that they can bring together common SWOT analysis (strengths, weaknesses, opportunities and threats) as experienced by office-based educators. They can act as a base for further development within sections and the district as a whole”.

Responses from DCEs:

The majority of the participants indicated that they are not so familiar with the content of operational plans from other sections. However given the opportunity to work together, it will be fruitful for the district.

Some participants indicated their work-plans are not being attended to by their supervisors, and as a result they doubt the intention of the common approach to HRD plan. Integrated plans should be a result of expert knowledge and insight.

A few participants were not sure because DCEs normally meet for strategic functions and seldom discuss operational issues, and discuss very little about HRD plans or PMDS. Most of the time DCEs attend meetings and workshops separately which are organized by their respective Head Offices.

Verbatim responses:

“They are essential tools for driving operational plans. Sectional plans will ensure that we have a common approach to produce a workforce that is dedicated, inspired and motivated. Tapping from a common source of knowledge and practice should enhance individual development and performance”.

“The plan will depend on how colleagues in individual sections respond to the idea. It is however important to start from the base of having individual sectional plans so that we grow in mindset. The common operation in terms of performance enhancement is very essential for the individuals and teams”.

“I think we are having problems in terms of how we are driving our individual plans due to ill-discipline, non-co-operation and time constraints. I would not mind the implementation of a common approach if we first get rid of stumbling blocks that lie in the way. (Probing) *Could you please elaborate more on that?* (Here the participant became passionate and assertive). Some sections are busy throughout the year attending workshops and their colleagues doing field work. Others put their individual egos before the group. These issues need to be dealt with so that the Department becomes a truly functional organisation”.

Responses from SESs:

The majority of participants indicated that they are in favour of any developmental programme that can be introduced, but also indicated that they do not have powerful supervisors or teams to lead and guide HRD programmes. They cited lack of capacitation and training within their very own sections. If an integrated HRD programme is introduced, then it might work for their benefit. The other participants indicated that whenever any programme that would later impact of labour relations issues is introduced, all must give inputs. However they took into cognisance the labour unions as playing a pivotal role in this regard.

Verbatim responses:

“Individual operational plans are relevant to sections so as to achieve the set objectives. It can be helpful to use the existing plans to build a bank of knowledge from what we have. Remember, what we strive for should be for the attainment of departmental goals with the objective of individual development. Capacity building should cut across the organisation. Therefore, thorough consultation and planning needed for the plan to be implemented”.

“Individual or group plans are relevant tools that can be used to transform the whole operation of the department. Leadership skills are needed to direct the common operation and expected outcomes from sections. Attainment of sectional goals will surely enhance that groups work together with a common set of step to achieve success”.

“The DCEs are trying their level best to assist us with the achievement of the operational plans but at times they lack insight and are ill-equipped. To realise the essence of integrated HRD plan we need more training and common understanding. The labour unions must also play a role in the development of future developmental programmes”.

Combined responses from CESs, DCEs and SESs:

The majority of participants agreed that a select team with outstanding capabilities is needed to assist in developing an integrated HRD plan. Educators needed should have the following qualities and competencies:

- Organisational skills
- Interpersonal skills
- Ability to set clear goals and standards
- Computer literacy

- Managerial and curriculum knowledge
- Leadership roles in working teams

The other participants did not agree that office-based educators identify and determine their own needs rather it should be the responsibility of the Human Resource Administration (HRA) section. The participants felt that while PMDS and operational plans are sectional and professional issues, office-based educators should end with identification and further process should be carried forward by the HRA section.

Verbatim responses:

“Very few office-based educators would offer much needed skills to assist with the HRD plan. However, I would suggest that supervisors should play a leading role in selecting office-based educators with expertise. Supervisors know their people and areas in which they may use them”.

“Areas of individual qualities and competencies are determined by one’s dedication to work and relationship with colleagues. As people receive development on the job, so will they grow and acquire new skills. The qualities and competencies of office-based educators will be determined by what they offer at work and it is then that other colleagues can judge available skills from individuals. In general such office-based educators should be knowledgeable and with exceptional skills.

“No particular skills should be identified from individuals. HRD plan should be collaboratively developed and implemented. Educators will be motivated to participate in development of documents because of the support and support they receive from supervisors and senior management of Department”.

“Office-based educators must show good management and leadership skills by being able to organize, plan, control, monitor and lead all activities in their job areas. They must establish a collaborative culture by creating positive interpersonal working relationships through mutual support and shared purpose”.

“How can we identify and be architects of our own development? We need people who can do the preparation and the execution on the shop floor. Let the HRA do the design of HRD programmes and actual training for us.”

The data collected from the questionnaires and interviews cited these common themes: SWOT analysis, experiences of office-based educators, HRD programmes, common approach and common operations, continuous development, collaboration, plans are used to guide operations, knowledge, expertise and developmental activities. From the data gathered it can be established that the roles of office-based educators in the formulation of individual or group development plans is of great importance in that they cannot be separated from the formulation of their own development. The formulation of development plans is positively associated with positive office-based educators' job outcomes. As a person who manages the operational plans almost on a daily basis, I have discovered that there are linkages between job performance and job satisfaction, commitment to the job, and feedback between supervisor and subordinate is increased. This positive result is due to the operational plan which is well-planned, with clearly stated goals and objectives, performance measures that are clearly stated, performance activities and time-frames that are a stated. What is of essence is the responsibility attached to each office-based educator in the performance of tasks to be achieved. When office-based educators do not meet the targets or perform as expected, there is a need that together with the direct supervisor, a development plan be designed to serve as guidance for future development. Collegial teams are play an important role in sharing knowledge and experiences and HRD programmes can be used to further address performance gaps so that development plans are effectively implemented. The implementation

of development plans can ensure that there is regular review of own practice by office-based educators, they can set personal targets and take responsibility for personal development.

Interview question 8: Do you agree that the performance development of office-based educators has lasting impact on the development of school-based educators? Elaborate.

Combined verbatim responses from SESs, DCEs and CEs:

“It is true that the curriculum content message to be carried should be clear and informative. Effectively developed office-based educators can have a big influence in contributing towards improved school culture”.

“We should be able to influence commitment to change our attitudes, our learning capacity and the way we communicate important information to schools. Our main duty is to get skills and development so that we have lasting impact on school results, that is why we monitor schools and conduct HRD programmes almost weekly”

“The development of office-based educators should be in collaboration with school-based educators because our seniority to them means we have to play a leadership role. We have to be informative and possess different skills from theirs. Our professional development should be again on their side for lasting effectiveness of the schools.”

The data collected emphasized the following themes: commitment to change, school environment, learning programmes, learning styles and communication channels. In order that performance development for office-based educators should have lasting impact, we need to consider the factors as mentioned above. Office-based educators’ attitudes towards achieving the set operational goals play

an important role in what and how learning will affect the behaviour. The learning styles include the psychological and emotional processing of information that will be passed to school-based educators as intact. In dealing with communication channels, official letters and effective monitoring play an important role in communicating effectively so that the message gets understood. A school environment conducive to learning assists school-based educators to conduct curriculum learning and heightened learner results.

SECTION D

The following questions are based on the leadership role of supervisors (DCEs and CEAs) in facilitating performance amongst office-based educators:

Research question 4: *How can the leadership role of supervisors (CEAs and DCEs) promote good working culture amongst office-based educators?*

The following questionnaire data answers research question 4.

Questionnaire question 12: In your view, how can individual leadership characteristics of DCEs and CEAs add value to organisational development?

Different views were expressed by participants. The views included among others, the following:

The following responses were from SEAs:

- Common leadership characteristics that help to inspire collective and team effort must be harnessed and promoted.
- Individual DCEs have various leadership characteristics which can be used in closing gaps identified in the system;

- Individual leadership characteristics must be utilized to motivate and communicate the key objectives or performance targets of the section;
- The section can be well organized, and all members will know the core business and performance will be high;
- DCESs must read the reports given monthly and try to address issues that need urgent attention. The issues may include problems that come from the schools;
- Leadership characteristics of the DCES can assist organisations, for example, a very loyal DCES will set achievable objectives to his/her subordinates;
- The DCES must be exemplary, leadership be influential, task on hand, be knowledgeable, and be seen to learn new techniques;
- Good individual leadership characteristics of a DCES can easily be reflected in the performance of the whole team he/she is leading;
- Because they are leaders, SESs are going to learn leadership from them. It is important that DCESs portray leadership characteristics that are motivating and glue their members together;
- Leadership characteristics of any supervisor will lead to the success of any section.

The following responses were from DCESs:

- Subordinates can be motivated to perform better;
- Office-based educators are encouraged and involved in every decision-making process;
- The DCESs facilitates, coaches and supports the staff, making them effective performers;
- The DCES gives credit where it is due, harnessing confidence of the staff and promoting human relationship skills;
- Goals are clarified and attention is focused on developmental needs of the staff members.

The following responses were from CESs:

- DCES takes personal interest in work performance and life of subordinates;
- Participative leadership is promoted, establishment of plans, solving problems and consulting with every decision to be taken;
- Leadership style is adjusted to reflect subordinates' needs, promoting willingness to do the job;
- Two-way communication is promoted, thus promoting relationship behaviour of subordinates;
- Subordinates are able to judge the leader in terms of credibility, trust, competence, openness and loyalty.

The data from this questionnaire question highlights what may be called leadership by performance. The leadership style, communication, organisational goals, leadership characteristics, readiness for change and coaching are highlighted as playing an important role in commanding teams of office-based educators in job performance. The leader sets the sectional goals by planning and assigning tasks to subordinates. Planning is followed by opening communication channels amongst the staff members, coaching and supporting the members. Subordinates learn that from the person of a leader human relationship, motivation, loyalty, trust, influence and team performance are key to organisational success. Leaders motivate teams, and teams get the job done. The question that is posed is: Can the leadership of DCEs and CESs rely solely on the good leadership attributes apart from involvement of teams? Leadership approaches differ in contexts, but office-based educators are open-minded and ready to learn from others.

Questionnaire question 13: What role do you think should DCEs play in maintaining an energetic and motivated team of SESs?

In general office-based educators agreed on encouragement through positive talk, strengthening collaborative teams amongst office-based educators, recommendation of monetary rating for office-based educators regarding appraisal system and empowering them to play a greater role in meetings and other important official gatherings. The participants cited that since DCEs are section heads, they should define performance, encourage performance, and facilitate performance through setting clear goals. The DCEs should avail resources and facilities so that the job is done. The participants further mentioned that purposeful activities like coaching, mentoring, counseling and feedback must be availed by the DCEs in support of the staff members.

The following responses were received from SESs:

- They should hold regular meetings and discuss all the challenges the SESs face, and support them by coming up with solutions;
- Supervisors of office-based educators should give feedback to the work well performed and always encourage the slow workers to improve on their performance;
- There should be instances in staff meetings when we SESs are praised and given clearly direction and instructions on how to do our work better;
- There should be monetary rewards for office-based educators, and so the supervisors should ensure that the PMDS is paid and we get cash bonuses;
- DCEs must allow the SESs to make presentations in meeting, workshops and allow SESs to be on acting capacity when DCEs are away or on leave;
- The best method is to allow the office-based educators to work in supportive groups that will strengthen the sections and the entire department in general.

The following responses were received from DCEs:

- Commend and appreciate the work of those staff members who are committed;
- Motivate SESs to attend developmental programmes, seminars and workshops in order to get empowerment;
- Ability to plan, organise, lead and control all HRD programmes including new educational policy developments;
- Encourage office-based educators to participate actively and share expertise, knowledge and experiences related to their performance.

The following responses were received from CEs:

- Supervisors must be flexible, accommodative and allow different opinions to prevail;
- Rate the performance of individual office-based educators fairly and encourage improvement of the job not well done;
- Recognise different goals of individuals, personal developmental needs, career-pathing, offer opportunities to learn and praise for the job well completed;
- Offer office-based educators with new and challenging tasks, and allow innovation of ideas.

The data from this questionnaire question highlights the importance of energetic teams by recognition and participation. The following terms are associated with motivated teams: team-work, regular staff meetings and feed-back, reward systems, recognition of excellence and career-pathing. The DCE is seen as a leader who has to plan, motivate, encourage and recognize the different efforts of subordinates through completion of tasks assigned them. Supportive group-work is important in the completion of tasks assigned to subordinates. Incentives are

regarded as important in further motivating subordinates. Maximum job performance can only be realised when individuals and teams are energized through recognition and implementation of incentives. In instances where office-based educators lack motivation due to lack of experience or knowledge of a particular task, peers can assist through supportive work. My contribution here is that, while office-based educators should be motivated because they have jobs that pay on a monthly basis, but I suggest that other intervention mechanisms like career counseling and employee wellness could be applied to further boost their motivation.

Questionnaire question 14: What role can Total Quality Management (TQM) play to assist teams of office-based educators to have a common approach to total quality performance?

In general office-based educators agreed that total quality performance is a team effort, and can be realised through effective leadership. Planning and goal-setting by the leadership (DCEs and CEes) will ensure that HRD programmes are implemented.

The following are combined responses from SESs, DCEs and CEes:

- Each team to set its own clear and achievable goals, and design programmes on how to implement the goals;
- Sections to produce evidence that they hold regular staff meetings and that resolutions are implemented and followed-up;
- Transformational leadership to be practice with emphasis on motivation, promotion of interpersonal relationships, communication and job performance;
- By ensuring that office-based educators perform duties through regular spot checks and assessment of reports;
- To disseminate and encourage the application of good practice at all areas of work;

- The process will enforce transparency and every team member will be developed even be ready for promotional posts;
- Everybody will be having a shared vision of quality in all the sections.
- Allow discussions on areas of development to be robust, honest and attainable.
- By developing a uniform or integrated strategy that can be implemented to keep track of the performance expectations in the different sections as a way of monitoring the achievement of the district offices.
- Delegate responsibility to subordinates and encourage job commitment, ownership of tasks and reporting of progress on performance;
- Set high, achievable standards and expectations;
- Create a working culture and a positive work environment.

The data from this questionnaire question highlights the notion of quality through planning and job performance. The leadership of the CES and DCES is regarded as valuable in determining achievable goals and setting working culture. Organisational vision and mission are regarded as important in determining what kind of goals and objectives to set. What must be promoted by leadership are collegial teams that will foster participation by all office-based educators in decision-making process. Total quality management requires transformational leadership of CESs and DCEs that will ensure that teams are encouraged and motivated to perform to their maximum level.

Questionnaire question 15: How can effective communication amongst office-based educators improve performance?

The participants agreed to the importance of strategic planning sessions as well as constant performance review sessions as a means of promoting communication. The participants alluded to regular staff meetings and performance reports as means of promoting communication. Two-way communication through performance feedback was the major contributor to regular person-to-person

contact. Strengths and weaknesses of individuals can be measured through regular formal and informal meeting which can be used as tools to promote communication. It is when staff members meet and talk that they are able to share experiences, expertise and talents.

The following were combined responses from SESs, DCEs and CEs:

- Improved communication can lead to the sharing of best practices and then lead to the overall improvement of the whole Department as an organisation.
- Performance will surely improve as information will disseminate and be shared on time, thus improving performance.
- Effective communication amongst office-based educators will limit misunderstanding and misconceptions, and therefore improve the performance of team members.
- Efficiency can be evident. The system can be improved with total accountability and responsibility.
- Effective communication among office-based educators can assist if all members know about challenges facing them and how to correct them. They can share ideas and improve their practices. This better knowledge about one another can reduce conflicts and misconceptions about one another.
- Communication that has a follow-up and team support can assist with improved performance amongst office-based educators.
- By sharing the latest developments and challenges on a regular basis. By creating an atmosphere of trust and honest discussion, and sharing preventative measures that will assist in combating inefficient performance.
- Communicating effectively would assist in identifying gaps amongst office-based educators' performance, as well as amongst sections. In this way there will be co-operation in terms of individual and team performance.
- There will be more focus on the objectives to be attained. Improved human relations will ensure maximum performance. Duplication of services will be avoided and as such resources will be optimally utilized.

The data from this questionnaire question promotes the idea of communication to foster job improvement. The purpose of communication is to promote co-operation amongst staff members and ultimately avoid conflict. When office-based educators talk ideas are shared and new experiences are learned. Effectiveness, efficiency, expertise and shared norms are some of the elements inherent in the use of communication. The question we may ask is: How effective is formal communication as opposed to informal communication? Formal communication is instructive in nature, is specific to the point and directs the way. When supervisors communicate, they mostly make use of formal communication in the form of meetings, letters and group discussions that promote job improvement. Formal meetings and working-teams make communication purposeful and business-like, and they do assign responsibility and time-frames for task completion. The use of formal communication must be greater than informal communication, and in this way the positive working culture will also be enhanced.

The following interview question answers research question 4.

Interview question 4: How can the leadership roles of supervisor (DCESs and CESs) influence performance and development of an integrated HRD plan for office-based educators?

Combined responses from SESs, DCESs and CESs:

The majority of the participants mentioned the leadership style and the good management as contributing to good working culture, which also contributed to positive working environment. According to the participants, the implementation of the vision, mission and goals of Department will ensure that all the strategies and activities of the Department within the sections are implemented. A good manager can also be a good leader owing to changes that he/she brings within the section and amongst the staff. The leader must have certain behavioural characteristics

that differentiate him/her from the daily managerial activities. The participants echoed the indispensable leadership role that supervisors must play so that all sectional goals and objectives are achieved. A few of the participants, especially SESs were skeptical about the free role DCEs and CEs can play to demonstrate their qualities to the rules within which they operate their duties. The leader must have the following characteristics to manage of processes within the section:

- Appealing vision and mission

The leader must be able to express an idealized goal which is better the present situation. The vision must be clarified in an understandable manner to the followers who will then be able to express their desire to contribute to the collective good of the section.

- Personal risk

The leader must be able to take high personal risks, be able to incur high personal costs and engage in self-sacrifice so as to achieve the sectional goals and objectives.

- Sensitivity to followers' needs

The leader recognizes other people (followers) as co-leaders, perceptive of their abilities and responsive to their needs and feelings.

- Unconventional behaviour

The leader does not display mediocre behaviour, rather he/she displays the behaviour that is out of the ordinary.

Verbatim responses from SESs:

“I think it is only good for the Department to take CESs and CESs on regular workshops to learn more on leadership because they need it in as much as we need understanding leaders. DCEs and CESs should be sympathy and empathy because often we have our problems they do not understand and we are afraid to talk about them.”

“It fine to have leadership that can display good qualities like motivation, with good attitude, who can display respect and trust. But I do hope that the Department can give them space to practice all these signs.”

Verbatim responses from DCEs:

“The leader must have influence so as to direct the activities of the section in a right track. We need change in the way things are run in our sections and if our supervisor does not venture into some new things, then we are as stagnant as water”

“We need quality leadership that can encourage, motivate, influence, maintain good relationships, appeal to followers to be committed and create an environment conducive to job performance. We need trained leaders who can be above unpredictable situations at all times”

Verbatim responses from CES:

“It is good to aspire for what can change lives and contribute immensely to shape up the image of Department. Leaders must have a personal code of conduct in order to be influential, be a role model set pace through examples and expectations and ultimately provide his/her followers with opportunities to grow both personally and professionally.”

“We as leadership are always on the picture, receiving criticisms, and that itself puts much pressure on us to change and provide our followers with tools to improve. In the process we sacrifice a lot because we lose friendship, finances and precious time.”

In this research question the data collected provide the following themes: behavioural characteristics, good management, contribute to good working culture, sensitivity, good attitudes, motivation and influential. The close interrelationship between the characteristics of leadership and of management implies that DCEs and CEAs should be good administrators, be knowledgeable, display quality skills and implement principles that promote personal and professional behaviour. The CEAs and DCEs should be able to create an environment conducive for followers to improve their performance and consequently to the quality of education within the Department.

The leadership contribution of CEAs and DCEs to group performance of SEAs depends on the leadership style in terms of tasks to be performed and the favourable conditions available to practice leadership. This influence of the total set of approach is what is put forward by the contingency theorists Fiedler (1967) and Hersey and Blanchard (1994). The managerial grid for the concern of people and concern for task performance is what is proposed by behavioural theorists Blake and Mouton (1964). The emphasis is on improved results and improved working relationships.

SECTION E

The following questions are based on the education, training and development needs required by office-based educators in order to be competent:

Research question 5: *How would individual and group ETD needs assist office-based educators to be competent and contribute to the strategic objectives of Department?*

The following questionnaire data answers research question 5.

Questionnaire question 4: In what way do you think the training of office-based educators in new areas of performance will contribute to organisational effectiveness?

The participants were unanimous in declaring that skills development will ensure growth among office-based educators and that implementation of programmes will be done in schools. Training opportunities in new areas will provide office-based educators with opportunities to come together and share information and ideas. Office-based educators will be able to motivate and empower their peers in the development of vision, curriculum related policies and plans, and be able to carry these forward. New areas of training pose challenges that can measure the capabilities of individuals and teams of office-based educators to discuss, relate and resolve issues and present better educational solutions. Office-based educators will gain knowledge and information in subjects that were previously closed to them and thereby expanding their knowledge base.

The following were responses from SESs:

- Improving skills of office-based educators will definitely improve organisational effectiveness;
- Working organisations are dynamic, and for office-based educators to meet the needs of the ever-changing national as well as international demands, it will be standard procedure to maintain the up-to-date status of this work-force so that the organisations they are serving are effectively and efficiently managed;

- Better and new knowledge by employees will contribute to organisational effectiveness as they are always able to advice even their supervisors on many issues;
- It will improve system objectives and secure key deliverables within sections;
- A worker who knows better performs better, and is able to enhance his/her leadership qualities in particular areas;
- Office-based educators will be far-sighted and can anticipate challenges from a distance and be ready to solve them;
- Educators will develop and also understand what should be done in areas like curriculum that include new developments in areas like the National Curriculum Standards;
- Everyone will be committed and results will improve, and working conditions will also improve.
- It will energise the officials to learn new skills related to new areas of performance. It will allow self-renewal and sharing of new and dormant skills that were not utilized. New job opportunities will be created and career-pathing in the new areas of performance.
- It will assist in work being done even if some educators are not on duty, and also increase knowledge and skills of officials.
- There are very few areas of performance if any. Where new approaches, trends, curricular re-training and workshops do happen supervisors should constantly monitor performance of the implemented training so that the organisation should succeed with its set objectives.

The following were responses from DCEs:

- New areas of training help to increase performance levels of office-based educators;
- It helps to constantly develop office-based educators to meet current and future needs of the Department;

- It will ensure that office-based educators are effectively utilized in whatever new task assigned to them;
- New goals will be combined with existing goals to ensure maximum performance;
- It is a way of avoiding redundancy of staff in the workplace and consequently organisational ineffectiveness.

The following were responses from CESs:

- Office-based educators will update their knowledge in new policy developments and new approaches to curriculum matters;
- Training in new areas will ensure stability in the work-place and promote motivated staff;
- It will promote collaboration, common skills acquisition and uniformity in job performance;
- It will foster cohesion, co-operation and close down performance gaps that exist amongst office-based educators;
- Office-based educators will be ready to achieve any task, however difficult it appears.

In this question the notion of individual development to organisational improvement plays a key role. In this data the following are highlighted: policy formulation, new leadership role, shared ownership, reflective practice, career-pathing and future needs. What office-based educators learn from new areas of development, has a reciprocal bearing on the development of the organisation. The role that the Department has in enhancing the training capacity of office-based educators has a lasting investment in the organisational development as well. The development, commitment and zealous work office-based educators is the product of the type of effective training in new and exciting areas of development that also contribute to their multi-skilling. It is only through such training in new areas that office-based educators can be confident, be able to

compete and improve their career-paths. The question that can be asked is: Can training in new areas bring the difference in office-based educators' development and benefit school-based educators in the process? When training office-based educators in new areas the following should be added: coaching and mentoring, post enrichment and team-based work. These areas will further enhance office-based educators' capabilities.

Questionnaire question 5: What would you consider to be the developmental needs in your section? Mention them in order of priority.

The following combined responses were received from SESs, DCEs and CESs:

The majority of the participants felt that development needs assessment is indeed a very useful and effective strategy to empower office-based educators. The Personal Development Plan is a correct tool that should be used to gather the needs and areas of development. However some participants also mentioned that it is upon the supervisor to determine the needs of the individual section which are derived from the overall objectives of the section. The underachievement in particular performance measures during the appraisal review sessions serve as an indication of what developmental needs to be addressed.

Very few participants however, indicated that rather than developing office-based educators, more attention be given to school-based educators as they are the one who should produce results.

The following were some of the skills development needs mentioned by office-based educators that would assist them to be more skilled and be able to execute their duties efficiently:

- Financial management;

- Recruitment procedures of employees;
- ICDL (Computer) training;
- Curriculum management skills;
- Leadership, communication and management skills;
- Team-building;
- Monitoring and evaluation;
- Conflict management and resolution.

In this question the identification of skills training for development of growth-path is highlighted as important. Particular skills necessary for job performance are mentioned by office-based educators. Supervisors of sections play an important role in assisting their subordinates to identify such skills necessary for empowerment and job performance. The Personal Development Plan is mentioned as an important tool used to audit the needs per an individual office-based educator, and ultimately a group within a particular section. The skills needs differ from developmental skills to interpersonal skills which are on-the-job training skills that the Department can ensure that they are implemented to foster growth within the organisation.

Questionnaire question 6: Do you need more in-service training within your section to perform better? Elaborate.

Combined responses from SESs, DCEs and CEs:

The participants were unanimous in stating that they indeed need more in-service training so as to perform better. They indicated that due to the ever-changing developments in education, there is a need to keep abreast of new developments. For example, the introduction of Amalgamated National Assessment (ANA) warrants in-service training so as to capacitate office-based educators to deal effectively with challenges that school-based educators meet in regular subject assessment.

The following responses were received from SESs:

- In-service training is needed on an ongoing basis as some of the work-related issues are ever-changing. Policies and legislation regarding education in general keep on changing, and the curriculum is forever under review.
- Mentoring programmes, especially for DCEs, and staff appraisal and other courses will empower office-based educators and make them better performers.
- In-service training will definitely improve the performance of any section and educators who know more will perform better.
- This will assist in better understanding of the job and better service delivery.
- There are many changes forthcoming in curriculum for example, CAPS and ANA - these new innovations require that educators to be kept abreast with training.
- The need for more training should be focused at the school level where school-based educators deal directly with learners.
- Learning in action is important because educators can impart knowledge whilst still fresh and useful in different areas of work.
- Achievement of performance goals will be realised due to further training;

The following were responses from DCEs:

- It should assist staff members to improve their performance skills and other behavioural capabilities;
- In-service training should be able to strengthen the capacity of educators to perform better in their specific job contexts, and most importantly improve their inter-personal developmental skills;
- There are regular meetings and developmental programmes set for the entire year;
- Training should be continuous so as to close performance gaps that may arise at any given time.

The following were responses from CESs:

- Strong and well trained teams are required that are to deal with loads of work and achieve the set goals;
- Sections must always have training schedules in place to empower their staff members to perform better and add value to Department vision and mission;
- Training of staff members in their sections ensure that strengths are sustained and weaknesses are diminished;
- It builds staff self-esteem and promotes creativity;
- It capacitates staff members to have better understanding of HRD issues such as self-development, communication, interpersonal skills and leadership.

In this question the emphasis is on in-service training in changing educational contexts. The contexts include educational policies and curriculum changes which require ongoing skills development in specific job contexts. Therefore the Department and supervisor should ensure that office-based educators receive regular training which they will consequently transfer to school-based educators for the improvement of the culture of teaching and learning. New curriculum approaches require new teaching and assessment methods therefore in-service training is practically relevant to implement on a regular basis. Training of inter-sectional teams of office-based educators will ensure delivery in curriculum contents in schools. Supervisors should create an environment conducive to professional reflection and learning, establish staff development teams that will ensure planned activities are implemented.

The following interview questions answers research question 5:

Interview question 7: What training strategies can you employ to improve performance of office-based educators?

Responses from SESs:

“We need training strategies that will ensure lifelong learning and provide use with opportunities in our career.”

“It is easy to engage in further self development if given the necessary study skills.”

Responses from DCEs:

“What is important is regular HRD programmes that teach us to work in informative groups and have feedback on the process of our impact in job performance.”
(Further probing) *Can you explain the value of this feedback?* “We need to be on regular communication with supervisors so that if there are any performance gaps after training, then we should act to correct that.”

Responses from CEs:

“The opportunities attached to development strategies like in-house training are fruitful in the sense that the trainees are all colleagues and can engage in collaborative discussion.”

“Office-based educators can learn through practical examples and learn to improve on their capabilities.”

In this interview question the following themes from the data were highlighted: school culture, regular professional development, feedback, collaboration and resources. The strategies that are used to conduct training are those that use communication and those that use practice. Office-based educators learn by information methods through in-house HRD programmes tasks like job rotation, seminars, role-playing in-basket and computer-aided programmes. The strategies

teach office-based educators discipline, human relations, communication skills, independent studying and broadening of experience. The other direct learning methods mainly use application and office-based educators learn skills like knowledge of interpersonal skills, problem-solving ability and working in teams.

The development strategies as discussed above are important in for office-based educators to engage in curriculum-related discussion when they engage in inter-sectional meetings. Collaborative teams can use practical experiences to teach and learn from one another, and consequently pass on the results to school-based educators. What can be of further contribution is that the theory office-based educators learn form HRD programmes should be put to practice to effect changes in curriculum delivery. The supervisor should also make use of coaching to further heighten the learning transfer.

Interview question 9: How can education, training and development of office-based educators contribute to the organisational development of sections in the district offices?

The different groups of office-based educators cited various responses to the question of the training needs, applicable training strategies and the contribution of ETD to the development of office-based educators in this manner:

Responses from SESs:

The participants mentioned that they always performed better when supervisors explain and give direction on what has to be performed, and how it has to be done. In this regard the participants cited that the following techniques would work to improve performance:

- Demonstration

Observing the supervisor when performing duties and giving instructions to subordinates. This technique is simple and easy to emulate performance after some demonstration.

- Coaching

Supervisors do coaching to assist educators to change their derailed behaviour and perform better. Office-based educators are given responsibility to work on tasks independently or in groups with the aim of improving performance.

- Job rotation

Office-based educators can be assisted to perform better when they are moved to new jobs or given new tasks to perform. Job rotation is the best way of introducing variety and promotes new skills and knowledge to office-based educators.

Responses from DCEs:

The participants felt that the most workable solution to development is in creating collaborative working teams. The teams should collaborate in conducting workshops and use peer groups for further development. The essence of these groups is that they provide support and guidance to increase their potential to perform.

Some of the participants felt stated that due to specialization of office-based educators in respective subjects, it is not easy at times to build strong working teams. They also felt that common sectional objectives promoted teamwork among office-based educators. Participants felt that developmental training

provide office-based educators with new skills that assist them with job performance as individuals and as working teams.

Responses from CESs:

Most participants highlighted the need for all CESs in districts to collaboratively design a map-work for their components so as to give way to formulation of such a plan. The PMDS poses a challenge for teams of sections to work cohesively and follow a developed programme that will assist office-based educators to be effective in their work. Office-based educators should be summoned to a working session where they identify areas of common development. These areas will then necessitate chronological steps to be taken to develop a common and combined plan for all district office-based educators. Although the specific operational plans (derived from strategic plans) differ, but what is important is a cohesive and coherent manner of quality performance which can be achieved firstly through effective development. A sample of an integrated HRD plan can thus be put into trial through joint meetings, workshops, report presentations and functional intersection teams.

A few participants cited that they do not see such a plan or working in a near future. Rather they propose that office-based educators work within their teams and be developed through sectional plans. They further indicated the management of bringing teams together under one umbrella as cumbersome and strenuous in terms of time.

Workshops and other in-service training programmes are relevant for the professional development of educators. Communication in the form of circulars, policy documents and conduct of meetings and information sessions are necessary tools for further development.

Combined verbatim responses from SESs, DCES and CESs:

“It is important to provide office-based educators with relevant information and policy documents as well as learning programme guidelines. They are keen to assist in interpreting policies and documents for educators in schools. More in-depth knowledge and training of office-based educators is crucial for well-informed school educators who are implementers of curriculum and other education policies”.

“Capacitate office-based educators on HRD and they will do a splendid job for you. What we need is how to apply different scenarios in our sections and allocated schools in order to become effective. We need follow-up visits to schools to monitor the implementation of the acquired knowledge and skills in order to render assistance, guidance and support”.

“Workshops and in-service training should be held to address identified development shortcomings. PMDS plays an important role because it assists in identifying HRD needs and provides support for continued growth of office-based educators. The needs as identified through personal improvement plans should be used to develop developmental programmes. Regular monitoring of job performance by supervisors should be encouraged as it helps to add value to educator development

“It should first start by the district Directors giving such an idea a blessing, then CESs can conclude on intersectional meetings and setting a workable solution. An integrated HRD plan will ease tensions, save time and guide office-based educators on a common set of values relating to performance in their work, and especially in executing their duties in schools”.

“I think the first step is to find out what is in the best interest of the sections in terms of prioritised needs taking into account the sectional objectives. The second

step is to synergise the needs so that there is no overlapping, and then categorise those identified developmental needs. Having identified all the needs then it will be time to plan and implement the development of staff. There should also be periodic assessments to find out whether the developmental programmes have any impact.”

For this research question the following common themes were identified: capacitate office-based educators, workshops and in-service training, training techniques and working teams. The purpose identifying training needs and of implementing training is a joint effort of both supervisors and their subordinates, with supervisor playing a guiding and co-ordinating role. While the Department and the sections may have training needs identification and strategies to implement them, the practice and meaning of the training systems may not augur well with some office-based educators. As those training needs and implementation strategies have a significant impact on development and overall practice, supervisors and Human Resource Administration section should be attentive to ensuring that all office-based educators understand the strategies and what they hold for them. Team work in training practice is effective in instilling new professional practices, working in co-operative way, engagement in multi-directional process, and it guides learning processes in HRD programmes. Workshops can be arranged based on the 1% National Skills Levy as per NSDS III to cater for payment of outside training agencies for courses like conflict management, and in-house training arrangements can be made for curriculum content.

SECTION F

The following questions are based on the requirements and benefits of an integrated HRD plan for office-based educators:

Research question 6: *What are the benefits and model of an effective HRD plan?*

The following questionnaire data answers research question 6:

Questionnaire question 16: In your view, what action can CESs take to mobilize the commitment of their branch sections for the development of integrated HRD plan?

Combined responses from SESs, DCEs and CESs:

The participants mentioned that the CESs should encourage respective supervisors hold regular meetings within their sections, as well as developmental, informative sessions. Meetings with DCEs and SESs should not be held for crisis management or just 'damage- control', but be on-going motivational sessions and team-building exercises. The CESs should not just act as an instructor, but as an effective team leader with interest in unleashing the potential of all office-based educators. The participants cited that the CES should encourage the practice of democratic principles and promotion of empathy from supervisors.

The following were responses from SESs:

- The CESs should implement a shared vision, team-building and promote personal development.
- CESs must monitor the performance of various DCEs and ensure that each DCE meets his/her targets and communicate effectively with his/her SESs.
- The CESs should be knowledgeable, conduct meetings, publish internal memos and take active leadership role.
- When each team ensures achievement of all its expectations and indicating to other teams those that have outdone themselves. DCEs should produce evidence that they hold regular meetings with subordinates.

- They can give incentives to their subordinates and meet them regularly to motivate them.
- CESs should provide regular development and support to their DCES and SES through regular meetings and coaching sessions.
- The main object should be to set goals, ensure support of the activities by each section, monitor performance and control of the activities as set out in weekly and monthly plans.

The following responses were received from DCESs:

- The CESs should implement motivation, team-building and training.
- The CESs should facilitate frequent team-building sessions to share information on the critical performance challenges and strong points.
- By setting-up a performance programme that will be monitored on a periodical basis for achievement of those actions.
- CESs must ensure with Head Office management that their consolidated needs as stipulated by each section are addressed.
- They should organize regular meetings, workshops and a common vision of what should be attained by each section.
- They must give more attention on the development of SESs as they are the field workers by organising specific capacity-building workshops based on curriculum improvement in schools.
- The CESs should ensure that DCESs have a common understanding of the goals and objectives of their specific sections and then come together to strike a balance of the common approach to set an integrated HRD programme.
- DCESs are the correct people to assist CESs by providing relevant information and tools to formulate an integrated HRD programme.

The following were responses from CESs:

- Focus on Departmental goals which can assist to achieve the vision and mission statements;
- Maximize collective decision-making and attainment of sectional operational plans;
- Supervise, monitor and facilitate all planned programmes that would assist with the development of the plan;
- Provide expert knowledge, experience and researched information regarding integrated HRD plans;
- Ensure dissemination of information, formulation of strategic human resource development policies and sustenance of high performing teams.

In this questionnaire question the purpose of the data gathered is to build a shared vision and mission for all. The leadership role of the CES in mobilizing teams of office-based educators is crucial. The CES can ensure the formulation of the HRD plan by convening working sessions of all teams of district sections under his/her leadership, disseminate working documents and monitoring the proceedings of the teams. What office-based educators would need is empowerment and resources to perform the given task. The team leader has to provide resources and explain the terms of reference to the teams. In that way the leader's influence is already accepted. Can we then rely on the sole influence of the CES to get the job done? The real answer lies in the commitment of working teams which will naturally develop a working culture and high team spirit to get the integrated HRD plan in place.

Questionnaire question 17: Do you think an integrated HRD plan for sections will ensure high job performance by all sections in district? Substantiate.

The following combined responses were from SESs, DCEs and CESs:

The overwhelming number of participants agreed to the importance of holding strategic planning sessions and regular meetings as means of promoting communication amongst teams of office-based educators. Collaborative teams perform better in exchange of expertise and knowledge that is unknown to other members, and in this way other team members are empowered in the process. Exchange of knowledge should be able to filter down to the school educators and in this way schools become better places of education delivery. Teams perform better and get committed when lines of communication are encouraged.

- The focal point is the learner in the classroom, therefore all endeavours must ultimately merge at the school level to benefit the learners;
- The sections will be able to discuss cross-cutting performance expectations or standards with the ultimate purpose of developing intervention programmes;
- Improvement of communication will make sections to co-operate;
- Inter-district discussions among colleagues will improve an understanding of the work and thus work performance in the districts will improve;
- Office-based educators do not have knowledge of their colleagues' duties in other sections. In this way colleagues in sections will be able to tap from others' knowledge and expertise to the benefit of all;
- The discussions will culminate into resolutions that assist to enhance the core business of the district office.
- Office-based educators will be motivated since a variety in work performance with 'other' colleagues is introduced;
- Job performance will be concerned with not only individuals, but around every member of the district team ensuring recognition of various talents;
- Involvement of office-based educators from all sections is of paramount importance because it assures acquaintance with the procedures and processes of HRD;
- Collaboration will ensure commitment and ownership of HRD programmes by office-based educators;

- It is good because it encourages group-work, consultation, review of implementation of decisions and review thereof;
- As agents of transformation communication will ensure that departmental policies and common approaches are implemented in sections and in schools.

In this questionnaire question the data gathered highlighted the notion of the power of job performance as the tool for developing an integrated HRD plan. Real performance is realised through collaboration, commitment and improved service. Office-based educators would perform better when a document directing their activities is available and implemented. The task at hand is an integrated HRD plan that has the following aspects: directing high performance planning and goal-setting, education, training and development, implementation of development through HRD programmes and monitoring and evaluation of programmes. If people are provided with tools to perform, then what they really need is motivation and support. District teams should really perform better and contribute towards improving results in schools with the availability of an integrated HRD plan.

Questionnaire question 18: Should the responsibility of developing an integrated HRD plan be a shared responsibility by office-based educators?

The combined views of office-based educators (SEs, DCEs and CEs) were the following:

The majority of participants agreed that the roles vary according to the rank and job description. Therefore line function dictates the differing responsibilities, and so each office-based educator must ensure accountability when it comes to execution of job description. All office-based educators can contribute towards the development of an integrated plan by offering their experiences, ideas and knowledge.

The other participants however, expressed the view that the responsibility regarding HRD should be left entirely on the Human Resource Administration. Only specific inputs may be required from office-based educators to further develop the intended HRD plan. They further alluded that the Department should even consider the services of private agencies to design plans and develop office-based educators.

- To identify their own needs, do analysis and evaluation of skills and knowledge that they possess and close the skills gaps if there are any;
- Office-based educators should be given developmental opportunities to fulfill their mandate of addressing curriculum needs in schools;
- To make HR section aware of their developmental short-comings so that they receive the necessary training;
- Office-based educators can play a pivotal role in informing other sections on matters that are affecting schools or learning centres directly as they are the link between the schools and district office/ learning centres and Head Office.
- Office-based educators have own job descriptions according to their work groups, so they carry varying roles in their jobs.
- The Department should make use of private companies to develop HRD plans and train office-based educators.
- To ensure delivery of services so that the whole education system from district office to the schools runs smoothly, and that there is accountability by all.
- Office-based educators' views are that they are the entrusted authority to ensure that teachers in schools are trained in management issues and curriculum delivery. So they have a huge responsibility to ensure that all education programmes are implemented in schools.

The data from this questionnaire question suggested in-house responsibility for the development of an integrated HRD plan. Office-based educators are people who are educated and have undergone various spheres of training and skilling that could be useful to contribute to the study in focus. Therefore office-based

educators are regarded as indispensable in the development of an integrated HRD plan. As to how and which areas of focus will their expertise be effectively utilized, that should be the responsibility of supervisor.

Questionnaire question 19: What would you identify as requirements for a successful integrated HRD plan?

The majority of participants mentioned the importance of district working teams that comprise of individuals from sections. The selected individuals should have expertise in related HRD mechanisms and be committed to job performance. The participants cited various elements to the development of an integrated plan which are: planning by means of goals and objectives, appraisal, education, training and development, review sessions, feedback and identification of individual developmental needs.

A few participants however, cited that the requirements should be based on expertise and knowledge of the facilitators, and the developmental needs as stated in the personal development plans of the PMDS document. In this way a more reliable data and resourceful persons will be identified.

The following were combined responses from SESs, DCEs and CEs:

- Formulation of vision and mission which are implementable;
- Setting of achievable goals and related objectives;
- Needs analysis and development, with the inclusion of financial resources;
- Enough financial resources, fair and open opportunities. The need for incumbents to remain in their posts, plough back their expertise and positively enhance the image of their various operational spheres;
- Identification of the performance standards, qualifications and skills;
- Identification of relevant planning programmes that will improve on the performance of the official, and evaluation of programmes;

- The HRD programmes has to be hands-on, practical, relevant to the job and accredited;
- Representatives of office-based educators need to be part of the designing of the developmental programmes, performance management instruments with the relevant skills;
- Job descriptions will have to inform the developmental programmes to be designed;
- Application of appraisal mechanisms including review of performance;
- Performance management will have to regard all duties performed, even those that were outside the prescripts of job descriptions, for example, the delivery of examination question papers;
- A system that guides and also supports office-based educators in performance of their duties;
- Good knowledge of the job leading to better understanding among colleagues;
- Inclusion of resources relevant to job performance.

The data gathered in this questionnaire question highlighted developmental needs identification supported by expert knowledge. In essence the requirements of a successful integrated HRD plan cannot be separated from the Department's HRD vision, mission and goals and the office-based educators' personal developmental needs. These should be regarded as the foundation in setting the ball rolling for future development. I would also suggest that literature data be consulted for further insight, for instance there are renowned experts in the field of HRD like Locke (1968) and Steyn (2004) who contributed immensely on goal-setting and expectancy theory. The supply of resources such as finances should also be taken into consideration as payment of facilitators and catering should be effected. The combination of all the above-mentioned factors should be able to guide the decision-makers on what really are the requirements of a successful integrated HRD plan.

Questionnaire question 20: From your understanding, what benefits or opportunities will be derived from an integrated HRD plan for office-based educators? Elaborate.

The majority of the participants acknowledged that an integrated HRD plan will benefit office-based educators in the sense that all will refer from the same policy-document. The developed plan will ensure greater job performance, job satisfaction, job involvement and everyone's commitment in the achievement of organisational goals. Sections in the district will be able to work together and learn from each other's experiences. The participants cited that the HRD mechanisms in the development of an integrated HRD plan must be considered and implemented to achieve individual and organisational success.

The other participants were more skeptical about the development of an integrated plan. The reasons were that it may not even get implemented or be practiced fairly since appraisal systems include monetary incentives.

The following responses were from SESs

- It will be cost effective as is done per groups rather than individuals which will be expensive. Transfer of training can be done to others absent or struggling to grasp at a later stage;
- Better skills, qualifications, cross-pollination of ideas, skills and job-related knowledge that will result in job satisfaction and better production in the area of operation;
- The promotion of team-work and team-spirit;
- Officials will be able to improve and be competent on the work-related skills;
- Office-based educators will be able to plan together and work towards acquiring relevant skills;
- duplication of work will be eliminated;
- Office-based educators will share good practices and learn from each other;

- Knowledge will be extended and shared within and across sections;
- Colleagues will be able to assist each other in crucial matters, for example, GET, FET and AET, knowing that the assessment of one section will impact on the rest;
- Performance Management and Development will not be biased because one common instrument will be used to assess all officials on one rank across sections, and developmental programmes will be the same.

The following were responses from DCEs:

- Improved working culture and climate resulting in competent staff;
- Organisational effectiveness with improved technology, healthy environment and useful resources;
- Positive attitudes resulting in maximum job performance;
- Speedy performance assessment during review sessions, and some of the duties will be easily performed with some individuals and within sections.
- Empowerment of office-based educators and utilization of human resources at all levels of the organisation.

The following responses were from CEs:

- Promotion of the quality of office-based educators, and enhancement of management development;
- Expansion of skills acquisition, work independence, collaboration and job satisfaction;
- Attraction and retention of talented staff, and availability of job security;
- Common planning, co-ordination of activities and efficiency in performance tasks;
- Recognition of job performance and rewarding of excellent practices.

In this questionnaire question the data collected highlighted the achievement of goals through co-ordinated planning. The following terms are cited as common in the data gathered: Job satisfaction, job commitment, team-work, expansion of skills acquisition, job assessment, competent work-force. The benefits of an integrated HRD plan have been highlighted owing to various skills that will be acquired in the process of HRD programme to be conducted. From the perspective of the participants it can be deduced that following aspects will benefit office-based educators: the vision, mission and goals of HRD plan will be explained and clear standards for performance will be set, attraction and retention of staff because the workforce will be job-focused and motivated, new set of skills and capabilities will be enhanced owing to training and development and performance review sessions will ensure that strategies for quality assurance are maintained and office-based educators are evaluated for job improvement purpose.

The following interview data answers research question 6:

Interview question 3: What type of qualities and competencies are needed from office-based educators who are to develop an integrated HRD plan?

Combined responses from SESs, DCEs and CEs:

The majority of the participants felt that the qualities depend on the knowledge, expertise and relevant experience acquired. The supervisors from respective sections should identify people with abilities to make the development of the HRD plan a reality, and such people should have the following skills: good organizers, motivators, be initiative, good planners, have recording skills and be eloquent. These participants further cited that such selected team of office-based educators should undergo a crash course so that they have a common understanding and related empowerment in approaching the development of an integrated HRD plan.

A few participants however felt that empowerment should begin from various sections and everybody should have a chance to contribute to the development of an integrated HRD plan.

Verbatim responses:

“We need office-based educators who are well-trained and who can plan and facilitate any given learning programme. We have people amongst ourselves, why not try them rather than use scarce financial resources to hire outside people?”

“It is important to keep the vision and mission of the Department in mind when choosing people, remember we do things for the future and we must have insight and depth when we decide on training.”

“We need trainees with qualities of a leader, who can inspire and motivate us to work in collegial teams. We also are of the view that change of attitude should be given priority as office-based educators have shortcomings in terms of low capabilities.” (Further probing) *What do you mean by low capabilities?* “There is a need to work on our co-operation, human relations and respect for each other.”

In this interview question the data collected provided the following themes: experienced planners, provide insight knowledge, reliable and informative, communication skills and human relationship skills. The data collected has reminded us that the skills and competencies required should be able to transfer knowledge to office-based educators to be trained. The competencies required are that of a person who can share resourceful information to the trainees, be able to instill human relationship discussions, be able to orientate office-based educators on content and plan for development programmes. The qualities associated with the trainer are that of a well-informed and good facilitator, and a visionary who has the knowledge of goals to be achieved by such trainings. The Department has such gifted office-based educators in the districts who can

develop plans and inspire other during facilitation. What is needed is co-ordination and identification of trainees to share their expertise and giftedness in developing office-based educators. The identification of such trainees may be used to add to the database of material developers and could also serve as recommendation to build their career-path in such a field.

Interview question 10: *How would you go about formulating an integrated HRD plan for sections in the district office? Elaborate.*

Combined responses from SESs, DCEs and CESs:

The responses from the participants differed considerably. The majority of participants felt that the Department lacks the capacity in terms of time and willingness from colleagues. The participants cited pressure to support schools and produce results is hampering co-operation among sections. However, the idea of an integrate HRD plan is essential tool for effective performance amongst office-based educators.

The participants (SESs) felt that the steps to follow depend largely on the direction of the supervisors and then on the co-operation of the colleagues from other sections. Despite the different operational plans, quality HRD planning is essential for office-based educators to perform to their maximum. In this respect bringing all sections together, identifying needs, analyzing needs and developing a training programme is important. Co-operation among sections is relevant to sustainable integrated HRD plan. SESs normally perform tasks related to their job descriptions and are most of the time out to schools as a result such integrated plan should close all the gaps that might exist. However, some indicated their displeasure with the plan, citing uncertainty with its ultimate objectives and success.

Some participants were not sure whether the plan would take into consideration their plight and frustrations. They need a plan that would alleviate their work pressure and ensure that they manage sections as they are supposed to.

Verbatim responses:

“A group of office-based educators from all or identified sections should meet to plan for the HRD programme. The steps to follow will be simple - to plan, to develop, to assess and to reinforce for performance. Reinforcement will surely include motivation by means of monetary bonuses and other incentives”. (Probing from researcher) *Do you think the steps you have mentioned are definite?* “No, not at all, there are other steps that can be formulated as the groups meet and discuss about the much needed integrated HRD programme you are referring to”

(The participant showed distress) “What is the use of a plan that will further load us with work? We are stuck with the new Annual National Assessment (ANA) we now work even on week-ends and we need guidance on how to alleviate the pressure.”

“I think what should happen first is to ensure cohesion of different sections through inter-sectional meetings. Working teams should go together to schools and engage educators on curriculum matters and give feedback on their engagements. In this way we can see how the developments progress in favour of the future of an integrated plan as proposed.” (Further probing) *Can you determine the duration for implementation then, a year or two?* (With a wry smile) “Let us always be positive, give the people the tools to implement for a try and then we should fix mistakes along the way.” “Let’s put the plan in place and we’ll see.”

“An integrated HRD plan is a good idea despite the different operational plan in the district. It will give us a common purpose and determine a common yardstick for us. (Further probing on question) *Would you embrace it, then?* “The HRD plan?”

Yes of course. Its first step should be inclusive of all the ideas in terms of needs, then addressing of developmental gaps, how and when to report about our performance. (With a tense face now) What is more important is communication between the supervisor and us (SESs) so that we are constantly assured of our performance”.

“I am not sure whether the ultimate objective of an integrated HRD plan would be achieved. But the first step would be consultation with all the stakeholders, and then they state their needs, problems and expectations. The plan should not deviate from the PMDS as it should be part of our performance assessment”.

(This participant was rather skeptical in answering, facial expression showing uneasiness and uncertainty). “I do not think that office-based educators have the capacity to plan on human resource issues. Those issues must be directed to HR specialists who are the real planners and are trained in that field”.

(The participant seemed saddened) “I am not sure whether the plan will assist the sections as we are always busy and tensed in the district office. We should concentrate on our job descriptions and visit schools. Coming up with another plan will derail us from our intended objectives which is to enhance the pass rate in schools”.

(This participant was assertive and lively). “The formulation of a plan of that nature needs a selected people with expertise. However it is a very bright idea that can enhance working relations. Firstly what we need is identification of needs for development, then how those needs can be put into plan and be assessed for maximum performance”. (Further probing on the question) *How can the needs be identified then?* (The participant sounded elated, with eyes bright and hands moving). “We can make use of training needs identification as in colleagues’ personal development plans or we can develop a special survey form”.

“First we need to assess our own weak points and strong points, and then categorize those positives and negatives so that we work on a tangible plan. Representatives of all sections can come together to formulate a workable plan based on what to what, how and when to develop and assess. We should also take into consideration the impact of the PMDS in developing such a plan. How can the plan assist us so that the management of the PMDS becomes an easy task?”

In this research question the data collected highlighted the following themes: sectional operational plans, needs identification for development, common set of values and cohesive and coherent manner of performance, synergy of needs, establishment of intersectional meetings. The participants were in agreement on the great value of an integrated plan and the positive results it would yield given time to be put on trial.

The development of the proposed integrated HRD plan would mark a close co-operation amongst office-based educators with experience and expertise across sections who can contribute immensely to produce the required result. To be effective and functional the introduction of an integrated plan has to undergo phases of intersectional meetings to be discussed and inputs be made that would in the process develop a synergy of developmental needs and a common approach to operational matters. What is of paramount importance is the use of the plan to of benefit to all office-based educators in terms of capacitation of office-based educator and its impact on school-based educators.

The question that can be posed to the effectiveness of the plan is: How can we ensure the inter-relationship between the development and use of different activities as tabulated in the HRD plan are mutually supportive? The systems, networks and techniques used need to be considered in light of the overall objectives of the desired integrated HRD plan. How the education districts apply the integrated HRD policies can be very different as each district will define a

different approach or process. This can be realised with the modification of the PMDS cycle implemented by different supervisors to their subordinates, but at the end of the cycle year the report is submitted. The policy will be the same across the districts but implementing policy will be influenced by context.

The discussion above brings closure to the analysis and interpretation of the questionnaire and interview responses and how they link to the research questions. The next section gives concluding remarks regarding chapter 5.

5.3 CONCLUSION

Data was gathered from participants through questionnaires and interviews. The data was collected from groups of office-based educators according to their ranks (CEs, DCEs and SEs) and from the three education districts. With the presentation of findings, the research question was stated followed by the corresponding comments derived from questionnaire and interview responses. The collected data from both questionnaires and interviews was presented, analysed and interpreted by the researcher. With the reporting of interview findings, participants used their own words and provided explanations and descriptions of their experiences, with some probing questions from the researcher. The researcher highlighted the questionnaire and interview results in order to advance data around the topic under research.

It is important to note that rich data as collected through research instruments and presented through literature study will go a long way in influencing the outcome of this study, because during the data collection participants showed great passion about the topic under study; and they further exhibited deep knowledge and expertise in this area by responding fully to questions posed through research instruments. Given the central role played by the researcher more effort was put on gathering data, presenting, analysing and interpreting it. The resources at the disposal during literature writing and data collection through questionnaires and

interviews assisted in building a theory that was helpful in formulating a useable HRD framework for an integrated HRD plan. Through the use of an integrated HRD plan working-teams office-based educators can share experiences, exchange ideas and empower one another and this can further be achieved with the provision of the relevant information, tools and support. The data presented will help to advance the development of an integrated HRD plan as proposed by the research study. In this way the strategic development priorities of the Department can be achieved in practice if the officials responsible for their implementation are also willing to implement the integrated HRD plan. The next chapter deals with the conclusions and recommendations of the research study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter deals with the conclusions and recommendations of the study. Concluding remarks from literature regarding the development of an integrated HRD plan for office-based educators are presented, followed by the conclusions from the data gathered. Factors which contributed to the effectiveness of an integrated HRD plan are identified, as well as possible ways and strategies of promoting its effectiveness. Recommendations regarding how an integrated HRD plan should be practiced within the Department are indicated.

6.2 SUMMARY OF CONCLUSIONS

The conclusions of this study are discussed in sequence. First are conclusions from the literature study. The conclusions on questionnaires and interviews with office-based educators are discussed lastly.

From the literature study, it is evident that office-based educators should be competent in the following:

- Human resource development strategies
- Performance management strategies

The research asserts the important tasks office-based educators should perform in their respective sections, and subsequently office-based educators should have the necessary knowledge and skills to perform their jobs effectively. Office-based educators should have sound knowledge of how human resource development functions and how it ultimately enhances performance management.

6.2.1 Human resource development

- Human resources development makes use of all the processes, systems, procedures and programmes within the organisation in order to develop people. In order that people should attain organisational goals, they must be provided with education and development. This in itself will enhance individual and organisational performance. The efficiency of the organisation also depends on the casual relationship between the individual employee and organisation (cf. 2.3).
- The purpose of HRD is to improve performance at individual level, team level and organisational level through the implementation of organisational goals and objectives. Development should provide activities that result in both organisational and personal growth leading to career-pathing (cf. 2.4).
- Employees who are well motivated and skilled will produce work that will promote organisational effectiveness so that it achieves its overall goals. Employees will subsequently receive rewards owing to the development invested in them (cf. 2.9.1).
- Effective communication at all levels of the organisation makes job performance easier and promotes trust, respect and mutual relationships (cf. 2.12).
- Charismatic leadership style can be employed by managers and is important to implement HRD processes in organisations for performance improvement (cf. 2.10.3).
- HRD makes use of decentralization and delegation of tasks to employees which are the means that can be used to empower employees to perform in

working-teams, and they are effective to promote maximum performance (cf. 2.12.4).

6.2.2 Performance management

- Performance management is a continuous process whose purpose is to identify, measure and develop the performance of individual employees and teams and align their performance with organisational goals. Employees within organisations must have the necessary knowledge and skills in order that performance management becomes a success (cf. 3.3).
- Supervisors must ensure employee job performance by practicing the three steps of defining performance, encouraging performance and facilitating performance (cf. 3.4)
- The purpose of performance appraisal methods is to improve performance by paying attention to key areas of activity. The philosophy of performance appraisal is to form combined ownership among jobholders so that they deliver quality service based on effective performance (cf. 3.4).
- The criteria for the judgement of individual employee work is that appraisal should be reliable, discriminate among employees, be free from contamination, its practicality should be user-friendly and be acceptable to employees as a measurement tool of their performance (cf. 3.7).
- Individual employees are assessed against performance standards, and the supervisor must make assess against the work-plan and capabilities. The supervisor makes use of rating techniques to assess and rate employee performance on a continuous basis (cf. 3.8).
- Supervisors are accountable for employee rating because they have the expert knowledge about the work of the employee. However, supervisors must

guard against problems and errors when implementing performance appraisal methods. (cf. 3.10).

- Poor employee performance is unacceptable in organisations, and therefore its causes must be identified, followed by a plan of action and monitoring of progress. Grievances and disputes resulting from employee rating must be submitted through prescribed forms and through the responsibility manager as mediator, and lastly to the Quality Assurance Body (cf. 3.11).
- Performance feedback used in appraisal methods should be both evaluative and developmental, and it should happen before the interview, during the interview, and after the interview. Both supervisor and subordinate must arrange an appointment on time, and the records of such feedback sessions must be kept (cf. 3.12).

6.2.3 Questionnaires

- The aim of HRD is to maintain good working relations, identify staff developmental needs, satisfaction of employee career needs, advancement of higher salary notches and ensure that educational institutions are properly managed. The identification of developmental gaps that will empower employees so that they become competitive in the changing technological world. The overall aim of HRD is to promote service delivery in the Department as an organisation and subsequently support of curriculum delivery in schools (cf. 5.5).
- The role of office-based educators regarding the development of an integrated HRD plan is to make the HRA sections aware of their developmental shortcomings so that necessary training is provided. They are a link between schools and district offices and have knowledge in matters affecting schools. Office-based educators must provide inputs and if possible, be part of all new developments of integrated HRD (cf. 5.5).

- The various sections each have HRD programmes, but they are not always followed and implemented. District officials do not seem to meet to discuss HRD programmes. Such officials merely identify developmental needs and attend workshops if they are available (cf. 5.5)
- The benefits of developing an integrated HRD plan and its success is that it will be cost-effective, eliminate duplication, good practices will be shared amongst sections and office-based educators will be able to plan together across sections. A system that guides job performance amongst office-based educators will be in place, and they will be able to discuss issues that enhance the core business of Department (cf. 5.5).
- Mentoring programmes for DCEs are needed so that they understand their roles especially with curriculum developments. Educators in schools should be given more attention because they deal directly with learners, and they need development with regard to the ever-changing systems like the new CAPS (cf. 5.5).
- PMDS is regarded as playing no significant role because no areas of development have been addressed since its inception in 15 years. However, it would assist office-based educators with their performance and skills acquisition if it was properly implemented (cf. 5.5).
- All office-based educators (SESs, DCEs & SESs) must be involved in the identification of developmental needs for various sections. Knowledge and expertise must be shared so that service delivery is better delivered. Each of them will have particular contribution to offer. The coming together by selected office-based educators across section will make them contribute their knowledge, expertise and experience to the development of an integrated HRD plan (cf. 5.5).

- Communication amongst office-based educators can lead to sharing of best practices, sharing of latest developments, knowing about challenges, improve performance of team members, limit misunderstanding and misconceptions, overall improvement and efficiency of Department (cf. 5.5).

6.2.4 Interviews

Interviews with office-based educators (SEs, DCEs & CEs) prompted the researcher to draw the following conclusions:

- There is need for office-based educators to have a working session so as to formulate a common and integrated HRD plan and consequently be able to identify areas of common development (cf. 5.6).
- It is imperative to assess the strengths and weaknesses found in various sections and consolidate them into workable solutions for an integrated HRD plan (cf. 5.6).
- An integrated HRD plan for all sections will give common purpose and determine common working relationships amongst sections within the education districts (cf. 5.6).
- Available operational plans are relevant documents to use in order to develop integrated HRD plans, and sectional plans will ensure that there is a common approach to develop office-based educators. Integrated HRD plans should be developed by office-based educators with expert knowledge and insight (cf. 5.6).
- It is important to include every stakeholder in the development of integrated HRD plan that will include office-based educators, teacher unions, senior management and supervisors of various sections (cf. 5.6; 7.2).

- PMDS is a good appraisal tool and it should be continued. However, PMDS documents should be used together with sectional operational plans for the development of integrated HRD plans (cf. 5.6; 7.1).
- It is important to formulate steps in developing an integrated HRD plan. Planning, analysis of needs, assessment of programmes, assessment of educators' work for incentives, provision of feedback and reviews are some of the steps necessary in developing an integrated HRD plan (cf. 5.6; 7.1).
- PMDS is not implemented effectively and therefore, supervisors and the Department must ensure that the appraisal process includes all the necessary steps at the correct periodical times (cf. 5.6; 7.2).
- The HRD policy is not available and therefore, Department must avail an HRD policy that can provide guidance and assist with the implementation of effective human resource development for office-based educators (cf. 5.6).

The responses from office-based educators (SEs, DCEs, & CEs) above reveal that various district sections do have HRD plans which are provided for by the HR section. The operational plans are also in place and are derived from particular sectional strategic plans. What is not available is a common, coherent and cohesive manner of implementing the plans as required and expected by the majority of office-based educators. The current HRD plan as stipulated by performance management cycle of the PMDS (cf. Figure 3.1) lacks some of the necessary process steps to make it complete and effective. The various developmental needs are also not relevant to the type of jobs performed; and disjointed and in most of the cases not attended to. The PMDS plans are also not given proper attention resulting in the HRD plan not to be effectively implemented. The HRD policy is not in place and as such makes the implementation of office-based educators' development not to be effective and results in disputed ratings of the appraisal system.

The responses from questionnaires and interviews reveal that an HRD plan is available for the various sections in the Department as provided by the Human Resources Administration (HRA), however it has some shortcomings. There are gaps with regard to the implementation process, identification of needs and implementation of developmental programmes, consultation process, lack of cohesiveness and monitoring, and lack of synergy of the HRD plan with the PMDS process. There is also no specific policy available with regard to the implementation of the HRD plan.

It is essential that the developmental needs of all office-based educators be analysed prior to the implementation of the integrated HRD plan so that all receive the same skills. The objectives of the developmental programme should take into cognisance the various speciality areas but the implementation should be from the common integrated HRD plan. It is important that DCESs as supervisors should be involved in all the planning stages to ensure the success of the plan.

In order to develop a relevant and successful integrated HRD plan, the following recommendations are therefore suggested.

6.3 RECOMMENDATIONS

The recommendations provided in this chapter are discussed against the background of the information obtained from the literature study and the data collected through questionnaires and interviews. Part of the recommendations put forward by this study is the integrated HRD plan that is provided in Chapter 7. The recommendations should thus be read in conjunction with the HRD plan.

- The Department should draft an HRD policy for office-based educators to be implemented in the respective education districts so that it becomes easier for districts to implement HRD plans that suit specific contexts.

- The Human Resource Administration (HRA) in the districts, together with various sections, should formulate an HRD policy which is based on the guidelines as provided by the Department so that it aligns itself with the vision, mission and overall goals of the Department.
- The stipulations of the developed integrated HRD plan should be applied across all sections in the Department. Identified performance gaps should be addressed through HRD programmes to be implemented so as to intensify learning, knowledge and cohesiveness in job performance.
- Should there be a theory to practice gaps during the implementation of an integrated HRD plan, then there should be a need to change and improve the Performance Management System (PMDS) as an assessment tool. The purpose of HRD is to assist supervisors and subordinates to benefit from it, and build an effective organisation.
- The developmental needs of office-based educators should first be identified through consultations and thereafter, the planning sessions with selected office-based educators should follow which will result in the development of an integrated HRD plan. In this instance the strategic goals of the Department, various sectional strategic plans and objectives, operational plans and achievable targets must be highlighted. Selected office-based educators with expertise from various district sections must be involved in the identification and prioritisation of developmental needs and in the planning sessions as required.
- Factors in performance management that office-based educators find motivating or de-motivating, such as delegation or performance rating should also form the basis to further shape HRD in order to heighten their performance potential.
- HRD should include the process of career-pathing for office-based educators who would prefer a departmental change or growth within the Department, and

this can be done by using identified needs through the personal development plans. The development of career-pathing will ensure job security and growth in the workplace.

- The HRD plan implemented should be reviewed on a periodic basis (per semester), which would then be followed by an annual appraisal system. This will ensure improved performance feedback, heightened performance of the staff, efficient district management and organised Departmental outcomes.
- The Department should ensure that PMDS and HRD programmes call for closer collaboration between the two procedures so as to strengthen the effectiveness of the proposed HRD plan.
- The HRD offered to office-based educators should translate into support given to the struggling school-based educators, and to address issues of poor attitudes, poor working culture and non-commitment to improve.

The recommendations above are enhanced by an integrated HRD plan developed by the researcher (Chapter 7). The next section deals with possible future research.

6.4 AREAS FOR FUTURE RESEARCH

The following areas can be research to provide a wider perspective regarding human resource development and performance management:

- Office-based educators (CESs, DCEs and SESs) were the subject of this study and their role in advancing an integrated HRD plan were reflected. The study could be enriched if the role and contributions of all educators in the Free State Province could be sought and compared with the themes that this study highlighted.

- Potential benefits that school-based educators derive from the performance and support of office-based educators.
- The application and achievement of performance targets in education – what benefits or penalties can be implemented if educators fail to meet targets as decided upon.

6.6 CONCLUSION

The results of this study allow us to better understand development of office-based educators in the Free State Province. This study contains some weaknesses which must be addressed by office-based educators and the Department. By putting an integrated HRD plan into effect, the development gaps will be addressed and consequently performance management of office-based educators will be enhanced. It is important that school-based educators' development plans are initiated provincially or at district level, but their implementation need well organised teams of office-based educators who have knowledge and expertise to be able to deliver services in schools as well as assist and support school-based educators with curriculum matters. Unless there is a coherent and integrated HRD plan that grows out of the Department's vision for school-based educators' development and subsequent learner success in schools, HRD programmes and other planned development initiatives will not be effective when implemented.

In order for an integrated HRD plan for office-based educators to become a success, it should be communicated and understandable to all, after which training should occur for all stakeholders, including the senior management section of the Department. An integrated HRD plan should take into consideration that the learning outcomes for office-based educators should be the development of well-trained and skilled educator corps ready to influence curriculum delivery amongst

school-based educators resulting in heightened school pass rate. The success of an effective integrated HRD plan will consequently become the success of teaching and learning in schools, and sound organisational management of the Department. The implementation of an integrated HRD plan will also assist office-based educators in improving their knowledge, skills, values, and attitudes in order for them to become equipped in the management of their sections and specialist subjects. The research will go further in assisting the Department's senior management in their perspective to better understand what their performance management system looks like from an office-based educators' perspective. The main challenge for the Department should then be to assist office-based educators to understand the Department's vision and mission so that office-based educators are able to plan and set clear and achievable goals that will assist them in their job performance.

CHAPTER 7

AN INTEGRATED HUMAN RESOURCE DEVELOPMENT PLAN

7.1 INTRODUCTION

Issues of performance management and human resource development are often complex and intertwined, but research has to simplify their implementation by developing useable frameworks. The HRD framework was developed from relevant literature, questionnaire and interview responses from the participants. The proposed integrated HRD plan for office-based educators as presented by this study is to add to the current body of knowledge as put forward in this chapter. Considering the widespread need to adopt a more comprehensive approach to the professional development of office-based educators, and the limitations of existing HRD frameworks the researcher puts forward a proposal for this integrated HRD plan. The framework will ensure that the use of literature as put forward in the study is implemented to maximize performance management and human resource development of office-based educators. Putting HRD activities in an integrated and unified framework ensures that the strategic, tactical and operational human resource policies and plans designed by sections of an organisation are coherent and consistent with one another. In this regard the development and management of human resources within the Department is devoted towards shaping an appropriate culture and introducing HRD plans which reflect and support the core values of the organisation and ensures its success.

Office-based educators display varying degrees of talent and leadership based on their experiences and professional qualifications. These educators can be gleaned from different sections as talent pools to lead teams of educators at district offices, as well as play a significant role of support among school educators. More importantly is the role supervisors (DCEs and CEs) should play in order to empower their subordinates with developmental programmes geared towards

achieving performance goals. Office-based educators also have expectations that the Department will play a supportive role by enhancing their personal development in order for them to improve their professional qualifications and enhance their career opportunities. Office-based educators cannot cope if they are not well equipped with the necessary skills, attitudes, guidance and support to meet challenges in the ever-changing work situation. Through an integrated HRD plan, office-based educators will be able to gain valuable knowledge and skills needed for their success and that of the Department.

The development of an integrated HRD plan for office-based educators is necessary so that education, training and development are formulated in a common manner. Office-based educators' Personal Development Plans (PDSs) can be grouped within a section, subsequently a section can be able to implement its group HRD plan. Following a group development plan is the formulation of an integrated HRD plan which is developed from the amalgamation of various group development plans. This process can be very helpful in the sense that:

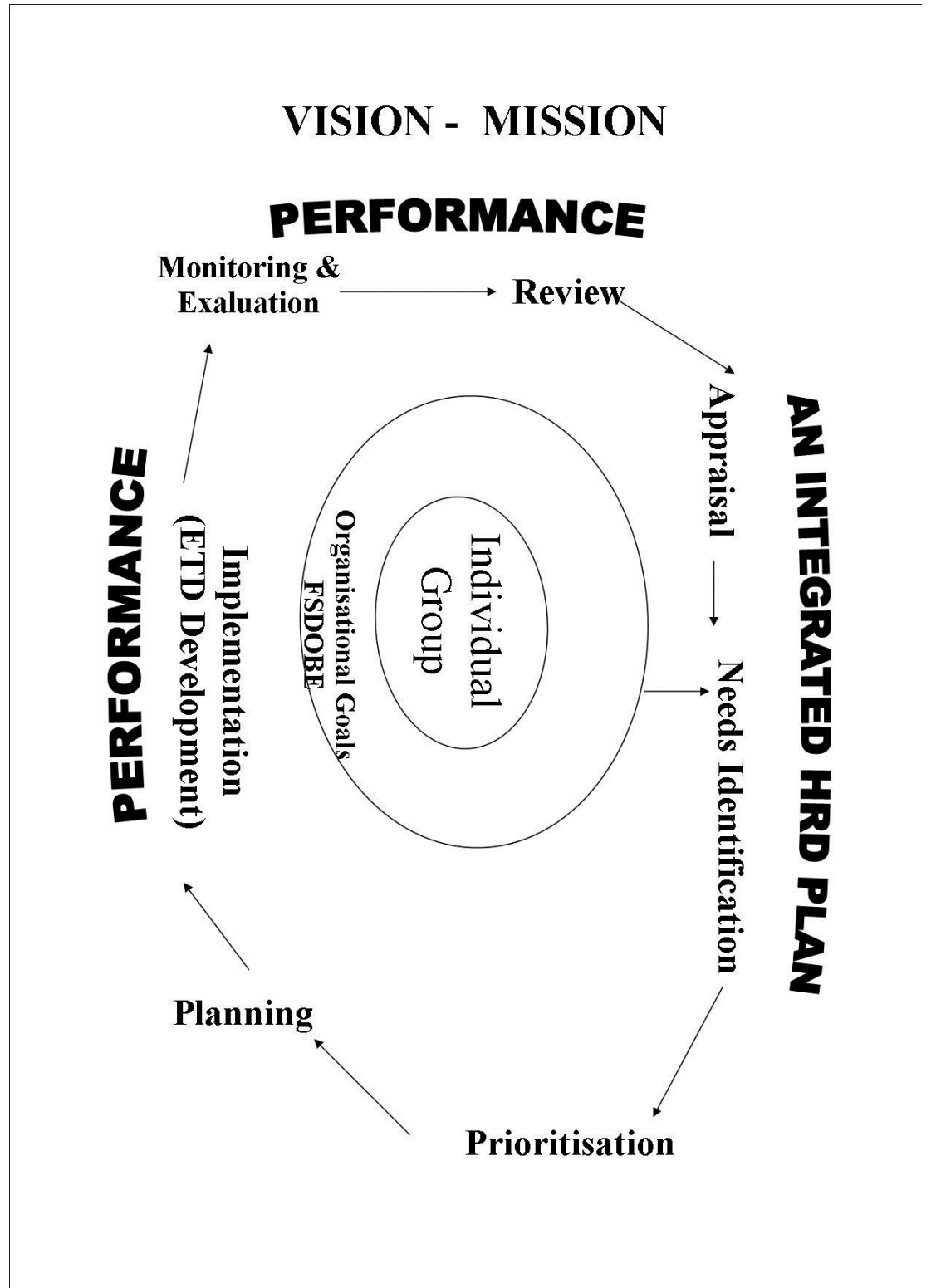
- Different needs and ideas can be melted into one pot,
- ETD will take place according to prioritized needs,
- It is cost-effective in the sense that only a few knowledgeable people are consulted to develop the plan,
- All office-based educators will own the plan,
- The plan can be adopted to run for a longer period of 5-10 years before reviewal.

Implicit in the development of an integrated HRD plan is the need for office-based educators to acquire knowledge, skills, attitudes and habits. What is more important is for office-based educators to re-distribute the existing know-how for maximal performance and success of the Department.

7.2 INTEGRATED HRD PLAN

An integrated HRD plan proposed in this study is encompassed by the mission and vision of the organisation with regard to its purpose for HRD. The concept of **vision** is an overarching view of the direction the Department intends to take. Vision provides direction which the Human Resources activities of the Department must take in order to perform HRD tasks, and which the Department must plan for and implement in order to make HRD a success. The vision is derived from the engagement with all relevant stakeholders in the Department, such as senior management, office-based educators and Human Resource Administration (HRA) personnel. A **mission** is a statement of intention of what the organisation is trying to achieve within a longer period of time. The Department puts forward its intention with regard to an integrated HRD plan for office-based educators so that all stakeholders are informed and can actively be part of the plan. Employee behavioural standards are analysed and set so that HRD strategies are implemented. The purpose of HRD and values associated with it are also part of the mission statement. **Performance** is part of the HRD plan because as the HRD plan is being implemented, office-based educators simultaneously perform their duties and attend developmental programmes. A vision and mission direct organisational performance and consequently performance levels determine the HRD plan to be implemented in order for performance to be maximised. The **goals** provide purpose to the development of the plan. They are put in the centre to indicate the individual and organisational goals intended to be achieved through continuous performance and performance appraisal. The **Needs Identification** stage indicates the needs derived from group or sectional needs as well as individual developmental needs as identified in the Personal/Group Development Plan and weaknesses identified during performance reviews. Table 7.1 below shows the proposed cyclic and interrelated stages of the HRD plan.

Table 7.1: Stages of an integrated HRD plan



The **prioritisation** stage relates to the design which puts together the analysed individual and group needs according to priority, including tabling of time slots and outputs. It also includes the availability of resources as required by the HRD plan. The **planning stage** puts into place the actual and intended developmental programme and resource allocation for the HRD plan. It also includes the goals and objectives intended to achieve the development of an integrated HRD plan. The **implementation** stage should put in place systems like HRD programmes so as to realise the development of an integrated HRD plan for office-based educators. It includes continuous education and training development which should have a standard plan. The **evaluation stage** is about the assessment of the development that has been implemented. This assessment is continuous, and it is further promoted by communication between supervisor and subordinate. The last stage is **appraisal** which should be conducted periodically (formative), as well as at the end of the assessment cycle (summative). Appraisal will indicate which new areas of development need more attention to effect future changes to the HRD plan.

7.2.1 Goals and objectives

The goals and objectives for developing an integrated HRD plan should be formulated before the actual plan is developed, so that a clear pathway and ideas are in place. The goals and objectives determine what the Department wants to achieve and how the objectives will be achieved. Goals and objectives are derived from the strategic plans, vision and mission statement of the Department and subsidiary sectional mission statements; and they are statements of intention of what office-based educators within the Department aspire to achieve through planning and job performance. The HRD objectives must stipulate desired and intended outcomes of the developmental requirements so that monitoring is put in place. The group goals and individual goals as indicated in Table 6.1 are sectional and individual office-based educators' goals which are based on developmental needs.

The objectives are meant to promote overall organisational HRD goals and results. The following goals and their corresponding objectives are meant to achieve excellence in HRD, fostering growth and creativity.

Goals:

- To promote teamwork among office-based educators in all sections in the district,
- To ensure quality improvement in job performance, and
- To foster individual growth and creativity among office-based educators.

Table 7.2: Goals and objectives for HRD planning

Goals	Objectives
Goal 1.	<ul style="list-style-type: none"> • To achieve group cohesiveness among office-based educators by inculcating participative management across all sections within the districts. • To promote harmonious decision-making in HRD for office-based educators. • Ensure that office-based educators perform their duties and achieve their performance targets.
Goal 2.	<ul style="list-style-type: none"> • To achieve increased awareness of office-based educators about organisational objectives. • To provide increased services to customers (schools) so that they enhance their performance.
Goal 3.	<ul style="list-style-type: none"> • To promote creativity within Department as well as in schools. • To provide opportunities for growth among office-based educators.

Source: Adapted from Bhattacharyya (2010:43)

The objectives under goal one are designed to foster good working relations among individual and groups of office-based educators through team work in order to foster job performance. Objectives under goal two are meant to foster service delivery to customers by office-based educators to schools and other stakeholders. Objectives under goal three are those opportunities that the Department can provide to office-based educators for them to grow within the organisation and build their career-paths.

7.2.2 Needs identification

The individual and group needs per sections should be identified through prescribed surveys forms or formal staff meetings where office-based educators can relate their needs. The most reliable survey document to be used is the personal development plan that illustrates the training and development needs as well as career development needs (cf. 2.5.6; Table 7.3). Development needs identification is designed to assist office-based educators who are not performing up to expectation, as such the development programme may enable such office-based educators to correct any skill or knowledge deficiencies. Furthermore, the general feedback from office-based educators' development requirements also feeds the Department on which needs should be addressed to assist them to perform to the expected levels. Once the needs have been identified and gathered, it is then that the formulation of actual, measurable outcomes should be formulated regarding an integrated HRD plan to be developed. The outcomes should be formulated in accordance with the skills, knowledge, behaviours and attitudes which need to be acquired for effective performance.

Table 7.3 below describes the personal developmental needs of an office-based educator which can be used to summarise various needs from other office-based educators in other sections which may be similar. These needs and the actions to be taken can then be analysed and coded to come up with common set of needs according to speciality.

Table 7.3: Personal Development Plan

TRAINING AND DEVELOPMENT NEEDS

The appraisal discussion between the supervisor and jobholder will indicate areas of development for performance improvement. The needs should be listed in order of priority. The supervisor and staff member should further discuss the training and developmental possibilities to meet these needs.

DEVELOPMENT	PROPOSED ACTION IN RESPONSE TO THE NEED
ICDL Training	Training in internet programme.
Performance Management	Effective performance assessment of Performance Management Development System (PMDS).
Financial Management	Monitoring of budget expenditure.

CAREER DEVELOPMENT NEEDS

The supervisor and staff member should take the opportunity to discuss potential career directions over the next 2-5 years.

Key career development and options are:

DEVELOPMENT NEED	PROPOSED ACTION IN RESPONSE TO THE NEED
Education Manager	Part-time bursary to study Honours or Masters Degree.
Sports Administrator	Part-time bursary to study degree/diploma in Sports.

Source: Adapted from PMDS Task Team (2003:7)

The individual performance plan represents a plan of action that must be taken by both jobholder and supervisor to address the knowledge and skills requirements of the jobholder. The individual office-based educator's development needs result from the discussion between the jobholder and the supervisor. The developmental needs may be identified after experiencing weaknesses after the appraisal process or as a result of the need to empower the jobholder to enhance job performance. The area of development describes the developmental needs required by the office-based educator, and it may be identified as computer training skills or performance management. The proposed action to the need is describes a specific training course or part of a course to be offered. In this instance development on performance management will focus on PMDS development. Career development needs aim at addressing the career path the office-based educator would like to follow or for change of job or for promotional purpose. In this regards part-time bursaries are offered and the jobholder applies for the academic qualification desired. For example a jobholder with only a diploma or junior degree in education, and who needs promotion on the job will study for Honours degree or Masters Degree.

7.2.3 Planning

Planning for the development of office-based educators should include on-the-job development programme, or offering of part-time bursaries to enhance their career choices. These will include development on existing job descriptions and future career potentials. The systematic approach to the development programme will include self-assessment of developmental needs (cf. Table 7.3) that will enhance work or subject speciality and/or changing of career paths. Preparing for the next major career decision requires that the organisation offers developmental needs and competencies that will assist the jobholder to easily adapt to changed circumstances. The supervisor and subordinate must plan together for setting short-term and long-term objectives for personal growth and tasks relating to

organisational effectiveness. The employee must be assisted to map out career movement and growth opportunities from the point of job entry to a level of a highly skilled employee, and up to supervisory and for managerial position.

7.2.4 Prioritisation

Identification of developmental needs requires that an organisation identifies a number of different developmental needs in respect of the budget, and availability of employees due to work commitment. Prioritisation can be done by using rating and interviews which will assist the employee and manager to list items according to their strategic importance and need for development. The strategic importance is the importance of the particular needs to assist the employee to perform effectively and in a way that would enhance the entire organisation. A need for development is the one that can be prioritised even before an employee can start with work. A low need for development means an employee can get development on the job, and those needs that are listed top on the list are those that are most relevant to the organisation's strategy and are required early on the job. In this regard it means the items that are highest on the list should be the focus of development by the Department.

7.2.5 Implementation

When all the requirements of development (objectives, content, methods, media and learning transfer enhancements) have been selected, the development materials including equipment, duration of programmes, venues and availability of office-based educators for development must be prepared. Development materials must be produced and people responsible for presentation of development items must be identified. The development programme for the duration of the presentation and related resources to be used must be reviewed for quality presentation and the facilitation venue must be available, and be conducive to host the type of development required. In this regard the Deputy Director: Human Resource Administration is responsible for the implementation of the development

programmes. However, the line function also determines the areas of responsibility by CESs and DCEs to make the implementation a success.

Two of the most critical types of objectives are learning Organisational objectives and are meant to capture the intended results of HRD for the organisation. In this instance it may include performance by office-based educators with regard results in schools, decreased learner drop-out rate in schools or better customer service that relates to schools, parents and learners. Setting organisational objectives can thus help in prioritising the office-based educators' needs for the total quality performance within the Department.

Learning objectives are intended learning outcomes from the development programme of each individual office-based educator. The learning objectives must be used to determine the following elements of development:

Content - developmental objectives are used to determine what content is needed for the development of office-based educators and for which courses to be offered, and it also includes the material used in development. The manager responsible for HRD in the district, who is Deputy Director: Human Resource Administration can select content by consulting with subject matter specialists, purchasing of development material, and enter into contract with outside agencies for training.

Methods are those techniques that are used to organise content and encouraging office-based educators to learn. Methods should be selected primarily based on their usefulness to assist in achieving developmental needs as stipulated. The issue of budget should be taken into account when selecting development methods for a particular programme.

Training media describes how training content an associated methods are delivered to office-based educators. The training delivery can be delivered through lectures, workshops, typed material, e-learning and audio-video material. It is important that the HRD manager select development methods that will make the

choice of training media be effective, and that the cost and accessibility of the media be taken into consideration.

7.2.5.1 Designing a development programme

The following programme is a step by step methodology which is designed to implement a development programme.

Table 7.4: Method for designing a development programme

STEPS	METHOD
<p>STEP 1. Assessment of customer needs.</p>	<p>A committee comprising of selected office-based educators with expertise from different sections within the district and Department: Head Office, develop a draft implementation plan for all sections. The district management team convenes a meeting and invites all office-based educators to brief them on the intended action to be taken. The Deputy Director: Human Resource Administration will represent the Department and will finalise all the details relating to impending development programme. The participants are identified through the individualised personal development plan.</p>
<p>STEP 2. Defining training objectives.</p>	<p>The selected committee formulates and defines the training objectives. The training objectives are formulated in line with identified office-based educators' needs.</p>
<p>STEP 3. Repeat or new course?</p>	<p>The select committee determines if the course was earlier presented to office-based educators, and if so it refers to the feedback of office-based educators relating to their reaction in their participation. Prior engagement should not stop a repeat as it will enhance improvement in office-based educators' performance.</p>
<p>STEP 4.</p>	<p>When the topics of the courses have been concluded, the select</p>

Estimating programme duration.	committee decides on the time required for each topic. The topics will vary according to job speciality of office-based educators. The time includes knowledge dissemination time, administering exercises, case study discussion, quizzes and presentation by participants.
STEP 5. Designing abridged programme.	The select committee drafts an abridged development programme, showing the topics to be presented for course objectives. The programme courses should cut-across all sections within the district.
STEP 6. Designing course content.	The course content is designed in detail showing time allocated for each topic. Some courses may need a follow-up session and if so, that must also be indicated.
STEP 7. Deciding on methodology	The select committee decides on the methodology of presentation. Use of lecture methods, practical demonstration, administering exercises and quizzes, video display, and mentoring the time for each method so as to achieve the stated learning objectives.
STEP 8. Obtaining approval.	The designed and detailed development programme is submitted to the District Director along with the minutes and all resolutions taken in various meetings. The District Director then authenticates the submission and approves it with comments for corrections if necessary.
STEP 9. Managing documentation	The Deputy Director: HRA endorses the development programme, the date, the venue, and the number of participants per course and session. The documents are filed for future reference. In this manner the design is complete.

Source: Adapted from Haldar (2009:288-289).

7.2.5.2 Development facilitation

Development facilitation requires an approach in which the Department creates an environment in which learning for all office-based educators are encouraged to participate. The conditions around which development takes place must be conducive to so that facilitation impacts on their professional development. The following activities must be taken care of in order to implement a successful development for office-based educators.

- **Policies and programmes of authorities**

The Department must have a clear policy of why it wants to engage in the development of office-based educators. The changing control patterns, learner enrolment fluctuations and policy directives from the Department are ever changing the morale and development of office-based educators. Policies also help define acceptable and unacceptable behaviour and establish the education department's position on issues like subject content, disciplinary matters or governance in schools. It is in this respect that as regulations within the work environment of office-based educators change, so must they readjust their working programmes from time to time, and that might impact negatively on their professional development. Supervisors like CESs and DCEs have the responsibility of ensuring that programmes are always in place and implemented towards the achievement of Department goals.

- **Resources**

The quality of development depends largely on structural and technical resources supplied to office-based educators. In this regard the decision required to plan and allocate resources to office-based educators for their professional development depends on the needs assessment generated by CESs and DCEs who are their supervisors. It is in this respect that it is recommended that funds for various programmes of the Department be redirected to finance new instructional strategies. In this way the core

technology of the Department which is development and performance of office-based educators will improve. The following material resources and human resources are required for the development of office-based educators:

- development/course programmes
- flip-chart stand and flip-chart paper
- development manuals
- stationery (pens, writing pads, rulers)
- computers/laptops
- educator knowledge and base
- collegiality
- money
- suitable venue
- catering

Furthermore, in terms of human resources, in-house developers with experience and expertise could be utilised to curb costs of outside agencies.

- **Funding**

Planning for the development of office-based educators implies the availability of necessary funding. Funds to support the professional development of office-based educators are normally accessed by the district office of the Department through the 1% skills levy as budgeted for personnel on training. It is the responsibility of Deputy Director: Human Resource Administration in the district office to ensure that funds for office-based educators are accessed in time. Allocation of fund must be divided into specific areas like payment of programme facilitators, catering and purchase of development materials. The securing of adequate funding will ensure that systems are in place for effective development programme of office-based educators to start.

- **Development programme**

The Deputy Director: HRA, District Director and Heads of sections (CESs and DCEs) must have a meeting initiated by the District Director to discuss the development programme. It is in this meeting where the Deputy Director: HRA must tabulate the programme to be followed, the participants in the programme, funds allocated, subject matter to be presented, the duration for course and number of sessions available. Table 7.5 is the development schedule for conducting HRD programme.

Table 7.5: Development of Performance Management Development System (PMDS)

Date	Task	Responsibility	Venue
4-16 April 2013	Prepare documents and training manual.	Heads of sections (DCEs)	Procurement office
17 April 2013	Develop district office-based educators, CES & DCEs only.	Delegated supervisors	Education Support Centre-Boardroom
17 April 2013	Prepare manuals and equipment for development of office-based educators (SESs).	Delegated supervisors	Procurement office
18-25 April 2013	Develop all Senior Education Specialists (SESs).	Delegated supervisors Admin staff	Education Resource Centre-Boardroom

Table 7.5 above illustrates the dates, the activity and responsible persons for the development of office-based educators. The subject or topic to be facilitated is Performance Management and Development System (PMDS). It is important that copies of the development programmes are available in time and intended

participants are informed about the topics to be treated, the venue for the development, the duration so that they become psychologically prepared for the impending development. The planning process identifies the group of participants (learners) the trainers, the venue, and the required resources.

7.2.5.3 Programme methods

The methods used in the development of office-based educators should be carefully selected so that they encourage them to learn new content, and that they are able to transfer it to new job situations. Active methods and passive methods can be used interchangeably so that they become useful in helping office-based educators to achieve the intended objectives of the development programme. The choice of relevant methods will assist in stimulating learning transfer for office-based educators. The best way to reinforce learning is to apply it and therefore the application of activities will make office-based educators try out the active developmental methods in real situation.

Table 7.6: Methods of executing development programme for office-based educators

No.	Informational methods	Competencies	Experiential methods	Competencies
1.	Coaching On-the-job experience	Job knowledge	Behaviour modelling	Interpersonal skills & cognitive skills
2.	Programmed & Computer-Aided Instruction	Decision-making skills Self-management skills.	Simulation	Problem-solving skills & decision-making skills
3.	In-basket exercise	Human relations Decision-making skills	Case study	Problem-solving skills
4.	Job rotation	Organisational	Induction	Experiential skills

		knowledge		
5.	Conferences and seminars	Organisational knowledge	Coaching/mentoring Group discussion	Communication/human relation skills

Source: Adapted from Chatterjee (2009:120-128)

Informational method: This method is primarily informational or transmittal in nature which makes use of one-way communication to transmit information/knowledge to participants who are office-based educators. **Job rotation** involves moving from one task to related tasks instead of being confined to one job assignment. During the process of development office-based educators can be introduced to a variety of tasks that will broaden their horizon thereby gain experience in different fields of the job. **Conference and seminars** engage people in topics such as human relations, safety education and effective communication. Office-based educators can be included in group discussion around topics that can teach them to identify and define problems thereby increase their communication skills and human relation skills. **Programmed Computer-aided instruction** can assist office-based educators with the skills of working independently without supervision, with self-pacing and in private. **Role-playing** can teach office-based educators to gain experience because it permits techniques of observation and discussion, and they can learn through role-play to broaden their experience in related job situations. **In-basket exercises** can teach office-based educators, especially managers, to make quick decision on matters affecting subordinates, and can also teach human relation skills, report writing and communication skills.

Experiential methods: The method makes use of direct learning from direct experience especially of communicative relationship and exchange of information between supervisor and subordinate. **Coaching** of office-based educators can achieve the learning requirements while at work, using real work as the learning tool. Supervisors of office-based educators who are normally line managers (CESS

&DCESS) have the responsibility of the implementation of the development programme, and should support and continuously review performance of their subordinates. **Case study** teaches office-based educators to apply what they have learned in a particular different situation, to apply it in work situation, and that can enhance their power of realistic analysis, problem-solving ability, decision-making skills and analytical skills. **Simulation** include role-playing, games and in-basket exercises that can teach office-based educators to be always motivated and carry out a self- development and practise their skills in games like conflict management, diversity management, faster problem-solving and assertive communication, which can teach them participation in group projects and decision-making skills. **Behaviour modelling** can teach office-based educators to learn to part knowledge on interpersonal skills, working in teams and cognitive teaching skills. **Career counselling** can teach office-based educators to their true potential and interest in various tasks in order to help them progress in their career. Induction can teach newly appointed office-based educators to accept the policies and conditions at the work-place learn to work with others in teams, integrate with other and know them.

The discussion below is around application of learning received by office-based educators during implementation of the development programme. It is meant to elicit views and opinions of office-based educators in what it means to perform optimally, which is what is needed to understand the impact of their participation in the development programme.

7.2.5.4 Application of learning

In using the four questions bulleted below, office-based educators can be interviewed about experiences in their work. It is when they talk that they are able to expand their knowledge and again other areas of their operation are uncovered and expanded along the way.

The goal of developing office-based educators is to effect change in their attitudes and the way they perform the job. The purpose of the development programme is to help office-based educators connect what they have learned to their real world and change the way they do things. In order to help them make connection and think about change, the following questions can be provided:

- What do the results of this activity have to do with your job?
- What can/will you do to use what you have learned?
- What changes will you make in the way you perform your job?
- What will you do differently as a result of this experience?

Office-based educators can answer these questions on their own or discuss them with others in their groups. Action plans can then be developed that spell out specific steps office-based educators will take to apply the learning. The application of learning needs to be followed-up by monitoring and evaluation so as to ensure quality and its implementation effectiveness as discussed in the next subsection.

7.2.6 Monitoring and evaluation

In order to know whether the development programme was successful or not, the office-based educators' development must be monitored and evaluated by a systematic documentation in terms of how they behave in their work situation. Monitoring of development programmes should be done by supervisors to monitor effective implementation and quality. The purpose of monitoring is to observe who is doing what, where and when so that there is control in terms of timings and additional resources. Learning must have positive results for both office-based educators and the Department, and it can be noted through knowledge outputs displayed during work performance, leading to skills acquisition, knowledge and growth. The human resource administration is a support process and should support HRD to monitor the following activities:

- **Monitor impact on organisational results:** This activity monitors the impact of the Human Resource Administration (HRA) strategy on organisational strategy as well as its performance.
- **Monitor impact on people satisfaction:** This activity is concerned with establishing how well the Department satisfies its employees who are office-based educators.
- **Monitor impact on managed process:** The activity is concerned with monitoring how well the human HRD strategy and its implementation are satisfying the requirements of managed processes. Managed processes formulate strategy and set the direction for the whole organisation.
- **Monitor impact on operated processes:** This activity is concerned with monitoring how well the HRD strategy and its implementation are satisfying the requirements of operated processes that include the development of office-based educators and their support.
- **Monitor impact on support process:** This activity is concerned with monitoring how well the HRD strategy and its implementation are satisfying the requirements of support processes. The support processes include financial and information technology (IT) that make it easier to operate the process function.

What has been learned by office-based educators during presentation will assist with the evaluation of development. Table 7.6 below suggests outcomes for staff development programmes that are used to measure the effectiveness of development programmes.

Table 7.7: Levels for evaluating development programmes

Level 1: Reaction	To what degree participants react favourably to the learning event.
Level 2: Learning	To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning

	event.
Level 3: Behaviour	To what degree participants apply what they learned during training when they are back on the job.
Level 4: Results	To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement.

Source: Adapted from Kirkpatrick and Kirkpatrick (2010:ix).

Trainee **reactions** capture how office-based educators felt about the development programme; whether development objectives were achieved and recommendations for improvement following development. Satisfaction with development programme can result in office-based educators being committed to high standards of performance, focus on and nurture teaching and learning, and promote teacher development. Organisational **learning** refers to a set of processes that office-based educators will need in order to develop and acquire knowledge. Organisational learning is the whole learning process of organisational facilitation of the learning of all its members in order to achieve knowledge output. Office-based educators should be ready to learn, especially in teams and contribute their innate talents for the good of all. **Behaviour** concerns the changes in behaviour on the as a result of office-based educators' attendance of the development programmes. In this regard the attitudes, skills and knowledge of office-based educators should indicate positive results to be able to perform at the expected level. **Results** are outcomes that accrue to a group of office-based educators or the Department as a whole and are assessed objectively. In this respect objective measures are used, and they depend on the content and objectives of the development programme, quality, and employee attitudes. Reaction and learning are concerned with outcomes of the development itself, and are regarded as internal criteria. Behaviour and results concern the impact of training on the job and are referred to as external criteria.

The development of office-based educators does not end with the implementation of the development programme, but it becomes an ongoing process that aims to assist individuals achieve maximum performance and growth on the job. Therefore mentoring and coaching will not stop to be employed to better the performance of office-based educators. Office-based educators who are well developed become ready for rewards that they can receive through appraisal system.

7.2.7 Review

The development that office-based educators receive should be periodically reviewed by means of **continuous performance assessment** so that implementation and learning gaps are identified. There should be review of the team that provided the development programme and the schedule for the remainder of the year, so that all participants are aligned around the topics and dates. Policies for implementation should also be reviewed so that office-based educators are aligned around each policy and its reasons for being.

The facilitators of the development programme should receive feedback from participating office-based educators so that the monitoring sessions can better serve the needs identified after presentation of the development programme. The review should reach an agreement on the next steps to be concluded so that office-based educators and the Department are all set up for success moving forward. The next steps can be follow-up learning methods and skills still to be achieved. Office-based educators should provide immediate reactions to the development received so that support can be provided and other areas that need emphasis can be attended to. The purpose of the review sessions should be to discuss tasks performed and still to be completed, discuss process of follow-up learning, relate learning back to work and to look at lessons learned from the presentations.

7.2.8 Appraisal

The formal performance appraisal for office-based educators which is Performance Management and Development System (PMDS) is a system set up by the Department to regularly and systematically evaluate employee performance. It is noted that after the implementation and review of the development programme, performance gaps might still arise from office-based educators. It is in this respect that appraisal is proposed as yet another method of developing office-based educators. Performance appraisal gives the supervisor an opportunity to indicate to fellow office-based educators' long- term career goals and plans and highlights requirements for future growth and development. Appraisal therefore, becomes a year-on-year tool that can be used to identify shortcomings and further enhance human resource development among office-based educators. Table 7.8 below is a proposed reaction questionnaire to appraisal assessment that illustrates factors that can be used to assess appraisal results. The overall objectives of performance appraisal system are four-fold:

- It lets office-based educators know formally how their current performance is being rated.
 - It identifies those office-based educators who deserve higher pay progression.
 - It identifies those employees for whom additional development is necessary.
 - It earmarks promising outstanding office-based educators for promotion
- (Chatterjee, 2009:165)

Table 7.8: Proposed appraisal review

Factors	Degree	Poor	Unsatisfactory	Satisfactory	Good	Excellent
<p>1. Knowledge of the job. Candidates who complete this programme have knowledge of the job and can apply it to the job situation.</p>	<p>Exceptional mastery of all phases of work. Has up to date knowledge of his/her field.</p>					<p>Exceptional mastery of all phases of work.</p>
<p>2. Work-planning Candidates can master the ability to plan work, schedule one's assignments in order to meet deadlines; setting of well-defined targets; concentration on task priorities, ability to anticipate problems and take corrective action.</p>	<p>Highly effective in setting goals and their prioritisation. Anticipate problems and takes corrective action.</p>			<p>Adequate knowledge of job for the position he is occupying.</p>		
<p>3. Planning of work. Scheduling of one's assignments in order to meet deadlines; setting of well defined targets, concentration on task priorities, ability to anticipate problems and take corrective action.</p>						<p>Highly effective in setting goals and prioritisation.</p>
<p>4. Abilities to achieve Results. Utilisation and productivity of subordinates and resources, target achievement, follow-up system and co-ordination with departments; coping with</p>						<p>Highly effective in organisational resources and getting extra ordinary results.</p>

sustained work pressures; quick response to special jobs without letting routine matters suffer, keeping superiors and subordinates informed about relevant jobs, problems and results.						
5. Maintaining discipline. Sense of organisational discipline and ability to maintain it in the workforce; punctuality, on the job presence, setting of personal example to subordinates, firmness in dealing with subordinates, standards of cleanliness.						Maintaining high standards and sets personal example to subordinates.
6. Identification with the organisation. Sense of identification with the organisation's values and interests, concern for satisfaction of clients/customer needs: pursuit of excellence in performance.			Low commitment to organisation's interests. Talks loosely about the organisation and has no belongingness to it.			
7. Development of subordinates. Ability to guide subordinates in their work assignments, delegation of work; steps taken for training and development of subordinates;			Has no interest in the development of his subordinates.			

ability to get them to accept the challenge of higher responsibilities or targets.						
8. Team work and co- operation. Ability to work with colleagues, peers and other departments, kind of participation in meetings; degree of involvement in team project, willingness to share one's resources with others in department if needed.				Meets and maintains expected standards of discipline and punctuality.		
9. Getting along With people. Clarity and effectiveness in communicating with superiors and subordinates, handling of conflicts, levels of maturity in dealing with bosses and peers, ability to take feedback and correct one-self, skill in influencing others without arousing antagonism caring attitude towards colleagues and subordinates.						Has a marked ability for fruitful interaction with people.
10. Approach to problem-solving. Ability to seek alternative ways to solve a problem or meet a deadline within the rules of the organisation, flexible and practical				Able to find solutions to routine problems; is receptive to new ideas.		

approach, ability to cope with unusual problems and situations, generation of original ideas and enduring solutions to problems.						
--	--	--	--	--	--	--

Source: Adapted from Bhattacharyya (2010:304-310)

The methods used have described how integrated HRD for office-based educators can be implemented and attained. Appraisal system is a centre point for making decision about the development of office-based educators. It gives office-based educators short-term, specific suggestions on how to improve performance in order to accomplish long-term individual and organisational objectives. It is important to know how office-based educators have generally perceived the development provided to them by issuing out a reaction questionnaire, as it will assist Department planners with future HRD preparations.

7.3 REACTION TO THE PROGRAMME

The following table is a questionnaire used to get data relevant to the development programme presented:

Table 7.9: Development programme questionnaire

Title of programme:

Date(s) of programme.....

Trainer(s).....

1. Please check your primary reason for attending this programme: Please circle Yes or No

Yes	No	Yes	No	Yes	No
Increase my knowledge/skills		Required by Department/supervis		To be on par with my peers	

2. How would you rate the overall presentation of the programme? Please circle the appropriate number:

Excellent	Good	Average	Adequate	Poor
5	4	3	2	1

3. The pace of this programme was (please tick using X in appropriate box):

Too fast	Just right	Too slow
1	2	3

4. The programme provided (please tick using X in appropriate box):

Too much information	The right amount of information	Not enough information
1	2	3

5. How relevant was the programme to your work?

Very relevant	Relevant	Adequate	Needs improvement	No relevant
5	4	3	2	1

6. Will the programme be useful in assisting school-based educators in their development? (Mark appropriate box with X).

Very useful	Good	Adequate	Needs improvement	Not useful
5	4	3	2	1

7. How well did this programme meet your expectations? (Mark with X)

Very well	Good	Adequate	Not well	Poor
5	4	3	2	1

8. Please rate the trainer on the following:

Use the following scale to comment on the ability of the trainer to lead the programme where:

1= Needs improvement 2= Adequate 3= Good 4= Excellent

8.1 Was the trainer well prepared?

Needs improvement	Adequate	Good	Excellent
1	2	3	4

8.2 Was the trainer knowledgeable?

Needs improvement	Adequate	Good	Excellent
1	2	3	4

8.3 How was the trainer responsive to participants' needs?

Needs improvement	Adequate	Good	Excellent
1	2	3	4

8.4 Did the trainer present the content clearly?

Needs improvement	Adequate	Good	Excellent
1	2	3	4

8.5 Did the trainer keep the workshop on track?

Needs improvement	Adequate	Good	Excellent
1	2	3	4

8.6 Did the trainer provide everyone the opportunity to participate?

Needs improvement	Adequate	Good	Excellent
1	2	3	4

9. Please provide your specific comments below:

9.1 What did you like most about the programme?

9.2 What did you find most valuable in the programme?

9.3 What change would you suggest to improve the programme?

9.4 Would you recommend other similar programmes in the future? If so, why?

10. Other comments:

7.3.1 Some assumptions that underlie HRD

The field of human resource development is ideally not static and should lead to the development of progressive forms of performance management in organisations. The models of performance management that are in use need to be reconsidered and aligned with other untested as well as tested propositions of relevant emerging studies. Emerging studies also need to pay attention on the

investigation into the possibilities of self-directed performance management by individual employees which will enhance the study of HRD by researchers. The basic assumptions that underlie the planning, implementation and evaluation of integrated HRD plan include the following:

- Organisations, individuals and teams set goals to achieve set standards of performance, and they are triggered by motivational factors to heighten their performance;
- All office-based educators need motivation, empowerment, effective leadership and adequate resources to perform to their maximum abilities;
- Relevant development programmes should be implemented and their impact should enhance further development and progress of educators in schools;
- Individual office-based educators' personal development and growth add value to the enhancement of teams of office-based educators, work units and the Free State Department of Education as a whole;
- The appraisal system (PMDS) is an essential tool to measure office-based educators' performance which consequently has a bearing on organisational (Department) success;
- The Department in the district offices has a primary responsibility for providing resources and developmental programmes necessary for office-based educators to improve service delivery in schools.

The greatest challenge from the assumptions as stated above perhaps is to enhance positive attitude among office-based educators towards HRD programmes. HRD programmes are essential part of the job performance of office-based educators and as such, their effective implementation will have positive results that will also be developmental to school-based educators. The

schools are the primary units of meaningful educational change in our educational system therefore the implementation of an integrated HRD plan for office-based educators as proposed by this study, will go a long way in enhancing organisational growth. The above discussion brings to an end the proposed integrated HRD plan by the researcher.

7.4 CONCLUSION

This chapter was developed by the researcher through various opinions put forward by sampled participants and collated to develop an integrated HRD plan for office-based educators in the Free State Province. The development of an integrated plan consists of various elements which are interrelated and need to be followed so that development becomes effective. It is highly recommended that these elements be followed step-by-step so that both office-based educators and the Department can be able to influence each other in creating total quality development. The omission of any one of the proposed steps could render the entire HRD plan unworkable and create a set-back to positive intentions.

Office-based educators should focus their energy towards making the proposed integrated HRD plan functional by creating a culture of job commitment and co-operation through working teams. The spirit of work ethics developed by office-based educators will undoubtedly influence a culture of effective teaching and learning in schools thereby positioning the Department as a highly productive organisation. The processes of effective organisational development which are climate setting, communication, human relations, motivation, collaborative teams, innovation and availability of resources should be promoted at all times by responsible supervisors so that performance is forever maximised.

Organisations that engage in human resource development do so in search of stability among its workforce and lasting organisation specific solutions. In

implementing HRD solutions to their workforce organisations are able to get more from its employees rather than its employees depending on the organisation, and that is exactly what Department should do in order to keep a well developed and motivate educator corps. Factors that influence HRD effectiveness in the education sector must be properly examined, because knowledge of such factors will assist to influence policy and education delivery in schools. What constitutes HRD for office-based educators and its effects should have lasting impact on school-based educators, learners, and ultimately the Department as a whole. Enhanced knowledge of learning and challenges of performance delivery provide office-based educators with a good foundation to develop and operationalise an integrated HRD plan. Such a plan will not only seek participation of office-based educators, but will also transform their theory into practice. In conclusion, the issue of future development and ongoing development of both office-based and school-based educators need the intervention of Department by setting clear standards for achievement and recognition for performance.

LIST OF SOURCES

Adler, R.,D. & Rodman., G. 2011. *Understanding human communication*. New York: Oxford.

Agarwal, A. 2011. *Models and theories of performance management systems*.
From: [http://www.projectguru.in/publications/model-and-theories of performance management](http://www.projectguru.in/publications/model-and-theories-of-performance-management). (Retrieved: 23 March 2013).

Amos, T., Ristow, A., & Ristow, R. 2008. *Human resource management*. Boston: Lansdowne.

Anderson, L.E., & Bolt, S.B. 2011. *Professional skills for workplace success*. New Jersey: Prentice-Hall.

Aswathappa, K. 2011. *Human resource management: text and cases*. New Delhi. Tata McGraw-Hill.

Ballad, C & Bawalan, R. 2012. *Methods of qualitative research: phenomenological research*. SlideShare. [http://www.slideshare.net/ RalphBawalan/qualitative-research-phenomenology](http://www.slideshare.net/RalphBawalan/qualitative-research-phenomenology). (Retrieved: 28 August 2012).

Bandura, A. 1994. Self-efficacy. In: Ramachaudran, V.S (Ed.). *Encyclopedia of human behaviour*. New York: Academic Press: 77-81.

Bandura, A. 1986. *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Barrows, E.D., & Neely, A. 2012. *Managing performance in turbulent times: Analytical & insight*. Boston: Hoboken Wiley.

- Best, J.W., & Kahn, J.V. 2003. *Research in education*. Boston: Allyn & Bacon.
- Bhattacharyya, D., K. 2010. *Human resource planning*. New Delhi: Excel Book.
- Blanchard, P.N., & Thacker, J.W. 2007. *Effective training: systems, strategies, and practices*. Upper Saddle: Prentice-Hall.
- Bluestein, J. 2010. *Becoming a win-win teacher: survival strategies for the beginning teacher*. London: Sage.
- Boninelli, I., & Meyer, T.N.A. 2004. *Building Human Capital: South African Perspectives*. Randburg: Knowles Publishing.
- Botha, J., Kiley, J., & Truman, K. 2009. *Practising education, training and development in South Africa*. Cape Town: Juta.
- Broom, M. 2011. *Defining organisational development: Centre for human systems*. <http://www.chumans.com>. (Retrieved:11 September 2012).
- Brown, J. 2005. Characteristics of sound qualitative research. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 9(2):31-33.
- Brown, S.D., Steven, D. & Lent., R.W. 2005. *The theory and practice of career construction: Putting theory and research to work*. New Jersey: John Wiley & Sons.
- Brache, A.P. 2002, *How organizations work*. New York: John Wiley & Sons.
- Buchner, T.W. 2007. Performance management theory: A look from the performer's perspective with implications for HRD. *Human Resource Development International*, 10(1):59-73.

Butler, M., & Ed. Rose. 2011. *Introduction to organizational behavior*. London: Chartered Institute of Personal and Development.

Byars, L.L., & Rue, L.W. 2008. *Human resource management*. McGraw-Hill: Boston.

Bryman, A. 2012. *Social research methods*. London: Oxford.

Campbell, A., McNamara, O & Gilroy, P. 2004. *Practitioner research and professional development in education*. London: Sage.

Cascio, W.F. 2010. *Managing Human Resources: Productivity, quality of work life, profits*. McGraw-Hill: Boston.

Chatterjee, B. 2009. *Human resource management: a contemporary text*. Sterling Publishers: New Delhi: Sterling Publishers.

Chermack, T. J. 2005. Studying scenario planning: Theory, research suggestions and hypotheses. *Technological Forecasting and Social Change*, 72(1):59-73.

Cohen, L., Manion, L., & Morrison, K. 2005. *Research methods in education*. New York: Routledge Falmer.

Colquitt, J.A., Lepine, J.A., & Wesson, M.J. 2003. *Organisational behavior: improving performance and commitment in the workplace*. New York: McGraw-Hill.

Cox, D., & Hoover, J. 2007. *Leadership when the heat is on*. New York: McGraw-Hill.

Creswell, J.W. 2009. *Research Design: qualitative, quantitative, and mixed methods applications*. London: Sage.

Creswell, J.W. 2008. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River: Pearson.

Cunningham, G., & Cordeiro, P.A. 2009. *Educational leadership: a bridge to improved practice*. Boston: Pearson.

Cummings, G.T., & Worley, C.G. 2009. *Organisation development & change*. New York: Thomson.

Daft, R., & Marcic, D. 2009. *Management in the new workplace*. New York: Cengage Learning.

Denzin, N.K., & Lincoln, Y.S. 2011. *The SAGE Handbook of qualitative research*. London: SAGE.

Dey, I. 2005. *Qualitative data analysis; a user-friendly guide for social scientists*. London: Routledge.

De Beer, A., & Rossouw, D. 2012. *Focus on operational management: a generic approach*. Claremont: Juta.

De Bruijn, H. 2007. *Managing performance in the public sector*. New York: Routledge.

Department of Education. 2008. *Education management and leadership. Course outline for Advanced Certificate in Education (School management and leadership)*. Tshwane: Government Printers.

Department of Higher Education & Training. 2011. *Framework for the National Skills Development Strategy*. First draft. Pretoria: Government printers.

Dessler, G. 2012. *Fundamentals of human resource management*. New Jersey: Pearson.

Dickmann, M. & Beruch, Y. 2011. *Global careers*. London: Routledge.

Education Management Service (EMS) Office-based educators. 2011. *Occupational specific dispensation (OSD), Draft*. Bloemfontein: Government Printers.

Erasmus, B.J., Loedolff, P.V.Z., Mda, T., & Nel, P.S. 2008. *Managing training and development in South Africa*. New York: Oxford University Press.

Evans, J.R., & Lindsay, W. M., 2008. *The management and control of quality*. Mason: Thomson.

Flick, U. 2010. *An introduction to qualitative research*. London: Sage.

Fox, W. 2006. *Managing organisational behaviour*. Cape Town: Juta.

Free State Department of Education. 2003. *Performance management and development system: Scheme for office-based educators*. Bloemfontein: Government Printers.

Free State Department of Education. 2011. *Qualifications & work experience audit of all public service personnel & office-based educators*. Circular (20/06/2011). Bloemfontein: Government Printers.

Free State Provincial Government. 2012. *Provincial policy on performance & development management for Levels 1-12*. Bloemfontein: Government Printers.

Gilber, K.H., Kearney, L. 2010. *Organisational intelligence: A guide to understanding the business of your organisation for HR, Training, and performance consulting*. London: Pfeiffer.

Glesne, C. 2011. *Becoming qualitative researchers: An introduction*. Boston: Pearson.

Gomez-Meija, L.R., Balkin, D.B., & Cardy, R.L. 2008. *Management: people, performance, change*. Boston: McGraw-Hill.

Goodwin, C., & Griffith, D.B. 2006. *Supervisor's survival kit*. New Jersey: Pearson.

Guion, L, Diehl, D & McDonald, D. 2011. *Triangulation: Establishing the Validity of Qualitative Studies*. Gainesville: University of Florida.

Gray, B. 2004. *Doing research in the real world*. London: Sage.

Grobler, P., Warnich, S., Carell, E., & Hartfield, D. 2011. *Human resource management in South Africa*. London: Thomson.

Groenewald, T. 2004. *A phenomenological research design illustrated*. *International Journal of Qualitative Methods*, 3(1). Article 4. <http://www.ualberta.ca/~iiqm/backissues/1-3/pdf/groenewald.pdf>. (Retrieved: 8 August 2012).

Haldar, U.K. 2009. *Human resource development*. New Delhi: Oxford.

Harbour, J.L. 2009. *The performance paradox: Understanding the real drivers that critically affect outcomes*. New York: CRC Press.

Harris, A. 2008. *Distributed leadership in schools: Developing the leaders of tomorrow*. New York: Routledge & Falmer Press.

Harris, A., & Chrispeels, J.H. 2006. *Improving schools and educational systems*. New York: Routledge.

Hatch, J. A. 2002. *Doing qualitative research in education settings*. Albany: SUNY Press.

Hatcher, T. 2002. *Ethics and HRD: A new approach to leading responsible organizations*. Cambridge, MA: Perseus Publishing.

Heathfield, S.M. 2006. *Human resource guide*. From: <http://www.humanresources.about.com>. (Retrieved: 28 January 2013).

Hellriegel, D., Jackson, S. E., Slocum, S.W., Staude, G., Amos, T., Klopper, H.B., Louw, L., & Oosthuizen, T. 2008. *Management*. London: Oxford.

Henning, E., Van Rensburg, W., & Smit, B. 2004. *Finding your way in qualitative research*. Cape Town: Van Schaik.

Hennik, M., Hutter, I., & Bailey, A. 2011. *Qualitative research methods*. London: Sage.

Heppner, P.P., & Heppner, M.J., 2004. *Writing and Publishing Your Thesis, Dissertation & Research: A Guide for students in the Helping Professions*. London: Brooks/Cole.

Heystek, J., Roos, C., & Middlewood, D. 2005. *Human resource management in education*. Cape Town: Clyson.

Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. 2005. *Strategic management*. New York: Thomson.

Ille, I.U., Eresion-Eke, C., & Allen-Ille, C. 2012. *Monitoring and evaluation of policies, programmes & projects*. Pretoria: Van Schaik.

Jyothi, P., & Venkatesh, D.N. 2006. *Human resource management*. New Delhi: Oxford University Press.

Kennedy, P. 2009. *How to combine multiple research methods: practical triangulation*. <http://johnnyholland.org/2009/08/practical-triangulation/> (Retrieved: 15 January 2013).

Kgati, E.M. 2007. *Performance assessment of selected groups of office-based educators in the Lejweleputswa education district*. Unpublished MEd dissertation. Welkom: CUT.

King, N., & Anderson, N. 2002. *Managing innovation and change: A critical guide for organisations*. London: Thomson.

Kirkpatrick, J.D., & Kirkpatrick, W.K. 2010. *How workplace learning must reinvent itself to remain relevant: training on trial*. New York: AMACOM.

Kleynhans, R., Markham, L., Meyer, W., Van Aswegen, S., & Pilbean, E., 2006. *Human resource management*. Cape Town: Shumani Printers.

Lankshear, C., & Knobel, M. 2004. *A handbook for educator research: From design to implementation*. London: Open University Press.

Leech, N & Onwuegbuzie, A. 2007. An Array of Qualitative Data Analysis Tools: A Call for Data Analysis Triangulation. *School Psychology Quarterly*, 22(4):557–584.

Leedy, P.D., & Ormrod, J.E., 2010. *Practical Research: Planning and design*. New Jersey: Pearson.

Le Roux, A.S. 2002. *Human resource management in education: Theory and practice*. Pretoria: Inthuthuko.

Lowe, M. 2007. *Beginning research: A guide for foundation degree students*. London: RoutledgeFalmer.

Mabey C, Salaman G, Storey J. 1999. *Human Resource Management*. Oxford: Blackwell.

Maree, K., & Van Der Westhuizen, C. 2009. *Head start in designing research proposals in the social sciences*. Cape Town: Juta.

Martin, J. 2009. *Human resource management*. London: Sage.

Martin, T., & Fellenz, M. 2010. *Organisational behaviour & management*. London: Cengage.

Mason, J. 2002. *Qualitative Researching*. London: Sage.

Maxwell, J. 2004. *Qualitative research design: An interactive approach*. Beverly Hills, CA: Sage.

McKenna, E. & Beech, N. 2002. *Human resource management: A conscience analysis*. Essex: Pearson.

McKenna, P & Maister, D. 2002. *First among equals: How to manage a group of professionals*. New York: Simon and Schuster.

McLean, N.G., 2006. *Organisational development: Principles, processes & performance*. San Francisco: Berret-Koehler.

Mertler, C.A., & Charles, C.M. 2008. *Introduction to education research*. London: Pearson.

Meyer, M. 2007. *Managing human resource development*. Durban: Lexis-Nexis.

Meyer, M., & Botha, E. 2004. *Organisational development and transformation in South Africa*. Durban: Lexis-Nexis.

Meyer, M., & Kirsten, M. 2005. *Introduction to Human resource management*. London: Sage.

McGoldrick, J., Stewart, & Watson, S. 2002. *Understanding human resource development: a human research-based approach*. London: Routledge.

McMillan, W.L., & Schumacher, S. 2010. *Research in education*. Boston: Pearson.

McNeill, P., & Chapman, S. 2005. *Research methods*. London: Routledge.

Moerdyk, A., & Van Aardt, C. 2003. *Organisational development*. Cape Town: Van Schaik.

Mohanty, R.P. 2008. *Human resource management: multiple perspectives*. New Delhi: Excel Books.

Moloi, K.C. 2005. *The school as a learning organisation*. Cape Town: Van Schaik.

Mullins, L.J. 2005. *Management & organisational behaviour*. London: Prentice-Hall.

Murray, P., Poole, D., & Jones, G. 2006. *Contemporary issues in management and organisational behaviour*. Melbourne: Thomson.

Nel, P.S., Werner, A., Poisat, P., Sono, T., Du Plessis, A., & Ngalo, A. 2011. *Human resources management*. New York: Oxford University Press.

Nelson, D.L., & Quick, J.C., 2008. *Understanding organisational behaviour*. Mason: Thomson.

Neuman, W. L. 2000. *Social research methods: qualitative and quantitative approaches*. Boston: Allyn & Bacon.

Newstrom, J. W., & Davis, K. 2002. *Organisational Behaviour: human behaviour at work*. New York: McGraw-Hill.

Noe, R.J., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. 2010. *Human resource management.: Gaining a competitive advantage*. Singapore: McGraw-Hill.

Patti, R.J. 2009. *The handbook of human services management*. Thousand Oaks: Sage.

Performance Development and Management System (PDMS). Task Team. 2003. *Policy framework: performance and development management system for levels 1-12*. Bloemfontein: Government Printers.

Plumkett, W.R., Attner, R. F., & Allen, G. S. 2007. *Management: meeting and exceeding customer expectations*. New York: Thomson.

Purcell, P., & Hutchinson, S. 2007. Front-line managers as agents in the HRM-performance causal chain: theory, analysis and evidence. *Human Resource Management Journal*, 17(1):3-12.

Puth, G. 2002. *The community leader*. Cape Town: Van Schaik.

Quick, J.C., & Nelson, D.L. 2011. *Principles of organisational behaviour. Realities and challenges*. Mason: Thomson.

Rao, V.S.P. 2010. *Human resource management: Text and cases*. New Delhi: Excel Books.

Rapley, M. 2002. *Quality of life research: a critical introduction*. London: Sage.

Rebore, R.W. 2007. *Human resources administration in education: A management approach*. Boston: Pearson.

Republic of South (RSA). 2007. *Call for comment on the Education Laws Amendment Bill*. Government Gazette 4 May 2007, Vol. 503, No. 29868. Pretoria: Government Printers.

Rhodes, C., Stokes, M., & Hampton, G. 2004. *A practical guide to mentoring, coaching and peer-networking*. London: Routledge-Falmer.

Ritchie, J., Lewis, J. & Elam, G. 2003. Designing and selecting samples. In: Ritchie, J & Lewis. *Qualitative research practice: A guide for social science students and researchers*. London: Sage.

Robbins, S., P. & De Cenzo, D., A. *Supervision Today*. 2007. Perth: Prentice-Hall.

Robbins, S.P., Judge, T.A., Odendaal, A., & Roodt, G. 2009. *Organisational behaviour: Global & Southern African perspectives*. Cape Town: Pearson.

Rossouw, D., Le Roux, A.S., & Groenewald. T. 2003. *Strategic management: An applied South African perspective*. Claremont: NAE.

Ryan, K., & Cooper, J.M. 2010. *Those who can, teach*. Boston: Wadsworth.

Salkind, N.J., 2006. *Exploring Research*. New Jersey: Prentice-Hall.

Sands R & Roer-Strier, D. 2006. Using data triangulation of mother and daughter interviews to enhance research about families. *Qualitative Social Work*, 5(2):237-260.

Savin-Baden, m., & Major, C.M. 2013. *Qualitative research: the essential guide to theory and practice*. London: Routledge.

Sergiovanni, T.J., Kelleher, P., McCarthy, M.M., & Fowler, F.C. 2009. *Educational governance and administration*. New York: Pearson.

Selden, S., & Sowa, J.E. 2011. *Performance management and appraisal in human service organizations: management and staff perspectives*. Volume 40 (3).

Schunk, D. H., Pintrich, P.R., & Meece, J.T. 2008. *Motivation in education: theory, research & applications*. New York: Prentice-Hall.

Silverman, C. 2008. *Interpreting Qualitative Data*. Sage: London: Sage.

Singh, Y.K., & Bajpai, R.B. 2007. *Research methodology: Data presentation*. New Delhi: APH Publishing Corporation.

Somekh, B., & Lewin, C. 2005. *Research methods in the social sciences*. London: Sage.

Somers, J. & E. Sikorova. 2002. The effectiveness of an in-service education on teachers course for influencing teachers' practice. *Journal of In-Service Education*, 28(1): 95-114.

Stewart, G.L., & Brown, K.G. 2009. *Human resource management: Linking strategy to practice*. Iowa: Wiley.

Steyn, G.M. 2004. How do professionals develop? *Lesson for the effective implementation of the South African Development Act*. *South African Journal of Education*, 24(3):217-224.

Steyn, G.M. 2009. Effective implementation of continuing professional development for South African teachers. *Acta Academica*, 41(2):256-279

Steyn, G.M., & Van Niekerk, E.J. 2002. *Human resource management in education*. Paarl: Paarl Print.

Steyn, G.M., & Van Niekerk, L.J. 2005. *Professional development of teachers: critical success factors*. Pretoria: UNISA.

Steyn J de K. 2002. *Human resource management: Learning guide 1* (chapters 1-13). Pretoria: UNISA.

Storey, J., Wright, J., & Ulrich, D. 2009. *Strategic human resource management*. New York: Routledge.

Swanson, R.A., & Holton, E. F. 2009. *Foundations of human resource development*. San Franscisco: Berrett-Koehler Publisher, Inc

Swanepoel, B., Erasmus, B., Schenck, H., & Van Dyk, MW. 2008. *South African human resource management*. Cape Town: Juta

Swarts, K.J. 2006. *Management of human resource development by heads of department in primary schools in the Free State*. PhD Thesis. Welkom: CUT.

Seyfarth, J. 2008. *Human resource leadership for effective schools*. London: Pearson.

Thamarasseri, I. 2009. *Introduction to educational research*. New Delhi: Kanishka Publishers.

Tomlinson, H. 2004. *Educational leadership: personal growth for professional development*. London: Sage.

Torrington, D., Hall, L., & Taylor, S. 2002. *Human resource management*. London: Prentice-Hall.

Trochim, W.M.K. 2006. *Research methods knowledge base: External validity*. From: <http://www.socialresearchmethods.net/kb/external.php>. (Retrieved: 30 September 2012).

Van der Waldt, G. 2004. *Managing performance in the public sector: concepts, considerations & challenges*. Cape Town: Juta.

Van Dyk, P.S, Nel, P.S., Haasbroek, GD., Sono, T. & Werner, A. 2004. *South African human resource management*. Cape Town: Mills Litho.

Van Tonder, P. 2004. *Organisational change: theory and practice*. Pretoria: Van Schaik.

Verma, A.P. 2009. *Human resource management*. New Delhi: J.S Offset.

Vinger, M.J.G. 2005. *Effective transformational leadership behaviours for management change*. PhD Thesis. Johannesburg: University of Johannesburg.

Wan, O.T. 2010. *Results management: Effective people, management, to achieve excellent results*. Singapore: John Wiley & Sons.

Wang, G. & Spitzer, D. 2005. *Advances in HRD measurement and evaluation: Theory and practice. Advances in developing human resources*. Thousand Oaks, CA: Sage.

Webb, L. D., & Norton, M. S. 2009. *Human resource administration: personnel issues and needs in education*. Ohio: Pearson.

Walliman, N. 2005. *Your Research Project*. London: Sage.

Welman, J.C., & Kruger, S.J. 2005. *Research methodology*. New York: Oxford.

Welman, C., & Kruger, F., & Mitchell, B. 2005. *Research methodology*. Cape Town: Oxford University Press.

Werner, A., Bagraim, J., Cunningham, P., Pieterse-Landman, E., Potgieter, T., & Viedge, C. 2011. *Organisational behaviour: A contemporary South African perspective*. Pretoria: Van Schaik.

Werner, J.M., & DeSimone, R.L. 2009. *Human Resource Development*. Sydney: Cengage.

White, C.J. 2005. *Research: A Practical Guide*. Pretoria: Ithuthuko Investments Publishing.

Wilkinson, D. & Birmingham, P. 2003. *Using research instruments: A guide for researchers*. London: RoutledgeFalmer.

Williams, R.S. 2002. *Managing employee performance*. London: Thomson.

Woods, S.A., & West. M.A. 2010. *The psychology of work and organisations*. London: Cengage.

Young, I.P. 2008. *The human resource function in educational administration*. Upper Saddle River: Pearson.

ANNEXURE A

E-mail address: kgatie@edu.fs.gov.za

Cell No. 083 942 5150

Private Bag X30
WELKOM
01 October 2012

The Director: Quality Assurance
Room 401
Syfrets Building
Free State Department of Education
Private bag X20565
BLOEMFONTEIN
9300

Dear Sir/Madam

RE: REQUEST TO CONDUCT RESEARCH IN DISTRICT OFFICES

I hereby request for permission to conduct research in the three education district offices. The district offices are the following: Lejweleputswa, Motheo and Xhariep.

My personal information is a follows:

Title and name: Mr. Kgati EM
Employer : Department of Education
Degree : PhD
Promoter : Professor GJ Schlebusch
Title of thesis : Developing an integrated human resource development (HRD) plan for office-based educators in the Free State Province.

The research concerns amongst others:

- Rationale

The study is intended to investigate the views and perceptions of office-based educators (Chief Education Specialists, Deputy Chief Education Specialists and Senior Education Specialists) in developing an integrate human resource plan. The views and perceptions expressed in questionnaires and interviews will assist the researcher to develop a model of an integrated HRD plan.

- Population

The population for this study consists of 60 office-based educators in three education districts of the Free State province.

- Research instruments

Questionnaires will be administered and interviews conducted. Before questionnaires are distributed and interviews conducted, permission to undertake the study will be sought from District directors. There will be no encroachment on district activities.

Please note that the study involves no invasion of individual rights or privacy, nor will it apply any procedures which may be found ethically objectionable. No personal information regarding those who participate in the research will be made known. Your attention to this permission is highly appreciated.

Yours truly,

**KGATI EM
PhD STUDENT
CENTRAL UNIVERSITY OF TECHNOLOGY
WELKOM CAMPUS**

ANNEXURE B



Central University of
Technology, Free State

RESOURCES AND OPERATIONS



2 October 2012

To whom it may concern

Mr EM Kgati is a registered PhD student in the School of Teacher Education, Faculty of Education. His topic is: Developing an integrated HRD plan for office-based educators in the Free State province.

Please allow him to gather information through questionnaires and interviews in the district offices.

Regards

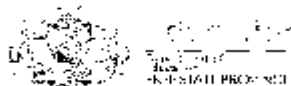
Prof G Schlebusch

Promoter

Programme Head: Post Graduate Education



ANNEXURE C



Department of Education
Tel: 051 404 5274
Fax: 051 404 5274
E-mail: research@ed.gov.za

2012-10-22

7 Eunuora Street
Riebeeckstad
WELKOM
9469

Dear Mr. Kgale

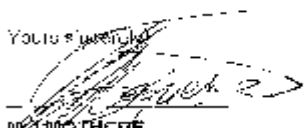
REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **Developing an integrated Human Resources Development plan for office-based educators in the Free State Province.**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:
 - 4.1 The name of the school and participants involved remain confidential.
 - 4.2 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 4.3 This letter is shown to all participating persons.
 - 4.4 A bound copy of the report and a summary on a computer disc on this study is submitted to the Free State Department of Education.
 - 4.6 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. You are requested to confirm acceptance of the above conditions in writing to:

The Head: Education, for attention: **DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH**, Old DNA Building, Private Bag X20565, BLOEMFONTEIN, 9301

We wish you every success with your research.

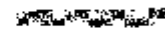
Yours sincerely,



DIRECTOR

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Department: Strategic Planning, Policy & Research, Old DNA Building, Steynsdorp - Private Bag X20565 - Bloemfontein, 9301
Tel: 051 404 5274 Fax: 051 404 5274 E-mail: research@ed.gov.za



ANNEXURE D

QUESTIONNAIRE: DEVELOPING AN INTEGRATED HUMAN RESOURCE DEVELOPMENT (HRD) PLAN FOR OFFICE –BASED EDUCATORS IN THE FREE STATE PROVINCE

INSTRUCTION TO PARTICIPANTS/PARTICIPANTS

- Kindly note that there are no right or wrong responses to the items or questions in this questionnaire.
- Complete the questionnaire as honestly as may be possible (the first response that generally comes to mind is often most valid response to a given question or item).
- Note that through your response you will be making a valuable contribution to the study.
- Please answer all questions. Please also answer as comprehensive as you can.
- The questionnaire consists of four (6) sections which should all be completed.

SECTION A

The questions (1, 2, & 3) are used to elicit the views and perceptions of office-based educators regarding the aims of HRD and related responsibilities attached to it.

1. What in your perception are the aims of HRD for office-based educators?

.....
.....
.....
.....
.....
.....
.....

2. Who in your view is responsible for HRD in the district office and why?

.....
.....
.....
.....
.....
.....

3. Is there a HRD programme in your particular section? If yes, comment on its current value for you.

.....
.....
.....
.....
.....
.....

SECTION B

The following questions (10 and 11) are used to elicit the views and perceptions of office-based educators on performance assessment in their development.

4. How can the practice of performance assessment assist to enhance effective HRD amongst office-based educators?

.....
.....
.....
.....
.....
.....

5. What role does the Performance Management and Development System (PMDS) play in terms of your growth at work?

.....
.....
.....
.....
.....
.....

SECTION C

The following questions are based on the role played by office-based educators (CESs, DCEs and SESs) in education, training and development and in the assessment of PMDS as part of HRD.

- 6. What role can Total Quality Management (TQM) play to assist teams of sections (DCES and SESs) to have a common approach to total performance?

.....
.....
.....
.....
.....
.....

- 7. How can effective communication amongst office-based educators improve performance?

.....
.....
.....
.....
.....
.....

SECTION D

The following questions (12, 13, 14, and 15) are used to elicit the views and perceptions on the leadership roles of supervisors (DCESs & CESs) in facilitating performance amongst office-based educators.

8. In your view, how can individual leadership characteristics of CESs and DCESs add value to organisational development?

9. What role do you think should DCESs play in maintaining an energetic and motivated team of SESs?

.....
.....
.....
.....
.....
.....

SECTION E

The following questions (4, 5 and 6) are used to elicit the perceptions of office-based educators regarding education, training and development.

10. What is your perception regarding the role of office-based educators on integrated Human Resource Development (HRD)?

.....
.....
.....
.....
.....
.....

11. What would you consider to be the developmental needs in your section? Mention them in order of priority.

.....
.....
.....
.....
.....
.....

12. What role does the Performance Management and Development System (PMDS) play in terms of your growth at work?

.....
.....
.....
.....
.....
.....

13. To what extent do you think CESs, DCEs and SESs should be involved in the identification of office-based educators' developmental needs which are addressed by the proposed integrated HRD plan?

.....
.....
.....
.....
.....
.....

14. In your view what skills should role-players have in the identification of training needs to be addressed by an integrated HRD plan?

.....
.....
.....
.....
.....
.....

15. The development of a sectional or group performance plan should be a team effort. Do you agree or disagree? Kindly elaborate your response.

.....
.....
.....
.....
.....
.....

SECTION F

The following questions (16, 17, 18, 19 and 20) are used to elicit the views and perceptions on the requirements and benefits of an integrated HRD plan for office-based educators.

16. In your view, what action can CESs take to mobilize the commitment of their branch sections for the development of integrated HRD programme?

.....
.....
.....
.....
.....
.....

17. Do you think an integrated HRD plan for sections will ensure high job performance by all sections in the district? Substantiate.

.....
.....
.....
.....
.....
.....

18. Should the responsibility of developing an integrated HRD plan be a shared responsibility by office-based educators?

.....
.....
.....
.....
.....
.....

19. What would you identify as requirements for a successful integrated HRD programme?

.....
.....
.....
.....
.....
.....

20. From your understanding what benefits or opportunities will be derived from an integrated HRD plan for office-based educators? Elaborate.

.....
.....
.....
.....
.....
.....

ANNEXURE E

INTERVIEW QUESTIONS

The following questions are meant to elicit views and experiences from office-based educators with regard the development of an integrated HRD programme.

1. What are the HRD aims related to the development of office-based educators?
2. How important is the individual sectional operational plans in developing an integrated HRD programme? Elaborate.
3. What type of qualities and competencies are needed from office-based educators who should develop an integrated HRD programme?
4. How can the leadership roles of supervisors (DCESs and CESs) influence performance and development of an integrated HRD plan for office-based educators?
5. What is your view regarding PMDS (Performance Management and Development System) as a tool for HRD?
6. What kind of resources do you provide for the effective performance of activities?
7. What training strategies can you employ to improve performance levels of office-based educators?
8. Do you agree that the performance development of office-based educators has lasting impact on the development of teachers in schools? Elaborate.
9. How can Education, Training and Development of office-based educators contribute to the organisational development of sections and district offices?
10. How would you go about formulating an integrated HRD programme for sections in the district office? Elaborate.

