

**COMPARATIVE STUDY: PROFILE OF
TECHNIKON PERSONNEL MANAGEMENT
DIPLOMATE AND WESTERN CAPE
INDUSTRY REQUIREMENTS**

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**COMPARATIVE STUDY: PROFILE OF TECHNIKON
PERSONNEL MANAGEMENT DIPLOMATE AND
WESTERN CAPE INDUSTRY REQUIREMENTS**

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**This is to certify that the content of this dissertation is my own work and that
opinions expressed therein are my own and not necessarily those of the Cape
Technikon**

Signature: *R. Palmer*

FOREWORD

I wish to give my thanks to all the people, universities, technikons, other institutions and organisations who contributed in order to make this study possible.

Special thanks to the Rector and Management of the Cape Technikon for providing the opportunity to undertake this study.

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SUMMARY

The worsening unemployment problem and lack of skilled manpower in South Africa, is not confined only to the lower levels of the organisation hierarchy. Effective managerial skills are in short supply, and training and educational programmes therefore need to be geared to the provision of these skills. This type of training and education is the domain of tertiary educational institutions, such as technikons. It is pertinent then, to consider whether the current syllabi of management educational programmes at the technikons in fact reflect in their content, the skills required by the workplace.

This line of thinking may be taken further, in that one must reason that even if the syllabi content are relevant to industry needs, the relevance of the weighting or focus areas in the syllabi content, need to be consistent with the requirements of industry.

This study was undertaken to examine the relevance of the skills acquired by diplomates - through the tuition received and experience gained - while studying towards the National Diploma: Personnel Management.

In order to achieve the goal of the study, a semi-structured questionnaire and interview approach was utilised, to ascertain the human resource management skills needs of a sample of industries in the Western Cape.

A comparison of these two sets of data was then made, and the relationship between them established. The comparison was intended to serve as a guide, in order that any syllabi adjustments which might be indicated, could be targeted to meet specific industry needs.

The field research was preceded by a literature study. A dendogram of traditional and modern human resource managerial skills was then devised, to act as a basis for the construction of a semi-structured questionnaire.

Seven main skills areas with thirty eight managerial activity sub-divisions were arrived at, and included in the questionnaire. These managerial activities were intended to reflect the activities of a "key performer" in the human resource function, in possession of a diploma or degree, and with less than two years practical experience.

A sample of twenty three organisations in the Western Cape was selected, and interviews were then held with human resource management personnel at these organisations. The organisations surveyed represented a cross-section of industries.

The data collected was collated, analysed, and generic operational descriptions were determined for each managerial activity, and tables were compiled in terms of conceptual or practical application. These lists were taken to represent the "skills requirements" in human resource management. These results were then ranked in order of importance according to the number of "practical application"

requirements. The next step was to analyse the National Diploma: Personnel Management syllabi content, in terms of time spent on each managerial activity, identified in the dendogram, in each subject curriculum. These results were then also ranked in ascending order and a correlation coefficient was calculated to establish the relationship between them. A weak positive correlation of 0,1 was found to exist.

It was concluded that the Cape Technikon had a role to play, in the provision of qualified human resource management personnel for industry in the Western Cape, and that the syllabi content was relevant to Western Cape industry needs.

However, areas which received greater or less focus in the syllabi, were not always those which reflected the greatest or least need in industry.

Clearly, the weighting of certain aspects of the syllabi, require some adjustment. Aspects such as organisational structuring and complicated statistical methods require less focus in the syllabi, whilst other aspects such as manpower needs analysis, practical decision-making, budgeting for manpower provision, calculation of employee costs, training and development needs assessment and conducting and evaluating induction programmes require more focus.

The research report concludes with suggestions for further research, which include, development of a manpower management model, design of an instrument to measure syllabi content, and design of an instrument to measure occupational skills in industry at result level.

OPSOMMING

Die stygende tekort aan geskoolde mannekrag en die werkloosheidsprobleem in Suid-Afrika, is nie slegs tot die laer vlakke van die hiërargie van 'n organisasie beperk nie. 'n Tekort aan effektiewe bestuurvaardighede bestaan en opleidings- en opvoedkundige programme behoort daarop ingestel te wees om hierdie vaardighede te ontwikkel. Hierdie tipe opleiding en opvoeding word deur tersiêre opvoedkundige instellings, waarvan teknikons deel is, aangebied. Dit is daarom belangrik om aandag aan die sillabusse van bestuursopleidingsprogramme aan teknikons te skenk, ten einde vas te stel of dit aan die vaardigheidsvereistes wat in die werkplek benodig word, voldoen.

Hierdie denkrigting kan verder gevoer word, en die stelling gemaak word, dat nie net die inhoud van sillabusse relevant vir die nywerheid se behoeftes moet wees nie, maar dat die gewig wat aan fokusareas in die sillabusse toegeken word, ook moet ooreenstem met dié wat in die handel en nywerheid vereis word.

Die ondersoek is voorafgegaan deur 'n literatuurstudie om in die algemeen die probleem van geskoolde mannekrag in Suid-Afrika te ondersoek en in besonder 'n behoeftebepaling van menslike hulpbronbestuursvaardighede te doen. Hierna is 'n dendogram van tradisionele en moderne menslike hulpbronbestuursvaardighede ontwerp wat as 'n basis vir die struktuur van 'n semi-gestruktureerde vraelys kon dien.

In die ondersoek is op sewe kern bestuursvaardighede en agt-en-dertig ondergeskikte bestuursaktiwiteite gekonsentreer en by die vraelys ingesluit. Hierdie menslike hulpbronne bestuursaktiwiteite is veronderstel om die aktiwiteite van 'n "sleutel presteerder" met 'n diploma of graad en wat minder as twee jaar praktiese ervaring het, te weerspieël.

'n Steekproef van drie-en-twintig organisasies in die Wes-Kaap is gebruik. Onderhoude is met die personeel van die menslike hulpbronde van hierdie organisasies gevoer. Die geselekteerde organisasies verteenwoordig verskillende tipe nywerhede.

Die data ingesamel is verwerk, ontleed en generies-operasionele beskrywings is na aanleiding van elke organisasie se kommentaar vir elke bestuursaktiwiteit in die vraelys gemaak. Tabelle van die vaardigheidsvereistes van die organisasies is by wyse van konseptuele of praktiese toepassing geïdentifiseer en saamgestel. Hierdie lysie word as verteenwoordigend van "vaardigheidsvereistes" in die bestuur van menslike hulpbronne beskou. Die resultate is daarna in volgorde van belangrikheid, na aanleiding van die aantal "praktiese toepassing" vereistes, geplaas. Vervolgens is die sillabusinhoud vergelyk met die bestuursaktiwiteite wat deur die dendogram en vraelys geïdentifiseer is. Hierdie ondersoek het bestaan uit 'n toedeling van tyd wat aan elkeen van die bestuursaktiwiteite in die verskillende sillabusse bestee word. Die korrelasie koëffisiënt tussen die twee stelle georganiseerde data is bereken om die korrelasie te bepaal. 'n Swak positiewe korrelasie van 0,1 is gevind.

Die gevolgtrekking is gemaak dat die Kaapse Technikon 'n rol te speel het in die opleiding en voorsiening van gekwalifiseerde menslike hulpbrons personeel in die Wes-Kaap. Dit was duidelik dat die sillabusinhoud toepaslik is vir die behoeftes van die Wes-Kaapse nywerhede.

Dit is egter bevind dat die klem wat op sekere aspekte van die sillabus geplaas word, nie altyd ooreengestem het met die klem wat die nywerheid daarop plaas nie. Dit is dus duidelik dat daar aanpassings ten opsigte van sommige aspekte van die sillabus gemaak moet word.

Aspekte soos organisasiestruktuurering en ingewikkelde statistiese metodes kan byvoorbeeld minder aandag geniet in die sillabus, terwyl ander aspekte soos ontleding van mannekragbehoefte, praktiese besluitneming, personeelvoorsieningsbegroting, berekening van werknemerkoste, bepaling van opleidings- en ontwikkelingsbehoefte, bestuur en evaluering van induksieprogramme meer aandag verg.

Die navorsingsverslag eindig met aanbevelings vir verdere navorsing, wat die volgende insluit: die ontwikkeling van 'n model vir mannekragbestuur, die ontwerp van 'n instrument om sillabusinhoud te meet en die ontwerp/ontwikkeling van 'n instrument vir die meet van beroepsvaardighede in die nywerheid op resultaatvlak.

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CHAPTER 1

GENERAL ORIENTATION AND IDENTIFICATION OF THE PROBLEM

1.1 Introduction

South Africa is experiencing a critical shortage of skilled manpower. The pros and cons of the manpower problem inevitably lead to discussion on education, both in its basic form and also at tertiary educational level. It is at this tertiary level that this research is concerned, and it focuses in on technikon, more specifically the Cape Technikon, and the part it plays in the education of the South African workforce.

This research attempts to find the answer to the problem of whether the knowledge, skills and behaviours, acquired by diplomates through their studies towards acquisition of the National Diploma: Personnel Management offered by the Cape Technikon, are in fact those required by personnel technicians and personnel practitioners in industries in the Western Cape. The reason for this is that it is these industries that are likely to provide the employment opportunities, and career futures, for the human resource management diplomates.

We may now define this problem in another way.

If it is said that there is a skills shortage, and that technikons provide skills training, it may be questioned whether:

- (i) the correct skills are taught to satisfy industry needs
- (ii) the skills taught are weighted in line with their rank of importance as industry needs.

This research concentrates specifically on these two questions as they relate to the field of human resource management, the area of focus of the National Diploma: Personnel Management offered by the Cape Technikon.

1.2 The problem

In South Africa we read daily about the critical skills shortage experienced across the labour front. At the same time we are bombarded with literature advertising training courses in various skills.

Many institutions offering training courses have good reputations, while others are considered by many to be typical "fly by night opportunists".

The important question to consider, is whether the courses offered, satisfy any particular need in industry. An elaborate training course which finally earns a certificate, diploma or degree, may not be targeted at any specific need in industry, and as such falls into the "nice to know" category. In the economic situation South Africa finds itself in, this is obviously a squandering of vital manpower resources.

The Cape Technikon offers many education programmes in many career directions, and it is therefore pertinent to address the discussion above to this institution and its programmes with their relevant syllabi. This research concentrates on the area of manpower management, and the specific training programme under discussion is the National Diploma: Personnel Management.

Because the Cape Technikon is situated in Cape Town, it serves mainly the Cape Town area and its environs, as far afield as the Boland and Swartland areas. We might refer to this area served as "Western Cape".

1.2.1 Operational definition of research problem

The question that presents itself, is whether the needs of industry in the Western Cape, as far as manpower management are concerned, are catered for in the National Diploma: Personnel Management, particularly the educational programme offered at the Cape Technikon.

One way of attempting to establish this connection, is to find out from key industries in the Western Cape, what they consider to be the skills and tasks required of a key-performer in a manpower management position. Once this has been established, we could go further and ask ourselves whether the National Diploma: Personnel Management programme syllabi content is in fact equipping people to perform these skills and tasks competently.

An extension of this thinking, is to ponder the question whether the areas accented in the programme syllabi, are those on which the most weight is apportioned by industry in the Western Cape.

This leads us to two sets of questions on which hypotheses may be based:

- (i) Does the National Diploma: Personnel Management education programme offered by the Cape Technikon equip successful candidates with the skills required by Western Cape industry?
- (ii) Are the skills areas accented in requirements by Western Cape industry, similar to the areas focused on in the National Diploma: Personnel Management education programme offering?

The first question may be answered by examining the presence of the stipulated skills requirements of Western Cape industry in manpower

management, vis a vis the syllabi content in terms of these skills needs.

The second question may be answered by examining the relative ranking of areas/skills considered important by industry, and the ranking given to that area in the education programme syllabi, based on the time allocated to the various constituent elements as a proportion of the total programme time.

1.2.2 Hypotheses

Considering the foregoing, the hypotheses may be formulated as follows:

Hypothesis 1

H₀: The skills required in manpower management in Western Cape industry are adequately represented in the syllabi of the National Diploma: Personnel Management offered by the Cape Technikon.

H₁: The skills required in manpower management in Western Cape industry are not adequately represented in the syllabi of the National Diploma: Personnel Management offered by the Cape Technikon.

Hypothesis 2

H_0 : The areas of manpower management accented in the skills required by Western Cape industry are the focus areas of the National Diploma: Personnel Management syllabi offered by the Cape Technikon.

H_1 : The areas of manpower management accented in the skills required by Western Cape industry are not the focus areas of the National Diploma: Personnel Management syllabi offered by the Cape Technikon.

It is envisaged that a correlation coefficient will be established through ranking data in terms of "skills needs" and ranking data in terms of "skills offered", the latter represented by the proportion of tuition syllabi time spent on the relevant "needs" areas in relation to the total syllabi time.

1.3 The approach used to solve the problem

In order to tackle the problem in a scientific and structured manner, reference was made to various published works on research design, including that of Leedy (1985), to establish a suitable design approach for this research.

The Human Sciences Research Council was approached for advice, and discussions with two of their personnel, Schutte (1990) and Crous (1990), eventually led to the conviction that use of interviews and questionnaires would provide a sound basis for data collection.

The organisations approached would be asked to state what their skills and behaviour requirements for human resource practitioners were, and they would also be asked to quantify how well those behaviours had to be performed.

It was intended that once the questionnaires were administered to human resource management personnel in different organisations, the responses thus obtained, might then be grouped into categories, reflecting particular managerial activities. These activities would represent the requirements or "skills needs" of the organisations, and therefore of Western Cape industry at large.

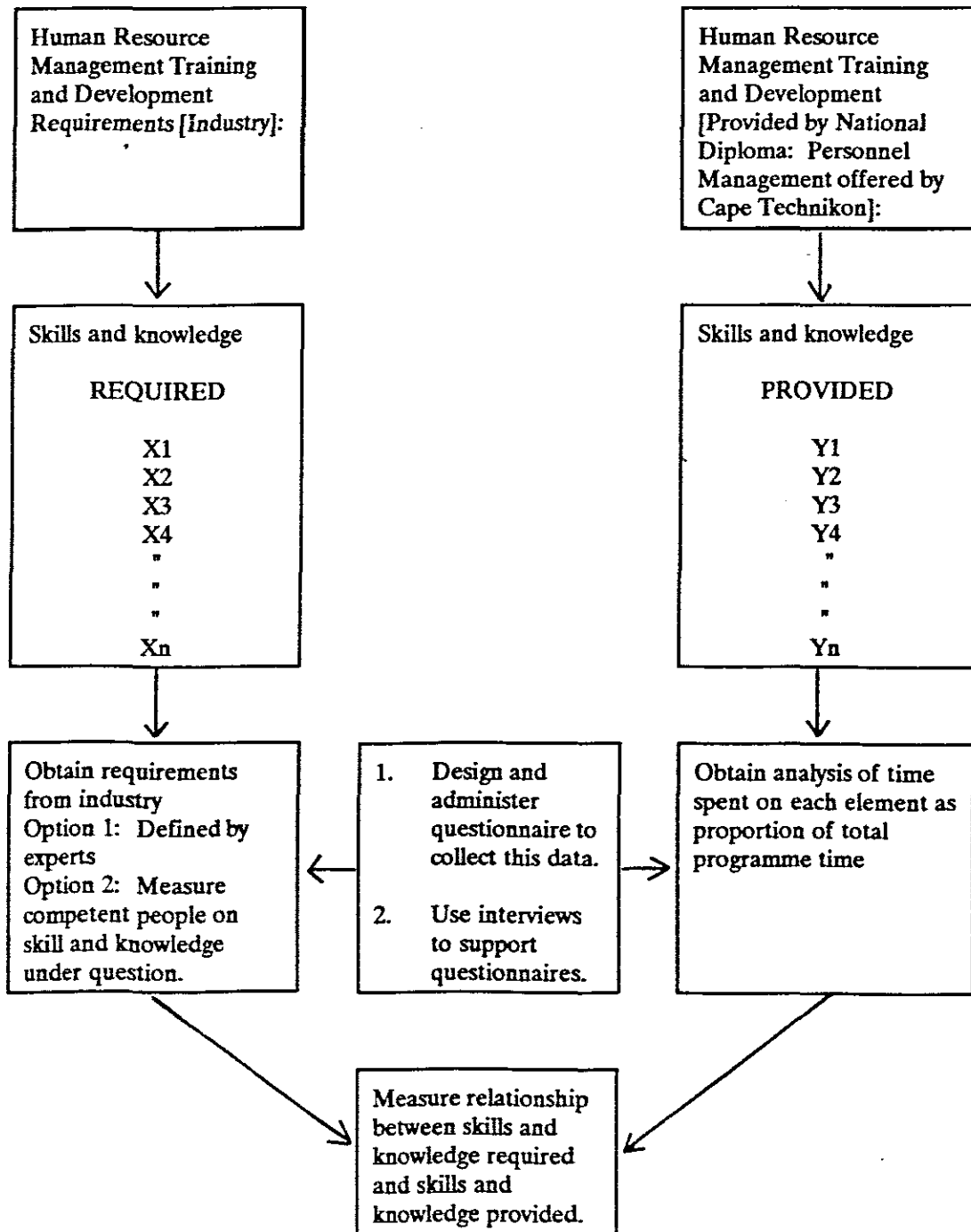
The intended next step, once this data had been collected, was to dimensionalise the National Diploma: Personnel Management syllabi content into similar activities, and to then allocate to each activity, the proportion of time spent in tuition classes (theory and practical) in relation to the total time spent on the syllabi as a whole. This would provide data on what might be termed "skills provided".

Finally, the relationship between the "skills required" data and "skills

provided" data would be measured.

Diagrammatically, the discussion above may be represented as shown in Figure 1.1:

Figure 1.1 Diagrammatic representation of research approach utilised



1.4 The aim of the study

The main objective in undertaking this study was to establish whether the material content and skills and knowledge taught in the National Diploma: Personnel Management, are in fact in line with what the chief requirements of Western Cape industry are, in the human resource management field. The extension of this objective was to establish if the areas weighted in the programme, are in fact the main areas of focus in terms of industry needs.

It was felt that this study would provide a basis for a decision on whether the programme syllabi were relevant or not. Further, it would provide a basis for adaption of the syllabi where necessary.

It is obvious that in a changing work environment such as the Republic of South Africa is experiencing, an "adapt or die" strategy is of paramount importance.

1.5 What further chapters investigate

A brief summary of the contents of each of the subsequent chapters is given below.

1.5.1 In Chapter Two the investigation is initiated by examining the skill levels in the RSA workforce.

The topic is tackled from the global standpoint that South Africa has a manpower problem - an acute shortage of skilled manpower together with an oversupply of unskilled labour. South Africa is a capital-poor country and can consequently ill-afford to waste scarce resources. This chapter concludes with the message that people-development is critical; the schooling issue is the basis for successful career development; and finally technikons have a role to play in this development.

1.5.2 In Chapter 3 it is proposed that technikons play an important role in minimising wastage of scarce human resources. This chapter examines the technikon role in the past and the present. Reference is made to the future role of technikons in accordance with the recently promulgated Technikons Act, 1993 (Act No. 125 of 1993). The chapter continues in identifying essential business functions, and proposing that personnel management skills are crucial to the successful operation of an organisation.

However, it is important to establish whether training undertaken to provide skills, is in fact effectively providing those skills, and a global look is taken at training evaluation - a dilemma that faces both industry and educational institutions. It is proposed that a root cause of the dilemma is a distinct reluctance on the part of the human resources field, of which training forms an integral part, to measure accurately the results of their training efforts.

- 1.5.3 In Chapter 4, the need for personnel management skills and the role of the Cape Technikon is highlighted. The focus is on the National Diploma: Personnel Management full-time study programme offered. The question then asked, is whether the programme offered, in fact satisfies the needs of the community it serves.
- 1.5.4 In Chapter 5, the research procedures are described, including definition of the sample, categorising of managerial activities for questionnaire purposes, the preparation of the questionnaire, interview protocol, response dimensionalisation, numerical categorising of responses, and ranking of responses.
- 1.5.5 In Chapter 6, the research analysis is reported and tabulated, and a correlation coefficient using the Spearman Rank Order Correlation method is derived. The chapter ends with an interpretation of the correlation coefficient.
- 1.5.6 In Chapter 7, the research project is concluded with findings, applications, and suggestions for further research, based on this field study. These suggestions concern compilation of a structured questionnaire, syllabi analysis, cross correlation of syllabi with industry needs, other measurement instruments and finally the development of a model of manpower management behaviour.

The thrust of this research is to find out whether technikon students have enough skill, knowledge and experience, to become successful practitioners in the human resource management field.

CHAPTER 2

SKILL LEVELS IN THE RSA WORKFORCE

2.1 Introduction

South Africa is experiencing both a qualitative and quantitative manpower problem. The ramifications of this problem are far-reaching. There is a decided labour imbalance in that we are experiencing a shortage of skilled manpower and management potential, while at the same time we have an oversupply of unskilled and semi-skilled labour. This problem is exacerbated by rapid urbanisation and a high population growth rate, particularly in the Black population (Van der Vyver, 1984 : 1).

It is important to take a brief look at the extent of this trained manpower shortage in South Africa, in order to better understand the enormity of the education and training problem that is faced. Inevitably, the dearth of particular skills available in the manpower pool, drastically affects the potential productivity levels that might be achieved. It is at the higher levels that the tertiary education institutions have a dynamic role to play, particularly in management training, and the enormous yearly addition to the job seekers population, puts great pressure on educational institutions to provide trained skilled workers and management personnel.

Coupled with low economic growth, has been rapidly rising unemployment. "There has hardly been any increase in the net number of jobs in the formal sector in nearly thirteen years. At the same time the potential labour force has been growing at more than 2 % per annum" (Levett, 1993 : 4).

Mr Levett, Chairman of Old Mutual, goes on to accentuate the importance of the development of the people of South Africa to enable them to be productive members of society - both an economic and social goal. This would mean "... investment programmes which enhance the capabilities of South Africans, both individually and collectively as 'producers'. There is a need to enhance opportunities to generate wealth, earn higher incomes, and, in the end, play a larger role in creating and sharing the fruits of the economy" (Levett, 1993 : 11). Levett also points out that the key to the future is not "more" resources, as is often alleged, but much better use of the ones that already exist within the country, or which can readily be developed once a shared vision has been created and accepted.

This view is supported in comment by Tromp (1990 : 4), who explains that - "Employers want a new kind of worker with broader skills ... as beyond the reach of an ill-prepared workforce are successful job transitions and career growth".

In its report on a strategy for employment creation and labour intensive

development, the President's Council stated that "... an employment creating strategy can only succeed if the quality of labour at which it is directed, is raised" (HRM, 1989 : 26). A further note of interest is the comment: "Regarding unemployment by educational level, more than 60 per cent of all blacks unemployed in April 1988 had an educational level of not higher than standard five and a further 20 per cent of not higher than standard seven" (Barker, 1989 : 26).

2.2 Demand for trained human resources

Revisiting the high-level manpower shortage problem, the same source indicated 40 045 vacancies in professional technical and management occupations, representing a vacancy rate of 4,7 % - and this was in 1988!

It is obvious that the kinds of skills needed to fill these vacancies are not ordinarily possessed by the ranks of the unemployed.

Many other vacancies exist in middle-level, semi-skilled and unskilled positions, but more often these vacancies are a result of normal "labour turnover", and not necessarily due to an actual shortage. However, "... manpower development is the key to the door which opens up to that job" (HRM, 1989 : 29).

Porter (1993 : 25) has said - "The quality of human resources must be steadily rising if a nation's economy is to upgrade There is little

doubt from our research that education and training are decisive in national competitive advantage A focus on lifelong education and training for our people, as well as eliminating many social backlogs which exist, are therefore critical priorities".

Further, it behooves everyone "... to understand that a new education dispensation has to be based on a single system for all. This is the logical conclusion to the scrapping of apartheid legislation" (Ansara, 1991 : 5).

Lindeque and Verster (1992 : 40) state that because many competitive nations of today such as Hong Kong, Singapore, Taiwan, Korea had very limited natural resources, they were forced to rely on and invest in human resources. They go on to say that their vocational education and training systems have qualities that South Africa can ill afford to ignore, but it must also be remembered that the South African system cannot be a carbon copy of that of any other country, but lessons can be learnt from these nations. More detail on this will follow in later chapters.

2.3 People-development is critical

Moving from a global viewpoint, it will be appreciated that South Africa finds itself at a fork in the road ahead. If the country's manpower resources are not adequately trained and utilised, then the economic future of the country appears very bleak indeed. If however, the opportunity is seized to train and empower our manpower resources, a

reasonable outlook for growth and prosperity may be envisaged.

It should be borne in mind that in order to utilise a workforce to its best potential, that workforce has to be managed effectively. This naturally implies the need for effective human resource managers. In particular, the skills required to recruit, train, maintain and retain an organisation's workforce, are vital, if forward growth of that organisation is anticipated. Human resource managers are the front line troops in these activities, and it is the skills, knowledge and behaviours required of these managers, and the education programmes to help achieve these skills, which are the focus of this research.

The message in all this is clear, and leads to three conclusions:

- (i) South Africa can sink or swim, and survival is dependent on developing our people. As Levett puts it, we can be a dying giant or "a stirring giant" (Levett, 1993).
- (ii) Because technikons, like universities, have minimum entrance educational levels, the schooling issue is critical. Higher levels of schooling need to be achieved for successful career development.
- (iii) Technikons have as a part of the reason for their existence, provision of training in occupationally-directed skills. A corollary to this is that this provides an opportunity to enable previously

disadvantaged groups of people to fill vacancies where these skills are required.

De Kock (1990 : 18) has stated that - "From an organisational development viewpoint, I believe that training and development is a tertiary function". This comment lends even greater credence to the role technikons have to play in the development of South Africa's workforce.

CHAPTER 3

THE TECHNIKON MOVEMENT IN SOUTH AFRICA AND ITS ROLE IN ADDRESSING SKILL REQUIREMENTS IN THE RSA

3.1 What is a technikon?

"A Technikon is a tertiary education institution parallel to a university, yet offering an alternative path to the acquisition of tertiary qualifications" (Cape Technikon, 1989).

A clearer definition of the objectives of a technikon are given by the Department of National Education (1988) in "'n Onderwysfilosofie vir die Technikonwese" (NASOP 02-119) where the objectives of a technikon are set out as follows:

- (i) "Opvoedingstaak - '... intellektuele en geestelike stimulering van studente deur gemeenskapaktiwiteite, besprekings, kultuurgeleenthede en dergelike meer'.
- (ii) Beroepsgerigtheid - 'Sy taak is om mense vir beroepe voor te berei en daarom moet alle onderrigprogramme by die technikon op spesifieke beroepe afgestem wees'.
- (iii) Navorsing en ontwikkelingstaak - '... die technikon bevorder

tegnologie deur onderrig, navorsing en ontwikkeling en dienslewering' asook '... die teknikondosent en student doen navorsing en ontwikkel nuwe produkte en prosesse”.

3.2 What has happened in the past?

It is no secret that in the past the situation was experienced where technikons attracted students who had difficulty in obtaining university entrance. General opinion in the business world was that potential management human resources flowed from universities, while the so-called "technical skills requirements" were provided by technikons or technical colleges. The implication here was one of stratified skills learning levels. Perhaps the true role of the technikon was clouded by ignorance of businessmen concerning syllabi content of technikon programmes, and more particularly the deliberate aim of technikons to provide specific occupationally-directed learning, rather than general conceptual academic learning. Perhaps, too, the technikons have been at fault here for not promulgating the successes their diplomates have achieved in the higher ranks of the business world, or indeed promoting their education programmes (and an understanding of the various programme contents) among the business world. In terms of student registration, a reactive stance of "take what we get" rather than an aggressive proactive marketing campaign, appeared to be the order of the day.

3.3 The present and future

The technikons appear to have succeeded in partially, if not totally, shaking off the "also ran" image with which they were at times, unfortunately linked. There is undoubtedly now a clearer perception in the minds of the business world (and educationists one might add), of the role technikons have to play. Perhaps the typical philosophy adopted by technikons is lucidly set out in the mission statement of the Cape Technikon, which includes the following:

- (i) "Provide and promote career-oriented education in accordance with the high level manpower needs of the community, and support and promote programmes for co-operative and continuing education in order to achieve this aim.
- (ii) Teach, research and develop the latest technology in order to extend South Africa's technological capabilities.
- (iii) Maintain the highest educational values and promote a work ethic, encourage independent thinking and entrepreneurship, emphasize the responsibilities of leadership and citizenship, educate the whole student and initiate continuing self-development among students and staff.
- (iv) Maintain and pursue the highest educational standards by

continuously updating the ranges of educational programmes, by appointing skilled staff and making the best use of developing their professional abilities, and by selecting students on academic merit and career related demands without reference to race, gender or religious beliefs.

- (v) Maintain close co-operation and involvement with the community in order to further contribute towards its continuing development" (Bulletin, 1992 : 1).

A unique weapon in the training armament of the technikon is the concept of co-operative education. The old adage "There is no substitute for experience" is relevant here.

3.4 What is Co-operative Education?

"Co-operative Education is based on co-operation between the employer and the educational establishment in preparing the student for a specific occupation or career.

Co-operative teaching is a training system which integrates academic instruction in the class-room with practical in-service training in industry. The co-ordination of theory and concepts with the practical application thereof, is achieved by alternating or integrating periods of technikon training with practical in-service training in industry. The one

complements the other to bring about more effective training.

The three parties who are concerned with and benefit from the co-operative education system, are the technikon, the employer and the student.

This combination of theory and practice, the thorough planning of programme content by the technikon and training programme by the employer, promotes the total development of the student and leads to comprehensively trained human resources" (Cape Technikon, 1989 : 1).

3.5 How does the technikon fulfil its function?

As indicated in the new Technikons Act (Act No. 125 of 1993), the purpose of the Act is to approach the technikon issue in the same way as universities, and to make provision for the conferring of degrees. This will go a long way to changing, and further improving the technikon image in the perception of businessmen, educationists and the public at large.

In order to achieve its mission of providing career-oriented education, technikons offer National Diplomas on a full-time or part-time study basis, focused on various specialised functions including Marketing and Sales Management, Retail Business Management, Personnel Management, Public Relations Management, Financial Management,

Production Management and Purchasing Management.

At certain technikons, advanced study is offered in these functions, in the form of National Higher Diplomas.

We may describe "management" as the science of studying the methods, techniques, principles and guidelines whereby an individual business or industry can be directed in order to achieve its objectives. The management of a business concern is entrusted to a selected group of persons or managers, who are in charge of other persons and material resources. Managers must utilise the different resources as efficiently as possible, in order to satisfy needs and reach predetermined targets. As Thompson (1993 : 19) puts it - "A manager's role in today's organisation can largely be described as managing change".

When a business concern strives to achieve its objectives, certain functions are carried out. In line with a familiar paradigm, a possible classification of these functions might be:

* management function	-	led by general manager
* marketing function	┌	
* financial function		
* administrative function		
* production function		led by respective
* public relations function		managers
* purchasing function		
* personnel function	└	

It is clear then that managers are vital to the success of the organisation, including the skills required in the management of manpower, but - "Suitably qualified and experienced managers are not 'ready made', they must be developed, which takes time" (Verster, 1992).

Personnel managers or human resource managers are concerned with the effective utilisation of what is probably the most valuable resource of all - the workforce. It is the training of these managers with which this research is concerned.

Some statistics here will emphasise the situation South Africa finds itself in as far as the need for trained managers is concerned.

"Pertinent here is the fact that by the year 2000, blacks will comprise 75 per cent of the total workforce and whites only 14 per cent" (Acton, 1989 : 3). As far back as 1989 the University of Stellenbosch released figures indicating that 4 300 blacks, coloureds and asians are required to fill management positions each year, but only between 300 and 500 such positions had been filled.

Other figures quoted by Nel (1990 : 32) are the present and expected decline in:

(i) Management : worker ratios

1988	1 : 60
1995	1 : 72
2000	1 : 110
Desired	1 : 25

(ii) Numerical forecasts for skills shortage by the year 2000:

Management	212 000
Maximum whites	42 000
Technical	200 000

(iii) With population growth shown as:

1990	1 white for every 6 blacks
2010	1 white for every 10 blacks

"Because there are so few of them, South Africa's managers are terribly overburdened and, as a result, are generally not very productive. It is therefore vital for the future of this country that suitable people from all sections of the population be trained to fill management roles" (Lafitte, 1989 : 44).

Similar to the solution proposed by Kusel (1990 : 11) for the skills shortage, namely, establishment of training centres, we may see the solution to the problem as linking the mass of under-skilled people "...

with today's labour market by means of a bridge. The bridge must be so constructed as to enable them to enter the labour-market as sought after skilled workers ... In addition these newly skilled workers must have the confidence to build upon their existing education and abilities over the forthcoming years". Extending this thinking we can say that technikons, by definition, provide a strong ready-made bridge to cross this skills chasm, particularly in managerial skills.

3.6 Evaluation of training

In order to indicate the important role played by technikons in training manpower, it is advisable to examine the manner in which training that has been undertaken, is evaluated, both by industry and by technikons.

"One of the problems which confronts trainers is that many of the widely used methods of training have no basis for use in the firm since they do not change behaviour. Training managers in human relations, for example, have an exceedingly poor record in this respect. Line managers ... have asked what contribution to profit, growth or efficiency has been made by the expenditures made for training, and all too often have concluded that the gains haven't justified the expense ... it is becoming reasonably apparent by now that industrial training has a poor record of survival when the earnings of the business decline" (Odiorne 1979 : 33).

This is countered to some extent by Vuaridel (in Odiorne, 1979 : 34), who points out that "... only part of the investment in educational expenditures have tangible effects, but we should not overlook the intangible effects which have benefits as well". Odiorne goes on to say that "... training or change programmes which unqualifiedly purport to 'improve productivity' are naive in many respects".

Zenger (1980 : 36) puts it graphically when he states - "Like a gigantic ship that creaks and groans when it sharply turns into a choppy sea, so training is going through a painful re-orientation". He adds that "... indicators from several directions would alert the objective observer to the fact that something has been wrong. Management training, with such a high potential contribution to make to the organisation, has been missing something. It has fallen short of the task The failing of management training can be traced to the fact that it has been operating on shaky assumptions, using inappropriate methodology and relying on untested theories, following fads, ignoring evaluation research, and not defining the behaviour change we seek. Hence, business graduates know much about management, but not how to manage". Fitz-enz (1978 : 95) adds a corollary to this when he states - "Being able to measure one's work in quantifiable terms is a major tool of the professional".

It is patently obvious from these remarks that training must be focused on specific performance. As Asgar (1990 : 50) puts it - "The lack of uniformity in evaluation is due to a lack of agreement on what training

is supposed to accomplish. When training focuses on performance, much of the debate that surrounds evaluation evaporates".

Put plainly, this means that if one wants to know if training is effective, then it is vital to ask the end user of that training what the specific activities are that they need the successful trainee to perform. It goes further than this in reality, as in addition to knowing what activities require performance, it is necessary to be able to answer the following two questions:

1. Can the successful trainee perform these activities?
2. How well can the successful trainee perform these activities?

To demonstrate training's importance, training institutions must not only present excellent programmes but they must also prove the programmes get results. The proof is revealed through programme evaluation.

3.6.1 Evaluation model for training programmes

At this stage it is pertinent to mention the levels of evaluation which can occur. A popular approach is that used by Del Gaizo in Bell and Kerr (1987 : 70), which is similar to another four-level evaluation approach used by Kirkpatrick. The four-level evaluation model (see Figure 3.1), involves each level assessing an increasingly complex and difficult-to-measure aspect of training.

Figure 3.1 Del Gaizo's four-level evaluation model for employee training programs

Level	Index	Question
One	Happiness	Did participants LIKE the program?
Two	Learning	Did participants LEARN the skills taught?
Three	Practical Application	Did participants USE the new skills on the job?
Four	Bottom line	Was the training PRODUCTIVE, cost effective?

Source: Bell and Kerr in *Training and Development Journal*, January, 1987 : 71.

3.6.1.1 Do they like it?

Level one is concerned with whether the participants liked the programme. This is a measurement of "reactions" and may be achieved through the use of questionnaires. An important aspect of this level is that reaction and attitude are closely linked.

3.6.1.2 Did they learn?

Level two of the evaluation model looks at whether the participants learned the skills taught. At this level we ascertain if learning took place, but have still not measured whether application of those skills has been mastered.

3.6.1.3 Do they use it?

Level three considers whether participants used the newly learned skills on the job. This has to do with behaviour. Michalak and Yager (1979 : 137) comment that - "We seldom find evaluations conducted on the third or fourth level, because it takes time, effort and money to conduct evaluations at these levels, and trainers are either too busy or too shortsighted to see the value of this investment". We may replace the word 'trainers' in this statement with the word "organisations".

3.6.1.4 Did it impact the bottom line?

Level four considers whether the training affected the bottom line. Measuring the bottom line effectiveness of training is a difficult and elusive task and is rarely accomplished or carried out.

McEvoy and Buller (1990 : 41) state the situation in the following manner - "Basically, the issue is whether to use a more objective quantitative criterion or a more subjective measure. It is not true, as is often assumed, that 'results' measures are superior to 'behaviour' measures. Results measures are only possible when the skills being taught can be directly translated to on-the-job effects (as can sales techniques) or when considerable time and attention are devoted during the training to establishing ROI (return on investment) targets".

Bowsher (1987 : 34) supports this view and asserts - "It is possible to carry an evaluation to level 4 (dollar impact), but only in certain cases. And most of those cases involve technical or 'hard skills' training but I think its unrealistic to say you can do that with every course". However, Doxsee (1987 : 34) says "... the lack of a credible system doesn't stop you from tying training to business needs".

On a technikon level, evaluation is extremely complex. For occupationally-directed skills learning, it is obvious that the best method of evaluation is to evaluate students after completion of the education programme, and when they have spent a period of time in the business world. An attempt is made at this approach through the co-operative education mechanism which, as mentioned before, is a component of the education programme. In the National Diploma: Personnel Management education programme at the Cape Technikon, the students work in the human resource department of an established organisation for three months in their final year of study. Their performance is observed by their immediate supervisors and at the end of their stay an evaluation form is completed (see Annexure A). This evaluation form is intended as a brief indicator of the main strengths and areas for improvement for the attention of both the student concerned and his respective lecturers. During their co-operative education stay, lecturers visit the students in the workplace and discuss their performance both with the supervisors, and the students themselves. Issues such as current performance, areas for student improvement, areas for course

improvement and student potential are discussed.

From this discussion it is clear that the Cape Technikon strives to achieve an effective rapport with both the student and potential employer and through so doing, to better achieve its stated mission.

It is relevant now to examine the need for personnel management skills, and the role played by the Cape Technikon in providing education programmes offering tuition in the acquisition of these skills.

CHAPTER 4

THE NEED FOR PERSONNEL MANAGEMENT SKILLS AND THE ROLE OF THE CAPE TECHNIKON

4.1 The need for skills

Wood and Phillips (1993 : 1) point out that the present reality in South Africa is represented by academic centres of excellence and a shortage of skilled workers. This "leaves the bulk of the workforce undereducated and poorly trained; unable to participate in skills formation and thus in a flexible, multiskilled workplace. It leaves the country noncompetitive in today's global market".

Wood and Phillips go on to say that more economic sense would be made by a situation where we have "centres of excellence" backed by a skilled and self-reliant majority, "... to provide the country with a skilled and trainable workforce, more flexible and responsive to the needs of the marketplace".

4.2 The need for human resource practitioner skills

At a more specialised level, Liknaitky (1990 : 33) puts it clearly when he traces the role of the human resource practitioner and states - "The 1960's saw the emergence of the human resources movement, which

began to penetrate into the deeper human issues in the work situation.

... How can training be designed to meet the actual learning needs of people? How can line managers be encouraged to take responsibility for the development of their people?

Can we re-orientate ourselves to see employers not as a cost factor in the organisation, but as a capital factor which adds value to the organisation?

In the 1990's these and related issues are still as real as they have been over the last 30 years, but the new dimension now is the unprecedented change that we live with. Management in our time is the management of change.

Now when it comes to organisational change and development, it is often the human resource department that is one step ahead of the rest of the organisation.

Because it recognises that the human side of the enterprise has to be developed in order for organisations to prosper, and even to survive, the human resource department is often uniquely placed to act as a catalyst for company-wide change".

Van Wyk (1989 : 14) supports this view when he says - "The HR practitioner will play a key role in guiding organisations into and

through the nineties. Their vision and appropriate framework of strategy changes, will be driving forces in their organisations with regard to the adaptations we are all going to have to make. Their actions need to jog those managers who still believe that people development falls solely in the realm of Human Resource Management, into the era of partnership between line and HR, where each partner is a valid contributor to the end of the day success of their organisation".

4.3 Skills taught versus skills required

It is patently obvious that the skills taught at tertiary educational level must be relevant to the needs of the organisations, who are targeted as employers for the graduates and diplomates of the universities and technikons. Not only material content taught is important here, but also the methods utilised. This is borne out by De Kock (1990 : 18) who says "... it is of paramount importance that the various critical managerial and work areas in any organisation be identified" and as Tod White (1985 :19) puts it, "... we must have the flexibility to adapt training techniques to the needs of the company".

Donald Masson, Executive Director of the Afrikaanse Handelsinstituut, focuses in on the shortcomings personnel practitioners have when he states that personnel divisions have a lack of practical knowledge. "Personnel people are generally inclined to be

a bit theoretical ..." (Masson, 1988 : 24).

It is here that technikon have a vital role to play, as they aim to provide career-oriented training and occupationally-directed skills learning. The Cape Technikon is in a position to provide the type of proactive management training targeted to meet the specific skills needs of industry. These sentiments may be expressed another way, namely -"The managerial function requires experience and skills, including personnel-directed skills and abilities. These include a thorough knowledge of the business concern, the ability to think and act dynamically, to adapt oneself and the business to changing circumstances both inside and outside the business and the like" (Cape Technikon, 1985).

4.4 Role of the technikon

The Cape Technikon offers diploma programmes which prepare candidates at both a theoretical level and, using practical exposure, students are prepared for employment in special fields. To achieve this, sound co-operation is needed between the Cape Technikon and organisations representing various industries.

Committees, comprising technical staff and management from various industries, meet with Cape Technikon academic staff on a regular basis during the academic year, to assist the review, development and

updating of subject programmes and syllabi. These committees are known as Education Programme Boards.

The in-service training or co-operative education referred to in the previous chapter, aims at familiarising the student with his work environment to prepare him for the great task and responsibility of going out to work when he joins the active labour force.

In the lecture room environment, a training schedule is planned, to allocate specific and separate time periods for theory and for practical work. The theory is of course intended to complement the practical experience.

4.4.1 Education Programme Board

4.4.1.1 Definition

Also known as a Course Board, this is a committee of experts, from within and outside the Technikon, which is constituted by the Academic Standards Committee (ASC), for the purpose of monitoring all aspects of a particular programme or course. The Course Board reports to the ASC.

4.4.1.2 Composition of Course Boards

- The Vice-Rector: Academic and/or Dean of the Faculty (ex officio)
- The Director of the School (ex officio)
- The Course Head (acting as Chairman)
- Staff (for example, subject Heads) representative of the main subjects included in the teaching programme
- One expert in a related discipline
- Two members representing the major related professional bodies or associations, or major employers
- One member of the Academic Standards Committee.

4.4.1.3 Functions

- Monitoring all aspects relevant to a specific programme on a regular basis.
- Submit an annual report to the Academic Standards Committee on the activities of the Course Board.
- Prepare the necessary documentation required by accreditation body/bodies.
- Deal with any request made by the Academic Standards Committee.

4.4.1.4 Aspects for consideration

- (i) Programme mission**
- (ii) Programme aims**
- (iii) Subject aims**
- (iv) Description of the teaching process for each subject (content, methods, study guide, etc.)**
- (v) Test and examination papers, memoranda, moderators' reports, projects, practical work, etc.**
- (vi) Co-operative training programme, log books, etc.**
- (vii) Liaison/Advisory Committee minutes**
- (viii) Programme and staff evaluation by students.**

4.4.2 Academic Standards Committee

The Course Boards report to the Academic Standards Committee. For clarification a definition and brief outline of the major goals of this committee is given below:

4.4.2.1 Definition

The Academic Standards Committee is a committee of the Academic Board which provides guidance and advice to the Board on all aspects of academic standards at the Cape Technikon.

4.4.2.2 Major goals of the Committee

- (i) To foster excellence in tertiary education through the development of criteria and guidelines for assessing educational effectiveness and the academic standards of the Cape Technikon.
- (ii) To encourage improvement of the institution and the programmes offered in each school through continuous self-evaluation and planning.
- (iii) To assure the Academic Board, other organisations, the education community and the general public that the Cape Technikon has both clearly defined appropriate objectives, maintains conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially and can be expected to continue to do so.

- (iv) To encourage the diversity of technikon education and allow schools to achieve their particular objectives.
- (v) To endeavour to protect the Cape Technikon against encroachments that might jeopardise its educational effectiveness or academic freedom.

4.5 Diploma Programmes offered

It is prudent at this juncture to examine the specific educational offerings made by the Cape Technikon in the area of human resource management, as this field represents the focus of this research. It should be noted that whilst the syllabi for the specific education programmes are similar at the various technikons, the work schemes and methods of presentation may differ.

On the full-time study basis a National Diploma involving a three year curriculum is offered. For persons wishing to obtain more specialised training on a higher level, a National Higher Diploma programme is offered. This programme involves an additional year of full-time study which may include in-service training.

To meet the needs for specialisation in the profession at still higher levels, two further qualifications are offered. These are the Master's Diploma in Technology at a fifth year level and a Laureatus in

Technology at a sixth year level. These qualifications may be achieved by carrying out extensive applied research at respectively higher levels.

The basic offering, namely the three year full-time diploma (offered on a part-time basis over four years) now warrants closer examination.

4.6 National Diploma: Personnel Management

4.6.1 Duration and Curriculum

The duration of the programme is for a period of three years and the curriculum comprises the following:

- Personnel Management 1, 2 and 3
- Business Economics 1, 2 and 3
- Management of Training 1 and 2
- Communication in English/Afrikaans
- Principles of Information Systems
- Industrial Relations 1 and 2
- Statistical Methods
- Labour Law

This programme has a total of 14 subjects.

4.6.2 Programme Content

It is considered practical at this point, to elucidate in some detail, on the programme content, in order that comparisons with industry-expressed needs may be more easily made at a later stage in this research. Topic headings will be given in each case followed by a brief synopsis of concepts and applications dealt with under that topic in the classes and tutorials given.

4.6.2.1 Recruitment and Selection

Covers sources of recruitment; compilation, writing and placement of recruitment advertisements; selection procedures and psychometric testing. Students receive practical tuition in order to acquire necessary interviewing skills.

4.6.2.2 Manpower Planning

In any dynamic organisation, the systematic forecasting of manpower requirements is essential. Students are taught not only these theoretical aspects, but acquire practical experience of statistical forecasting techniques by solving case studies.

4.6.2.3 Job Analysis

Students must compile job descriptions and job specifications. Students acquire practical experience by observing a job in the real world situation and then writing the relevant documents.

4.6.2.4 Training and Development

The importance of the training and development of the labour force in the South African context is emphasised. Students are taught the skills to enable them to identify training and development needs, to implement and evaluate induction programmes, as well as other training programmes.

4.6.2.5 Performance Evaluation

The importance of the role performance evaluation plays in promotion, productivity analysis, training and development and career planning, is stressed. Emphasis is placed on the design of performance evaluation systems, techniques used and potential pitfalls that may be encountered. The importance too, of the performance evaluation interview is pointed out.

4.6.2.6 Compensation

This includes the design, implementation and management of compensation systems, as well as job evaluation systems.

4.6.2.7 Labour Law

A study is made of various Labour Statutes and of the methods utilised by the State, Employer Organisations and Employee Organisations to regulate the implementation of industrial legislation.

4.6.2.8 Industrial Psychology

A wide field of human problems is addressed. Attention is paid to various areas of organisational psychology, relevant theories, and to new methods, techniques and procedures that relate to organisational psychology and organisational behaviour.

4.6.2.9 Industrial Relations

Labour unrest, and the establishment and growth of Trade Unions in South Africa, compels the personnel practitioner to have a thorough grounding in this important area. Students receive tuition in the administration of disputes, grievances and disciplinary procedures, as well as the complexity of industrial democracy.

4.6.2.10 Absenteeism and Labour Turnover

Measurement and control of these two aspects are highlighted and attention is given to corrective action and cost effective use of manpower. Practice is provided in setting up recording systems and control procedures.

4.6.2.11 Organisational Behaviour

Leadership styles and theories are handled as well as motivational theories and techniques. In addition aspects such as decision-making, conflict management and organisational change are tackled.

4.6.2.12 Supporting Study Fields

Organisational functions such as production, marketing, sales and finance are highlighted. Also supplemental fields of study such as business economics, electronic data processing, statistical methods and arithmetic of finance are handled.

4.7 Growing popularity of technikons as tertiary educational institutions

The programme synopsis outlined above would appear to give some indication as to why technikons are becoming more popular as an alternative tertiary educational medium, and not simply a "second

choice" to a university education.

However, one needs to question whether popularity is necessarily indicative of effectiveness. In this context, whilst it would appear that the Cape Technikon is attracting a higher calibre of student, it does not necessarily follow, that although material covered in syllabi presented appears to approximate the needs of Western Cape industry, that the same accent is placed on specific areas of the programme in line with the most accented industry needs.

4.8 Does the National Diploma: Personnel Management programme meet the needs of the community it serves?

If the outline of the programme as given above is considered, the next question which may be posed is: "Is the National Diploma: Personnel Management programme offered by the Cape Technikon providing the successful programme candidates with the skills and behaviours, which they may apply effectively in the organisations for whom they work?" Further, "Are the greatest needs of industry in terms of skills and behaviours, those areas which receive greatest attention on the programme?" These questions and answers form the crux of this research.

CHAPTER 5

RESEARCH PROCEDURES IN COLLECTING THE DATA

5.1 Introduction

The field study was undertaken to learn more about the relationship between existing Cape Technikon National Diploma: Personnel Management syllabi, and industry needs, in terms of personnel management skills required in performing operational tasks and activities.

The principal questions addressed in the field research were:

- 5.1.1 What are the tasks, duties and responsibilities of a key-performer in the personnel section of the organisation? "Key performer" is described as an outstanding member of the personnel division with a degree or diploma, and less than two years practical service with the organisation. Less than two years was decided upon, as longer experience, rather than specific academic or practical training, might moderate the behaviour/results .
- 5.1.2 Is a Cape Technikon diplomate equipped to handle the requirements of the personnel "key-position" in that organisation's personnel division?

An affirmative response to the second question would justify concentrating the lecture material on existing syllabi, whilst the answers to the first question would provide additional input material to fine-tune the syllabi, in order to cater for industry's perceived needs in the manpower management arena.

Some organisations devise/provide fairly well defined job descriptions, procedures, processes and task lists, whilst others provide very general guidelines that give personnel great latitude in interpreting job activities and responsibilities.

Personnel Managers/officers in twenty-three companies were asked to describe what operational activities were required of their key-performers in the human resource function. In some companies descriptions were specific and well defined, while in others, information provided was sparse to say the least. The latter cases necessitated repeat interviews and discussion. What appeared to be ambiguous data, created somewhat of a problem when the need arose to dimensionalise the data into managerial activities, and many hours were spent on solving this predicament through visits and telephone calls, to clarify the situation.

5.2 Field study procedures

5.2.1 The Questionnaire

The decision on what form the questionnaire would take was agonised over for some time, and publications dealing with research design and questionnaire design were perused, in order to determine the best way to go about collecting the data.

As mentioned in an earlier chapter, visits were also paid to the Human Sciences Research Council, and discussions held with certain of their senior research personnel who were most helpful. Most of the advice boiled down to suggestions on use of a semi-structured questionnaire, combined with a personal interview.

It was initially envisaged that the questionnaire would be posted to respondents, but later it was decided that due to the nature and length of the questionnaire, and consequently the time required to complete it (established through an initial field test of the questionnaire), a personal interview would better satisfy the research requirements.

Much time was spent constructing the semi-structured questionnaire. It was felt that a structured questionnaire with very specific questions, would lend itself to high level technical statistical evaluation techniques, but the risks of this type of questionnaire were also

obvious. It was felt that where specific questions were asked, important areas of concern might well be overlooked and therefore not feature in respondents' answers.

The alternative route was to incorporate open-ended questions in the questionnaire, with the intention of stimulating original thought on the part of the respondents, and establishing what really mattered to them in relation to their organisation's needs. It was realised that while this method would presumably provide more insightful replies, it would at the same time make dimensionalisation of the responses somewhat more difficult. The overriding factor in deciding on the questionnaire format was to establish what was important to the respondents.

The questionnaire was compiled on the basis of a functional breakdown of the field of personnel management, which it was felt, correlates well with the structure of the National Diploma: Personnel Management programme offered by the Cape Technikon. It was felt that the familiar paradigm of traditional management consisting of planning, organising, leading and controlling was a sound basis on which to structure the breakdown of the managerial/operational activities of the managers interviewed. The importance of the communication and human relations roles in modern day management were also covered in the questionnaire.

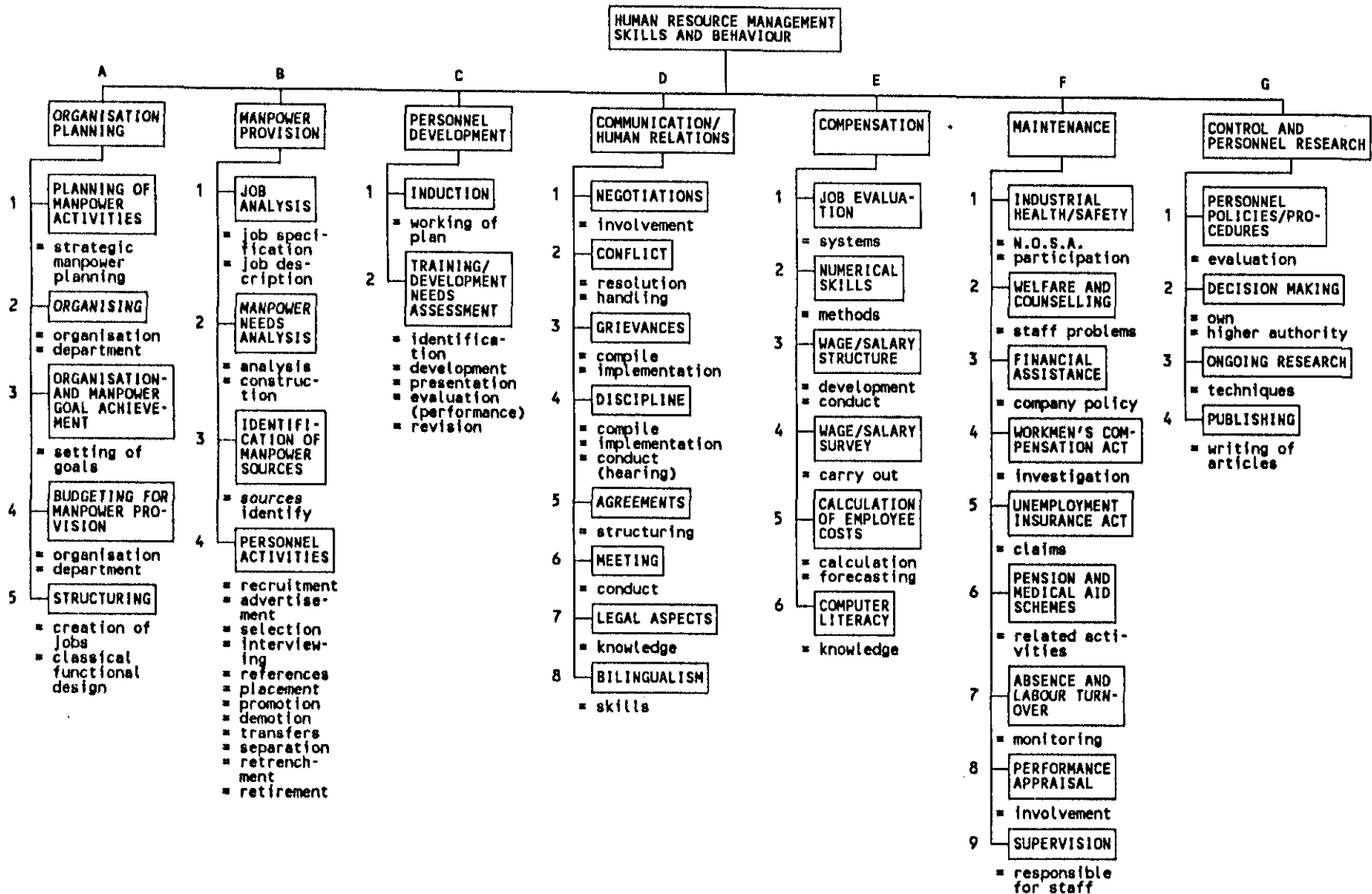
In order to determine the main areas of activity, as guidelines both during the interview and in answering the questionnaire, a dendogram was compiled (see Figure 5.1). This dendogram was structured on the basis of what were considered to be seven main skill areas of human resource management focus. These seven main skill areas were then further sub-divided into thirty eight relevant managerial activities to facilitate the interview and questionnaire completion process and to provide more detailed data. One skill area, namely "maintenance", with its nine sub-divisions, was eventually grouped into one activity for data collection purposes. It may be seen from the dendogram that the sub-divisions were very closely related to each other, and some overlapping in responses obtained from respondents, necessitated this grouping together of the data obtained.

It is accepted that numerous bases for determination of the skill areas and sub-division of activities might have been used, but it is argued that the basis used, is grounded on a familiar paradigm of managerial functioning and is therefore acceptable.

Further clarification of the sub-divisions of managerial activity, were provided on the dendogram below each activity, to facilitate interpretation thereof.

The semi-structured questionnaire for use with the interview was then prepared (see Annexure B). A separate section of the questionnaire

Figure 5.1 Dendogram indicating seven main skill areas and sub-divisions of managerial activity.
Note: Item F "Maintenance" - all sub-divisions were treated as one concept for purposes of the survey.



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was dedicated to each specific skill area. In addition, each skill area was given an operational definition (arrived at after weeks of deliberation and refinement), to assist in diminishing the possibility of misinterpretation by the respondents. Also, two columns for answers were provided. The first column labelled "Activities", was clarified by the question "What do you require him to do?". The second column was labelled "Standard", and clarified by the question, "How will you know he has done it efficiently?". It should be noted here that this second question, that is, dealing with standards, was a real eye-opener in terms of the reactions to it demonstrated by respondents. Some respondents had to pause for some time in order to consider what standards were applied in determining levels of required behaviour.

The pages of the questionnaire were then photocopied, stapled together and a dendogram was attached to each.

At this point, in preparation for the interviews, a letter of introduction was attached to each questionnaire. The letter was presented on Cape Technikon, School of Management letterhead, signed by the Rector, Dr T.C. Shippey (see Annexure B). It was felt that the letter would serve two purposes:

- (i) prospective respondents would accept the validity of the enquiry and perhaps pay it more serious attention;

- (ii) the Rectorate of the Cape Technikon would be aware of the institution's link in this research, and any hearsay to the Rectorate through members of organisations contacted, would not be taken amiss.

5.2.2 The Sample

The organisations taking part in this study were a non-random sample of concerns in the Cape Town and environs area.

In the arbitrary selection of organisations, some attempt at control of organisational diversity was attempted by the constraint of the area researched. It is felt that the labour pool for the organisations represented in the research, would be essentially that of the Cape Peninsula residential areas, and the tertiary educational institutions located here.

It was felt that a sample of twenty three organisations, across varied industries, and ranging from large to small, was sufficiently representative of the universe being researched.

Large conglomerates such as Anglo-Vaal and Barlow Rand were represented in the sample, as well as government and quasi-government concerns. Industries in the sample were varied. Retail, manufacturing, service and transport industries were all represented.

Organisations were selected for size, representation, location and accessibility, previous contact, and expected willingness to assist in the research. An additional expectation was that some "new" organisations approached, might become future contacts for placement of students for co-operative education purposes.

Several of the organisations surveyed may be described as "very large", but the definitive factor in selecting those organisations, was the approach made to the "branches" of the organisations and their respective sizes in relation to other organisations in the survey.

Names of organisations involved in the survey are shown in Table 5.1.

Table 5.1 Names of participants in survey

- | | |
|-----|--|
| 1. | Consani Engineering |
| 2. | Murray and Roberts |
| 3. | Cape Town City Council |
| 4. | South African Navy |
| 5. | C.P.A.-Community Services |
| 6. | Everite |
| 7. | Southern Life |
| 8. | Fattis and Monis |
| 9. | F.H. Smith - Consultant (ex Koeberg Nuclear Power Station) |
| 10. | Pep Manufacturing |
| 11. | Nampak Corrugated |
| 12. | Lord Charles Hotel |
| 13. | Union and Overseas Agencies |
| 14. | Eskom |
| 15. | Mono Containers |
| 16. | Pick 'n Pay Hypermarket (Ottery) |
| 17. | O.K. Bazaars (Cape Town) |
| 18. | P.G. Wood |
| 19. | L.T.A. Construction |
| 20. | Metropolitan Life |
| 21. | City Tramways Limited |
| 22. | Hippo Quarries |
| 23. | Truworths |

These organisations may be loosely grouped into industries, and this grouping is shown in Table 5.2.

Table 5.2 Grouping of organisations into industries

Industries	Number of organisations	Name of organisation
Manufacturing	(6)	Consani Engineering Everite Fattis and Monis Pep Manufacturing Nampak Corrugated Mono Containers
Building	(4)	Murray and Roberts P.G. Wood L.T.A. Construction Hippo Quarries
Utility	(3)	Cape Town City Council C.P.A.-Community Services Eskom
Defence	(1)	South African Navy
Insurance	(2)	Southern Life Metropolitan Life
Hotel and Tourism	(1)	Lord Charles Hotel
Retail	(3)	Pick 'n Pay Hypermarket (Ottery) Truworthis [discarded from analysis] O.K. Bazaars (Cape Town) [later discarded from final results]
Consultancy	(1)	F.H. Smith (ex Koeberg Nuclear Power Station)
Import Agency	(1)	Union and Overseas Agencies
Passenger Transport	(1)	City Tramways Limited

5.2.3 The Interviews

Once the questionnaire layout and printing was finalised, it was necessary to arrange interviews with the organisations to be surveyed.

Initial contact with the organisations was established by means of a telephone call to an organisation official in the personnel function. In some cases, contacts had been established through earlier dealings and placement of students on co-operative education, while in the balance of cases new contacts were made through the telephone calls.

A brief explanation of the purpose of the research and the involvement required, was given telephonically, and an initial appointment set up, once agreement to participate, was received. Visits to the interview sites were scheduled around the availability of the managers contacted. In some cases these visits co-incided with visits to students who were involved at these organisations on co-operative education duties.

Interviews were then conducted with the managers in the twenty three organisations in the sample. During each interview, managers were asked to describe what they perceived the needs of their division to be, in terms of thirty eight areas of work grouped into seven main dimensions, as indicated in Figure 5.1.

Managers were also asked to describe in detail their day-to-day tasks and activities.

Interviews were conducted on site, mostly in the working domain or office of the interviewee. A semi-structured interview protocol was used as a basis for the interviews. Because the interviews were semi-structured, it allowed managers to describe in their own words their activities, perceived needs and information used and required.

Most interviews were about an hour long, the shortest lasting about fifty minutes and the longest about ninety minutes. In some cases, interviews were interrupted and required a follow-up interview to be arranged at a later date. Brief details on the manager's position were collected.

The interview focused on each manager's description of the perceived needs of that organisation, in terms of personnel management skills required by a key performer, with a diploma or degree, and less than two years practical experience. Managers were "led" through the questionnaire and given clarification on the operational definition of each term used in the questionnaire. Most managers interviewed, held middle management and supervisory positions, and discussions with the managers revealed that the majority were experienced in terms of time with their organisations. No attempt was made to determine whether each manager was effective or not, though most had been

promoted to present positions through the ranks of their respective organisations.

Trends experienced in the interviews were interesting. Respondents were very positive in their reaction to the research and talked freely during interviews. In some cases it was necessary to provide additional clarification of operational definitions of terms utilised in the questionnaire.

5.2.4 Collation of data

5.2.4.1 Industry requirements

The responses given on the semi-structured questionnaires, as well as the notes made during the interviews, were set out on large pieces of paper. The actual words used in each response on the questionnaires from the organisations were noted under the organisation name next to each managerial activity. The managerial activities were those referred to earlier and reflected on the dendogram and questionnaire.

For example, under the functions of "Organisation Planning" where the element of "Budgeting for Manpower Provision" is reflected, the response from each organisation for this element was noted (see Table 5.3).

A summary of each response for each managerial activity, by each organisation, was then made under the respective heading relating to the specific question in the questionnaire. In Table 5.3 we see that Organisation 1 reflects "No involvement - done at department head level". As the activity is not carried out by the "key performer" as previously defined, the activity summary made here is "Not done".

Similarly for Organisation 2, the response is given as "Budgets at departmental level. Transfers labour from site to site for efficiency". This activity summary is reflected as "Departmental budgeting with the objective of achieving maximum resource efficiency/utilization" (see Table 5.3).

This process was followed for each response.

Table 5.3 Example of responses to questionnaire and summaries of activities

Description of Element	Organisation 1	Organisation 2	Etc.
A. Organisation Planning 1.4 Budgeting for Manpower Provision	No involvement - done at department head level.	Budgets at departmental level. Transfers labour from site to site for efficiency.	Etc.
	Summary: Not done	Summary Departmental budgeting with the objective of achieving maximum resource efficiency/ utilisation	Etc.

When the summaries were completed, they were scrutinised closely to determine whether any trends or commonalities existed. This was a most laborious and time-consuming process.

Eventually, an operational description for each managerial activity in question was arrived at, representing the activities required by the organisations as reflected in the responses to the questionnaire. In Table 5.4 the operational definition of the managerial activity "Budgeting for Manpower Provision" is shown as an example.

Table 5.4 Example of operational description derived from responses to questionnaire for managerial activity "Budgeting for Manpower Provision"

<u>Dimension:</u>	Organisation Planning
<u>Managerial Activity:</u>	Budgeting for Manpower Provision
<u>Operational Description</u>	
<ul style="list-style-type: none"> - Understanding Manpower Budgeting concept - Compile manpower budgets at departmental level and determine financial implications thereof - Monitoring actuals against the budget 	

Finally, a sub-table reflecting the numerical totals for four categories was drawn up for each managerial activity. The categories were intended to indicate the conceptual or practical skill requirement for that activity indicated by the organisations surveyed.

Two organisations were eventually discarded at different stages from the analysis and results. It was found that the responses in one case were too vague to dimensionalise accurately enough, and were reflected as "waste" in the findings. In the other case the completed self-report questionnaire was delayed at source, and was received too late for inclusion in the dimensionalisation process.

(i) Waste

- where respondents had not answered or were too vague in their replies

- (ii) Not used
 - where the skill requirement was not considered necessary by the organisation

- (iii) Conceptual
 - where only a conceptual knowledge of this skill was required

- (iv) Practical
 - where a practical ability of this skill was required.

In the example shown in Table 5.5 these respective categories reflect values of 1,5,1,15.

Table 5.5 Example of subtable showing numerical totals for responses under four categories for managerial activity "Budgeting for Manpower Provision"

Category	Waste	Not used	Conceptual Application	Practical Application
Responses	1	5	1	15

The next step in the research was to transfer the summaries of the operational descriptions of each managerial activity, to a separate page so that application requirements could be noted, prior to the ranking process. At this stage the description was referred to as a "generic".

Each managerial function/dimension was given an alphabetical reference and each activity was given a numerical reference. In Table 5.6 it can be seen that "Organisation Planning" was referred to by the letter A and "Planning of Manpower Activities" was denoted by the prefix 1.1. This process was followed for each function with its respective activities.

The operational description previously arrived at for each activity was again noted.

Table 5.6 Example of alpha-numeric referencing used for questionnaire data

<p><u>Section A:</u> Organisation Planning</p> <p><u>Activity 1.1:</u> Planning of Manpower Activities</p> <p><u>Operational Description</u></p> <ul style="list-style-type: none">- Understanding of Manpower Planning concept in order to superimpose own manpower planning model on this.- Identify focus points for manpower planning (re: for which staff/grouping should manpower planning be done?).- Basic forecasting of staff needs (non-exempt; relative short term).- Calculating and monitoring of labour statistics (i.e. variance checking; is it good or bad?) eg. when L.T.O. is OK; when too high, etc.
--

The next step was to prepare a summary showing each managerial function with its respective managerial activities, and show next to each, the number of conceptual application requirements and practical application requirements as reflected in the responses to the survey.

An example of the result of this process is shown in Table 5.7.

Table 5.7 Example of managerial activities reflecting number of conceptual requirements and practical application requirements according to questionnaire responses

Dimension and Sub-dimension	No of Applications/Requirements			
	Waste	Not Used	Conceptual Application	Practical Application
A. Organisation Planning				
1.1 Planning of Manpower Activities	1	6	3	12
1.2 Organising	1	12	0	9
1.3 Organisation and Manpower Goal Achievement	1	10	1	10

The respective totals for the categories "Conceptual Applications" and "Practical Applications" were then considered. It was patently obvious that the number of "Practical Applications" far outweighed the number of "Conceptual Applications". Also bearing in mind the mission of the Cape Technikon, to provide career-oriented education, it was decided to concentrate on the "Practical Application" aspect, rather than purely conceptual considerations.

The next step was to place the number of "Practical Applications" in descending order of size, that is, position one given to the greatest number of applications, and position thirty to the lowest number. It

should be noted that at a latter stage, in order to calculate the correlation coefficient, it was decided to invert the ranking order, and allocate rank one to the lowest number (least required) practical applications, and rank thirty to the highest number (most required).

5.2.4.2 Syllabi content

Part of the intended research was to establish the relevance of the syllabi used for the National Diploma: Personnel Management programme offered by the Cape Technikon.

In order to achieve this, it was felt that a comparison of the syllabi content with the needs expressed by industry, would provide a relevant comparison, and would to a certain extent, validate the syllabi. If the National Diploma: Personnel Management syllabi content reflected a high correlation with personnel management skill requirements in industry, then it might be deduced that the National Diploma: Personnel Management students at the Cape Technikon, were in fact receiving relevant occupationally-directed skills training.

To provide the data for this aspect of the research, the syllabi of the subjects making up the National Diploma: Personnel Management were analysed by content, in terms of the time expressed in weeks, that were spent by lecturers on material related to each managerial function and activity, as set out in the original questionnaire.

Each lecturer responsible for a particular subject was approached, and an interview requested. The interviews were scheduled at times suitable to the lecturers concerned.

At the interview, a brief overview of the research theme was described, and a copy of the dendogram and questionnaire was handed out. Each lecturer was then requested to express the time spent on the relevant content of that subject's particular syllabus, in weeks, against each questionnaire dimension. An academic year was deemed to consist of thirty-two lecture weeks. In some cases subjects offered are for a duration of one academic year (eg. Labour Law), while others are of two years duration (eg. Industrial Relations and Training), or of three years duration (eg. major subjects such as Personnel Management or Business Economics).

An example of the manner in which the number of weeks allocated to each dimension was shown, is indicated in Table 5.8. The activity is denoted by an alpha-numeric reference, the same one allocated when the dimensionalising of the responses by the questionnaire respondents was carried out, as explained earlier.

Table 5.8 Example of portion of table drawn up showing number of weeks allocated in syllabi to each managerial activity

Managerial Activity	Number of Weeks
A 1.1 Planning of Manpower activities	16,5
A 1.2 Organising	15,0
A 1.3 Organisation and Manpower Goal Achievement	18,5
A 1.4 Budgeting for Manpower Provision	2,0
A 1.5 Structuring	10,5
...	...
...	...
...	...
...	...
G 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	4,0
G 1.2 Decision-making	17,0
G 1.3 Ongoing Research	5,5
G 1.4 Publishing	2,0

Each activity was then ranked in order of importance based on the number of weeks allocated to that dimension/activity in the syllabi.

Table 5.9 shows an example of the resultant ranking.

Table 5.9 Example of managerial activities based on lowest to highest number of weeks allocated to that dimension/activity in the syllabi

Managerial Activity	Number of Weeks	Ranking (R_i)
G 1.4 Publishing	2,0	1,5
A 1.4 Budgeting for Manpower Provision	2,0	1,5
E 1.4 Wage and Salary Surveys	3,0	3,0
...
...
...
F Maintenance	38,0	28,0
E 1.6 Computer Literacy	40,0	29,0
E 1.2 Numerical Skills	42,5	30,0

5.2.4.3 Calculation of correlation coefficient.

As mentioned earlier, the rank order of the "Practical Applications" (representing "Industry Needs") were reversed at this stage so that both sets of data reflected the same ranking approach, that is, from lowest frequency (position one) to highest frequency (position thirty).

Because two ordered ranks of data were now available, it was decided to determine what correlation existed, if any, between them. The Spearman Rank Order Correlation method was considered adequate for this purpose.

Table 5.10 shows an example of a managerial activity with its respective rank order for "Western Cape Industry Needs", and the rank order for that activity, represented by number of weeks allocated

to that activity, in the National Diploma: Personnel Management programme syllabi offered by the Cape Technikon.

Table 5.10 Example of comparison of ranking of managerial activities required by Western Cape Industry (R_1) and time allocated in National Diploma: Personnel Management syllabi (R_2)

Managerial Activity	Western Cape Industry Needs Rank R_1	National Diploma: Personnel Management Syllabi Content Rank R_2
G 1.4 Publishing	1,0	1,5
A 1.5 Structuring	2,0	16,0
...
...
...
B 1.1 Job Analysis	28,0	20,0
B 1.4 Personnel Activities	30,0	26,0

The Spearman Rank Order Correlation was then calculated in order to determine the relationship between the two sets of data.

A Statistical Methods lecturer at the Cape Technikon was approached, and requested to check the calculation. A minor adjustment to the ranking was effected and the final calculation performed.

The relationship indicated by the correlation coefficient so derived, was then noted, and an interpretation of this correlation coefficient was then made, as reported in the Research Analysis.

CHAPTER 6

RESEARCH ANALYSIS

6.1 Preliminary work

As described earlier, once the interviews had been completed, data collected at each interview was analysed, with a view to the determination of the skills and activities in the human resource management arena, which were considered critical requirements by the organisations surveyed.

6.2 Data analysis

6.2.1 Interview and questionnaire responses

The skill and activity requirements, as reported by the respondents in the interview situation, and on the questionnaires, were shown next to *each managerial function and activity for each organisation*. These skill and activity requirements represented specifically what the "key performer" in each case is required to know or do.

These results are shown on Annexure C.

6.2.2 Summaries of interview and questionnaire responses

The requirements set out in Annexure C, reported by the organisations surveyed, were then summarised into succinct statements, to facilitate the process of finding trends and commonalities, which was to follow later.

These summaries of skill and activity requirements are reported in Annexure D.

6.2.3 Generic operational descriptions

The next step was to examine the summaries or "requirements" and look for trends and commonalities so that a "generic operational description" could be written for each dimension, and managerial activity representing the skill and activity requirements for all the organisations surveyed, for that particular managerial activity.

These operational descriptions are reported in Table 6.1.

Table 6.1 Generic operational description for each dimension for all organisations surveyed

Dimension and sub-dimension	Operational Description
A. Organisation Planning 1.1 Planning of Manpower Activities	<ul style="list-style-type: none"> - Understanding of manpower concept in order to superimpose own manpower planning model on this - Identify focus points for manpower planning (i.e. for which staff grouping should manpower planning be done?) - Basic forecasting of staff needs (non-exempt; relative short term) - Calculating and monitoring of labour statistics (i.e. variance checking - good/bad eg. when LTO is OK or too high).
1.2 Organising	<ul style="list-style-type: none"> - Generation of proposals for higher level decision-making - Identification of organisational design problems (eg. over-centralised, etc) - Compiling work groups for specific purpose and scheduling individual activity.
1.3 Organisation and Manpower Goal Achievement	<ul style="list-style-type: none"> - Understanding goal setting concept - Individual and small group goal setting.
1.4 Budgeting for Manpower Provision	<ul style="list-style-type: none"> - Understanding manpower budgeting concept - Compile manpower budgets at departmental level and determine financial implication thereof. Monitoring actual against the budget and the explanation of variances.
1.5 Structuring	<ul style="list-style-type: none"> - Understanding of concept - Provides proposals on organisation structuring - Do job re-engineering.
B. Manpower Provision 1.1 Job Analysis	<ul style="list-style-type: none"> - Prepare job descriptions and job specifications.
1.2 Manpower Needs Analysis	<ul style="list-style-type: none"> - Determine number and types of people required via forecasting and determine the financial implications thereof - Compile succession plans.
1.3 Identification of Manpower Sources	<ul style="list-style-type: none"> - External liaison and building of positive relationships - Manpower source analysis.

Dimension and sub-dimension	Operational Description
1.4 Personnel Activities	<ul style="list-style-type: none"> - Draft advertisements; interview candidates; perform reference checks - Psychometric testing (A + B level): conduct, interpret, report - Shortlisting and recommendation/selection of candidates; exit interviews (write interview reports) - Apply structured procedures in terms of <ul style="list-style-type: none"> - promotion - demotion - transfer - separation - retrenchment - retirement.
C. Personnel Development 1.1 Induction	<ul style="list-style-type: none"> - Design Induction programme and Induction Administrative System and record Induction Statistics - Conduct structured programme (including presentations) - Do post-induction follow-up.
1.2 Training and Development Needs Assessment	<ul style="list-style-type: none"> - Under guidance <ul style="list-style-type: none"> - identify needs - develop and revise courses - evaluate candidate performance (on course).
D. Communication/Human Relations 1.1 Negotiations	<ul style="list-style-type: none"> - Participate in negotiations but relevance limited to documenting decisions, making suggestions and counselling with shopstewards (small concerns) - Prepare information for negotiation which could include doing surveys.
1.2 Handling of Conflict	<ul style="list-style-type: none"> - Handle conflict situations under supervision or using specified company guidelines.
1.3 Handling of Grievances	<ul style="list-style-type: none"> - Conceptual understanding of grievance handling - Develop grievance procedure for company - Handle grievances using standard company procedure.

Dimension and sub-dimension	Operational Description
1.4 Handling of Discipline	<ul style="list-style-type: none"> - Conceptual understanding of disciplinary procedures - Develop disciplinary procedures for company - Handle disciplinary procedures using standard company procedures.
1.5 Agreements	<ul style="list-style-type: none"> - Conceptual understanding of agreement issues - Recommend contents of contracts (between labour and management) to management.
1.6 Meetings	<ul style="list-style-type: none"> - Be able to chair meeting and take minutes.
1.7 Legal Aspects	<ul style="list-style-type: none"> - Working knowledge and ability to apply labour legislation (eg. Basic Conditions of Employment Act; WCA; MOS Act; UIF; Labour Relations Act).
1.8 Bilingualism	<ul style="list-style-type: none"> - Knowledge of a black language.
E. Compensation 1.1 Job Evaluation	<ul style="list-style-type: none"> - Apply JE system in organisation (most commonly required are Peromnes/Paterson/TASK) including the running and functioning of JE committees.
1.2 Numerical Skills	<ul style="list-style-type: none"> - Calculation of basic manpower statistics LTO, absenteeism, and basic bottom line accounting statistics - Basic Statistical Methods knowledge.
1.3 Wage and Salary Structures	<ul style="list-style-type: none"> - Structuring of remuneration package (eg. cash/benefits balance and constituent items, incentive pay) - Working knowledge of personal taxation.
1.4 Wage and Salary Surveys	<ul style="list-style-type: none"> - Conduct and interpret wage and salary surveys.
1.5 Calculation of Employee Costs	<ul style="list-style-type: none"> - Ability to value/cost employment benefits - Calculate cost of turnover; absenteeism; training - Do SWOT analysis - Compile staff cost budgets - Calculate productivity indices.

Dimension and sub-dimension	Operational Description
1.6 Computer Literacy	<ul style="list-style-type: none"> - Computer literacy (eg. Knowledge of computers and how they operate) - Applications required: <ul style="list-style-type: none"> - disk operating system (MS-DOS)* - spreadsheets (Lotus 123)* - wordprocessing (MS Word, Multimate) - data base (D-base)* - graphical (Havard Graphics) - statistical (Stat Graphic) <p>*Most popular applications required.</p>
F. Maintenance	<ul style="list-style-type: none"> - Welfare counselling and dealing with administrative complaints - Medical Aid and Pension Fund administration - Do Performance Appraisal using structured system.
G. Control and Personnel Research 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	<ul style="list-style-type: none"> - Conduct surveys (including attitude surveys) and internal audits and recommend changes to policies and procedures.
1.2 Decision-making	<ul style="list-style-type: none"> - Involved in HR decision-making but mostly in an assisting capacity.
1.3 Ongoing Research	<ul style="list-style-type: none"> - Monitor and survey major trends in HR field.
1.4 Publishing	<ul style="list-style-type: none"> - Write in-house articles.

6.2.3.1 What do the operational descriptions show?

From a quick perusal, it appeared that many of the skills required were on a conceptual level. However, when the descriptions were examined in more detail, it was seen that the requirements for "hands-on" skills were very definitely in the majority.

6.2.4 Subtables of applications

In order to give substance to the assumption that "hands-on" skill requirements were in the majority, a subtable for each "Dimension" was drawn up, reflecting the application by the organisations in numerical terms, according to four categories, namely, (i) "Waste" (here organisation responses to questions were vague or ambiguous); (ii) "Not used"; (iii) "Conceptual Application only"; (iv) "Practical Application". These results are reported in Table 6.2.

Table 6.2 Number of applications in each category per dimension.

Dimension and Sub-dimension	Number of Applications/Requirements			
	Waste	Not Used	Conceptual Application	Practical Application
A. Organisation Planning				
1.1 Planning of Manpower Activities	1	6	3	12
1.2 Organising	1	12	0	9
1.3 Organisation and Manpower Goal Achievement	1	10	1	10
1.4 Budgeting for Manpower Provision	1	5	1	15
1.5 Structuring	1	13	2	6
B. Manpower Provision				
1.1 Job analysis	1	2	0	19
1.2 Manpower Needs Analysis	1	8	0	13
1.3 Identification of Manpower Sources	1	4	0	17
1.4 Personnel Activities	1	0	0	21
C. Personnel Development				
1.1 Induction	1	4	0	17
1.2 Training and Development Needs Assessment	1	5	0	16

Dimension and Sub-dimension	Number of Applications/Requirements			
	Waste	Not Used	Conceptual Application	Practical Application
D. Communication/Human Relations				
1.1 Negotiations	1	5	0	16
1.2 Handling of Conflict	1	8	0	13
1.3 Handling of Grievances	1	4	2	15
1.4 Handling of Discipline	1	4	2	15
1.5 Agreements	1	9	1	11
1.6 Meetings	1	2	0	19
1.7 Legal Aspects	1	4	0	17
1.8 Bilingualism	1	9	0	12
E. Compensation				
1.1 Job Evaluation	1	7	0	14
1.2 Numerical Skills	1	9	0	12
1.3 Wage and Salary structures	1	7	0	14
1.4 Wage and Salary Surveys	1	5	0	16
1.5 Calculation of Employee Costs	1	5	0	16
1.6 Computer Literacy	1	2	0	19
F. Maintenance	1	4	0	17
G. Control and Personnel Research				
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	1	12	0	9
1.2 Decision-making	1	7	0	14
1.3 Ongoing Research	1	7	0	14
1.4 Publishing	1	19	0	2

6.2.4.1 What do the application requirements by industry show?

On examination of the data set out in Table 6.2 it was immediately obvious that "Conceptual Application" requirements were far

outweighed by "Practical Application" requirements.

In many cases conceptual skills were not required at all. Examples of these skills/activities are:

- (i) Training and Development Needs Assessment
- (ii) Legal Aspects
- (iii) Numerical Skills
- (iv) Computer Literacy
- (v) Publishing

However in the case of "Practical Application" requirements, a different picture emerged, as is clearly shown in Table 6.2.

In view of the mission of the Cape Technikon to provide "occupationally directed learning", the next step was to reflect the number of practical application requirements by the organisations surveyed against each managerial activity (see Table 6.3).

Table 6.3 Number of practical applications for each managerial activity

Dimension and Managerial Activity	Number of Practical Applications
A. Organisation Planning	
1.1 Planning of Manpower Activities	12
1.2 Organising	9
1.3 Organisation and Manpower Goal Achievement	10

Dimension and Managerial Activity	Number of Practical Applications
1.4 Budgeting for Manpower Provision	15
1.5 Structuring	6
B. Manpower Provision	
1.1 Job Analysis	19
1.2 Manpower Needs Analysis	13
1.3 Identification of Manpower Sources	17
1.4 Personnel Activities	21
C. Personnel Development	
1.1 Induction	17
1.2 Training and Development Needs Assessment	16
D. Communication/Human Relations	
1.1 Negotiations	16
1.2 Handling of Conflict	13
1.3 Handling of Grievances	15
1.4 Handling of Discipline	15
1.5 Agreements	11
1.6 Meetings	19
1.7 Legal Aspects	17
1.8 Bilingualism	12
E. Compensation	
1.1 Job Evaluation	14
1.2 Numerical Skills	12
1.3 Wage and Salary Structures	14
1.4 Wage and Salary Surveys	16
1.5 Calculation of Employee Costs	16
1.6 Computer Literacy	19
F. Maintenance	17
G. Control and Personnel Research	
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	9
1.2 Decision-making	14
1.3 Ongoing Research	14
1.4 Publishing	2

The managerial activities were then ranked according to the frequency of the "Practical Application" requirement for each activity, in order to facilitate scrutiny of the data. A ranking of one reflects the highest number of "Practical Application" requirements and a ranking of thirty the lowest number of "Practical Application" requirements. This ranking is shown in Table 6.4.

Table 6.4 Ranking of number of practical applications for each managerial activity.

Managerial Activity	Ranking	Number of Practical Applications
B. 1.4 Personnel Activities	1	21
B. 1.1 Job Analysis	2	19
D. 1.6 Meetings	2	19
E. 1.6 Computer Literacy	2	19
B. 1.3 Identification of Manpower Sources	5	17
C. 1.1 Induction	5	17
D. 1.7 Legal Aspects	5	17
F. Maintenance	5	17
C. 1.2 Training and Development Needs Assessment	9	16
D. 1.1 Negotiations	9	16
E. 1.4 Wage and Salary Surveys	9	16
E. 1.5 Calculation of Employee Costs	9	16
A. 1.4 Budgeting for Manpower Provision	13	15
D. 1.3 Handling of Grievances	13	15
D. 1.4 Handling of Discipline	13	15
E. 1.1 Job Evaluations	16	14
E. 1.3 Wage and Salary Structures	16	14

Managerial Activity	Ranking	Number of Practical Applications
G. 1.2 Decision-making	16	14
G. 1.3 Ongoing Research	16	14
B. 1.2 Manpower Needs Analysis	20	13
D. 1.2 Handling of Conflict	20	13
A. 1.1 Planning of Manpower Activities	22	12
D. 1.8 Bilingualism	22	12
E. 1.2 Numerical Skills	22	12
D. 1.5 Agreements	25	11
A. 1.3 Organisation and Manpower Goal Achievement	26	10
A. 1.2 Organising	27	9
G. 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	27	9
A. 1.5 Structuring	29	6
G. 1.4 Publishing	30	2

It is interesting to note that in several managerial activities, the "Conceptual Application" requirement is zero while the "Practical Application" requirement is great. "Computer Literacy" is an example of this. The employee is not required to know the theoretical and conceptual details, but is required to have "hands-on" ability. This is the case in many of the "Managerial Activities", as is borne out by scrutiny of Tables 6.1 to 6.4.

In the case of every single managerial activity defined on the questionnaire, organisations on the whole expressed the need for the

"key-performer", as previously described, to possess the skill, or to be able to perform the particular activity.

This trend is important and very relevant for the Cape Technikon educational programmes.

Activities for which the greatest "Practical Application" requirements were expressed, include:

(i) Personnel Activities (21 organisations)

Drafting of advertisements, interviewing, application of structured procedures in personnel movement and utilisation, etc.

(ii) Job Analysis (19 organisations)

Preparation of job descriptions and job specifications.

(iii) Meetings (19 organisations)

Preparation of agendas, chairing, taking minutes.

(iv) Computer Literacy (19 organisations)

MS-DOS, spreadsheets, wordprocessing, data base.

Activities for which the least "Practical Application" requirements were

expressed, include:

(i) Publishing

The writing of in-house articles

(ii) Structuring

Providing proposals on organisation structuring and job re-engineering.

Note: It would appear that activities of this nature, are performed at higher levels of the hierarchy in the organisation, than the levels at which the "key performer" under review in this research, operates.

6.2.5 Syllabi content

Attention was then turned to the National Diploma: Personnel Management syllabi content. As related previously, subject lecturers had been approached to allocate time spent in weeks on syllabi content in relation to each managerial activity. Total time across the various subjects comprising the National Diploma: Personnel Management educational programme, in respect of each managerial activity, was added together. These results were then ranked in ascending order. Position one represented the managerial activity on which the least time was spent (in weeks) and position thirty represented the managerial activity on which the most time was spent (in weeks).

These results are reported in Table 6.5.

Table 6.5 Number of weeks in National Diploma: Personnel Management syllabi allocated to each managerial activity ranked from lowest number of weeks to highest number of weeks

Managerial Activity	Number of Weeks	Ranking R ₂
Publishing	2,0	1,5
Budgeting for Manpower Provision	2,0	1,5
Wage and Salary Surveys	3,0	3,0
Identification of Manpower Sources	3,8	4,0
Handling of Grievances	4,0	6,0
Handling of Discipline	4,0	6,0
Evaluation of Effectiveness of Personnel Policies and Procedures	4,0	6,0
Calculation of Employee Costs	4,5	8,0
Induction	5,3	9,0
Ongoing Research	5,5	10,0
Wage and Salary Structures	6,0	11,0
Agreements	7,0	12,0
Job Evaluation	7,5	13,0
Meetings	9,0	14,0
Training and Development Needs Assessment	10,0	15,0
Structuring	10,5	16,0
Handling of Conflict	11,0	17,0
Manpower Needs Analysis	11,5	18,0
Job Analysis	14,0	20,0
Legal Aspects	14,0	20,0
Bilingualism	14,0	20,0

Managerial Activity	Number of Weeks	Ranking R ₂
Organising	15,0	22,0
Planning of Manpower Activities	16,5	23,0
Decision-making	17,0	24,0
Organisation and Manpower Goal Achievement	18,5	25,0
Personnel Activities	24,5	26,0
Negotiations	29,3	27,0
Maintenance	38,0	28,0
Computer Literacy	40,0	29,0
Numerical Skills	42,5	30,0

Note: "Bilingualism" denotes "more than one language", not necessarily specifically English and Afrikaans.

6.2.5.1 What does the analysis of syllabi content time show?

The least amount of time in theoretical tuition and tutorials is spent on the managerial activities of "Publishing" and "Budgeting for Manpower Provision" followed by "Wage and Salary Surveys" and "Identification of Manpower Sources".

The most time is spent on tuition in the skills "Negotiation", "Maintenance" issues, making students "Computer Literate" and teaching "Numerical Skills".

6.2.6 Comparison of the rank order of Western Cape Industry Needs and the rank order of the National Diploma: Personnel Management syllabi content

6.2.6.1 Reverse ranking

To facilitate the comparison and the calculation of the correlation coefficient between the two sets of ranked data, it was necessary to reverse the ranking of one of the sets of data in order that both sets were ranked from "lowest" to "highest". For this reason the ranking of the "Practical Applications" was reversed. The revised rankings are shown in Table 6.6.

Table 6.6 Rank order of requirements for each managerial activity

Managerial Activity	Revised Rank	R_i
Publishing	1	1,0
Structuring	2	2,0
Evaluation of Effectiveness of Personnel Policies and Procedures	3	3,5
Organising	3	3,5
Organisation and Manpower Goal Achievement	5	5,0
Agreements	6	6,0
Numerical Skills	7	8,0
Bilingualism	7	8,0
Planning of Manpower Activities	7	8,0
Handling of Conflict	10	10,5

Managerial Activity	Revised Rank	R ₁
Manpower Needs Analysis	10	10,5
Ongoing Research	12	13,5
Decision-making	12	13,5
Wage and Salary Structures	12	13,5
Job Evaluation	12	13,5
Handling of Discipline	16	17,0
Handling of Grievances	16	17,0
Budgeting for Manpower Provision	16	17,0
Calculation of Employee Costs	19	20,5
Wage and Salary Surveys	19	20,5
Negotiations	19	20,5
Training and Development Needs Assessment	19	20,5
Maintenance	23	24,5
Legal Aspects	23	24,5
Induction	23	24,5
Identification of Manpower Sources	23	24,5
Computer Literacy	27	28,0
Meetings	27	28,0
Job Analysis	27	28,0
Personnel Activities	30	30,0

6.2.6.2 Combined sets of ranked data

The results reported in Tables 6.5 and 6.6 were then combined on one table to enable comparison, and also calculation of a correlation coefficient. (The Spearman Rank Order Coefficient Correlation would be used).

The Western Cape Industry "Needs" are referred to as R_1 and the "Syllabi Content" or "Skills Offered" are referred to as R_2 .

These results are shown in Table 6.7.

Table 6.7 Comparison of ranking of managerial activities required by Western Cape Industry (R_1) and time allocated in the National Diploma: Personnel Management syllabi to those managerial activities (R_2)

Managerial Activity	Western Cape Industry Needs Rank R_1	National Diploma: Personnel Management Syllabi Content Rank R_2
Publishing	1,0	1,5
Structuring	2,0	16,0
Evaluation of Effectiveness of Personnel Policies and Procedures	3,5	6,0
Organising	3,5	22,0
Organisation and Manpower Goal Achievement	5,0	25,0
Agreements	6,0	12,0
Numerical Skills	8,0	30,0
Bilingualism	8,0	20,0
Planning of Manpower Activities	8,0	23,0
Handling of Conflict	10,5	17,0
Manpower Needs Analysis	10,5	18,0
Ongoing Research	13,5	10,0
Decision-making	13,5	24,0
Wage and Salary Structures	13,5	11,0

Managerial Activity	Western Cape Industry Needs Rank R₁	National Diploma: Personnel Management Syllabi Content Rank R₂
Job Evaluation	13,5	13,0
Handling of Discipline	17,0	6,0
Handling of Grievances	17,0	6,0
Budgeting for Manpower Provision	17,0	1,5
Calculation of Employee Costs	20,5	8,0
Wage and Salary Surveys	20,5	3,0
Negotiations	20,5	27,0
Training and Development Needs Assessment	20,5	15,0
Maintenance	24,5	28,0
Legal Aspects	24,5	20,0
Induction	24,5	9,0
Identification of Manpower Sources	24,5	4,0
Computer Literacy	28,0	29,0
Meetings	28,0	14,0
Job Analysis	28,0	20,0
Personnel Activities	30,0	26,0

6.2.6.3 What do the combined sets of ranked data show?

Earlier, when the rank orders of "Practical Applications" and "Syllabi Content" were scrutinised, it was clear that the managerial activities required by industry of the "key performer" as defined, were in fact all

given attention in the National Diploma: Personnel Management syllabi.

However, an important question that should be addressed, is whether the same "weight" is given to the various "Activities" in the syllabi, as is accented in the "Requirements" of Western Cape Industry.

It is clear from Table 6.7 that this is not always the case. While many of the "Activities" show variances in the ranking order which may be considered comparable or acceptable, others reflect an unacceptable variance. The main managerial activities which appear to differ unacceptably between "what is required" and "what is offered" are listed below. For this purpose a variance in ranking of five or more is considered unacceptable. Information gleaned at the interviews with organisation personnel is used to make comment.

(i) Structuring

Considerable time is spent on theoretical aspects in the syllabi. These are not required by the "key performer", as defined, in industry.

(ii) Organising

Much of the material covered in the syllabi would appear to be targeted at higher level positions in organisations.

(iii) Organisation and Manpower Goal Achievement

A supervisory concept which appears targeted at more conceptual levels in the organisation hierarchy.

(iv) Agreements

This variance is surprising. It was thought that this area would be considered very important if the tempestuous times that lie ahead on the labour front were taken into account.

(v) Numerical Skills

The variance is skewed heavily by the accent on statistical methods given in the syllabi. The interview responses did not show a dire need for advanced statistical methods. The need for techniques such as regression analysis were however commonplace.

(vi) Bilingualism

The expected urgent need for use of Xhosa was not borne out. Many organisations expressed the opinion that knowledge of an "African" language was desirable, but the expressed need for English, Afrikaans and a third language was not evident.

(vii) Planning of Manpower Activities

The calculation of labour statistics was found to be relevant, but advanced conceptual thinking on this concept was not

required.

(viii) Handling of Conflict

There was some overlap between this activity and that of "Negotiations", "Handling of Discipline" and "Handling of Grievances". If these four activities are considered together, the variance is not great.

(ix) Manpower Needs Analysis

More practical application rather than advanced theoretical models are required.

(x) Decision-making

Decisions required at the "key performer" level, comprised more certain and routine decisions within structured guidelines, rather than advanced conceptual decision-making.

(xi) Handling of Discipline

See comments under (viii) above.

(xii) Handling of Grievances

See comments under (viii) above.

(xiii) Budgeting for Manpower Provision

Far more accent is required in the syllabi on this aspect.

Departmental level budgeting is of more importance here than organisation level budgeting.

(xiv) Calculation of Employee Costs

More tuition of skills in calculation of costs of employees to an organisation are required. This includes aspects such as fringe benefit costs and taxation issues.

(xv) Wage and Salary Surveys

More practical experience is required in conducting wage and salary surveys and in reporting findings.

(xvi) Negotiations

See comments under (viii) above.

(xvii) Training and Development Needs Assessment

More tuition in these skills is required. In particular, training needs identification, development of courses/programmes, and evaluation of performance of course candidates.

(xviii) Induction

More tuition time should be spent on this activity. Designing, conducting and evaluation of induction plans are important to industry.

(xix) Identification of Manpower Sources

More practical experience is required in performing manpower source analysis.

(xx) Meetings

Far more tuition time and practical experience is required in the skills of preparing meeting agendas, chairing meetings, and writing of minutes.

(xxi) Job Analysis

Greater skills and practical experience is required in this important activity. Possibly more accent could be placed on this aspect in co-operative education training.

6.2.6.4 Calculation of a correlation coefficient

From the two sets of ranked data it was now possible to calculate the coefficient of correlation r .

The Spearman Rank Order Correlation Method to calculate the coefficient of correlation utilises the following formula:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2-1)}$$

Table 6.8 Data for calculation of Spearman Rank Order Correlation Coefficient

Item	Western Cape Industry Needs R_1	National Diploma: Personnel Management Syllabi R_2	$(R_1 - R_2)$ d	d^2
Publishing	1,0	1,5	-0,5	0,25
Structuring	2,0	16,0	-14,0	196,0
Evaluation of Effectiveness of Personnel Policies and Procedures	3,5	6,0	-2,5	6,25
Organising	3,5	22,0	-18,5	342,25
Organisation and Manpower Goal Achievement	5,0	25,0	-20,0	400,0
Agreements	6,0	12,0	-6,0	36,0
Numerical Skills	8,0	30,0	-22,0	484,0
Bilingualism	8,0	20,0	-12,0	144,0
Planning of Manpower Activities	8,0	23,0	-15,0	225,0
Handling of Conflict	10,5	17,0	-6,5	42,25
Manpower Needs Analysis	10,5	18,0	-7,5	56,25
Ongoing Research	13,5	10,0	+3,5	12,25
Decision-making	13,5	24,0	-10,5	110,25
Wage and Salary Structures	13,5	11,0	+2,5	6,25
Job Evaluation	13,5	13,0	+0,5	0,25
Handling of Discipline	17,0	6,0	+11,0	121,0
Handling of Grievances	17,0	6,0	+11,0	121,0
Budgeting for Manpower Provision	17,0	1,5	+15,5	240,25
Calculation of Employee Costs	20,5	8,0	+12,5	156,25
Wage and Salary Surveys	20,5	3,0	+17,5	306,25
Negotiations	20,5	27,0	-6,5	42,25
Training and Development Needs Assessment	20,5	15,0	+5,5	30,25
Maintenance	24,5	28,0	-3,5	12,25
Legal Aspects	24,5	20,0	+4,5	20,25

Item	Western Cape Industry Needs R_1	National Diploma: Personnel Management Syllabi R_2	$(R_1 - R_2)$ d	d^2
Induction	24,5	9,0	+15,5	420,25
Identification of Manpower Sources	24,5	4,0	+20,5	240,5
Computer Literacy	28,0	29,0	-1,0	1,0
Meetings	28,0	14,0	+14,0	196,0
Job Analysis	28,0	20,0	+8,0	64,0
Personnel Activities	30,0	26,0	+4,0	16,0
			+146,0 -146,0 = 0	4 048,5

Using the data set out in Table 6.8 above and substituting in the formula this calculation was determined as follows:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2-1)}$$

$$r_s = 1 - \frac{6(4048,5)}{30(30^2-1)}$$

$$r_s = 1 - \frac{24291}{30(900-1)}$$

$$r_s = 1 - \frac{24291}{26970}$$

$$r_s = 1 - 0,9006674$$

$$r_s = 0,0993326$$

$$r_s = 0,1$$

6.2.6.5 Interpretation of correlation coefficient

The correlation coefficient of 0,1 is seen as a weak positive correlation.

This weak positive correlation may be construed to mean that the data collected in the interviews in response to the questionnaires, offers limited support to a conclusion that the areas accented in the National Diploma: Personnel Management syllabi in the learning process, are in line with the expressed needs in managerial activity in the personnel management arena in Western Cape Industry. The Null Hypothesis (H_0 of the second set of hypotheses statements in Chapter 1 is therefore accepted, albeit with reservations).

The findings in terms of the number of "practical application" requirements expressed by industry, and information gleaned at interviews, appear to support the conclusion that the appropriate subject matter is handled in the respective syllabi, but the relative weighting may be a problem. The Null Hypothesis H_0 of the first set of hypothesis statements in Chapter 1 is therefore accepted.

It would appear that certain aspects of the syllabi require higher focus, and other aspects require less focus than at present. However, a caveat here, is that the relationship expressed is a tentative one, due to the small size of the sample used in the field study.

6.2.7 Findings, conclusions and suggestions for further research

As the relationship between the "Skills Required by Western Cape Industry" and "Skills Offered by the National Diploma: Personnel Management Education Programme" at the Cape Technikon has been established, the next chapter will provide an overview of the findings of the research, an answer to the problem stated in the introduction, and suggestions for further research.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

In these changing and uncertain times, an ongoing problem facing technikons and other tertiary educational institutions, is the uncertainty of whether the curricula of educational programmes offered, is relevant and applicable to the industries targeted for the application of the skills, acquired by diplomates and graduates of the various educational programmes.

7.2 The research problem

The focus area of the research was to establish whether the National Diploma: Personnel Management syllabi, were relevant in respect of the needs of industry in the Western Cape. Further it was questioned whether similar areas of need were accentuated in both industry requirements and the syllabi of the diploma under review.

7.3 The approach to the problem

The collection and collation of data, through this study, was based on a semi-structured approach for several reasons. It was considered that

with a less structured approach there was less risk of omitting certain elements which might be considered very important by industry in terms of skill needs. It was felt that the industries approached were a reasonable sample of the major employers in the region, and with an open approach more information would be gleaned. Structured questionnaires administered on a large sample for example, might limit expression of skills requirements, and thereby possibly preclude vital areas of importance for future syllabi compilation. It would have been too easy for critical needs areas to be missed.

While this particular research adopted a rather unrefined methodology for extracting data from respondents and evaluating responses, the result is that there is now more information available about what industry needs are.

7.4 Conclusions

7.4.1 General findings

From the data collated and the correlation coefficient determined, it was found that:

- (i) The Cape Technikon plays an important role in the education of the South African workforce, particularly in the training of human resource technicians and

practitioners in the Western Cape.

- (ii) The National Diploma: Personnel Management syllabi are relevant to Western Cape industry's needs, with the caveat that certain aspects of the syllabi require more focus and other aspects less focus.

7.4.2 Was the research problem answered?

In Chapter 1 the research problem was set out in terms of two hypotheses.

As a result of the analysis of the research data:

- (i) The Null Hypothesis in Hypothesis 1 is accepted. The skills required in manpower management in Western Cape industry are adequately represented in the National Diploma: Personnel Management syllabi offered by the Cape Technikon.
- (ii) The Null Hypothesis in Hypothesis 2 is accepted, but with reservations. The areas of manpower management accentuated in the skills required by Western Cape industry are the focus areas of the National Diploma: Personnel Management syllabi. The positive correlation is a weak

one, and indications are that the accent on certain syllabi content requires adjustment.

7.5 Recommendations

7.5.1 Specific areas of the syllabi which require re-examination in this regard are more fully discussed in Chapter 6, and include the following activities and skills:

- (i) structuring (of organisations)
- (ii) organising (at organisation/department level)
- (iii) organisation and manpower goal achievement
- (iv) agreements
- (v) numerical skills
- (vi) bilingualism
- (vii) planning of manpower activities
- (viii) handling of conflict
- (ix) manpower needs analysis
- (x) decision-making
- (xi) handling of discipline
- (xii) handling of grievances
- (xiii) budgeting for manpower provision
- (xiv) calculation of employee costs
- (xv) wage and salary surveys
- (xvi) negotiations

- (xvii) training and development needs assessment
- (xviii) induction
- (xix) identification of manpower sources
- (xx) meetings
- (xxi) job analysis

7.5.2 The consideration of the inclusion of an "African" language in the curriculum, although sufficient language mastery over a limited timespan of say, one year, is highly unlikely.

7.5.3 Advanced concepts in organising and structuring of organisations may be briefly introduced at diploma level, but should be handled at higher level, for example, in the National Higher Diploma: Personnel Management.

7.5.4 In the National Diploma: Personnel Management, the tuition of statistical methods should be targeted at specifically those methods pertinent to human resource practitioners.

7.5.5 Structured training schedules should be agreed with organisations where Co-operative Education takes place. This would serve to ensure that specific required skills are exercised, and that no time is spent on unnecessary activities. Examples of required skills are the writing of job descriptions and job specifications.

- 7.5.6 Various other changes to syllabi may be introduced according to the "Practical Application" requirements reflected in the data analysis in Chapter 6.
- 7.5.7 This study has provided a basis for a regular future update on specific areas of practical application of human resource skills to be included in educational programme syllabi.
- 7.6 **Suggestions for further research**
- 7.6.1 Because a semi-structured and open-ended approach was adopted in this research, it provides a sound basis for the compilation of a more structured questionnaire for testing the hypotheses and tentative conclusions contained in it.
- 7.6.2 Another area for further investigation is that of syllabi analysis. This research provides a basic rank order of industry needs which may be utilised as a basis for changing the emphasis of the syllabi content. However, as this was not an exhaustive study, it will be necessary to test this thinking further.
- 7.6.3 In order to investigate the emphasis of the content of a syllabus, this research has indicated an opportunity for someone to design a measurement instrument that reflects more intensely, what a training/educational programme syllabus has to offer.

- 7.6.4 Another area for further research would be to measure component parts or particular features of the National Diploma: Personnel Management syllabi, which can then be cross-correlated with relevant industry needs.
- 7.6.5 An area to be examined is the success/ability of diplomates further down the line in terms of experience. In other words, after say, five years of experience after qualifying, is there a greater need for conceptual human resource management skills than that defined in this study for the "key performer" with not more than two years practical experience?
- 7.6.6 Yet another direction further research based on this study could take, is to look for design instruments which could measure human resource occupational skills in industry at result level, rather than reliance on organisation personnel, who may express possibly arbitrary opinions.
- 7.6.7 A final area for further research would be to develop a model of manpower management behaviour. This study was based on the traditional paradigm of managerial functions. Further research may well target a new line of thought in terms of say, services offered by manpower managers to line functions.

7.7 **General conclusion**

From the foregoing, it is concluded that immediate steps can be taken to re-examine the syllabi content in the light of this research, and to adjust where necessary. Further studies may also be made on the basis of this research in the directions suggested.

The final goal is to provide relevant updated syllabi content that are adapted regularly to the changing needs of industry.

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ANNEXURE A

CO-OPERATIVE EDUCATION STUDENT
EVALUATION FORM

CAPE TECHNIKON
KAAPSE TECHNIKON

SCHOOL OF MANAGEMENT
SKOOL VIR BESTUURSWESE

Co-operative education student evaluation

Koöperatiewe-opleiding student-evaluering

NAME OF STUDENT: _____
NAAM VAN STUDENT:

NAME OF COMPANY: _____
NAAM VAN MAATSKAPPY:

DATE EMPLOYED: From _____ To _____
DATUM INDIENS: Vanaf _____ Tot _____

SECTION A

- 1 = POOR
- 2 = SATISFACTORY
- 3 = ABOVE AVERAGE
- 4 = EXCELLENT

PLEASE ANSWER THE FOLLOWING QUESTIONS BY GIVING THE STUDENT A RATING FROM THE ABOVE SCALE AND MAKE COMMENTS OR SUGGESTIONS WHEREVER NECESSARY.

CRITERIA	RATING	COMMENTS
1. The student's attendance		
2. The degree of interest shown in the work		
3. The success in adjusting to the work situation		
4. The degree of originality/ initiative displayed		
5. Student's performance in a group situation		
6. Student's performance as individual		
7. The student's oral skills		
8. The student's writing skills		
9. The student's ability to apply theory in practice - define		
10. Degree of perseverance shown in the execution of his/her duties		
11. Student's relationships with superiors		
12. Student's relationships with peers		

CRITERIA	RATING	COMMENTS
13. Level of trustworthiness		
14. Ability to make his/her point assertively		
15. Eagerness to learn more		
16. Ability to solve problems creatively		
17. Ability to complete tasks on due date in the fastest and best possible way		

SECTION B

CIRCLE THE ANSWER AND GIVE COMMENT WHERE APPLICABLE

1. Has the student the kind of qualities you would look for in an employee?

YES

NO

If not, what could be done to improve this situation?

2. Could the theoretical and practical knowledge gained by the student at the Cape Technikon be used effectively in your organisation?

YES

NO

If not, what could be done to improve this problem?

3. Name any strong areas of the student shown during his/her period of work.

4. Name any weak areas of the student which you believe need attention.

5. Briefly describe what the student's duties entailed whilst with you:

6. Would you like a student(s) for July, August and September 1994?

YES

NO

If yes, how many. If no, explain why.

7. Please make any general comments below.

EVALUATOR:

NAME: _____

POSITION IN COMPANY: _____

TELEPHONE NUMBER: _____

SIGNATURE: _____ DATE: _____

STUDENT:

NAME: _____

SIGNATURE: _____ DATE: _____

**THANK YOU FOR PARTICIPATING
30 SEPTEMBER 1993**

ANNEXURE B

B.1 COVERING LETTER FOR
QUESTIONNAIRE

B.2 DENDOGRAM

B.3 QUESTIONNAIRE



Cape
Kaapse
Technikon

P.O. Box 652, Cape Town 800
Posbus 652, Kaapstad 8000

Skool vir Bestuurswet/ School of Management
Handelsgebou/
Commercial Building
ZONNEBLOEM 7925

Longmarket Street Cape Town 80
Langmarkstraat Kaapstad 8001
Telegrams . TECCOM . Telegraf
Telex . 5-21666 . Teleks
Telefax (021) 461-7564
Tel.: 461-6220 Main
Tel.: 461-6367 Zonnebloem

Ref./Verw. Mr R Palmer

1990-04-30

Dear Mr Executive

REQUEST FOR PARTICIPATION IN SKILLS/BEHAVIOURAL NEEDS
QUESTIONNAIRE

In order to be effective as a Manager, certain behaviours and skills are required. The Cape Technikon offers National Diplomas and National Higher Diplomas in various branches of management including Human Resource Management.

Concern from various sources over the skills shortage presently experienced in South Africa, emphasises the need to utilise our human resources effectively. If human resources trained by this Institution are not utilised for actual industry needs, then the Cape Technikon is wasting its resources in training them. To gauge if this problem exists, needs identified and training syllabi should be matched.

The attached questionnaire is part of a personal project by Mr Rodney Palmer to determine human resource manager needs in industry, and deals with seven broad areas. The questionnaire may be completed as it stands or supplemented with a personal interview with Mr Palmer or his representative, if required.

Any information provided by you or your organisation, will be treated strictly confidentially, and if you would be kind enough to participate, you will in due course be informed of the general conclusions reached.

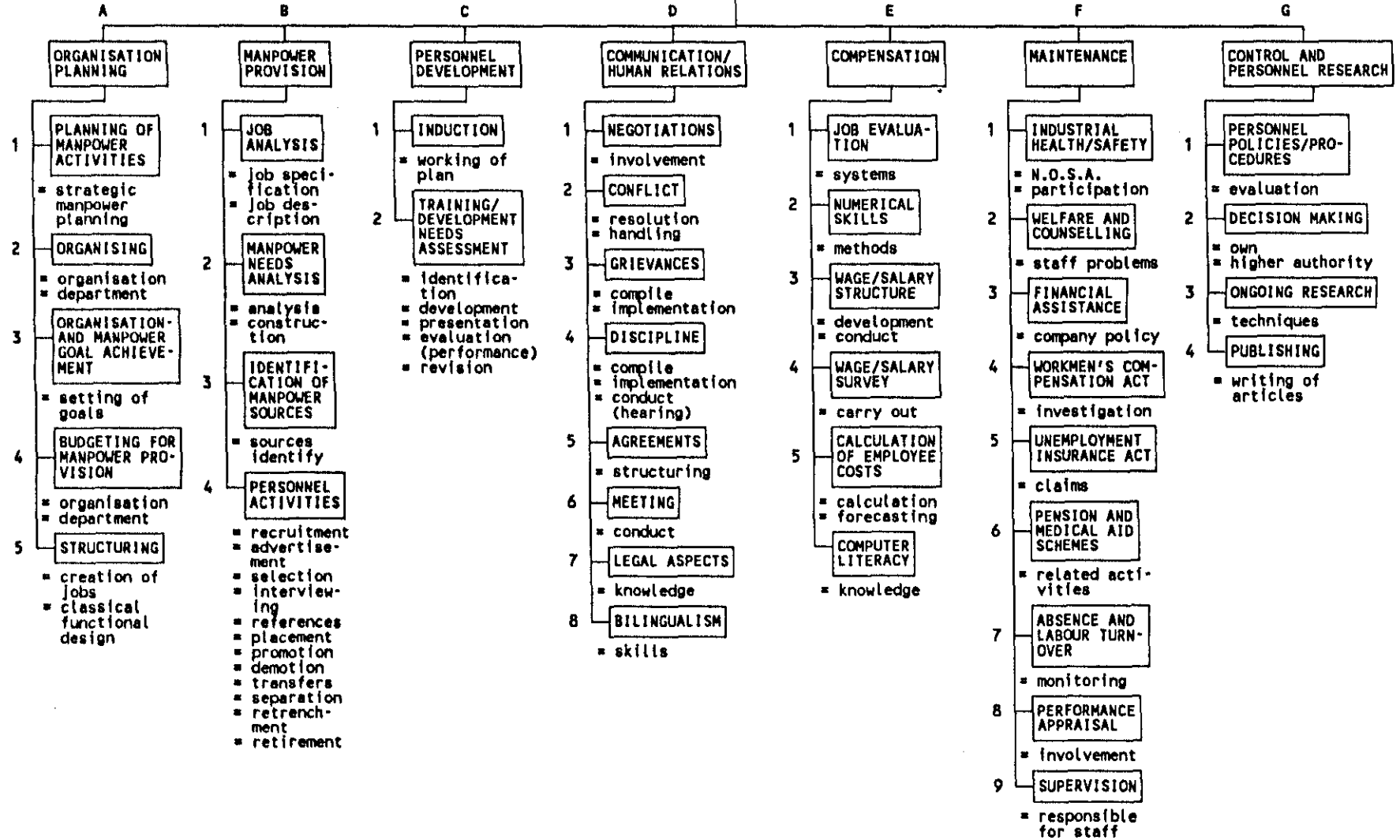
Thank you for your interest.

Sincerely

DR T C SHIPPEY
RECTOR

DENDOGRAM

HUMAN RESOURCE MANAGEMENT
SKILLS AND BEHAVIOUR



QUESTIONNAIRE

SECTION A: ORGANISATIONAL PLANNING

	<p style="text-align: center;">ACTIVITIES</p> <p>What do you require him to do?</p>	<p style="text-align: center;">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>A. Organisational Planning:</p> <p>determines the structure, relationship, roles, manpower requirements and the lines along which changes should be implemented. It means deciding on long- and short-term goals.</p>		
<p>1.1 Planning of manpower activities</p> <p>= forecasting manpower requirements and taking steps to improve productivity.</p>		
<p>1.2 Organising</p> <p>= the design, development and maintenance of a system of co-ordinated activities in which individuals or groups are involved.</p>		

	ACTIVITIES What do you require him to do?	STANDARD How will you know he has done it efficiently?
1.3 Organisation and manpower goal achievement = the actual involvement of individuals in the setting of goals.		
1.4 Budgeting for manpower provision = the planned allocation and use of resources to meet the operational needs of the organisation (financial and the provision of manpower). * departmental level * organisational level		
1.5 Structuring = it is the process which caters for all the activities required and groups them together in a way which encourages integration and co-operation and provides for effective communication and decision-making. * structuring of new jobs * classical functional organisation		

SECTION B: MANPOWER PROVISION

	ACTIVITIES	STANDARD
	What do you require him to do?	How will you know he has done it efficiently?
<p>B. Manpower Provision is:</p> <p>the function and activities in the provision of manpower.</p>		
<p>1.1 Job analysis</p> <p>= the analysis of the content of the job and human qualities necessary for performance and consists of a job description and job specification.</p> <p>* using for interviews</p> <p>* compiling</p>		
<p>1.2 Manpower needs analysis</p> <p>= the analysis of the manpower needs in the immediate or long-term utilising various techniques and compiling a manpower plan.</p>		

	<p style="text-align: center;">ACTIVITIES</p> <p>What do you require him to do?</p>	<p style="text-align: center;">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>1.3 Identification of manpower sources</p> <ul style="list-style-type: none"> = the determination of sources where successful recruitment can be applied. * analysis of source 		
<p>1.4 Personnel activities</p> <ul style="list-style-type: none"> = the various activities in manpower provision carried out by a human resource department. * recruitment * advertisements * selection * interviewing * follow-up on references * placement * promotion * demotion * transfers * separation * retrenchment * retirement 		

SECTION C: PERSONNEL DEVELOPMENT

	<p align="center">ACTIVITIES</p> <p>What do you require him to do?</p>	<p align="center">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>C. Personnel Development is:</p> <p>the consideration of selection, placement and training needs for the development of personnel, and methods to satisfy these.</p>		
<p>1.1 Induction</p> <p>= the program which provides the guidelines for receiving and welcoming of employees, giving the basic organisational information to the new employee, and satisfying employees entrance level expectations.</p>		

	<p style="text-align: center;">ACTIVITIES</p> <p>What do you require him to do?</p>	<p style="text-align: center;">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>1.2 Training and development needs assessment</p> <p>= the continuous process of establishing the training and development needs of the employees.</p> <ul style="list-style-type: none"> * identification of needs * development of courses * presentation of courses * evaluation of performance * evaluation of courses * revision of programmes 		

SECTION D: COMMUNICATION/HUMAN RELATIONS

	<p align="center">ACTIVITIES</p> <p>What do you require him to do?</p>	<p align="center">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>D. Communication/Human Relations is:</p> <p>the establishing of procedures and channels by which communications and the relations between groups can take place efficiently, and be monitored and controlled, e.g. industrial relations.</p>		
<p>1.1 Negotiations</p> <p>= the interaction between groups to come to a suitable agreement, or find solutions to mutual problems.</p> <ul style="list-style-type: none"> * wage/salary * working conditions 		
<p>1.2 Handling of conflict</p> <p>= the ability to handle a conflict situation.</p> <ul style="list-style-type: none"> * conflict between workers 		

	ACTIVITIES	STANDARD
	What do you require him to do?	How will you know he has done it efficiently?
1.3 Handling of grievances = settlement of grievances timeously and effectively, e.g. mechanisms to satisfy grievance such as disputes. * compile * implementation		
1.4 Handling of discipline = the use of a disciplinary procedure to maintain orderliness and effective work norms. * compile * implementation * conducting hearing		
1.5 Agreements = any written or oral contracts between labour and management. * recognition agreements		

	ACTIVITIES	STANDARD
	What do you require him to do?	How will you know he has done it efficiently?
1.6 Meetings = a formal or informal situation where people meet to accomplish certain goals. * conducting of meeting * agenda * minutes		
1.7 Legal aspects = knowledge and application of existing legislation e.g. unfair labour practices.		
1.8 Bilingualism = the ability to communicate verbally or in writing and to understand this communication as well as to make yourself understood. * third language		

SECTION E: COMPENSATION

	<p style="text-align: center;">ACTIVITIES</p> <p>What do you require him to do?</p>	<p style="text-align: center;">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>E. Compensation is:</p> <p>the exchange value and fringe benefits connected to a certain job and its performance.</p>		
<p>1.1 Job evaluation</p> <p>= is the process of establishing the relative value of a job in a job hierarchy, and using methods to achieve this.</p> <ul style="list-style-type: none"> * Castellion * Peromnes * Paterson * NIPR - Q method * Leermeester International * Hay -MSL 		

	<p style="text-align: center;">ACTIVITIES</p> <p>What do you require him to do?</p>	<p style="text-align: center;">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>1.2 Numerical skills</p> <p>= the ability to understand and work with numerical data and may involve statistical methods.</p> <ul style="list-style-type: none"> * Hypothesis testing: <ul style="list-style-type: none"> - Chi-square - Mann-Whitney (U test) - Kolmogorov- Smirnov - Spearman rank correlation * Timeseries/Indexes * Interest calculations * Correlation/Regression analysis * Analysis of variances 		
<p>1.3 Wage and salary structures</p> <p>1.3.1 = consists of an organisation's salary grades or ranges and salary levels for groups of jobs and the structuring of these values for organisational purposes.</p> <p>1.3.2 = maintenance and development of fringe benefits in the light of changing personal taxation</p> <ul style="list-style-type: none"> * development * construction 		

	ACTIVITIES	STANDARD
	What do you require him to do?	How will you know he has done it efficiently?
1.4 Wage and salary surveys = the scanning of the environment for data and trends in terms of existing wages and salary systems.		
1.5 Calculation of employee costs = the use of numerical methods to calculate the costs of an employee to an organisation.		
1.6 Computer literacy = the ability to use a computer system or PC to carry out functions to assist decision-making <ul style="list-style-type: none"> * MS-DOS * MS-Word * Lotus,1,2,3 * D-Base * Statpac * Stat-Graphic * SPSS (Personnel) 		

SECTION F: MAINTENANCE

	<p style="text-align: center;">ACTIVITIES</p> <p>What do you require him to do?</p>	<p style="text-align: center;">STANDARD</p> <p>How will you know he has done it efficiently?</p>
<p>F. Maintenance is:</p> <p>the activities required to maintain and enhance a satisfied workforce and includes security benefit monitoring and application.</p> <ul style="list-style-type: none"> * Industrial Health and Safety Requirements * Welfare and Counselling Services * Financial assistance * Workmen's Compensation Act * Unemployment Insurance Act * Pension and Medical Aid schemes * Absence and Labour turnover <ul style="list-style-type: none"> - average absence rate - absence frequency - labour turnover ratio - % voluntary leavers - median length of service * Performance appraisal * Supervision 		

SECTION G: CONTROL AND PERSONNEL RESEARCH

	ACTIVITIES	STANDARD
	What do you require him to do?	How will you know he has done it efficiently?
<p>G. Control and Personnel Research is:</p> <p>performance effectiveness evaluation on a day to day or longer term basis, and includes research on applicable trends.</p>		
<p>1.1 Evaluation of effectiveness of personnel policies and procedure</p> <p>= use of various methods to measure the value of policies and procedures to an organisation's effective performance. * attitude surveys</p>		
<p>1.2 Decision making</p> <p>= generating choices and selecting viable alternatives to given problems.</p>		

	ACTIVITIES	STANDARD
	What do you require him to do?	How will you know he has done it efficiently?
1.3 Ongoing research = the continuous process of updating knowledge in the human resource management field, using various techniques, and examining trends.		
1.4 Publishing = researching and preparation of articles for journal publication.		

ANNEXURE C

REQUIREMENTS PER DIMENSION FOR EACH
ORGANISATION AS REPORTED IN
INTERVIEW SITUATION

REQUIREMENTS PER DIMENSION FOR EACH ORGANISATION AS REPORTED IN INTERVIEW SITUATION

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
A. Organisation Planning			
1.1 Planning of Manpower Activities	<ul style="list-style-type: none"> - Discussion with Dept. Heads and Managers determines action - Produces reports 	<ul style="list-style-type: none"> - Limited forecasting of needs to skilled level according to requisitions from site management - verbal and written 	<ul style="list-style-type: none"> - Analysis of L.T.O. - Analysis of workload demands according to given requirements from departments and financial restraints
1.2 Organising	No involvement	No involvement	Act as project leader for specifically defined projects
1.3 Organisation and Manpower Goal Achievement	Own goal setting only	N.A.	Participate in goal identification within Personnel Department
1.4 Budgeting for Manpower Provision	No involvement - done at department head level	<ul style="list-style-type: none"> - Budgets at departmental level - Transfers labour from site to site for efficiency 	Calculates cost of 1.1
1.5 Structuring	<ul style="list-style-type: none"> - Assists in structuring new jobs - Department Head initiates and consults 	N.A.	Consults with departments
B. Manpower Provision			
1.1 Job Analysis	N.A.	Compile job specification from existing job description up to lower level supervisory positions	Compile job descriptions

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
1.2 Manpower Needs Analysis	N.A.	Interpretation of plans issued by site management for recruitment	<ul style="list-style-type: none"> - Do retiral diary - Evaluate internal supply - Evaluate planned workload - Draw up profile
1.3 Identification of Manpower Sources	Liaise with other companies in industries and agencies	Develop credibility	Research sources
1.4 Personnel Activities	Full involvement to middle management level	<ul style="list-style-type: none"> - Processing and recommendations - No final decisions 	<ul style="list-style-type: none"> - Full involvement and conducting, interpreting, reporting - A + B psychometric tests
C. Personnel Development			
1.1 Induction	<ul style="list-style-type: none"> - Design programmes for all levels - Keep records and follow up 	Limited involvement in explanation	<ul style="list-style-type: none"> - Develop and conduct Induction course - Observe, give feedback
1.2 Training and Development Needs Assessment	<ul style="list-style-type: none"> - Assist Personnel Manager with all these - Presents some courses - Assists department head to determine training needs 	N.A.	Establish training needs using various methods

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
D. Communication/Human Relations 1.1 Negotiations	N.A.	<ul style="list-style-type: none"> - Observes at meetings - May take minutes 	<ul style="list-style-type: none"> - Participate on negotiation team - Help formulate strategy "Think on Feet" - conceptually, laterally - Communicate
1.2 Handling of Conflict	<ul style="list-style-type: none"> - Assist with counselling - Ensure procedures followed 	Observer status	Facilitate and chair meetings
1.3 Handling of Grievances	<ul style="list-style-type: none"> - Assist with counselling - Ensure procedures followed 	Observer (conceptual)	<ul style="list-style-type: none"> - Facilitate - Coach others in grievance handling skills
1.4 Handling of Discipline	<ul style="list-style-type: none"> - Assist with counselling - Ensure procedures followed 	Carry out low level disciplinary enquiries	<ul style="list-style-type: none"> - Handle disciplinary cases - Know procedural and substantive fairness - Coach others in these skills
1.5 Agreements	Assist Personnel Manager	<ul style="list-style-type: none"> - Make recommendations regarding changes - Involved in admin process 	<ul style="list-style-type: none"> - Participate in negotiation team - Help formulate strategy
1.6 Meetings	<ul style="list-style-type: none"> - Runs certain meetings - Keep minutes - Write reports 	<ul style="list-style-type: none"> - Observer status - Prepare agenda - Take minutes 	<ul style="list-style-type: none"> - Act as chairman or secretary - Take minutes

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
1.7 Legal Aspects	Must know where to refer to relevant legislation	Know labour law and industrial agreement	<ul style="list-style-type: none"> - Working knowledge of labour law - Understand BCOE and MOS Acts - Able to interpret
1.8 Bilingualism	<ul style="list-style-type: none"> - NB English - Afrikaans + - Xhosa + 	<ul style="list-style-type: none"> - NB Bilingual - Xhosa + 	<ul style="list-style-type: none"> - Bilingual NB now - 3rd language in the future - Communication skills
E. Compensation 1.1 Job Evaluation	N.A.	<ul style="list-style-type: none"> - Interpret, computerise wage schedules - Allocate benefits per employment category 	<ul style="list-style-type: none"> - Have basic knowledge - Carry out evaluation on five factor J.E. system - Participate on Evaluation Committee
1.2 Numerical Skills	N.A.	Not used	Requires knowledge of Statistical Methods
1.3 Wage and Salary Structures	Must have knowledge	Not used	<ul style="list-style-type: none"> - Carries out research on salaries and fringe benefit systems - Proposes alternative salary structuring models

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
1.4 Wage and Salary Surveys	Participate in local and national surveys	Do telephone surveys	<ul style="list-style-type: none"> - Assess and analyse national survey information. - Conduct salary surveys - Propose remedial action
1.5 Calculation of Employee Costs	N.A.	Calculate allowances eg. bonus, leave, under direct supervision	Simple cost-analysis eg. benefits, turnover, absenteeism, training
1.6 Computer Literacy	<ul style="list-style-type: none"> - MS-DOS MS Word, Lotus 1-2-3 - Working knowledge for reports 	Understand MS-DOS, Lotus 1-2-3 for multi-data systems	<ul style="list-style-type: none"> - Operate IBM compatible PC - Understands spreadsheets, data base, graphics, word processing of 4th generation packages
F. Maintenance	Only advisory capacity - on all activities	<ul style="list-style-type: none"> - Basic knowledge WCA and Safety. - Counselling, Welfare and Medical Aid - Keep absenteeism records - Not involved in Performance Appraisal and supervision 	N.A
G. Control and Personnel Research 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	On specific occasions only	N.A.	<ul style="list-style-type: none"> - Conduct surveys and interviews - Write up findings (final report done by senior)

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
1.2 Decision-making	Recommends only	Low level decision making under direct supervision	Participates in decision making - not final decision
1.3 Ongoing Research	Assist Personnel Manager	N.A.	<ul style="list-style-type: none"> - Conduct surveys - Interviews - Questionnaires
1.4 Publishing	N.A.	N.A.	N.A.

Dimension and Managerial Activity	Organisation 4 Navy	Organisation 5 CPA Community Service	Organisation 6 Everite
A. Organisation Planning			
1.1 Planning of Manpower Activities	Forecasting of requirements for Assistant Director up to make decisions	Analyse departmental requirements under guidance	Assist line management in forecasting over short term
1.2 Organising	Make proposals	No involvement	Carry out audits on existing systems and propose improvements
1.3 Organisation and Manpower Goal Achievement	No involvement	Participate in setting team goals	Participate in departmental and organisational goal setting as well as own goals
1.4 Budgeting for Manpower Provision	Compile budget given information from top management	Checks to see if manpower provisioning is within allocated budget	Prepare and collate information at departmental level under guidance
1.5 Structuring	Investigates and initiates for management decision	N.A.	N.A.
B. Manpower Provision			
1.1 Job Analysis	<ul style="list-style-type: none"> - Total analysis - Recommend to top management 	Requires basic knowledge for team use	Compile Job Descriptions and Job Specifications for interview use
1.2 Manpower Needs Analysis	Investigate and initiate and compare statistics	Forecast needs under guidance	Assist line management in short-term needs
1.3 Identification of Manpower Sources	Determine recruitment areas by evaluating present potential	Determine strategies to obtain people	Analyse sources

Dimension and Managerial Activity	Organisation 4 Navy	Organisation 5 CPA Community Service	Organisation 6 Everite
1.4 Personnel Activities	Full involvement	Advertise, recruit, interview, select, reference, follow up to chief clerk level	Full involvement except retrenchment
C. Personnel Development 1.1 Induction	Initiate and maintain programme	Compile and present	<ul style="list-style-type: none"> - Determine needs - Prepare Induction Programme
1.2 Training and Development Needs Assessment	Research new training aids	Assist to compile course material	Full involvement
D. Communication/Human Relations 1.1 Negotiations	<ul style="list-style-type: none"> - Research conditions - Make recommendation to management 	Involved as member of team	<ul style="list-style-type: none"> - Gather information for negotiations - Do surveys
1.2 Handling of Conflict	N.A.	Involved as member of team	Follow set procedures
1.3 Handling of Grievances	N.A.	Involved as member of team	Follow set procedures
1.4 Handling of Discipline	N.A.	Assist seniors in handling	<ul style="list-style-type: none"> - Undergoes training - Involved in hearing as team member - conceptual
1.5 Agreements	N.A.	Assist seniors (Advisory)	N.A.

Dimension and Managerial Activity	Organisation 4 Navy	Organisation 5 CPA Community Service	Organisation 6 Everite
1.6 Meetings	<ul style="list-style-type: none"> - Act as secretary - Prepare agenda - Keep minutes 	<ul style="list-style-type: none"> - Know meeting procedures. - Act as secretary 	<ul style="list-style-type: none"> - Prepare agenda - Take minutes
1.7 Legal Aspects	In depth knowledge required	Know administration law	<ul style="list-style-type: none"> - Legal aspects - Basic knowledge required
1.8 Bilingualism	Post matric practical Afrikaans and English required	<ul style="list-style-type: none"> - NB Bilingual - Xhosa + 	<ul style="list-style-type: none"> - NB Bilingual - 3rd language +
E. Compensation			
1.1 Job Evaluation	<ul style="list-style-type: none"> - Carry out research - Make recommendations to management 	Liaise with workstudy department	<ul style="list-style-type: none"> - Know Peromnes System - Know structures - Panels
1.2 Numerical Skills	N.A.	Basic numerical skills required	Basic calculations required
1.3 Wage and Salary Structures	Background knowledge of evaluation and structuring of occupational classes	Member of team to redesign fringe benefit systems	<ul style="list-style-type: none"> - Conduct and interpret surveys - Relate to group structure - Defend company policy
1.4 Wage and Salary Surveys	Do market surveys	Carry out surveys as part of team	<ul style="list-style-type: none"> - Conduct and interpret surveys - Relate to group structure - Defend company policy
1.5 Calculation of Employee Costs	Assist with employee cost budgets per written procedures	N.A.	Basic knowledge (computer aided)

Dimension and Managerial Activity	Organisation 4 Navy	Organisation 5 CPA Community Service	Organisation 6 Everite
1.6 Computer Literacy	Literacy on various systems essential	<ul style="list-style-type: none"> - Essential for payroll and information systems - Basic knowledge of programming 	Know <ul style="list-style-type: none"> - Lotus 1-2-3 - D.Base - MS-DOS - P.Base
F. Maintenance	Assist with all these	Background knowledge required	<ul style="list-style-type: none"> - Full involvement - Handling problems and complaints - Monitor system
G. Control and Personnel Research 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Insight required to recommend changes to existing policies and procedures	Basic knowledge to analyse trends as part of team under guidance	Internal audits and surveys
1.2 Decision-making	Make recommendations	Team member	Be able to innovate
1.3 Ongoing Research	<ul style="list-style-type: none"> - Day-to-day research essential for rationalisation of government department - Present recommendations 	Team member	<ul style="list-style-type: none"> - Read and interpret - Attend seminars
1.4 Publishing	N.A.	N.A.	N.A.

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
A. Organisation Planning 1.1 Planning of Manpower Activities	Basic theoretical knowledge required	Not involved, this is done at senior level	Must understand business planning
1.2 Organising	<ul style="list-style-type: none"> - Needs in depth knowledge of systemic organisation theory and holism - Knowledge of strategic planning process - Recommend structure designs 	No involvement	No involvement
1.3 Organisation and Manpower Goal Achievement	Conceptual understanding	No involvement	Liaison with other departments, eg. Recruitment
1.4 Budgeting for Manpower Provision	Conceptual understanding	Checks daily to see if line management within budget	Prepares total budget for manpower planning function
1.5 Structuring	Conceptual understanding	N.A.	Assist line management to restructure their department
B. Manpower Provision 1.1 Job Analysis	Liaison with line manager to compile Job Description and Job Specification	<ul style="list-style-type: none"> - Write Job Description for new jobs - Verify existing Job Description 	<ul style="list-style-type: none"> - Assist line manager in Job Description and Job Specification - Summarise interviews

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
1.2 Manpower Needs Analysis	Done at higher levels	N.A.	<ul style="list-style-type: none"> - Analyse manpower needs using techniques - Compile manpower plan
1.3 Identification of Manpower Sources	Analyse sources under guidance	Analyse sources of successful placements	Analyse sources
1.4 Personnel Activities	<ul style="list-style-type: none"> - Involved with all these and recommend to manager for decision - Also psychometric tests 	Involved with these but promotion/transfers/retranchments/retirements under management guidance	<ul style="list-style-type: none"> - Fully involved in adverts/recruitment/interviewing/selections/reference follow-up - Only admin for placements/promotion/demotion/transfers/separation/retirement and retranchment
C. Personnel Development			
1.1 Induction	N.A.	<ul style="list-style-type: none"> - Full involvement - Induction - Development - Preparation - Post induction follow-up 	Implement existing programme
1.2 Training and Development Needs Assessment	<ul style="list-style-type: none"> - Liaise with Department Manager - Carry out training up to grade 15 	Full involvement except development and presentation	Full involvement

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
D. Communication/Human Relations 1.1 Negotiations	Function as team member at any level	- Assist in preparing for negotiations. - Do surveys	N.A.
1.2 Handling of Conflict	Advise and counsel	Involved but follow set procedures	Handle conflict situations
1.3 Handling of Grievances	- Counsel - Follow prescribed grievance procedures - Structure a procedure (To grade 13)	Involved but follow set procedures	Follow-up line manager actions
1.4 Handling of Discipline	- Structure a code - Adhere to set procedures - Hold hearings	- Make employees aware of procedures - Conduct hearing per set procedures	Only assist in advisory role to line manager
1.5 Agreements	Participate and have basic knowledge	Have knowledge of and maintain	Involved in minor work related issues
1.6 Meetings	- Participate and have basic knowledge - Know how to chair	- Prepare agenda, conduct meetings - Take minutes	Participate only
1.7 Legal Aspects	- Basic knowledge of current law - Read, study, attend workshops	Basic knowledge and application	Basic knowledge for advice to line management

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
1.8 Bilingualism	<ul style="list-style-type: none"> - Bilingual NB to all levels - 3rd language + - Oral and written skills required 	Bilingual	<ul style="list-style-type: none"> - Bilingual Memos/Letters - Presentations to line management
E. Compensation 1.1 Job Evaluation	<ul style="list-style-type: none"> - Co-ordinate J-E Systems - Check job information and send to Evaluation Committee - Arrange venues - Record sources - Inform people of results (up to grade 14) 	Know Paterson system	Requires basic knowledge of Paterson system
1.2 Numerical Skills	<ul style="list-style-type: none"> - Know how to value fringe benefits - Basic understanding of stats, eg. Mean/median and tax and fringe benefits 	Basic skills only	Specialists used for culture and climate surveys - basic numerical skills only
1.3 Wage and Salary Structures	<ul style="list-style-type: none"> - Understand salary structures and scales - Know how to value fringe benefits - Calculate simple packages 	Working knowledge especially personal taxation	N.A.
1.4 Wage and Salary Surveys	Analyse survey findings	Full involvement	N.A. (Done by consultants)

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
1.5 Calculation of Employee Costs	<ul style="list-style-type: none"> - Know how to value fringe benefits - Tax 	No involvement at present. Will be required in future	Full involvement to calculate viability of privatising or not
1.6 Computer Literacy	<ul style="list-style-type: none"> - Know Multimate - Be able to use terminal - Know Lotus 1-2-3 or MS-DOS 	<ul style="list-style-type: none"> - Know MS-DOS - Lotus 1-2-3 - Stat-Graphics 	MS-DOS } Lotus 1-2-3 } For MIS Info D.Base } Havard Graphics}
F. Maintenance	N.A.	Basic knowledge	<ul style="list-style-type: none"> - Understand concept of financial assistance - WCA; UIF; Pension and Medical Aid schemes - Requires a thorough understanding of absence and LTO calculations - Gives input to PA systems and answers questions
G. Control and Personnel Research 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	<ul style="list-style-type: none"> - Monitor market and competitor trends in fringe benefits - Make recommendations (up to grade 14) 	Attitude surveys at branch level	Done by corporate function
1.2 Decision-making	Recommend	Day-to-day decision making	Functions independently in own job. Decision making NB

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
1.3 Ongoing Research	Keep policy and procedure manual up to date eg. labour law changes	Keep abreast with trends	Regular reading required
1.4 Publishing	N.A.	Write in-house articles	N.A.

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
A. Organisation Planning 1.1 Planning of Manpower Activities	<ul style="list-style-type: none"> - Identification of key skills for which manpower planning needs to be done - Identify focus of manpower planning given specific guidance 	<ul style="list-style-type: none"> - Calculation of labour statistics - Assist in monitoring 	<ul style="list-style-type: none"> - Monitoring business trends - Analyse staff needs
1.2 Organising	Maintain existing system in line with policy manual	No involvement	Prepare task organisation chart to department level
1.3 Organisation and Manpower Goal Achievement	<ul style="list-style-type: none"> - Liaise with line management and work study department for all levels - Use job descriptions to set goals 	Assist at departmental level	Sets monthly programme of goals for human resources department with guidance
1.4 Budgeting for Manpower Provision	Liaise with line manager at factory level	Compares department level provision with budget	Monitors business trends and analyses staff needs to deal with occupancy
1.5 Structuring	N.A.	<ul style="list-style-type: none"> - Structures new jobs in personnel department only - Job Descriptions 	N.A.

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
B. Manpower Provision 1.1 Job Analysis	Job description and job specification sanctioned by personnel manager	<ul style="list-style-type: none"> - Compile job description and job specification with assistance - Do exit interview 	Compile job description and job specification for interview use
1.2 Manpower Needs Analysis	<ul style="list-style-type: none"> - Assess needs in line with production plan. - Liaise with line manager - Judge bottom line impact 	Advise department on forecasting techniques	Assessing department needs
1.3 Identification of Manpower Sources	<ul style="list-style-type: none"> - Analyse sources for Patterson C3 and below. - Given instructions for posts above C3 	<ul style="list-style-type: none"> - Analyse sources - Liaise with union 	Investigate job integration
1.4 Personnel Activities	Fully involved up to C5	<ul style="list-style-type: none"> - Fully involved in adverts, recruitment, interviewing, selections, reference follow-up - Admin only on transfers and separations - No involvement in placements, promotions, demotion and retrenchment 	<ul style="list-style-type: none"> - Interview for particular positions using structured forms - Handle references - Handle retirement benefits

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
C. Personnel Development 1.1 Induction	Compile/develop/register given guidelines	- Conduct and run - Use 6m philosophy (Development)	Administer induction programme for new employees
1.2 Training and Development Needs Assessment	- Needs analysis up to C3. - Written reports	Fully involved	Appraise/Assess work
D. Communication/Human Relations 1.1 Negotiations	- Help in preparation - Make suggestions	Act as secretary in union negotiations	- Participate in shopsteward meetings - Compile notes - Suggest solutions
1.2 Handling of Conflict	N.A.	Not done	N.A.
1.3 Handling of Grievances	N.A.	Involved and keep statistics	- Know set procedures - Sit in on meeting
1.4 Handling of Discipline	- Chair inquiries - Maintain	Involved	Sit in on meeting
1.5 Agreements	Draft agreements for approval	Full involvement	Understand recognition agreement
1.6 Meetings	Sit in	- Prepare agenda - Take minutes up to superintendent level	Conduct departmental meeting

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
1.7 Legal Aspects	Basic knowledge	Basic knowledge e.g. ULP	N.A.
1.8 Bilingualism	- Bilingual NB - 3rd language +	- Bilingual - Xhosa/Zulu/Fanagalo +	Bilingual NB
E. Compensation			
1.1 Job Evaluation	- Write job descriptions and job specifications - Sit on J-E committees - Assist in compiling J-E system	Basic knowledge of Peromnes	Be able to use Paterson
1.2 Numerical Skills	- Prepare compensation curves - Calculate manpower stats	- Basic bottom line accounting knowledge	Basic skills only
1.3 Wage and Salary Structures	- Total involvement - Advise at lower levels	N.A. at this level	N.A.
1.4 Wage and Salary Surveys	Fully involved	Monitor trends	Prepare comparison charts
1.5 Calculation of Employee Costs	- Prepare stats report - Calculate all costs	- Understand stats data re compensation - Do swot analysis	Basic knowledge
1.6 Computer Literacy	Basic understanding only	Basic literacy - not specific	N.A.

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
F. Maintenance	<ul style="list-style-type: none"> - Advisory capacity only (Specialist used) - Totally responsible for performance appraisal 	<ul style="list-style-type: none"> - Basic knowledge - Housing and transport queries - Keep contact with agencies - Monitor absence and LTO stats 	<ul style="list-style-type: none"> - Participate in health and safety meetings - Knowledge of WCA, pensions and medical aid schemes - Conduct PA interview
G. Control and Personnel Research 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Attitude surveys	N.A.	N.A.
1.2 Decision-making	Desision-making in own plant within personnel policy	Making recommendations to human resources manager	N.A.
1.3 Ongoing Research	Attend seminars	N.A.	N.A.
1.4 Publishing	In-house newspaper only	N.A.	N.A.

Dimension and Managerial Activity	Organisation 13 Union and Overseas Agencies	Organisation 14 Eskom	Organisation 15 Mono Containers
A. Organisation Planning			
1.1 Planning of Manpower Activities	Not required	No involvement	No involvement
1.2 Organising	Maintain existing system in line with stated policy	No involvement	N.A.
1.3 Organisation and Manpower Goal Achievement	No involvement	N.A.	N.A.
1.4 Budgeting for Manpower Provision	Involved at department level	N.A.	N.A.
1.5 Structuring	Needs effective communication skills	N.A.	N.A.
B. Manpower Provision			
1.1 Job Analysis	Compile job descriptions and job specifications for interview use	Compile job descriptions and job specifications under guidance of department supervisor	N.A.
1.2 Manpower Needs Analysis	N.A.	<ul style="list-style-type: none"> - Develop Manpower Model - Co-ordinate forecast from departments - Reconcile business plans projections - Compile manpower plan 	Assist personnel manager to compile succession plan
1.3 Identification of Manpower Sources	Analyse sources (N.B.)	N.A. (Internal only)	Visit educational institutions

Dimension and Managerial Activity	Organisation 13 Union and Overseas Agencies	Organisation 14 Eskom	Organisation 15 Mono Containers
1.4 Personnel Activities	Full involvement	<ul style="list-style-type: none"> - Compile internal adverts - Do reference checks - Write interview reports 	<ul style="list-style-type: none"> - Involvement in recruitment/selection/adverts/interviewing and reference follow-up - Involved in lower levels in placement/promotions/demotions and transfers
C. Personnel Development			
1.1 Induction	N.A.	N.A.	Conduct programme
1.2 Training and Development Needs Assessment	N.A.	Very little involvement	Full involvement
D. Communication/Human Relations			
1.1 Negotiations	Participates in team	Team member	N.A.
1.2 Handling of Conflict	Diffuse potential conflict at worker level	Team member	N.A.
1.3 Handling of Grievances	Negotiate with shopsteward	Team member	N.A.
1.4 Handling of Discipline	Implement established procedures	Team member	Can't assess - done at H.O. (Jhb.)
1.5 Agreements	N.A.	N.A.	N.A.
1.6 Meetings	N.A.	Involved	N.A.
1.7 Legal Aspects	N.A.	Involved	N.A.

Dimension and Managerial Activity	Organisation 13 Union and Overseas Agencies	Organisation 14 Eskom	Organisation 15 Mono Containers
1.8 Bilingualism	N.A.	Involved	Trilingual NB
E. Compensation 1.1 Job Evaluation	N.A.	<ul style="list-style-type: none"> - Know Paterson system - Assess on the job work - Compile job descriptions (Information for J-E Committee) 	N.A.
1.2 Numerical Skills	N.A.	N.A.	N.A.
1.3 Wage and Salary Structures	<ul style="list-style-type: none"> - Implement existing wage structure - Introduce effective incentive schemes 	N.A. (Done by H/O)	Basic knowledge required for recruiting
1.4 Wage and Salary Surveys	Involved	<ul style="list-style-type: none"> - Job description - job categories - Gather data from surveys - Compile report 	N.A.
1.5 Calculation of Employee Costs	Basic knowledge	N.A.	Not involved
1.6 Computer Literacy	Management reports, especially potential problem areas (N.B.)	Basic knowledge of software (Internal courses held)	Basic knowledge useful
F. Maintenance	N.A.	<ul style="list-style-type: none"> - Basic knowledge of company policies and procedures - Know turnover formula and ratios 	<ul style="list-style-type: none"> - Basic knowledge for counselling - Conduct P-A - Supervise subordinates

Dimension and Managerial Activity	Organisation 13 Union and Overseas Agencies	Organisation 14 Eskom	Organisation 15 Mono Containers
G. Control and Personnel Research 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	N.A.	N.A. (Done at H/O Jhb)	N.A. (Done at H/O Jhb)
1.2 Decision-making	N.A.	N.A.	N.A. (Done at H/O Jhb)
1.3 Ongoing Research	N.A.	N.A.	N.A. (Done at H/O Jhb)
1.4 Publishing	N.A.	N.A.	N.A. (Done at H/O Jhb)

Dimension and Managerial Activity	Organisation 16 Hypermarket	Organisation 17 PG Wood (Epping)	Organisation 18 LTA
A. Organisation Planning			
1.1 Planning of Manpower Activities	Manpower planning at weekly paid level	Understand basic concepts	Forecasting for tenders for 5-year plan
1.2 Organising	Design, develop, maintain co-ordinated activities in personnel department	N.A.	Design effective team-building within costs allowed on tenders
1.3 Organisation and Manpower Goal Achievement	No involvement	N.A.	N.A.
1.4 Budgeting for Manpower Provision	- Total involvement at branch level for budgeting for staff, wages, training required - Must be able to read Balance Sheet	N.A.	Prepare budget for staff needed on a specific site
1.5 Structuring	N.A.	Must have knowledge of classical functional structure	N.A.
B. Manpower Provision			
1.1 Job Analysis	Compile job descriptions and job specifications under guidance	Compile job descriptions for all levels	Compile job descriptions for all levels
1.2 Manpower Needs Analysis	N.A.	N.A.	Compile contingency plan: numbers and types
1.3 Identification of Manpower Sources	Analyse sources	N.A.	Analyse sources

Dimension and Managerial Activity	Organisation 16 Hypermarket	Organisation 17 PG Wood (Epping)	Organisation 18 LTA
1.4 Personnel Activities	Involved in all except separations and retrenchments	Full involvement	<ul style="list-style-type: none"> - Prepare adverts and do recruitment - Shortlist for management - Advise top management in interviews/promotions/transfers/ retrenchments and retirements - Involved in lower levels in placement/promotions/demotions and transfers
C. Personnel Development			
1.1 Induction	Full involvement	Set out programme	Full involvement but skeleton programme
1.2 Training and Development Needs Assessment	All except development and revision	Liaise with training department	Assist as team member
D. Communication/Human Relations			
1.1 Negotiations	Negotiate with shopstewards	Full involvement	Advisory capacity
1.2 Handling of Conflict	Handle worker conflict	Observe only	Involved at shop floor level
1.3 Handling of Grievances	Implement established procedure	Implement set procedures	Involved at shop floor level
1.4 Handling of Discipline	<ul style="list-style-type: none"> - Sit in on hearings - Monitor that procedures followed 	Implement set procedures	Advisory capacity

Dimension and Managerial Activity	Organisation 16 Hypermarket	Organisation 17 PG Wood (Epping)	Organisation 18 LTA
1.5 Agreements	N.A. (Done at national level)	Know agreements	Advisory
1.6 Meetings	Sit in	- Know meeting procedures - Handle meetings	Full involvement
1.7 Legal Aspects	Knowledge and application of labour law	Know relevant law	Basic knowledge
1.8 Bilingualism	Bilingual	- Bilingual NB - 3rd language +	- Bilingual - Xhosa recommended
E. Compensation			
1.1 Job Evaluation	N.A.	Basic knowledge of Paterson or TASK	Knowledge of Paterson
1.2 Numerical Skills	N.A.	Interest calculations	N.A.
1.3 Wage and Salary Structures	Know weekly and monthly company structures	Basic knowledge	Advisory only
1.4 Wage and Salary Surveys	N.A.	Required	Carry out surveys
1.5 Calculation of Employee Costs	Calculate hourly costs	Required	Be able to calculate accurately for tenders
1.6 Computer Literacy	Literacy required (CHRIS system)	Basic computer literacy - Lotus 1-2-3 - MS-DOS - Human Resources Programme	- MS-DOS - Lotus - D.Base - Profile or any H.R. package

Dimension and Managerial Activity	Organisation 16 Hypermarket	Organisation 17 PG Wood (Epping)	Organisation 18 LTA
F. Maintenance	<ul style="list-style-type: none"> - Produce LTO reports. - Carry out performance appraisal 	Basic knowledge required	<ul style="list-style-type: none"> - Basic knowledge to meet legal requirements - Update stats info
G. Control and Personnel Research 1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	N.A.	N.A.	N.A.
1.2 Decision-making	Decision-making as required by own job	N.A.	N.A.
1.3 Ongoing Research	Keep up to date on personnel related matters	N.A.	Keep up to date in field
1.4 Publishing	N.A.	N.A.	N.A.

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
A. Organisation Planning 1.1 Planning of Manpower Activities	No involvement	Fixed establishment - so no involvement	<ul style="list-style-type: none"> - Forecasting based on historic turnover on annual basis - Provide stats
1.2 Organising	N.A.	N.A. Done by department head	<ul style="list-style-type: none"> - Assist with individual training plans - Master training plan - Annual training plan
1.3 Organisation and Manpower Goal Achievement	N.A.	Participates in setting own goals for year ahead	Participates in annual review of own goals set
1.4 Budgeting for Manpower Provision	N.A.	<ul style="list-style-type: none"> - Recruitment function planning only - Costs done by accounts department 	Forecasts budgets based on historic turnover
1.5 Structuring	N.A.	N.A.	N.A.
B. Manpower Provision 1.1 Job Analysis	Compile job descriptions and job specifications to clerical level (Peromnes 12)	Compile management specifications from information given by department head	<ul style="list-style-type: none"> - Assist line managers to compile job description. - Compile management specifications - Use format systems

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
1.2 Manpower Needs Analysis	N.A.	N.A.	Analyse needs from retirement/turnover stats
1.3 Identification of Manpower Sources	Use own initiative to supervisory level	Keep record of adverts and agencies providing successful candidates	Do manpower surveys
1.4 Personnel Activities	Full involvement except promotions/demotions/separations/retrenchments up to level 12 (Peromnes)	Full involvement to mid-manager level except separations/retrenchments and retirements	<ul style="list-style-type: none"> - Full involvement - Also exit interviews
C. Personnel Development			
1.1 Induction	No involvement	Present programme	Compile programme
1.2 Training and Development Needs Assessment	Not involved	Full involvement	<ul style="list-style-type: none"> - Do needs analysis - Prepare course - Present course - Evaluate course - Follow-up of course
D. Communication/Human Relations			
1.1 Negotiations	N.A. (done by specialist)	Assist management in preparation	Liaison groups involvement (Not unionised)
1.2 Handling of Conflict	N.A. (done by specialist)	N.A.	Apply grievance procedure
1.3 Handling of Grievances	N.A. (done by specialist)	Implement and administer grievance system	Apply grievance procedure

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
1.4 Handling of Discipline	N.A. (done by specialist)	N.A.	<ul style="list-style-type: none"> - Attend hearings - Implement disciplinary procedure - Consult line manager
1.5 Agreements	N.A. Done by specialist	N.A.	N.A.
1.6 Meetings	Attend only	Take minutes	Facilitate
1.7 Legal Aspects	Basic knowledge	N.A.	Know sources
1.8 Bilingualism	Trilingualism +	Fully Bilingual	Bilingual
E. Compensation			
1.1 Job Evaluation	N.A.	N.A.	<ul style="list-style-type: none"> - Know Peromnes - Chairman of grading committee - Advise line manager on grading
1.2 Numerical Skills	<ul style="list-style-type: none"> - Basic calculation eg. LTO figure - Analyses of variances 	N.A.	Analyse psychometric tests
1.3 Wage and Salary Structures	N.A.	N.A.	<ul style="list-style-type: none"> - Expert knowledge required of wage and salary structures - Advise on fringe benefits and tax

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
1.4 Wage and Salary Surveys	N.A.	N.A.	Conduct and participate in regular surveys
1.5 Calculation of Employee Costs	N.A.	N.A.	Productivity graphs
1.6 Computer Literacy	<ul style="list-style-type: none"> - MS-DOS - MS Word - Lotus 1-2-3 + - D.Base - In-house training provided 	Basic skills	<ul style="list-style-type: none"> - Lotus 1-2-3 + - D.Base
F. Maintenance	Basic admin	Basic knowledge only	<ul style="list-style-type: none"> - Basic knowledge - Maintain various admin systems - Provide management indicators - Monitor and control annual staff requirements from LTO stats
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	N.A.	N.A.	<ul style="list-style-type: none"> - Continuously revise and update procedures - Conduct attitude surveys - Draw up intervention plans
1.2 Decision-making	Recommend to level 12	Team member	Act as process consultant

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
1.3 Ongoing Research	Expected to attend external courses	Personal growth only	<ul style="list-style-type: none"> - Keep abreast of new developments - Advise line management of new trends
1.4 Publishing	N.A.	N.A.	N.A.

ANNEXURE D

SUMMARIES OF REQUIREMENTS PER
DIMENSION FOR EACH ORGANISATION AS
REPORTED IN INTERVIEW SITUATION

SUMMARY OF REQUIREMENTS PER DIMENSION FOR EACH ORGANISATION AS REPORTED IN INTERVIEW SITUATION

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
A. Organisation Planning			
1.1 Planning of Manpower Activities	Produce reports given specific directions	Forecasting staff needs at non exempt level	Forecasting staff needs within budget constraints
1.2 Organising	Not used	Not used	Not used
1.3 Organisation and Manpower Goal Achievement	Own goals	Not used	Goal setting: immediate work team (small group)
1.4 Budgeting for Manpower Provision	Not done	Departmental budgeting with the objective of achieving maximum resource efficiency/utilization	Cost implications of staff forecasts
1.5 Structuring	Assists in structuring	Not done	Consults with departments
B. Manpower Provision			
1.1 Job Analysis	Not done	Compile job specifications	Compile job descriptions
1.2 Manpower Needs Analysis	Not done	Interpret number and types for recruitment from given manpower plan	Forecasting and interpretation of number and types required - Evaluate planned workload - Draw up profile
1.3 Identification of Manpower Sources	Liaison with industry and agencies	Building good relationships/liaison	Knowledge of how to analyse sources
1.4 Personnel Activities	Full involvement to middle management level	Processing and recommendations	- Full involvement - A + B psychometric tests

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
C. Personnel Development 1.1 Induction	<ul style="list-style-type: none"> - Design induction admin. programme - Induction recordkeeping 	Induction presentation based on structured programme	<ul style="list-style-type: none"> - Induction - development of programme - Presentations
1.2 Training and Development Needs Assessment	<ul style="list-style-type: none"> - Assist Personnel Manager with all these - Presents some courses - Assists department head 	Not done	Establish training needs using various methods
D. Communication/Human Relations 1.1 Negotiations	Not done	Observes at meetings	Participate on negotiation team
1.2 Handling of Conflict	Assist with counselling	Observer status	Facilitate and chair meetings
1.3 Handling of Grievances	<ul style="list-style-type: none"> - Assist with counselling - Ensure procedures followed 	Observer (conceptual)	Facilitate
1.4 Handling of Discipline	<ul style="list-style-type: none"> - Assist with counselling - Ensure procedures followed 	Carry out low level disciplinary enquiries	<ul style="list-style-type: none"> - Handle disciplinary cases - Know procedural and substantive fairness - Coach others
1.5 Agreements	Assist personnel manager	Make recommendations	<ul style="list-style-type: none"> - Participate in negotiation team - Help formulate strategy

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
1.6 Meetings	<ul style="list-style-type: none"> - Runs certain meetings - Keep minutes - Write reports 	Take minutes	Take minutes
1.7 Legal Aspects	Must know where to refer to (legislation)	Know labour law and industrial agreement	<ul style="list-style-type: none"> - Working knowledge of labour law - Understand BCOE and MOS Acts - Able to interpret
1.8 Bilingualism	<ul style="list-style-type: none"> - NB - Xhosa + 	<ul style="list-style-type: none"> - NB - Xhosa + 	<ul style="list-style-type: none"> - NB - 3rd language in the future
E. Compensation			
1.1 Job Evaluation	Not used	<ul style="list-style-type: none"> - Interpret, computerise wage schedules - Allocate benefits 	<ul style="list-style-type: none"> - Carry out evaluation - Participate on Evaluation Committee
1.2 Numerical Skills	Not used	Not used	Requires knowledge of Statistical Methods
1.3 Wage and Salary Structures	Structuring	Not done	<ul style="list-style-type: none"> - Carries out research - Proposes alternative models
1.4 Wage and Salary Surveys	Participate in surveys	Do telephone surveys	<ul style="list-style-type: none"> - Assess and analyse national survey information. - Conduct salary surveys - Propose remedial action

Dimension and Managerial Activity	Organisation 1 Consani Engineering	Organisation 2 Murray & Roberts	Organisation 3 Cape City Council
1.5 Calculation of Employee Costs	Not done	Calculate allowances	Simple cost analysis
1.6 Computer Literacy	MS-DOS, MS Word, Lotus 1-2-3 Working knowledge for reports	Understand MS-DOS, Lotus 1-2-3	<ul style="list-style-type: none"> - Operate IBM compatible PC - Understand spreadsheets, data base, graphics, wordprocessing
F. Maintenance	Only advisory capacity	Counselling and Welfare	Not done
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	On specific occasions	Not done	<ul style="list-style-type: none"> - Conduct surveys and interviews - Write up findings
1.2 Decision-making	Under direct supervision	Under direct supervision	Participates but not final decision
1.3 Ongoing Research	Assist Personnel Manager	Not done	<ul style="list-style-type: none"> - Conduct surveys - Interviews - Questionnaires
1.4 Publishing	Not done	Not done	Not done

Dimension and Managerial Activity	Organisation 4 Navy	Organisation 5 CPA Community Service	Organisation 6 Everite
A. Organisation Planning			
1.1 Planning of Manpower Activities	Forecasting under guidance	Analyse under guidance	Assist line management in forecasting
1.2 Organising	Proposals	Not done	<ul style="list-style-type: none"> - Audit - Proposals
1.3 Organisation and Manpower Goal Achievement	Not used	Goal setting: immediate work team (small group)	Goal setting: immediate work team (small group)
1.4 Budgeting for Manpower Provision	Compile budget detailing human resources costs	Compare actual with budget	Compile budget
1.5 Structuring	Investigates and initiates for management decision	Not done	Not done
B. Manpower Provision			
1.1 Job Analysis	Total analysis	Requires basic knowledge for team use	Compile job descriptions and job specifications
1.2 Manpower Needs Analysis	Forecasting	Forecasting	Forecasting
1.3 Identification of Manpower Sources	Knowledge of how to analyse sources	Knowledge of how to analyse sources	Source analyses
1.4 Personnel Activities	Full involvement	Advertise, recruit, interview, select, reference, follow up	Full involvement except retrenchment

Dimension and Managerial Activity	Organisation 4 Navy	Organisation 5 CPA Community Service	Organisation 6 Everite
C. Personnel Development			
1.1 Induction	Induction - Development - Presentation (maintenance)	Induction - Development - Presentation	Induction Development
1.2 Training and Development Needs Assessment	Research new training aids	Assist to compile course material	Full involvement
D. Communication/Human Relations			
1.1 Negotiations	- Research conditions - Make recommendation	Involved as member of team	Gather information
1.2 Handling of Conflict	Not done	Team member	Follow set procedures
1.3 Handling of Grievances	Not done	Team member	Follow set procedures
1.4 Handling of Discipline	Not done	Assist seniors in handling	Team member - conceptual
1.5 Agreements	Not done	Assist seniors (advisory)	Not done
1.6 Meetings	Keep minutes	Act as secretary	Take minutes
1.7 Legal Aspects	In depth knowledge required	Know administration law	- Legal aspects - Basic knowledge required
1.8 Bilingualism	No third language	Xhosa +	3rd language +
E. Compensation			
1.1 Job Evaluation	- Carry out research - Make recommendations	Liaise with workstudy department	- Know Peromnes System - Know structures - Panels

Dimension and Managerial Activity	Organisation 4 Navy	Organisation 5 CPA Community Service	Organisation 6 Everite
1.2 Numerical Skills	Not used	Basic numerical skills	Basic calculations
1.3 Wage and Salary Structures	Evaluation and structuring	Team member (fringe benefit design)	<ul style="list-style-type: none"> - Conduct and interpret surveys - Relate to group structure - Defend company policy
1.4 Wage and Salary Surveys	Do market surveys	Carry out surveys	Conduct and interpret surveys
1.5 Calculation of Employee Costs	Assist with employee cost budgets	Carry out surveys	Basic knowledge (computers)
1.6 Computer Literacy	Literacy - various systems	Basic knowledge of programming	<ul style="list-style-type: none"> - Lotus 1-2-3 - D.Base - MS-DOS - P.Base
F. Maintenance	Assist with all these	Background knowledge required	Handling problems and complaints
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Recommend changes to existing policies and procedures	Basic knowledge to analyse trends as part of team under guidance	Internal audits and surveys
1.2 Decision-making	Make recommendations	Team member	Innovate
1.3 Ongoing Research	Present recommendations	Team member	<ul style="list-style-type: none"> - Read and interpret - Attend seminars
1.4 Publishing	Not done	Not done	Not done

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
A. Organisation Planning			
1.1 Planning of Manpower Activities	Understanding of concept	Not done	- Understanding of concept (business planning) - Own objective setting
1.2 Organising	- Understanding concept - Making proposals	Not used	Not used
1.3 Organisation and Manpower Goal Achievement	Understanding concept	Not used	Goal setting in small group environment
1.4 Budgeting for Manpower Provision	Understanding concept	Compare actual with budget	Compile department budget
1.5 Structuring	Understanding concept	Not done	Assist line management
B. Manpower Provision			
1.1 Job Analysis	Compile job descriptions and job specifications	Write job description	Assist line manager in job description and job specification
1.2 Manpower Needs Analysis	Not done	Not done	Forecasts
1.3 Identification of Manpower Sources	Analyse sources	Analyse sources of successful placements	Analyse sources
1.4 Personnel Activities	- Recommends - Psychometric tests	Involved with these but promotion/transfers/retrenchments under management guidance	Only admin

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
C. Personnel Development 1.1 Induction	Not used	Induction - Development - Preparation - Post induction follow-up	Induction presentations/ implementation
1.2 Training and Development Needs Assessment	Liaise	Full involvement except development and presentation	Full involvement
D. Communication/Human Relations 1.1 Negotiations	Function as team member	Do surveys	Not involved
1.2 Handling of Conflict	Counsel	Follow set procedures	Handle conflict situations
1.3 Handling of Grievances	- Counsel - Follow prescribed grievance procedures - Structure a procedure	Follow set procedures	Follow-up line manager actions
1.4 Handling of Discipline	- Structure a code - Adhere to set procedures - Hold hearings	Conduct hearing per set procedures	Advisory role
1.5 Agreements	Participate and have basic knowledge	Have knowledge of and maintain	Assist only
1.6 Meetings	- Participate and have basic knowledge - Know how to chair	- Conduct - Take minutes	Participate only

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
1.7 Legal Aspects	<ul style="list-style-type: none"> - Basic knowledge of current law - Read, study, attend workshops 	Application	Advise only
1.8 Bilingualism	3rd language +	Bilingual	Bilingual
E. Compensation 1.1 Job Evaluation	<ul style="list-style-type: none"> - Co-ordinate J-E Systems - Check job information and send to Evaluation Committee - Arrange venues - Record sources - Inform people of results 	Know Paterson system	Know Paterson system
1.2 Numerical Skills	<ul style="list-style-type: none"> - Know how to value fringe benefits - Basic stats calculations 	Basic skills only	Basic skills only
1.3 Wage and Salary Structures	<ul style="list-style-type: none"> - Know how to value fringe benefits - Calculate simple packages 	Personal taxation	Not involved
1.4 Wage and Salary Surveys	Analyse survey findings	Full involvement	Not involved
1.5 Calculation of Employee Costs	Know how to value fringe benefits	Will be required in future	Full involvement

Dimension and Managerial Activity	Organisation 7 Southern Life	Organisation 8 Fattis and Monis	Organisation 9 Koeberg
1.6 Computer Literacy	<ul style="list-style-type: none"> - Know Multimate - Be able to use terminal 	<ul style="list-style-type: none"> - MS-DOS - Lotus 1-2-3 - Stat-Graphics 	<ul style="list-style-type: none"> MS-DOS } Lotus 1-2-3 } For MIS Info D.Base } Havard Graphics}
F. Maintenance	N.A.	Basic knowledge	<ul style="list-style-type: none"> - Counsel - Pension and medical aid schemes - LTO calculations - PA systems
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Make recommendations	Attitude surveys	Not done
1.2 Decision-making	Recommend	Day-to-day decision making	Functions independently in own job.
1.3 Ongoing Research	Keep policy and procedure manual up to date eg. labour law changes	Keep abreast with trends	Regular reading required
1.4 Publishing	Not done	Write in-house articles	Not done

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
A. Organisation Planning 1.1 Planning of Manpower Activities	<ul style="list-style-type: none"> - Identify key skills - Identify focus 	Calculate and monitor labour statistics	Forecasting
1.2 Organising	Proposals	Not used	Scheduling work (non-exempt)
1.3 Organisation and Manpower Goal Achievement	Goal setting in small group environment	Goal setting: immediate work team (small group)	Goal setting: immediate work team (small group)
1.4 Budgeting for Manpower Provision	Compares actual with budget and explains variance	Compares actual with budget	Compile staff budget based on expected business demands
1.5 Structuring	Not done	Structures new jobs in personnel department only	Not done
B. Manpower Provision 1.1 Job Analysis	Job descriptions and job specifications	<ul style="list-style-type: none"> - Compile job description and job specification - Interviews 	Compile job descriptions and job specifications
1.2 Manpower Needs Analysis	Judge bottom line impact	Advise	Forecasting needs
1.3 Identification of Manpower Sources	Analyse sources	<ul style="list-style-type: none"> - Analyse sources - Liaise with union 	Not done
1.4 Personnel Activities	Fully involved	Fully involved	Interview using structured forms

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
C. Personnel Development 1.1 Induction	Under guidance - development - registration - post induction follow-up	Induction development and conducting of induction programme (including presentations)	Conduct induction programme
1.2 Training and Development Needs Assessment	- Needs analysis - Written reports	Fully involved	Appraise/Assess work
D. Communication/Human Relations 1.1 Negotiations	- Help in preparation - Make suggestions	Act as secretary in union negotiations	Suggest solutions
1.2 Handling of Conflict	Not done	Not done	Not done
1.3 Handling of Grievances	Not done	Keep statistics	- Know procedures (conceptual) - Sit in on meeting
1.4 Handling of Discipline	Chair inquiries	Involved	Know procedures (conceptual)
1.5 Agreements	Draft agreements for approval	Full involvement	Understand agreements (conceptual)
1.6 Meetings	Sit in	Take minutes	Conduct
1.7 Legal Aspects	Basic knowledge	Basic knowledge	Not done
1.8 Bilingualism	3rd language +	Xhosa/Zulu/Fanagalo +	Bilingual NB

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
E. Compensation			
1.1 Job Evaluation	Assist in compiling J-E system	Basic knowledge of Peromnes	Be able to use Paterson
1.2 Numerical Skills	Calculate manpower stats	Basic bottom line accounting knowledge	Basic skills only
1.3 Wage and Salary Structures	<ul style="list-style-type: none"> - Total involvement - Advise at lower levels 	Not done at this level	Not done
1.4 Wage and Salary Surveys	Fully involved	Monitor trends	Prepare comparison charts
1.5 Calculation of Employee Costs	<ul style="list-style-type: none"> - Prepare stats report - Calculate all costs 	Do swot analysis	Basic knowledge
1.6 Computer Literacy	Basic understanding only	Basic literacy - not specific	Not used
F. Maintenance	Totally responsible for performance appraisal	<ul style="list-style-type: none"> - Basic knowledge - Housing and transport queries - Keep contact with agencies - Monitor absence and LTO stats 	<ul style="list-style-type: none"> - Pensions and medical aid schemes - Safety issues - Conduct PA interview
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Attitude surveys	Not done	Not done

Dimension and Managerial Activity	Organisation 10 Pep Manufacturing	Organisation 11 Nampak	Organisation 12 Lord Charles Hotel
1.2 Decision-making	Decision-making within personnel policy	Making recommendations	Not done
1.3 Ongoing Research	Attend seminars	Not done	Not done
1.4 Publishing	In-house newspaper only	Not done	Not done

Dimension and Managerial Activity	Organisation 13 Union and Overseas Agencies	Organisation 14 Eskom	Organisation 15 Mono Containers
A. Organisation Planning			
1.1 Planning of Manpower Activities	Not done	Not done	Not done
1.2 Organising	Proposals	Not used	Not used
1.3 Organisation and Manpower Goal Achievement	Not done	Not done	Not done
1.4 Budgeting for Manpower Provision	Compile budget at department level	Not done	Not done
1.5 Structuring	Job description	Not done	Not done
B. Manpower Provision			
1.1 Job Analysis	Compile job descriptions and job specifications	Compile job descriptions and job specifications under guidance	Not done
1.2 Manpower Needs Analysis	Not done	Compile manpower plan	Compile succession plan
1.3 Identification of Manpower Sources	Analyse sources (NB)	Not done	Building relationships/liaison
1.4 Personnel Activities	Full involvement	Write interview reports	Involved
C. Personnel Development			
1.1 Induction	Not done	Not done	Conduct programme
1.2 Training and Development Needs Assessment	Not done	Not done	Full involvement

Dimension and Managerial Activity	Organisation 13 Union and Overseas Agencies	Organisation 14 Eskom	Organisation 15 Mono Containers
D. Communication/Human Relations 1.1 Negotiations	Team member	Team member	Not done
1.2 Handling of Conflict	Diffuse potential conflict at worker level	Team member	Not done
1.3 Handling of Grievances	Negotiate with shopsteward	Team member	Not done
1.4 Handling of Discipline	Implement established procedures	Team member	Can't assess - done at H.O. Jhb.
1.5 Agreements	Not done	Not done	Not done
1.6 Meetings	Not done	Involved	Not done
1.7 Legal Aspects	Not done	Involved	Not done
1.8 Bilingualism	Not used	Involved	Trilingual NB
E. Compensation 1.1 Job Evaluation	N.A.	<ul style="list-style-type: none"> - Know Paterson system - Assess on the job work - Compile job descriptions (Information for J-E Committee) 	N.A.
1.2 Numerical Skills	N.A.	N.A.	N.A.
1.3 Wage and Salary Structures	Introduce incentive schemes	N.A. (Done by H/O)	Basic knowledge required for recruiting

Dimension and Managerial Activity	Organisation 13 Union and Overseas Agencies	Organisation 14 Eskom	Organisation 15 Mono Containers
1.4 Wage and Salary Surveys	Involved	<ul style="list-style-type: none"> - Job description - job categories - Gather data from surveys - Compile report 	Not done
1.5 Calculation of Employee Costs	Basic knowledge	Not done	Not involved
1.6 Computer Literacy	Management reports	Basic knowledge	Basic knowledge
F. Maintenance	Not done	<ul style="list-style-type: none"> - Know company policies - Turnover calculations 	<ul style="list-style-type: none"> - Counselling - Conduct P-A - Supervise subordinates
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Not done	Not done	Not done locally
1.2 Decision-making	Not done	Not done	Not done locally
1.3 Ongoing Research	Not done	Not done	Not done locally
1.4 Publishing	Not done	Not done	Not done locally

Dimension and Managerial Activity	Organisation 16 Hypermarket	Organisation 17 PG Wood (Epping)	Organisation 18 LTA
A. Organisation Planning			
1.1 Planning of Manpower Activities	Forecasts (non-exempt)	Understand basic concepts	Forecasts (non exempt)
1.2 Organising	Scheduling and design and development of organisation structures	Not used	Put workteams together in order to accomplish objectives
1.3 Organisation and Manpower Goal Achievement	Not done	Not done	Not used
1.4 Budgeting for Manpower Provision	Compile budget and determine the financial implications thereof	Not done	Compile budget
1.5 Structuring	Not done	Understanding of concept	Not done
B. Manpower Provision			
1.1 Job Analysis	Compile job descriptions and job specifications under guidance	Compile job descriptions	Compile job descriptions
1.2 Manpower Needs Analysis	Not done	Not done	Compile contingency plan: numbers and types
1.3 Identification of Manpower Sources	Analyse sources	Not done	Analyse sources
1.4 Personnel Activities	Involved in all except separations and retrenchments	Full involvement	<ul style="list-style-type: none"> - Shortlist for management - Advise top management

Dimension and Managerial Activity	Organisation 16 Hypermarket	Organisation 17 PG Wood (Epping)	Organisation 18 LTA
C. Personnel Development			
1.1 Induction	Full involvement	Set out programme	Full involvement
1.2 Training and Development Needs Assessment	All except development and revision	Not done	Assist as team member
D. Communication/Human Relations			
1.1 Negotiations	Negotiate	Full involvement	Advisory capacity
1.2 Handling of Conflict	Handle conflict (set procedures)	Not done	Involved
1.3 Handling of Grievances	Implement established procedure	Implement set procedures	Involved
1.4 Handling of Discipline	- Sit in on hearings - Know procedures	Implement set procedures	Advisory capacity
1.5 Agreements	Not done	Know agreements	Advisory
1.6 Meetings	Sit in	Handle meetings	Full involvement
1.7 Legal Aspects	Knowledge and application	Know relevant law	Basic knowledge
1.8 Bilingualism	Bilingual	- Bilingual NB - 3rd language +	- Bilingual - Xhosa recommended
E. Compensation			
1.1 Job Evaluation	Not done	Basic knowledge of Paterson or TASK	Knowledge of Paterson

Dimension and Managerial Activity	Organisation 16 Hypermarket	Organisation 17 PG Wood (Epping)	Organisation 18 LTA
1.2 Numerical Skills	Not used	Interest calculations	Not used
1.3 Wage and Salary Structures	Know company structures	Basic knowledge	Advisory only
1.4 Wage and Salary Surveys	Not done	Required	Do surveys
1.5 Calculation of Employee Costs	Calculate hourly costs	Required	Required (for tenders)
1.6 Computer Literacy	Literacy required (CHRIS system)	Basic computer literacy - Lotus 1-2-3 - MS-DOS - Human Resources Programme	- MS-DOS - Lotus - D.Base - Any HR package
F. Maintenance	- LTO calculations - Carry out performance appraisal	Basic knowledge required	- Basic knowledge - Update stats
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Not done	Not done	Not done
1.2 Decision-making	Own job only	Own job only	Own job only
1.3 Ongoing Research	Keep up to date	Not done	Keep up to date
1.4 Publishing	Not done	Not done	Not done

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
A. Organisation Planning			
1.1 Planning of Manpower Activities	Not done	Not done	- Forecasting non exempt - Calculate and monitor stats
1.2 Organising	Not used	Not done	Not used
1.3 Organisation and Manpower Goal Achievement	Not used	Own goal setting	Own goal setting
1.4 Budgeting for Manpower Provision	Not used	Compile budget at department level	Compile budget
1.5 Structuring	Not done	Not done	Not done
B. Manpower Provision			
1.1 Job Analysis	Compile job descriptions and job specifications	Compile management specifications	- Assist line managers to compile job description. - Compile management specification
1.2 Manpower Needs Analysis	Not done	Not done	Forecasting
1.3 Identification of Manpower Sources	Not done	Analyse sources	Analyse sources
1.4 Personnel Activities	Full involvement	Full involvement	Full involvement
C. Personnel Development			
1.1 Induction	Not done	Present programme	Compile programme

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
1.2 Training and Development Needs Assessment	Not done	Full involvement	Full involvement
D. Communication/Human Relations			
1.1 Negotiations	Not done	Assist management	Liaison group/briefing
1.2 Handling of Conflict	Not done	Not done	Apply grievance procedure
1.3 Handling of Grievances	Not done	Implement and administer grievance system	Apply grievance procedure
1.4 Handling of Discipline	Not done	Not done	- Attend hearings - Consult line manager
1.5 Agreements	Not done	Not done	Not done
1.6 Meetings	Attend only	Take minutes	Facilitate
1.7 Legal Aspects	Basic knowledge	Not used	Know sources
1.8 Bilingualism	Trilingualism +	Bilingual	Bilingual
E. Compensation			
1.1 Job Evaluation	Not done	Not done	- Know Peromnes - Grading skills - Advise line managers
1.2 Numerical Skills	- Basic calculations - Analyses of variances	Not used	Analyse psychometric tests

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
1.3 Wage and Salary Structures	Not done	Not done	Knowledge of wage and salary structures and fringe benefits and tax
1.4 Wage and Salary Surveys	Not done	Not done	Do surveys
1.5 Calculation of Employee Costs	Not done	Not done	Productivity graphs
1.6 Computer Literacy	- MS-DOS - MS Word - Lotus 1-2-3 + - D.Base	Basic skills	- Lotus 1-2-3 + - D.Base
F. Maintenance	Basic admin	Basic knowledge	- Basic knowledge - Maintain admin systems - Provide management indicators - Control annual staff requirements
G. Control and Personnel Research			
1.1 Evaluation of Effectiveness of Personnel Policies and Procedures	Not done	Not done	- Continuously revise - Conduct attitude surveys - Draw up intervention plans
1.2 Decision-making	Recommend	Team member	Act as process consultant

Dimension and Managerial Activity	Organisation 19 Metropolitan	Organisation 20 City Tramways	Organisation 21 Hippo Quarries
1.3 Ongoing Research	Attend courses	Personal growth only .	<ul style="list-style-type: none"> - Keep abreast of new developments - Advise line management
1.4 Publishing	Not done	Not done	Not done