The employability of Human Resources Management graduates from a selected university of technology in the Western Cape, South Africa by

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DECLARATION

I, Tendency Beretu, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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ABSTRACT

Universities have been producing graduates at a fairly fast rate, yet the cry for technical expertise and educated graduates. Thousands of university graduates are not employed, or they end up in industries and places that have nothing to do with their education and or qualifications. Too often the unemployed graduates they owe money loaned for studies which they are not able to repay because they are essentially unemployable, the may be because of a stagnated economic growth thereby a general high level of unemployment. The levels of entrepreneurial activities have remained low and there are no expectations of a sudden turn around for the economy. The researcher looks at one aspect of the graduate studies, specifically human resources management qualifications offered by the Cape Peninsula University of Technology in the Western Cape South Africa from the period 2014 to 2017. The research was largely descriptive and partially exploratory which resulted in the use of an assorted method approach (qualitative and quantitative). The research focuses mainly on the activities of those employed as Human Resource practitioners and the expectations at their work stations. Together with this the respondents gave extra detail on what is expected of them together with duties frequently performed. Based on this, the data was captured and analysed for similarities of expectations from more than 50 organisations. The findings indicate that there is a serious disjuncture between what is taught in the class and what the industry practices and expects. Recommendations of the ideal course structure are added to the findings to enable institutions of higher learning to adjust their curricula in line with industry needs.

KEY WORDS; employability, human resources, suitability of curriculum, industry requirements, skills relevance and skills gap.

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DEDICATION

This thesis is dedicated to my loving and caring mum (Mercy Chibisa), my late father Felix Beretu who could have witnessed his seed, my granny parents Silas and Rhodah Chikumbindi, Sharline Melinda Mhembere (*my soulmate*) and my family for interceding and providing the necessary support to make this a success.

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KEY WORDS: employability, human resources, suitability of curriculum, industry requirements, skills relevance and skills gap.
VARIABLES: University curriculum and industry requirement

CHAPTER 1
INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

It was the legend Nelson Mandela who said; "Education is the most powerful weapon which you can use to change the world." (Assar, El Amrani & Watson, 2010:151158). It is for this purpose that governments invest large sums of money into the education of their citizens, even though they do not necessarily supervise the development of the curriculum. Kruss, Visser, Aphane, & Haupt (2012:2) postulated that there is a serious disjuncture between what the industry requires and what the academics spend time studying. If the industry and the academia worked hand in hand, there would be a synergy that would develop citizens who will hit the ground running when they complete their college studies. The most critical aspect of the learning in the university should be the ability to train a student on the real-life situations in the industry. The absence of this congruency may explain the adamancy of the industry as they demand for experience from the new entrants. In a way the industry is saying that the universities do not supply relevant industry ready products. These products should spend time unlearning the university theory and adjust to the real life.

The Cape Peninsula University of Technology has been undergoing extensive recurriculation, and a new program is destined to start in 2017. The great question to ask is; how much of the new curricula are based on industry-realities, and how much is textbook based curriculum development.

BACKGROUND / LITERATURE REVIEWED

1.2.1 WHAT IS CURRICULUM?

A lot of definitions have been given regarding what a curriculum is. According to Wiles, (2009:2), curriculum is defined as a plan tied to goals and related to objectives. Thus, from this definition, one may deduce that there is a chance of one to choose among the diverse activities the ones that are more suitable to him or her. Curriculum should be in line with the objectives of what one aims to do as it will be wastage of time to focus on things that are not applicable in one's career (White, 2012:1). If you choose a wrong curriculum you will not make it to your desired destination as a student aiming to get better employment opportunities.

A curriculum can be defined as a means and the materials with which students will interact for attaining acknowledged educational results (Ebert II, Ebert & Bentley 2013:1). The way in which an institution delivers its curriculum to the students should be able to enhance the students to be marketable and competent when it comes to job opportunities. It is the curriculum that contributes to the employability of students and it is the nucleus for graduates' employability.

The Curriculum Development process involves the design and development of integrated plans for learning, the design of implementation of the plans, and of the evaluation of the plans, their implementation and the outcomes of the learning experience (Timperley, Wilson, Barrar & Fung, 2008:61-74). It is important to have a properly developed curriculum as it is the core of the learning process within the institution. The main purpose of the process is to translate broad statements of intent into specific plans and actions.

At CPUT, the curriculum development unit engages in research, focusing on curriculum and other higher education development issues that could contribute in a meaningful way towards improved teaching and learning practices at CPUT

(Fundani, n.d.). The institution decides on what curriculum to offer at universities, but they should be in line with what companies demand as they provide graduates for companies. For the curriculum to be relevant, the industries should participate in curriculum development of institutions as they

are the ones that need graduates within the industries to implement what graduates learnt at learning institutions.

1.2.1.1 Relevance of curricula in education

It is the extent to which the curriculum that is provided meets the expected requirements by the industry (Topi, Valacich, Wright, Kaiser, Nunamaker, Sipior, & de Vreede, 2010: 18). A curriculum is viewed as the nucleus of any educational institution (Kress, 2011:205) meaning that without it there will not be any school or institution of learning existing. However, if the curriculum or curricula does not speak to the needs of the industries, then that curricula can be viewed or regarded as irrelevant as it will not be providing what is expected of it by the stakeholders. Boden & Nedeva (2010:37-54) pointed out that to ensure that a curriculum is relevant, it should be able to produce employable graduates as many graduates expect the curricula to be opening doors of employment for them in the job markets.

It is alarming how most institutions design their curricula without consulting the stakeholders or the people who will use their products when they perceive that the graduates are ready to go to the labour market. The reason why most institutions exclude parents, students and industries when designing their curricula is due to the growing prevalent consensus that teachers or lecturers are the most significant factors in academic achievement (Alam, 2009:890). Excluding other stakeholders in designing a curriculum creates problems that the other stakeholders could have identified during the development or designing of the curriculum (Downey, McMurtrey & Zeltmann, 2008:351) such as pointing out what the industries need and what is expected to be included in the curriculum to be taught within institutions. The curriculum is like a steering that controls the way education is uttered to the students or learners.

1.2.2 HUMAN RESOURCE MANAGEMENT AS A CAREER

There are quite a lot of Human Resources Practitioners within the world, but they all have different ranks with the Chief Human Resources Officer (Cohen, 2015.:205215) or Human Resources Director as the highest Human Resource ranking in the Human Resources executive. Human Resources positions within industries usually falls under two groups which are generalist and specialist (Altman & Baruch, 2012:233-255) meaning that one can be a general HR Practitioner who does not specialise in any area whilst another one can be a specialist specialising in a particular area. As a generalist, one

deals directly with the employees' issues as he or she will be having broad knowledge within the functions of the company and he or she does not have fixed duties depending on the employers. The specialist has got specific area of focus whereby he or she will be an expert in that field. Another Human Resources career is the Human resource consulting whereby individuals can work as advisers to businesses and completing outsourced companies' tasks (Crouse, Doyle & Young, 2011:39-55). Fumasoli & Goastellec (2015:69-93) are of the view that instead of solely depending on industries outside academic field, one can also consider being a lecturer after he or she obtains the required qualifications such as PhD or any HR related qualification can opt for lecturing and remain an academia.

1.2.2.1 The strategic role of HR in a firm

Human Resource is an important department within a company as it determines the survival or downfall of a company. It is through HR that a company can be able to identify its current and future Human Resources needs as well as retaining staff and attracting more potential employees to work (Christensen Hughes & Rog, 2008:743757). Also, it is through HR that a company can lose or gain employees who are talented to other industries or competitors basing on the way they would run the company. Several experts believe that HR has an all-inclusive perspective (Schuler,

Jackson & Tarique, 2011:506-516) on gift or talent alignment to the corporate's approach.

HR guarantees alignment around the company's vision and values as it can be able to guide (Mishra & Gupta, 2010:58-67) or bring back leaders on track if they differ or divert from the company's vision and values. Through HR business leaders are helped to maintain the vision and understand what the company's purpose is and the morals that drive employees' motivation as well as behaviours which can sustain the company from falling. Steyrer, Schiffinger & Lang (2008:364-374) noted that HR facilitates discussions with the leadership team on modelling and implementing the vision and values of the firm which can result in either improved behaviour or deviant workplace behaviour. Thus, HR is of greater importance within a firm as it is like the backbone of the company as most of the things or departments depend on it for survival and success.

Furthermore, HR keeps and promotes culture as an enabler of strategic vision and plans. HR enables the business leaders to contemplate prudently about how their business' culture aligns and backs its approach (Remedios, 2012:474). The way HR enforces the organisational culture into the employees determines the way employees will perform as it will either build organisational citizenship behaviour or deviant workplace behaviour within employees. If HR is not recognised its worthy in an organisation, that organisation is likely or bound to fail (Healy, Bradley & Forson, C., 2011:467-487) as HR is the engine of the organisation whereby all the organisational activities have to do with HR which is responsible for fostering the right culture into the employees. When right culture is fostered in employees, they will respect and be willing to mentor the recently alumni who end up quitting early and add to the number of graduate unemployability. Some of the strategic roles of HR within a firm include compensation and benefits, workplace safety, employee training, recruitment and selection and employee relations, just but a few to mention. The explanation of these HR roles is tabulated below in table 1.

Table 1: The strategic role of Human Resource Management.

HR role	Brief explanation or description
Compensation and benefits	A business's compensation and benefits structure relatively determine the company's repute (Friedman, 2009:229-244) and image to the public as they impact on employee satisfaction and the company's ability to recruit as well as retaining talented employees. When there is a strategic plan, the HR managers will consider things such as job evaluation, labour market conditions, workforce shortages and budget constraints for pay and benefits (Christensen Hughes & Rog, 2008:743-757).
Workplace safety	As a Human Resources Manager, one is bound to create a safe and healthy environment which is advantageous for work through hazard management (Guastello, 2013:14) and exoneration of possible damages from on-the-job injuries.
Employee training	Training employees to be competent and equipping them with the relevant skills is also a major HR strategic role so that employees can execute their duties.

Recruitment and selection	Employee recruitment and selection is also an important role of Human Resource Manager as he or she has to conglomerate elements of employee relations into the firm's recruitment and selection strategy.
Employee relations	The strategic role of HR when it comes to employee relations is managing the way the relationship between employees and the employers and ensures that there is a balance.
Employee Activist	This role has to do with how the HR creates a conducive work atmosphere which motivates the employees to perform and remain satisfied within the company.
Change Agent	As HR personnel, one should be able to execute successful change strategies and linking the change to the strategic needs of the organisation so that employee dissatisfaction and change resistance is minimised.

Source: Own construction

Table one above shows the strategic roles of HR within a firm. The tabulated information is not the entire stuff that HR does as there are quite a lot of duties that are strategic that HR performs within a company to make it the best workplace.

1.2.3 EMPLOYABILITY

Schreuder & Coetzee (2011:48) define employability as an individual's ability and willingness to become and remain attractive in the labour market so that one may be prosperous in a wide range of occupations. Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to decide on and secure professions in which they can be contented. Thus, employability is regarded as one's ability to get a job and be able to sustain it so that one remains marketable in the labour market. Employability is usually decided upon by the companies as they are the ones who know what type of an employee they want. It is important to point out that most companies use open entry method whereby the candidates will be employed without references or recommendations from institutions whilst others use recommendations from tertiary or higher learning institutions. Jackson (2013:271) states that if graduate employability is measured in simplistic terms such as if a graduate has secured a job within the first six

months of graduating, then the measurement is not accurate as one will not clearly understand what the graduate has gained. Selvadurai, Choy & Maros (2012:296) state that multidimensional nature of the employability concept, especially the difficulty of disentangling the role of education and training systems from other factors in evaluating labour market outcomes. It is vital to point out that people can only be employed when there are jobs in the market as there are socio–economic conditions which affect employability levels of graduates and many other people who are looking for jobs. It is necessary for graduates to have a more realistic view of what they can offer and what they can expect from their first jobs, given their limited experiential training (Pauw, Oosthuizen & Van Der Westhuizen, 2008:56).

1.2.4 INDUSTRY REQUIREMENTS

Industry requirements are generally accepted requirements followed by the members of an industry (Yang, Bryant, Mawby, Xiang, Ran & Tavner, 2011:1441-1451). These are the skills or knowledge that is required for a particular job within the industry and they should be developed right from the institution of learning to the workplace. Again, there should be congruency between what the industry requires and what the learning institutions offer so that the education or learning can be relevant to the learners and industries.

Industries where the HR graduates are expected to work or where some are currently working have set standards that they expect their employees to have for one to be employed at a particular job. These standards or requirements are the core for one to do the expected job and without meeting those requirements of the industry one may not get employment (McGrath, 2011:76-83). For instance, an HR administrative job in the industries require students with a minimum of two years' experience working in the same environment (Morrow, 2009:278-287) yet the graduates just completed their studies possess no experience that is required. It is the duty of this research to bring about the complexity nature of the topic to simplicity by finding out what the industries expect or require from Human Resources graduates from a university of technology for them to be employable. This is a gap between what the industries want and what the institutions offer to the graduates which if left unattended to, it results in a constant increment of unemployed graduates.

1.2.4.1 Skills relevance

It is vital to start by defining what a skill is so that when discussing about skills relevance it will be clear what the researcher will be writing about. Olelewe & Okwor (2017:171-196) define a as the aptitude to carry out a chore or duty with predetermined outcomes within a specified time. This is what the HR graduates and other graduates from different fields of study should have when they complete or whilst studying their chosen careers so that they become employable or industry relevant. For example, in the HR environment general skills like computer literacy, time management, teamwork, leadership and self-motivation and other skills that are relevant in the HR field which the employers consider when hiring should be taught to the students.

Day, Fleenor, Atwater, Sturm & McKee (2014:63-82) advance that relevant skills are attributes such as factual knowledge and skills which affect an individual's performance in each field of knowledge or expertise. The skills obtained by the students should be relevant for the job to be done or for the desired employment so that the identified gap of skills irrelevance can be eliminated. Some of the relevant skills include a person's cognitive style that enables coping with difficulty and breaking one's mental set.

1.2.4.2 Skills gap

Skills gap is defined as the difference in the skills required on the job and the actual skills possessed by the workers or people who are expected to possess certain skills that they might not be having (Rosenberg, Heimler & Morote, 2012:7-20). Gursoy, Maier & Chi, (2008:448-458) define a skill gap as a gap what the employees do as compared to what the employers would expect them to do. Martin & Knudsen (2010:345-364) define skills gap as a training gap, claiming that employers are not doing enough on-the-job training, or that educational institutions are not in harmony with employers' need. If the gap is found to be caused from education's side, it means that the institutions of education should change their curriculum to meet the potential employers' expectations which is the main reason for conducting this research.

When there is a skills gap, it is vital to ensure that the gap is bridged. To cover the skills gap between the industry curriculum and academic curriculum which is the education provided to students should be in line or at par with what the industry requires so that there will be a match.

1.2.5 BACKGROUND OF EDUCATION

Any student who embarks on education looks forward to completing his or her studies for purposes of occupation, self-actualization, self-advancement, self-esteem and a lot of other motivations (Byrom & Lightfoot, 2013:812-828). Most institutions offer theory which is driven and aimed at creating a mere student (Yeo, 2008:152161) rather than its objective of imparting knowledge. This becomes a problem to a student when he or she gets to a company where the corporate needs a student who can be readily absorbed into the company without being an expense to the company through training on how the corporate works and the job assigned to the student after hiring. The education provided to the graduates should also aim at framing their attitude which should be challenge driven and adaptable.

1.2.5.1 Definition of education

Tanner & Tanner (2007:121) quoted Dewey's definition of education as, the rebuilding of knowledge and experience that empowers the student to develop in exercising intellectual control of preceding knowledge and understanding. They further noted Dewey's view of education as a propagative process through which the student extends and make deeper the capability of exercising intellectual control over altering circumstances in life. When a person is learned, he or she may be able to normalise diverse conditions in life as one will be having the skills required to prosper which then shows the importance of education in one's life (Carter, 2008:466-497). Education is regarded as the determination of the elder people to transmit (Mosweunyane, 2013:50) or to impart their knowledge to the undeveloped members of society. It is an institution which plays a vital role in integrating an individual with his or her society and in maintaining the perpetuation of culture (Mondal, 2015:1). If viewed from this vista, education can be seen as an essential requirement of transformation or continuation of the society as it enables people to know the world beyond their own surroundings. Through education, people can be able to transform and change the way they see things or their perception of the world as they will have more information or knowledge obtained through education.

1.2.5.2 The value of education

Education has both intellectual and economic value. Education encourages imagination, creativity and interest in knowledge as well as giving students more opportunities for high-paying jobs and offers better economic security (Mutie & Makewa, 2017:16-38). Thus, education is value adding to individuals who embark on it as it gives people the skills and tools they need to navigate the world (Morrison, 2010:67-80) and be able to survive as they may get better income to use for their development. It is also imperative to point out that getting better education does not guarantee one to get employment as you might fail to get employment basing on the availability of vacancies within the market place or the skills demanded at a time.

To add on, education encourages students to educate themselves and seek out information which help them to develop themselves (Smith & Woodworth, 2012:390407). Education offers students the prospect to learn about many different things such as art, sports, mathematics, literature and business studies only but a few to mention so that the students can discover what interest them. This gives students or learners the basic building blocks needed to succeed in life later through a career and further education. If students figure out their careers early and advance towards them academically it will fulfill their hopes of better future through obtaining the right education and curriculum that is required in the industry (Schaefer, 2009:67-90). Verma, Chang, Kim, Rainboth, & Candidate (2009:29-52) are of the view that several paternities focus on the need to provide their children with quality education so that they are better equipped to compete in today's tough work environment. There is also an increasing recognition that education has a key role to play in South Africa's future prosperity (Breidlid, 2009:140-148). It is due to the belief that education eliminates poverty that it is valued in most countries (Allais, 2012:632-642) and in South Africa education is valued for one to be competent enough in the job market. It is crystal clear that education is vital in South Africa as it generates qualified people needed to build the country's economy.

1.2.5.3 The effect of education on a country's development

It is imperative to state the differences between education, skills training and development as well as pointing out how it impacts the development of a country. Skill training is a program organised by the firm to develop knowledge and skills in the workers according to the job requirements whilst development is a prearranged activity in which the manpower of the organisation learns and grows (Khan, Rasli, Yusoff, Ahmed, ur Rehman & Khan, 2014:33-46). When people are educated they will also acquire training and development sometimes (Wates, 2014:3), but the impact of this to the development of the country might be that the criterion used to implement them might benefit the minority at the expense of the majority. Furthermore, when there is proper education, skills training and development there is likely to positively impact the development of a country as the required skills will be offered to run the country's economy and the country will not get in a financial quagmire.

Again, education primarily involves the presentation of material by the faculty to students who are learning about the subject matter (McCrory, Putnam & Jansen, 2008:155.). The material being studied is fundamentally well-known material whilst training is concerned with the teaching of specific, factual, narrow scoped subject matter (Entwistle, 2013:65) and development is concerned with a broader subject matter of conceptual skills. When there is poor or no education, no training and development that is done within the company there will be no improvement or no new ideas to be generated as how to solve the problem that the country faces. This results in the retarded development of the country as education is the key to success of a nation.

Besides the above discussed points, another difference that exists between education, skills training and development is that education is an umbrella term for skills training and development as they form part of educating an individual. To ensure that the country benefits from the type of education, skills training and development that is offered to the students, the state should regulate the way education is delivered and also have better educational policies.

1.2.5.4 History of education in South Africa

Historically South African education was not favourable for all citizens especially during the apartheid era whereby it was associated with caste

system (Reygan, 2016:65). The era 1994-2011 marked a turning point in the history of all South Africans especially in the educational sector. Du Plessis (2009:12) points out that the political thinking in 1994 was to abolish all the old that had been systemically linked with apartheid and to introduce new policies in all the various spheres in the country as schooling had been in dire straits for many years. In addition to this, there is the appalling authenticity that even though South Africa has the wealthiest economy on the continent it has a weak educational system (Nongxa, 2010:11). Many previous systems had been excellent even though they might have had flaws and room for improvement, but instead of assessing what was good and building on that, the new approach was to discard tried and tested basic principles of education (Malada, 2010:22). South Africa seem to be ignorant on historical trends as they absorbed the Outcomes-Based Education (OBE), an approach that had already failed miserably in some First World countries and it could not be miraculous to implement it and have it successful in a third world class country like South Africa.

Dependable with South Africa's new constitution, the new government eliminated the existing racially defined departments of education and established a single education system which is directed at accommodating all its citizens. The elimination of racial educational departments was an impressive enterprise, but it is an inevitable truth that education is a highly specialised field which cannot be fruitfully served by political appointees (Rooi, 2012:2). The education that is offered at university of technology where the black disadvantaged children are mainly send should be upgraded so as to make them benefit also. There is need for consideration of the educational grades given within the tertiary education to be at par so that the former disadvantaged groups due to apartheid will not still be disadvantaged to complete and get their qualifications.

1.2.5.5 The impact of literacy on development of a country

The development of a country is likely to move juxtapose with the literacy of its citizens. According to the Bill of Rights of South Africa's Constitution, all South Africans have the right to a basic education, including adult basic education and access to further education. The state has an obligation, through reasonable measures, to progressively make this education available and

accessible to all its citizens (Southafrica.info, 2016:1). Developed countries like South Africa and United States of America offer bursaries to their people to further their studies such as the use of National Student Financial Aid Scheme (NSFAS) in South Africa (WangengeOuma, 2012:831-844) and the availability of transport to take students to the right institutions in America for them to pursue their academic career. Using the NSFAS, literacy rate in South Africa is regarded as high as students who are less privileged with low or no source of income are assisted by the government to get their tertiary education (Wangenge-Ouma, 2012:831-844). It is because of the above discussed aspect that makes developed countries have a high rate of literacy. Furthermore, to support the claim that developed countries have a high rate of literacy, in the United States education is viewed as a right not a privilege. In America they reinforce education through various means such as laws that require a minimum level of education depending on which state you live in (McLaren, 2015:2-3) and the way transportation is made available to every individual, so they can attend a public school and the same is being done in South Africa so that illiteracy is dealt away with. In South Africa there are some certain laws which have been passed such as Skills

Development Levies Act (No 9 of 1999), The Further Education and Training Colleges Act, 2006 (Act No 16 of 2006) and South African Schools Act, 1996 (Sayed & Kanjee, 2013:5-38). These laws ensure that education is attained by all people who cannot afford to pay for their education. However, it will be an academic atrocity not to point out that this is not fully implemented within the continent as well as South Africa as a country because there are still other people who are not granted the chance to access education.

1.2.6 EMPLOYABILITY BY RACE

There is a great difference on the employability rate of Whites, Coloureds and Blacks and the government of South Africa is endeavoring to reverse the effects of Apartheid through Employment Equity, Affirmative Action and Black Economic Empowerment (Horwitz & Jain, 2011:297-317.). Despite the attempts by the government, the South African job market still reflects racial elements as there is a great gap between the whites being more employable as compared to the blacks.

This is asserted in the "graduate destination survey" that was published in 2013 by the Cape Higher Education Consortium (made up of Stellenbosch University, the University of Cape Town, University of the Western Cape and Cape Peninsula University of Technology). The report from the survey found that whites were at 61%, Indians were at 58% attained employment in the private sector, while only 35% of Africans and 45% of Coloureds graduates could attain employment in the private sector. The report notes that the unemployment rate for Coloureds and African people would be significantly larger if it were not for the intervention of the public sector, which employs many African (at 42%) and Coloureds (at 45%) graduates (Qambela & Dlakavu, 2016:1).

Basing on the above problem of blacks being unemployed at the expense of the whites can also be due to the quality of education that is being offered to the black child and to ensure that they all enjoy same opportunities of being employed after graduating, the learning curriculum and credits to be awarded within universities should be the same and not different.

1.2.7 DESIGNING INDUSTRY RELEVANT CURRICULA

As a way of departure to the ongoing project, there is also need for urgency developing courses to be availed to the poor disadvantaged children who want to have an improved way of living (Mittler, 2012:1). The courses to be given should be relevant for what the person wants to advance in not to offer courses which do not add value to the students. Nzimande (2011:5) noted that in he supported the third National Skills Development Strategy (NSDS III) so that there will be an increased access to training and skills development chances and accomplish the fundamental transformation of discriminations linked to class, race, sexual category, age and disability in South Africa. He also (Nzimande) that there is need to address the challenges of skills deficiencies and incongruities that the country of South Africa is facing. Although the government has stated that there should be access to training and development to cover the gap that was created during apartheid era, there is need for implementation of what it has declared so that the differences will be addressed.

1.3 PURPOSE OF THE STUDY

This research investigated whether the CPUT HR graduates were easily assimilated into the employment sector or easily getting hired after completing their qualification and to check if their qualification was meeting the industrial requirements within the Western Cape. The identified gap resulted in the recommendations given to bridge the gap at the end of the research.

1.4 PROBLEM STATEMENT

Human resources graduates find it difficult to get employment after graduating and if they get employment they get employed in other disciplines other than HR. The expectation from a graduate in the discipline is that they would immediately get a job in the field of HR as per their training. For many reasons, amongst whom are the levels of unemployment among recent graduates from all disciplines, the industry consistently requires experience, and there is a rising concern that institutions of higher learning do not provide industry relevant qualifications. The courses provided to these graduates, according to the later concern from the industry, are not suitable for the industry and therefore become a cost in that, the firm or organisation has to retrain or re-orient the graduate into industry relevant training. Too often then employers employ graduates not because of their training but merely to fill a position.

It is therefore envisaged that the "economic" returns to the organisation on employing the graduate may not be realized immediately since the graduates require substantial on-the job training before they provide any returns to the firm. This research seeks to identify the employability or fitness for employment of the graduate in terms of the tasks they perform and their expectations when looking for a job in HR. The study will also look at their satisfaction levels and interests in the HR field given their training and the realities of the industry. Universities are under increasing pressure to produce products (university graduates) that are fit-for-purpose products in this dynamic global business landscape.

1.5 RESEARCH OBJECTIVES

A research objective is a clear and concise outline of what the expectations are from a research undertaking in relation to the identified variables.

Specifically, the objectives seek to identify what should be achieved at the end of the research project, this emanates from the problem statement. By all standards the objectives should be specific, measurable, attainable, realistic and achievable within a certain period of time. The objectives also assist in providing the correct focus of literature review and hence the study and avoid other material that may not help the cause. The objectives are discussed here as general objective (main objective) from which sub-objectives are derived to provide direction in what the research should focus no.

1.5.1 The primary objective

• To detect the levels of employability (satisfaction and fitness for the job) of a CPUT graduate working in the industry in Cape Town

1.5.2 Secondary objectives

The secondary objectives speak to the primary objective in that they become specific as to what the expectations should be from the main objectives. The study revolves around the fact that people find themselves in HR by default or have trained for this but feel irrelevant.

• To determine the respondents' perception about fit-for-purpose qualification they have in the practice of HR in the organisation.

• To determine the satisfaction of the graduates in their HR practice given the offering provided to them.

• To determine the levels of interest and satisfaction in the tasks the graduates from this discipline have and loyalty to the discipline.

1.6 RESEARCH QUESTION

A research question is critical in that it is the first important step in giving direction to a research process and developing a logical argument for the study. It should clearly summarise the issues to be discussed from a broad subject to be investigated coming from the use of existing knowledge. It was considered important that the research question itself be of interest to the researcher with expectations that it would assist other aspects of the work environment. A research question is critical in that it is the first important step in giving direction to a research process and developing a logical argument for the study. It should clearly summarise the issues to be discussed from a broad subject to be investigated coming from the use of existing knowledge. It was considered important that the research question itself be of interest to the

researcher with expectations that it would assist other aspects of the work environment. Inevitably the research question had to be focused, narrow and researchable. It may be necessary to state also that the questionnaire was constructed based on the research questions that were broken up into finer parts. The research question was classified into two parts, the primary and the sub- questions (secondary questions).

1.6.1 The primary question
• Do your find your job fulfilling and satisfying considering the qualifications you obtained from your universities?

1.6.2 Sub-questions
Inevitably the research question had to be focused, narrow and researchable to be acceptable as part of the process. The research instrument used was developed from these questions, of which the sub-questions elaborated on the primary question without losing focus of the purpose of the study.

• Do you find yourself fitting in with the job situation you find yourself in at your place of work / employment?

• Do you see any differences between the tasks you perform and what you expected to perform as an HR practitioner?

• Are you interested and satisfied with your occupation as an HR practitioner in your organisation where you work?

• Do you have any regrets working in the HR environment if you consider the tasks and the amount of work you've to sit with?

• What do you consider to be the most interesting part of working as an HR practitioner in your company?

1.7 RESEARCH DESIGN AND RESEARCH METHODOLOGY
The kind of the problem under investigation requires consciousness raising for information at the working levels and engaging with the people who are directly affected and for this to be done, a primary research method was adopted. The researcher sought to look for cause and consequence relationship which resulted in the usage of a mixed methods approach whereby both qualitative and quantitative research methods were used.

Correspondingly, the study was conducted in two phases which are the literature analysis and experimental study including field work. It is significant to point out that binary parts of the research were applied in this research which is research design and research methodology.

1.7.1 RESEARCH METHODOLOGY

A research technique is established to make available knowledge or increase on the understanding of an issue or phenomenon (Jowah, 2012:71) and the mutual methods are tabulated below in table 2. There are different techniques available for the researcher to use, after special research the researcher decided to embark on the one that is discussed below.

Table 2: Research methods

Research method	Explanation
Exploratory research	Helps the researcher to identify and outline areas of problems and inquiries to be inquired.
Constructive research	Helps with the creation of hypotheses and philosophies which possibly will be used to suggest solutions
Empirical research	Assists with the trying of probability by use of experimental tests.

Source: Own construction

Jowah (2011:66) defines a research method as a means by which a study is executed, or a technique of gathering data required for the current survey and this can show the in what way part of the research project.

1.7.2 RESEARCH DESIGN

Research design is defined as a proposal explaining how the investigator plans to conduct the study (Mouton, 2008:55). Blumberg (2008:69) noted that the research strategy provides information on the tasks, instrumentation sample selection, sample size, data collection method, procedures and ethical requirements. There is a necessity for some congruence between the research design selected and the research methodology to be used. The research was largely descriptive and partially exploratory which resulted in the use of an assorted method approach (qualitative and quantitative). A qualitative research is frequently used to study the behaviour of people and the motives around their behaviour and to extract such information (Miltgen &

Peyrat-Guillard, 2014:103-125), open ended (broad) questions were used to synthesize the word-type data that was collected to describe a populace without enumerating the variables. Quantitative research concentrates on the numbers and search for relationships through experiential results and this method utilised statistical methods, it was correlational and descriptive (Frels & Onwuegbuzie, 2013:184-194).

1.7.3 TARGET POPULATION

The target population was HR graduates from CPUT from a period of 2014 to 2017 who are working and not working in HR fields or not HR fields as well as the unemployed HR graduates in the Cape Metropolis of the Western Cape (South Africa).

1.7.4 SAMPLING THE POPULATION

Random sampling of the companies and organisations was used to sample the respondents, from which people in the HRM departments and other departments where the HR graduates were working were given the questionnaires. Random sampling was used to enable all the organisations to have an equal opportunity for the research. Together with the random sampling, only HR graduates were targeted for the research (purposive sampling).

1.7.5 DATA COLLECTION AND THE INSTRUMENT USED

To be able to make conclusions or suggestions, one should have data to use. Data are basic material with which researchers work on and it can be obtained via observations, interviews, questionnaires and surveys, focus groups, ethnographies, oral history, case studies, documents and records (Bell, 2014:6). For one to draw valid conclusions from a research study, it is essential that the researcher has sound data to analyse and interpret. The data should be valid and capture the meaning of what the researcher is observing. The data for this study was collected through questionnaires with some open-ended questions to allow a room for more discussion as some answers from the respondents would lead to modifications if need be. Creswell (2013:147) stated that qualitative research is an important phase to gain access to and establish link with partakers so that they will make available noble information.

7.6 DATA ANALYSIS

The researcher used excel analysis tool pack because of its effectiveness and userfriendly qualities. The data was converted to graphs and tables for easy reading and comparison where necessary.

1.8 ETHICAL CONSIDERATIONS

The researcher was fully aware of the need for ethical consideration, both as being professional and as a requirement by the Cape Peninsula University of Technology's research ethics committee. The rights of all the participants involved in this research were respected and their responses were treated with confidentiality. Critical to this was the maintaining of the participants' dignity, allowing them a right to withdraw from the research process when they want to, not asking culturally sensitive issues and allowing options not to answer certain questions that would be considered offensive. Leedy & Ormrod (2005:101) asserted that the researcher agrees during the research that there is need to protect the subjects from harm, should be allowed or given appropriate information on the purpose of the research and their right to privacy as enshrined in the constitution of the country.

1.9 CHAPTER CLASSIFICATION

Chapter one; covers the introduction to the study with emphasis on the current structure in the system, briefly discusses practices in the industry, and identifies the problem statement, research design and research methodologies including the emphasis on ethics consideration and outlining of the following chapters.

Chapter two; covers the definitions of curriculum, the connection between curriculum development and industry needs, positions human resource management as indispensable in industry and focuses on the strategic imperatives of human resource management.

Chapter three; covers curriculum development models utilised by other practitioners and institutions of higher learning, together with levels of unemployment amongst HR graduates globally and specifically in South Africa.

Chapter four; covers Human Resources as a career, strategic importance of HR, role played by consultancy in HR profession, the trend in the market,

economic trends and impact on unemployment in general, specific emphasis on the impact of economic condition on the employability of HR graduates and other related issues. **Chapter five;** covers the history of development of the HR function, models in use in the promotion of industry relevant curriculum. Discovering the disjuncture between the offered courses across the different institutions and practitioners.

Chapter six; the theoretical / conceptual model is discussed *encampusing* the theory as found in literature, the knowledge as known by practitioners, and the researcher's first-hand exposure to the discipline and the rate of employability.

Chapter seven; the research design and research methodology is outlined including the population, sample, sample frame, sampling methods and reasons for the use of the same, data collection [the process and the tool], analysis of the data.

Chapter eight; data analysis, interpretation and the rational is discussed in this chapter including the correlational studies and other relevant statistics including factorisation where applicable.

Chapter nine; the conclusion and recommendations from the findings including discussion on limitations to the study and aspects for future study in the development of the discipline.

1.10 CONCLUSION

This study is considered important for the university at large and specifically for those responsible for drawing up the HRM curricula. It will be advantageous to have the knowledge of the required skills, competencies and key abilities required of a Human Resources Management graduate. The institutions can help shape the student's skills base before they graduate and assist higher education in producing employable graduates. The outcomes of this study have the probability of informing the construction of a curriculum that enables the students to acquire the skills that are relevant to the industries. The results of this study showing the industrial requirements may be included in the development of curricula as an authentic requirement by the industry from the institutions of higher learning. The outcomes of this research are expected to be able to be of great aid to the transformation of our young people (HRM students in general) to employable graduates.

CHAPTER 2
CURRICULUM AND RELEVANCE OF HUMAN RESOURCE AS A CAREER IN MODERN BUSINESS

2.1 INTRODUCTION

The word curriculum has been used extensively in education to refer to many different things at different times and contexts. The singular form is curriculum with the plural as curricula, referring to the entire experience that the student goes through in the educational process (Wiles, 2008:2). The current context of curriculum (Reys, Reys, Lapan, Holliday, Gregory & Deanna, 2003:74-95) make reference to a deliberately planned or structure sequence used to enable the student to acquire certain educational experiences that constitute the knowledge gain. The curriculum is articulated within the hierarchy of learning from one grade to another (in primary or secondary schools) and these are based on content specific for a subject in context. Depending on the purpose and the goals of the learning intended, the curriculum may involve interaction between the recipient of the knowledge and institutions assumed to have such knowledge. To measure the extent of the "learning" evaluation is used to grade the level of understanding of the student according to the set objectives. There are as many definitions as there are researchers and authors in the study of curricula.

2.2 WHAT IS CURRICULUM?

A lot of definitions have been given regarding what a curriculum is. It is the essence of this part of the research to briefly outline what a curriculum is.

To put the ball into motion, it is not an academic atrocity to start by defining what curriculum is and where it emanated from. The term curriculum originated from the Latin word *currere* which means to run (McKimm, 2007:3). It is from this perspective that makes a curriculum to be used as a scheme or model which empowers education to take place. Some curricula habitually outline the learning that is anticipated to transpire within a course of study in terms of information, skills and attitudes as it should postulate the main knowledge, learning and assessment methods to be used within an institution Ornstein & Hunkins (2009:15). In simple terms, curricula set the type of

content to be studied or to be taken for one to be able to complete a particular course or programme which is more than a syllabus as it includes syllabi. According to Wiles, (2009:2), curriculum is defined as a plan tied to goals and related to objectives. Thus, from this definition, one may deduce that there is a chance of one to choose among the diverse activities the ones that are more suitable to him or her. Curriculum should be in line with the objectives of what one aim to do as it will be wastage of time to focus on things that are not applicable in one's career. If yo choose a wrong curriculum you will not make it to your desired destination as a student aiming to get better employment opportunities.

A curriculum or program of study refers to the method and the materials with which the students are given to be able to learn towards achieving a set educational goal (Ebert II, Ebert & Bentley 2013:1). Curriculum is defined as the sum of learning obtained from a school which it controls and plans by Kerr (Kelly, 2009:1-55). Reid & Null (2006:8) view a curriculum as a covenant between different stakeholders such as academic gurus, society and the government on what content to offer to the learners as well as indicating the method, place and the convener of the learning.

The students should develop skills, values and knowledge from a designed curriculum within an institution as the curriculum should cover up the teaching method and what the students are expected to know (Wiggins & McTighe, 2011:719). If a curriculum is not designed properly, it may not serve the expected purpose as clarified in the above definitions. The way in which an institution delivers its curriculum to the students should be able to enhance the students to be marketable and competent when it comes to job opportunities. It is the curriculum that contributes to the employability of students and it is the nucleus for graduate employability. Curriculum review is a significant part of academic work and it should be done regularly so that the curriculum is always updated. Besides the curriculum development and design, there is limited or shortage of literature available to be used for revising curriculums by either academic staff or novice educational developers (O'Neill 2010:61). When curriculum developers and academic stuff review the curriculums, they should not exclude other stakeholders of the institution plus industries so that there may be no discrepancy when the alumni happen to get employment.

2.3 THE DIFFERENT ELEMENTS OF A CURRICULUM

Generally, in elementary and secondary schools the government prescribes a national curriculum which standardises all the learning throughout the country at specific levels. In this context, therefore the curriculum may be viewed as school curriculum (for primary and secondary schools as per government prescription) and course curriculum as determined by the different universities in the country to meet their academic standards. According to Kelly (2009:1-55), a curriculum can be split into four different parts namely; explicit, implicit (including the hidden), the excluded and the extra-curricular.

2.3.1 Explicit curriculum

Kelly (2009:1-55) advanced that when the school board or the lesson provider sets the subjects to be learnt, learning plan, designs the topic with the learning material to use it is known as explicit curriculum. It is the priority of every single learning organisation to design and develop some definite curricula to prepare its learners to be able to handle real life situations. For instance, the provision of a learner's guide or study guide is pragmatic evidence of an explicit curriculum.

2.3.2 Implicit or hidden curriculum

Connelly & Connelly (2010:224) regards implicit aspect of a curriculum different governmental or non-governmental bodies which affect curriculum development. The lessons that come from culture of the institution as well as the behaviours or attitudes from the teachers which they learn either knowingly or unknowingly that they are learning (Inlay, 2003:60-69). Alavi, Abdollahi & Ahmadi (2008:90) expressed that implicit curriculum is made up of teaching materials or content not authoritatively established by the institution and learning system. Teachers or lecturers do not actually write down the hidden curriculum as the entire educational structure imparts it in an inherent manner. Students or learners find themselves being exposed to something that is not explicitly involved in their learning curriculum regardless of the convener of the lesson's skills or level of education (Khalilzade & Azimpour, 2014:1821). Learners actually tend to gain most of their valuable experiences

through the hidden curriculum as it portrays the reality of life scenarios. For instance, when the lecturer is punctual and organised, the students will also be punctual if they are to learn from the lecturer.

2.3.3 Excluded or Null Curriculum

As the name says excluded, it is crystal clear that it does not include certain topics or subjects that are expected to be covered within the explicit or implicit curriculum due to mitigating factors. The subjects may be excluded due to the bias of the teacher or lecturer, but he or she should notify the learners the irrelevance of teaching the stuff. For instance, excluding sensitive issues which might have been included in the curricula before someone raised it as a concern such as teaching evolution of man in history.

2.3.4 Extra-curriculum

Extra-curriculum is when the institution provides additional learning methods to the existing ones like formation of quiz clubs, religious group, sport clubs just but a few to mention with the intention of complementing academic or community programs (Hancock, Dyk, & Jones, 2012:84-101). This curriculum is usually done voluntarily to improve students' different skills, but it is not used as a passport for one to go to the next level or to attain an academic certificate.

A curriculum just like other things does have a history. Below is the history of curriculum in education.

2.4 HISTORY OF CURRICULA

A curriculum is a phenomenon which has been associated with the designing of the content or learning materials by teachers for the students and it was tantamount to the course of study's outline. Curriculum was first published in a textbook in 1918 when John Franklin Bobbitt indicated that it had its foundation in the Latin word for race and he further regarded curriculum as a course of experiences through which the young people learn to become the adults they long to be in their societies (Pinar, 2009:169). To add on, a curriculum includes content that is learnt formally and informally at or out of school by the children which aims at grooming them to become grown-ups in their societies (Domitrovich, Gest, Gill, Bierman, Welsh & Jones, 2009:570). The type of curriculum that John Franklin Bobbitt defined had two features

which are the experiences that the students require to be an adult and the expert knowledge of the desirable qualities in adulthood when designing a curriculum. This is the reason why he considered a curriculum as an ideal than reality of the experiences encountered by people to reach the stage they become adults.

There are several scholars who have different views on curricular such as John Dewey, and Robert M. Hutchins who was the premier of the Chicago University who viewed curriculum as everlasting studies whereby the content that the learner learns becomes permanent in the mind such as mathematical calculations which are taught from a very tender age like 1+1=2 (Girolametto, Weitzman, Lefebvre, & Greenberg, 2007:72–83). The niche of a curriculum should be to fundamentally develop the students to acquire the basics of what they should know during their lifetime at school. The college or university education should be based on liberal education and must cover things like grammar, literature, writing, mathematics, science, history and other things relevant in a curriculum (Balmer, Master, Richards & Giardino, 2009: e347-e354).

One should also bear in mind that educational field has been stretched to include artefacts in museums which are mainly associated with traditional curriculum (Parmelee, Michaelsen, Cook & Hudes, 2012: e277). These artefacts in museums are usually associated with cultural influences which enable the learners to be able to learn tangible things. If viewed in the current HR curriculum at the university under study, the institution should consider visiting places like CCMA and labour court for practical examples in subjects like industrial relations and labour law (Bertram, 2011:39). To add on, CPUT should also grant learners to access required expertise in the HR field like VIP payroll and other industry relevant skills.

It will be an academic error not to bring in the type of curriculum used in South Africa. The primary and high schools use core curricula which is regarded as central or the set standardised curricula to be used by all the schools which is designed by the school boards, Departments of Education and other relevant educational panels assigned to do so (Murtin, 2013:6). The tertiary or higher

education in South Africa use a Curriculum Assessment Policy Statements (CAPS) in Public schools which outlines and monitors the structure of the National Senior Certificate (NSC) whilst Private schools use Independent Examinations Board (IEB) which is an independent academic assessment body and (University of) Cambridge International Examinations (CIE) which provides international school-leaving qualifications exam (Spaull 2013:16). Academic development (AD) was introduced in South Africa into the higher education system in the early 1980s as a way of addressing the perceived needs of the small numbers of black students who were entering the historically white universities (Boughey 2010:4). These given bodies contribute to the standard of education received in South Africa and it will be of greater value if they consult industries in designing their curricula.

At CPUT, the curriculum development unit engages in research, focusing on curriculum and other higher education development issues that could contribute in a meaningful way towards improved teaching and learning practices at CPUT (Fundani, n.d.). The institution decides on what curriculum to offer at universities, but they should be in line with what companies demand as they provide graduates for companies. For the curriculum to be relevant, the industries should participate in curriculum development of institutions as they are the ones that need graduates within the industries to implement what graduates learnt at learning institutions.

It is vital to point out that a curriculum has a procedure that it follows so that it becomes relevant if the steps are followed. Below is table 2.1 showing the curriculum procedure.

Table 2.1: Curriculum procedure

Step 1: Diagnosis of needs.
Step 2: Formulation of objectives.
Step 3: Selection of content.
Step 4: Organisation of content.
Step 5: Selection of learning experiences.
Step 6: Organisation of learning experiences.
Step 7: Determination of what to evaluate, the ways and means of doing it

Source: Author's own construction

As shown above in table 2.1, when a curriculum is to be designed, it should have all the seven steps given above. The first step is to diagnose if there are any needs so that you can think of the right curriculum (Black & Wiliam, 2009:5). When needs have been, the next step will be to formulate objectives that will be in line with the needs so that there is synergy. The third step will be to choose the content to fall under the curriculum to be designed. As a fourth step, the selected content should be organised so that it becomes relevant for the identified needs. When content has been organised, there is need to select the learning experiences (Billett, 2009:827843) so that it becomes relevant for the identified need. Furthermore, the selected experiences need to be organised so that they become in line with the desired outcome. When all the six steps are done, there will be need to set evaluation standards as well as what to evaluate and the way to evaluate it so that its effectiveness can be tested.

2.4.1 Relevance of curricula and employment skills in higher education

Curricula relevance is the extent to which the curriculum that is provided meets the expected requirements by the industry. The curriculum should be in line with what the industries require for one to be employable. It is vital for each institution to adopt a more market driven approach to be able to produce the graduates that the industries require. The importance of an employability abilities study in respect of higher education is that the atmosphere in which these institutions are operating has become more competitive so that the institutions must adjust to suit the drastic changes of industrial requirements.

The prominence of the connection between academic institutions, the industries and the economy are clarified by looking at higher learning institutions producing graduates who meet labour demands (Blassoples, 2011:25). This indicates the extent to which the higher education institutions are responding to national economic needs which provide an insight into the varying nature of occupation. In an endeavour to identify things contributing to alumni unemployment, one has to study and conceptualize the situation as well as observing from an industrial perspective to the problem. Blassoples, (2011:25) stated that there is an oversupply of graduates in general, but high rate of unemployment is for those with a diploma or certificate united with grade twelve. In this category, the majority are African graduates even though

there is a rampant increase in the enrolment of African students at tertiary institutions who are placed in business or commerce faculties. It is in these departments where majority of people are flocking to and there is stiff competition as most alumni have to be able to market themselves to be employable when a job arises in the job market.

Pitan & Olugbenga Adedeji (2014:445-458) noted Cosser, McGrath, Badroodien & Maja (2003) who stated that there are three important demand and supply factors influencing graduate employment which are as follows:

a) increase in the number of jobs requiring a graduate-level education,

b) number of new graduates coming into the market and

c) ability of new graduates to apply for and be offered jobs as employment positions becomes available

It will be an academic atrocity not to bring in the role of academic institutions such as traditional universities, universities of technology and colleges as they are responsible for producing graduates who should meet the labour demands. Educational institutions are guided by the policies and procedures of the Council of Higher Education (CHE) which is an independent constitutional body that aims to contribute to the development of a changed, equitable, high quality higher education system. The CHE is a formal statutory body established to oversee the educational development of our students and future labour market. It is therefore difficult to grasp why graduates are unemployed or why they are in a career for which they did not study (Blassoples, 2011:27).

Another contributing body in the designing of the Human Resources curriculum is the South African Board for People Practices (SABPP). SABPP is the professional body for Human Resources practitioners in South Africa and it is a quality assurance body for Human Resources learning provision as it also accredits the Human Resources academic programmes of universities (Van Rensburg, Basson & Carrim, 2011:1-15). It is due to the contribution of SABPP in the designing of the Human Resources curriculum that universities are providing the modules which have been set as standard subjects for Human Resources. The knowledge that students are obtaining is not relevant to what the employers want (Shore, 2010:15-29). For instance, payroll is a major thing that human resources students not graduates should be familiar

with, but they do not have a clue on how it is done meaning that there is need to provide industry relevant education.

2.4.2 Employability

Schreuder & Coetzee (2011:48) define employability as an individual's ability and willingness to become and remain attractive in the labour market so that one may be prosperous in a wide range of occupations. Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to decide on and secure professions in which they can be contented (Brad Shuck,

Rocco & Albornoz, 2011:300-325). Thus, employability is regarded as one's ability to get a job (Wilton, 2014:242-255) and can sustain it so that one remains marketable in the labour market.

Employability is usually decided upon by the companies as they are the ones who know what type of an employee they want. It is important to point out that most companies use open entry method whereby the candidates will be employed without references or recommendations from institutions whilst others use recommendations from tertiary or higher learning institutions. Jackson (2013:271) states that if graduate employability is measured in simplistic terms such as whether a graduate has secured a job within the first six months of graduating, then the measurement is not accurate as one will not clearly understand what the graduate has gained. Selvadurai, Choy & Maros (2012:296) stated that multidimensional nature of the employability concept, especially the difficulty of disentangling the role of education and training systems from other factors in evaluating labour market outcomes. The employability rate in South Africa is given below in figure 2.1.

Figure 2.1: South Africa's employment rate from 2000-2017

SOUTH AFRICA EMPLOYMENT RATE

SOURCE: TRADINGECONOMICS.COM | STATISTICS SOUTH AFRICA

Source: Tradingeconomics.com/Statistics South Africa

Figure 2.1 above shows the South African employment rate from 2000 to September 2017 as definite values, ancient data, prediction, diagram, figures and financial calendar. The employment rate currently has dropped to 43.3% from 44.16% of 2016. Thus, there is a problem with employment in the country as shown above in figure 2.1 as there is high rate of unemployment rate. It is vital to point out that people can only be employed when there are jobs in the market as there are socio–economic conditions which affect employability levels of graduates and many other people who are looking for jobs. It is necessary for graduates to have a more realistic view of what they can offer and what they can expect from their first jobs, given their limited experiential training (Pauw, Oosthuizen & Van Der Westhuizen, 2008:56).

2.4.3 Suitability of curriculum

It is the extent to which the curriculum that is provided meets the expected requirements by the industry. The curriculum should enable the student to understand the human resource management processes, daily operations of an organisation; and acquire knowledge and develop a broad-based, strong and cohesive understanding of sustainable development in the context of human resource practices (Register 2015:66). If the curriculum is relevant of

suitable, the student will have the relevant knowledge on Human Resource Development, Human Resource Management, Processes and Systems, Employment Relations Management and Business Management which are the major areas of Human Resources.

2.4.4 Industry requirements

Industry requirements are generally accepted requirements followed by the members of an industry (Yang, Bryant, Mawby, Xiang, Ran & Tavner, 2011:1441-1451) . These are the skills or the knowledge that is required for a particular job within the industry and they should be developed right from the institution of learning to the workplace. Again, there should be congruency between what the industry requires and what the learning institutions offer. According to Chetty (2012:5), dialogue in the higher education sector and among employers has gradually been characterised by an emphasis on the gap between the skills and capabilities that the graduates possess and the requirements of employers in a more globalised society. It is the duty of this research to bring about the complex nature of the topic to simplicity by finding out what the industries expect or require from human resources graduates from a university of technology for them to be employable. For instance, industries require students with experience of one or more years, yet the graduates will have just completed their studies. Industries prefer people whose training is relevant to industry needs (Sanders & Stappers, 2008:5-18).

2.4.5 Skills relevance and skills gap

A lot has been said and written regarding training and learning deficits in tertiary education. Kavanagh & Drennan (2008:279-300) articulated that higher learning institutions have faced the encounter and established certain ways to try to handle or to deal with the raised concerns. Amongst some of the endorsed approaches for addressing these shortages include a focus on the advancement of proficient competences and skills on the graduates (Wickramasinghe & Perera, 2010:226-244). The researcher identified the competences which are well-thought-out to be the most significant for efficacious practice in human resources graduates at Cape Peninsula University of Technology and acknowledged the degree to which South African universities have paid attention to these competencies in delivering their programmes to learners. Several efforts to measure the nature and

scope of modification to human resources degree programmes being offered, the researcher collected data from the human resources alumni from the university under study itself.

Prior & Lupia (2008:169-183) advance that relevant skills are attributes such as factual knowledge and skills which affect an individual's performance in a given field of knowledge. The skills obtained by the students should be relevant for the job to be done or for the desired employment. Some of the relevant skills include a person's cognitive style that enables them to cope with difficulty and breaking one's mental set. Skills Gap is the difference in the skills required on the job and the actual skills possessed by the employees. When there is a skills gap, it is vital to ensure that the gap is bridged through relevant contextualized syllabi. To cover the skills gap between the industry curriculum and academic curriculum the education provided to students should be in line or at par with what the industry requires (Kavanagh & Drennan, 2008:279-300).

Some scholars would define skills gap as a training gap (Wickramasinghe & Perera, 2010:226-244), claiming that employers are not doing enough on-the-job training, or that educational institutions are not in harmony with employers' need. If the gap is found to be caused from the lack of relevant education and training, it means that the institutions of education should change their curriculum to meet the potential employers' expectations.

2.4.6 Definition and background of the education

The methodical provision of educational practices to most children such as literateness is said to have developed over the past centuries or even less than that in recently developed countries (Street, 2014:103-104). In the past, some youth were enhanced with forward-thinking training for pastors, officials and experts as a way of educating them. Education in Africa was conveyed by the elders who used to tell folktales, proverbs (Die, 2011:21-40) and several storytellings that they thought it was good to shape their youngsters. The African type of education back then was effective as the elders taught their children or grandchildren relevant education such as teaching them on manners which are acceptable in the society, hunting skills, iron smiting, farming, collection of food and how to treat visitors just but a few to mention (Dei, 2013:48-66). If the present universities are to learn from the way things

were done in the past, the disjuncture between industry needs and university products will be eliminated.

Dewey as cited by Tanner & Tanner (2007:121) refer to education as a process of reconstructing the knowledge and experience to make the learner relevant to their profession. This process is expected to help the learner develop more intellect and prowess to enable them to fit into the employment structure. They further note Dewey's view of education as a generative process through which the learner extends and deepens the capability of exercising intelligent control over changing conditions in life. When a person is learned, he or she may be able to control diverse conditions in life as one will be having the skills required to prosper which then shows the importance of education in one's life.

Education is an effort of the senior people to transfer their knowledge to the younger members of society. It is an institution which plays a vital role in integrating an individual with his or her society and in maintaining the perpetuation of culture (Mondal, 2015:1). If viewed from this vista, education can be seen as an essential requirement of transformation or continuation of the society as it enables people to know the world beyond their own surroundings. Through education, people can be able to transform and change the way they see things or their perception of the world as they will have more information or knowledge obtained through education. Any student who embarks on education looks forward to completing his or her studies for purposes of occupation (Kahn, 2014:1005-1018), self-actualization, self-advancement, self-esteem and a lot of other motivations. Most institutions offer theory that has no relationship with industry needs, thereby producing industry irrelevant graduates (Cappelli, 2012:10). This produces unemployable graduates who will struggle to get jobs or end up in other occupations outside of their intended field of study. Industries prefer properly trained students who will not be an expense to the company if they are employed. Cappelli (2012:10) posits that many new graduates become an expense to the companies as they generally are ill-prepared for the tasks for which they were trained. A good qualification is one in which the least amount of effort is required to convert the prospect from new graduate to productive employee.

2.4.7 The Value of Education

Education has both intellectual and economic value (Välimaa & Hoffman, 2008:265285). Education encourages imagination, creativity and interest in knowledge. It also gives students more opportunities for high-paying jobs and offers better economic security (Field, 2009:1-21). Thus, education can be seen as value adding to individuals who embark on it as it gives people the skills and tools they need to navigate the world and be able to survive as they may get better income to use for their development. It is also imperative to point out that getting better education does not guarantee one to get employment as you might fail to get employment basing on the availability of vacancies within the market place (Gorz, 2013:297) or the skills demanded at a time.

To add on, education encourages students to educate themselves and seek out information which help them to develop themselves (Brown, 2008:30-35). It offers students the prospect to learn about many different things such as art, sports, mathematics, literature and business studies only but a few to mention so that the students can discover what interest them. This gives them the basic building blocks needed to succeed in life later through a career and further education. If students figure out their careers early and advance towards them academically it will fulfill their hopes of better future through obtaining the right education (Balfanz, 2009:3) and curriculum that is required in the industry.

Kirk, Lewis‐Moss, Nilsen & Colvin (2011:89-99) are of the view that several parents are now concerned about equipping their children with proper and quality education so that they become competitive in the competitive world of dynamic graduates who possess degrees and diplomas from different institutions of higher learning. The belief that education eliminates poverty is valued in most countries and in South African context; education is valued for one to be competent enough in the job market. It is crystal clear that education is vital in South Africa as it generates qualified people needed to build the country's economy (Allais, 2012:632-642).

2.4.8 The Effect of Education and literacy on development of a country

Education can be viewed as one of the essential reinforcements of human development (Pavlova, 2013:656-672), economic advancement and societal

advancement. It was the legend Nelson Mandela who said; "Education is the most powerful weapon which you can use to change the world." (Mandela, 2014:45pm). The Universal Declaration of Human Rights (1948) emphasised on the right to education and pointed out the importance of education to the population as well as individually. It also emphasised that education promotes population and individual development which was further accentuated in major United Nations discussions and dialogs (Bergström, 2010:167-182). The Universal Declaration of Human Rights was further supported by the World Conference on Education for All (EFA) which was summoned in Jomtien, Thailand, in 1990 (Ainscow & Miles, 2008:15-34) which set goals and methods of achieving their desire for Education for All. If everyone attains education, the literacy of a country as well as its development is likely to increase which is the expectation of every country. This is the reason why there are different educational systems within countries so that they provide the best education in the world or nationally.

During the Millennium Summit in 2000, there was a special sitting of the General Assembly on children in 2002 whereby the delegates came to conclude that primary school education is important for accomplishing societal and demographic development (Kabeer, 2015:377-395), economic advancement and gender fairness. Education is powerfully related to a widespread range of demographic behaviours and it has been viewed as having an impact on the demographic transition from maximum to minimum fertility levels. Brennan & Naidoo (2008:287-302) articulated that when majority of the population is to gain education, the society can be improved and criminal activities or unethical behaviours can be eliminated within the society which shows the positive aspect of education. It should also be noted that attaining better education does not necessarily mean that the society will be crime free as there are educated people who are criminals using the same type of education that the students or graduates are attaining.

The development of a country is likely to move juxtapose with the literacy of its citizens. According to the Bill of Rights of South Africa's Constitution, all South Africans have the right to a basic education, including adult basic education and access to further education. The state has an obligation, through reasonable measures, to progressively make this education available and

accessible to all its citizens (Southafrica.info, 2016:1). Developed countries like South Africa and United States of America offer bursaries to their people to further their studies such as the use of National Student Financial Aid Scheme (NSFAS) in South Africa and the availability of transport to take students to the right institutions in America for them to pursue their academic career. Using the NSFAS, literacy rate in South Africa is regarded as high as students who are less privileged with low or no source of income are assisted by the government to get their tertiary education. It is because of the above discussed aspect that makes developed countries have a high rate of literacy. Furthermore, to support the claim that developed countries have a high rate of literacy, in the United States education is viewed as a right not a privilege. In America, they reinforce education through various means such as laws that require a minimum level of education depending on which state you live in and the way transportation is made available to every individual, so they can attend a public school and the same is being done in South Africa so that illiteracy is dealt away with. In South Africa, there are some certain laws which have been passed such as Skills

Development Levies Act (No 9 of 1999), the Further Education and Training Colleges Act, 2006 (Act No 16 of 2006) and South African Schools Act, 1996. These laws ensure that education is attained by all people who cannot afford to pay for their education. However, it will be an academic atrocity not to point out that this is not fully implemented within the continent as well as South Africa as a country because there are still other people who are not granted the chance to access education.

The effect of education and literacy can best be presented in a tabular form below which is table 2.2

Table 2.2: Effect of education and literacy on the development of a country.

Impact of literacy	Explanation
Enriches individuals from poverty	It generates openings for people to develop skills that will help them to sustain themselves and to sustain or provide for their families or society.

It improves the development of the community at large	Through advancing knowledge, employment chances are also increased which will help to develop the economy and the community at large as the literate or learned people may return to their communities to develop them.
It reduces infant mortality rates	It is projected that infant mortality decreases with a certain percentage (9%) per year when women attain education (Bray, Jemal, Grey, Ferlay & Forman, 2012:790-801). The reason for this lies on the fact that when women are able to educate themselves on health issues, they contribute in the eradication of poverty and mortality rate which adversely results in improvement of the society or country
Promotes economic growth within a country	Education and literacy results in a rich workforce that is diverse and possessing the right skills that are required to execute the duties.

Source: Authors own construction

Table 2.2 above shows the benefits of education to an individual, society/community and country at large. If literacy or knowledge is fully utilised as expected or as it is supposed to be, countries will be at another level of higher literacy rate, developed economies and civilised societies, just but a few to mention. Literacy positively impacts economic growth beyond the local community

2.4.9 Differences between education, skills training and development

It is imperative to state the differences between education, skills training and development as well as pointing out how it impacts the development of a country. Skill training is a program organised by the organisation to develop knowledge and skills in the employees as per the requirement of the job. On the contrary, development is an organized activity in which the manpower of the organisation learns and grows; it is a self-assessment act (Surbhi, 2015:1). When people are educated, they will also acquire training and development sometimes, but the impact of this to the development of the country might be that the criterion used to implement them might benefit the minority at the expense of the majority. Furthermore, when there is proper education, skills training and development there is likely to positively impact

the development of a country as the required skills will be offered to run the country's economy and the country will not get in a financial quagmire.

Again, education primarily involves the presentation of material by the faculty to students who are learning about the subject matter. The material being studied is fundamentally well-known material whilst training is concerned with the teaching of specific, factual, narrow scoped subject matter and development is concerned with a broader subject matter of conceptual skills. When there is poor or no education, no training and development that is done within the company there will be no improvement or no new ideas to be generated as how to solve the problem that the country faces. This results in the retarded development of the country as education is the key to success of a nation.

Besides the above discussed points, another difference that exists between education, skills training and development is that education is an umbrella term for skills training and development as they form part of educating an individual. To ensure that the country benefits from the type of education, skills training and development that is offered to the students the state should regulate the way education is delivered and also have better educational policies.

2.4.10 History of education in South Africa

Historically South African education was not favourable for all citizens especially during the apartheid era whereby it was associated with caste system. The era 19942011 marked a turning point in the history of all South Africans especially in the educational sector. Du Plessis (2009:12) points out that the political thinking in 1994 was to abolish all the old that had been systemically linked with apartheid and to introduce new policies in all the various spheres in the country as schooling had been in dire straits for many years. In addition to this, there is the appalling authenticity that even though South Africa has the wealthiest economy on the continent it has a weak educational system (Nongxa, 2010:11). Many previous systems had been excellent even though they might have had flaws and room for improvement, but instead of assessing what was good and building on that, the new approach was to discard tried and tested basic principles of education (Malada, 2010:22). South Africa seem to be ignorant on historical trends as they absorbed the Outcomes-Based Education (OBE) (Van Eeden, 2008:11-

40), an approach that had already failed miserably in some First World countries and it could not be miraculous to implement it and have it successful in a third world class country like South Africa. The South African education history can best be given in form of table with table 2.3 below showing the history of South African education.

Table 2.3: South African education history by years from 1806 to present year of 2017.

Period	Remarkable activity
1806 1900	• The earliest European schools in South Africa were established in the Cape Colony in the late 17th century by Dutch Reformed Church elders (Baten & Fourie, 2015:632656); • By 1927, there were two dozen English-language schools which operated in rural areas of the Cape Colony; • By 1877, about 60% of white school-age children in Natal were enrolled in school and 49% of the same race enrolled in the Cape Colony (Hunter, 2016:319-358);
	• End of the Boer War in 1902 resulted the use of Afrikaans in the schools and give Afrikaner parents more influence in the primary and secondary education (Hunter, 2016:319-358); • Late 19th century, three types of schools were receiving government assistance which were small rural schools which employed usually a single teacher, district primary schools and a few secondary schools in cities; • Towards the end of the 19th century, all four provinces virtually abolished African enrolment in government schools and African children attended mission schools whereby they were taught by the clergy or by lay teachers; • In 1829 there was the establishment of the South African College which is now known as the University of Cape Town. • In 1841, the religious seminaries accepted a few African applicants; • 1852 and 1854 saw the establishment of higher learning institutions in Dutch by the state of Transvaal and the • Orange Free State respectively;

1900 to 1948	• Sir Alfred Milner brought a lot of teachers from Europe to foster English language and British cultural values which was resented by the Afrikaners who proposed the gist of the curriculum;
1948 to 1974	• Afrikaans got some influence in schools in 1948 when the National Party narrowly won the elections; • Pre-1953, quite many black people attended schools set up by religious organisations whilst the white children learnt in state owned schools; • In 1953, the government removed support of religious schools with the intention of creating an unconducive environment to operate so that they sell the schools to the government as a way of implementing the Bantu Education Act (No. 47) of 1953; • In 1959, there was the Extension of University Education Act which barred black students from accessing the universities; • In 1960, there was an increment in the number of black students' schools, but their curriculum was limited to blue color jobs and not white color jobs.
1974 to 1983	• In 1974, a decree commonly known as the "Afrikaans medium decree" was issued whereby both English and Afrikaans were made compulsory in black secondary schools; • On the 16th of June 1976, a violent Soweto strike took place due to language used in education.
1984 to 1990	• In 1984, the National Policy for General Affairs Act (No. 76) of 1984 provided some developments in black education though it still maintained the Bantu education system which separated learners basing on skin color. • Education was compulsory for all racial groups, but at different ages, and the law was enforced differently with the whites being advantaged; • There was an imbalance of teacher-pupil ratio with the blacks having few teachers as compared to whites.
1990 to 1993	• From 1991, the white education system was restructured as they expected democracy in education;

	• As of 1991, the white schools were obligatory to select one of four models from A-D with C being semi-private and finally removed in 2013. • During the apartheid era in South Africa, there were eight education departments which used different curricula and offered different quality education to learners with the whites being favoured by the system and the blacks being suppressed;
1994 to 1997	• In 994, some of the Bantustans were incorporated back into South Africa, but they had their own educational departments;
1997 to 2005	• The Mandela government restructured these departments including the tertiary education and tried to remove racism in the academic area or in educational departments; • In 1996, the South African Schools Act was propagated to offer a uniform educational system from governance to funding of the schools. • In 1997, the government launched its new education system called Curriculum 2005, which was based on "outcomes based education" (OBE) which failed dismally.
2006 till present	• Tolerance of all the South African 11 official languages and allowing the first year of schooling to be provided in a child's home language (Pretorius, 2014:51-76);

Source: Authors own construction

Table 2.3 above clearly provided a brief background or history of the South African educational system. This also helps one to understand that the issue of employability by race of graduates is not just a mere thing which started now, but it can be traced back to apartheid era.

Dependable with South Africa's new constitution, the new government eliminated the existing racially defined departments of education and established a single education system which is directed at accommodating all its citizens (Msila, 2007:147). The elimination of racial educational departments was a remarkable enterprise, but it is an inevitable truth that education is a highly specialised field which cannot be fruitfully served by political appointees (Rooi, 2012:2). The education that is offered at university of technology where the black disadvantaged children are mainly send should

be upgraded to make them benefit also. There is need for consideration of the educational grades given within the tertiary education to be at par so that the former disadvantaged groups due to apartheid will not still be disadvantaged to complete and get their qualifications.

2.4.11 Employability by race

There is a great difference on the employability rate of whites, coloureds and blacks and the government of South Africa is endeavoring to reverse the effects of Apartheid through Employment Equity, Affirmative Action and Black Economic Empowerment. Despite the attempts by the government, the South African job market still reflects racial elements as there is a great gap between the whites being more employable as compared to the blacks. This is asserted in the "graduate destination survey" that was published in 2013 by the Cape Higher Education Consortium (made up of Stellenbosch University, the University of Cape Town, University of the Western Cape and Cape Peninsula University of Technology). The report from the survey found that whites were at 61%, Indians were at 58% attained employment in the private sector, while only 35% of Africans and 45% of coloureds graduates could attain employment in the private sector. The report notes that the unemployment rate for coloureds and African people would be significantly larger if it were not for the intervention of the public sector, which employs many African (at 42%) and coloureds (at 45%) graduates (Qambela & Dlakavu, 2016:1).

Basing on the above problem of blacks being unemployed at the expense of the whites can also be due to the quality of education that is being offered to the black child and to ensure that they all enjoy same opportunities of being employed after graduating, the learning curriculum and credits to be awarded within universities should be the same and not different.

2.4.12 Designing Industry Relevant Curricula

As a way of departure to the ongoing assignment, there is also need for urgency developing courses to be availed to the poor disadvantaged children who want to have an improved way of living. The courses to be given should be relevant for what the person wants to advance in not to offer courses which do not add value to the students. "The third National Skills Development Strategy (NSDS III) must ensure increased access to training and skills development opportunities and achieve the fundamental transformation of

inequities linked to class, race, gender, age and disability in our society. We must also address the challenges - of skills shortages and mismatches - we face as a country and improve productivity in the economy." (Nzimande, 2011:5).

Although the government has stated that there should be access to training and development to cover the gap that was created during apartheid era, there is need for implementation of what it has declared sot that the differences will be addressed.

2.5 CONCLUSION

The greatest problem with the system of education used by universities is the serious disjuncture between industry needs and the available courses. More often than not, most lecturers are themselves not conversant with the needs of the industry, thus leading to the use of existing textbooks created in very different none context relevant backgrounds. This has become a common problem on the African continent where the textbooks used are imported from Europe and America, written for that context, and pushed down the stream. This on its own makes the student unfit for the environment in which they are intended to work in. it can be said with little contradiction that the concept of decolonisation can be affected only by enabling the lecturers (delivering the subject) to either have practical industry exposure coming from "having worked in the industry," or for them to disseminate "only that information emanating from research on industry requirements." It is with this "resolute panacea" that the research is entered. This therefore leads to the immediate realisation that the solution to effective syllabus construction is a form of decolonisation of education by providing industry appropriate and context relevant education in Human Resources Management.

CHAPTER 3
**CURRICULUM DEVELOPMENT MODELS UTILISED BY OTHER
INSTITUTIONS OF HIGHER LEARNING AND LEVELS OF HR GRADUATES
UNEMPLOYMENT**

3.1 INTRODUCTION

A model is a representation of a system or program using some established general principles and concepts supposedly able to assist in solving a problem (Caltech 2012:31). Models are used in all walks of life and should be understood as guidelines largely conceptualized based on known information. Consequently, because of the broad meaning of the word "model" (generically) models can be referred to as mathematic models, economics models; business models, etc. In this case, the conceptual curriculum development model is discussed. The purpose of developing a curriculum is to bring about relevance of what the education system offers and what the industry needs to reduce or eradicate the production of unsuitable graduates (Abeysekera 2006:6). The models on the development of the curriculum therefore depend on the need to create suitability of the graduates to the new workplace that they will be going to. The instructional systems become a critical element of the dissemination of information to the recipients who will most often be first time job seekers.

It is the responsibility of institutions of higher learning to design a blended learning model well integrated with the current technology to prepare their customers (students) for easy lending. Currently there is a serious disjuncture between what the universities offer and what the industry needs (Guimón 2013:4) thereby creating unemployable graduates. The South African work terrain is defined as having no relevant person-power (Van Broekhuizen 2016:2) in an environment where many graduates go for years without employment. Yet institutions of higher learning continue to teach programs that are not relevant either to the South African context (Badat 2010:24) nor to the needs of the ever-changing business terrain. It is therefore imperative that universities and other institutions of higher learning design courses that are researched from the industry needs and that these be reviewed on a regular basis. The majority of the people who are in the South African higher education system are the indigenous Africans (Nsamenang & Tchombe

2011:533) previously disadvantaged and continue to be because of the education system that does not seem to rhyme with industry expectations. For this reason, therefore models have been constructed to assist in the designing of appropriate curriculum suitable for the South African environment. Specific emphasis will be paid on Human Resource Management courses of the universities in South Africa.

3.2 DEVELOPMENT OF A MODEL

As alluded to above in the definition of a model, it is important to understand the process followed in the modelling of a concept or principle. Frankenberger, Weiblen, Csik & Gassmann (2013:249-273) noted Mitchell 2004's work where he identified 5 steps or stages that are followed or used in the development of a model as an answer to an existing phenomenon. The stages identified are illustrated in figure 3.1 below.

Figure 3.1: Process of constructing of a model
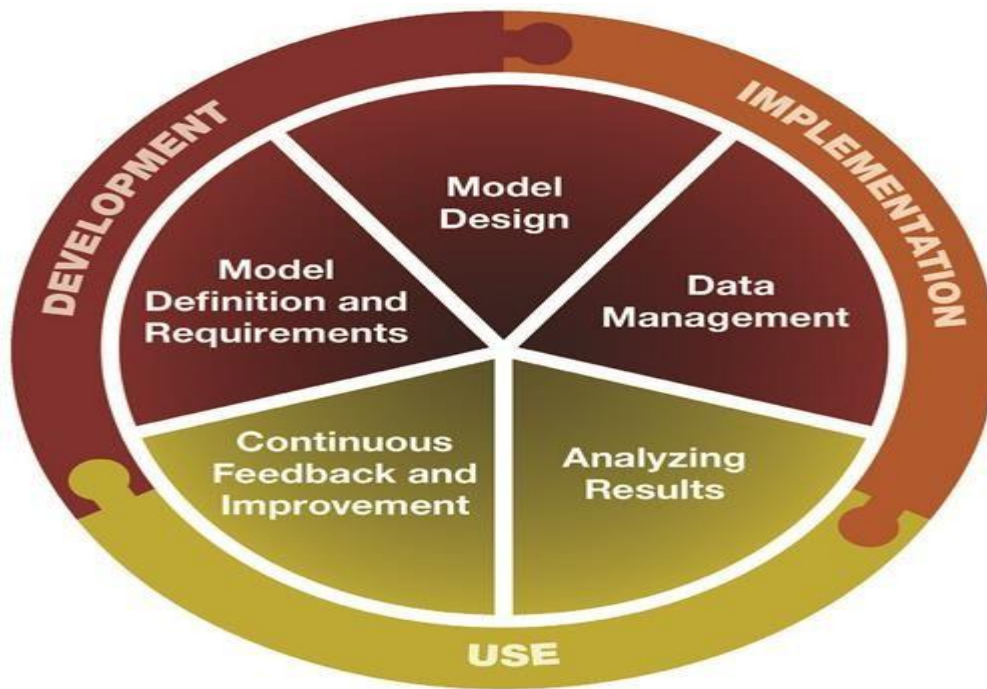
Source: Crowe Horwath LLP analysis

The initial stages are the establishing of a model are the presence of a problem for which a solution to is intended. The presence of this therefore leads into thinking of solutions or the panacea to the existing problem. Thus, the stages followed in the process are; namely; model defining, model

designing, data management, analysis of the results, and continuous feedback. For effective defining and designing of a model largely depends on the knowledge and experience of the individual designing the model (Chen, Chen, & Chu, 2008:395-409). Each model therefore should inevitably follow certain rules, principles and routes to be able to solve the problem. The processes postulated for the construction of models, are detailed table 3.1 below.

Table 3.1: Phases in the process of model development

Model definition and requirements	The model enables the constructor to be able to determine and risk manage any possible failures of the proposed solution. The requirements of the solution to the problem at hand should be factored into the development of the model.
Model design	The model design should create a construction which suits the desired model including the relevant data and all other requirements wanted for the model to be designed.
Data management	A model requires data for it to function which should be accessible when needed, accurate or exact, complete and fit.
Analysis of results	Institutions should check the effectiveness of the designed model in a systemic way ad analysing the data.
Continuous feedback and development	Working on with the given feedback helps the users of the model to monitor elements of a model that will not be working, checking or weighing the risks of using the model and to improve when there is need for improvement.

Source: Adopted from Mitchell's diagram

If institutions of higher learning are to design an effective model to address the graduates' unemployability problem, they should adopt the five crucial components of the improvement or development of a model that addresses the institution's needs which are given above in table 3.1. Thus, an institution of higher learning should advance, implement and utilise the above given model construction for it to be able to produce marketable graduates or industry relevant graduates. When an institution applies the suggested model design in table 3.1 above, it is bound to succeed and failure to apply it correctly will result in leaving a gap between what is expected and what they

really produce which is the current status with universities or most tertiary institutions which are providing education which does not suit the industry requirements.

3.3 CURRICULUM DEVELOPMENT MODELS

The development of curricula, be it a national curriculum as is done by governments for primary and secondary school learning (Barton, 2009:10) or done by independent institutions of higher learning like stakeholders in that the government designs curricula to create uniform national standards for all children at a particular level. Independent or government subsidized institutions of higher learning have autonomy, but they should meet certain government requirements. The development of curricula therefore becomes a critical marketing element of effective student enrolment with high employability of the graduates.

Furthermore, it is vital to indicate that there are two main types of curriculum development models which are used in education. These two models are the Tyler model developed by Ralph Tyler and the Taba model which was developed by Hilda Taba (Kalamees-ruubel, 2013:3). These models have the intention of aiding learning purposes with the arrangement of program of study. Although these two given models have similarities, they approach education from a different perspective as the Tyler model is deductive and the Taba model is inductive (Kalamees-ruubel, 2013:3). The Tyler ideal operates from a root of scientific management whereby education administrators are expected to develop the curriculum to be used by teachers or lecturers which means the end user does not have a say or contribution (Tyler, 2009:69) as compared to the Taba model which encourages the end user to have significant amounts of input in developing the curriculum.

According to Lunenburg (2011:2), the utmost curricula are not developed from scratch and all operate within organisational and societal constraints. A formal curriculum is the one that is written so that it can be delivered as a functional curriculum to eliminate incompatibility between development and implementation. The aim of educational development is to ensure that the official curriculum is delivered as the functional curriculum and there is not a mismatch as development turns into implementation. It is not an academic

atrocity to point out that institutions if they decide on diverting from the official curriculum it should not be disadvantaging the beneficiaries from the curriculum, but it should add more value to the beneficiaries. Below is figure 3.2 showing a curriculum development model.

Figure 3.2: Curriculum development model
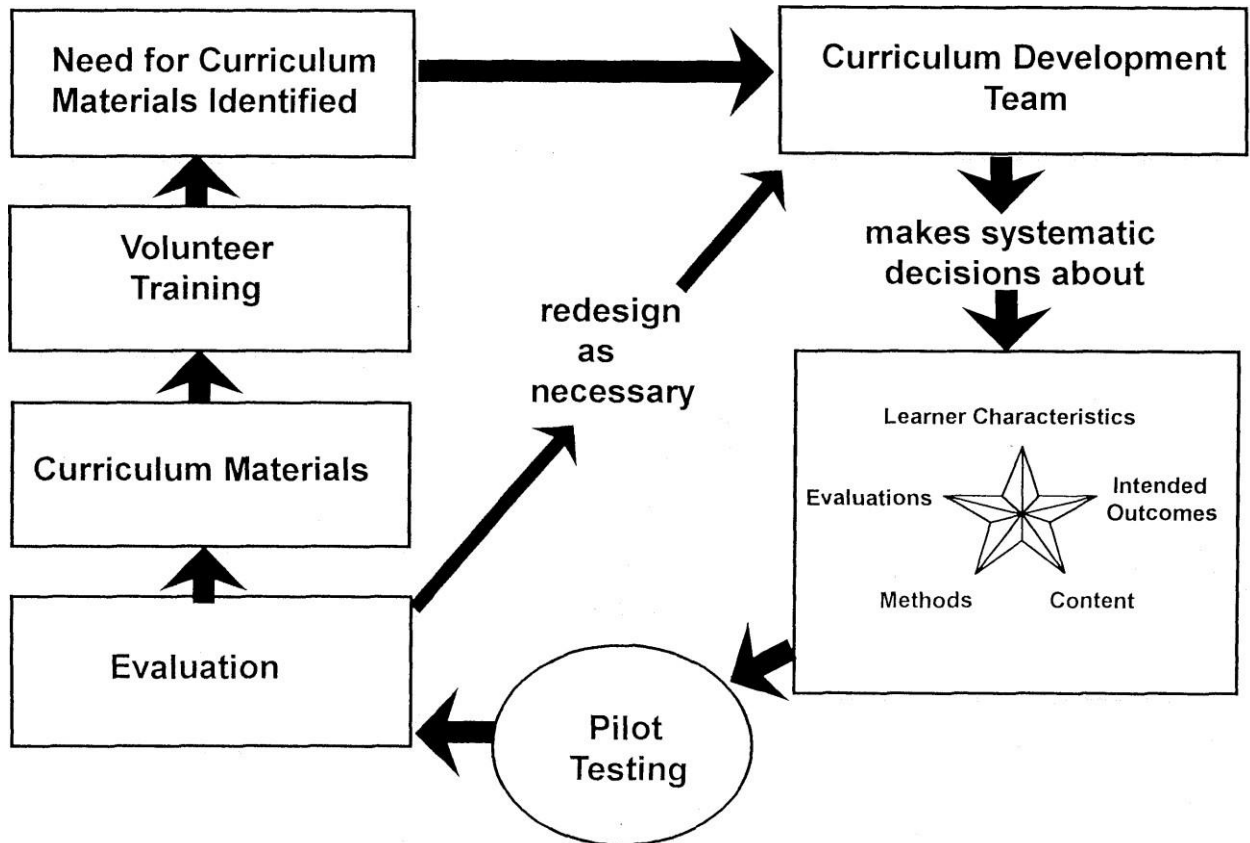
Figure 3.2 above shows how the elements of a curriculum relate to each other as well as how they intertwine to the development process of a curriculum. The curriculum model starts with a matter, concern, or a problem which needs to be solved. If the solution to the problem identified can be addressed by training or educating a group within the society, a relevant curriculum should be drawn to ensure that it solves the problem (Krauss, Brunner, Kunter, Baumert, Blum, Neubrand & Jordan, 2008:716). As shown above in figure 3.2, the next step is to form a curriculum development team which will make regular choices regarding the audience that is targeted, content, methods and evaluation strategies to be used. Basing on the contribution from the curriculum development team, a sketch of curriculum products is established, tried, assessed and redesigned if there is need to do so.

It is not erroneous to mention that when developing a curriculum especially at tertiary or higher learning institutions all stakeholders of institution should be included in the curriculum development process so that they can air out their views. The curriculum can also be aligned with the mission statement so that there will be congruence. When incorporating the stakeholders in curriculum development process, one should be incorporated from the first stage so that they may understand fully what is expected. Also, students who are the major stakeholders of higher learning institutions should not be excluded in process of curriculum development so that there will be quality education. According to Jones (2007:3), the students are the nucleus in the process of education, so institutions should use a student-centred approach as their focal viewpoint in process of curriculum developing and shaping. If all the stakeholders of learning institutions combine their efforts in developing a curriculum it would be much sustainable and relevant if they consult industries where the graduates are expected to be employed.

3.4 BUILDING BLOCKS FOR CURRICULUM DEVELOPMENT

The purpose of the curricula is to ascertain that the course offered provides the education or skill appropriate to the requirements of the customers or the recipients of the education offered. The needs of all the stakeholders should be taken into consideration like the concerns of the society, teaching staff and the students who are mainly represented by student representatives for the process to be effective and efficient. When developing a curriculum, one should set the learning goals, the method to be used, instruments for learning and how to fit in the different elements in a single curriculum (Marsh & Willis, 2007:73). The parties involved in curriculum development or construction of the curriculum should be involved from the eve of the process till the end so that they will be at par with each other pertaining the information or things to be drafted in the curriculum.

A properly designed curriculum should allow one to evaluate its impact if it is meeting the expected standards through checking the curriculum's products on their interpersonal skills, problem solving and their performance academically. Boit, Njoki, & Koskey (2012:180) pointed out that it is through the curriculum that content to be taught and the exams are based on, as it has

the learning methods plus the course outline or the subject guide. Most people associate a curriculum with what should be taught formally and tend to forget that it also shapes a student's social life to become a good citizen through eliminating the stuff to be taught and to be excluded from the curriculum (Hlebowitsh, 2009:22). Curriculum development, is viewed by Yuen-Tsang, & Wang (2008:5-22) as a planned, determined, progressive and orderly process aimed at providing positive developments in the educational scheme. It is vital to mention in passing the definition of curriculum vitae. Kalleberg, (2008:24-40) defined curriculum vitae as a short account of an individual's biographical information, qualifications, experiences from previous occupations which is send or submitted for job application. Furthermore, when constructing a curriculum, one should think of the course rather than focusing on different subjects which make up the program. According to Schubert (2010: 17–94), building a curriculum block is a result of combining different right elements such as teaching methods and content which will facilitate excellence in the field of study. A curriculum should provide a learning method which is similar professional activities or should provide the basics of the work environment requirements. In an HR environment, the curriculum should be designed a more practical way than theoretical as the graduates are expected to execute duties like chairing a hearing or dealing with a VIP payroll which is not practiced during the studying of the course. This is supported by Schubert (2009:409) who views curriculum as a comprehensible unit of strategic activities which the learner does during his or her learning period at the institution of learning. Figure 3.3 below shows the essential steps in curriculum development.

Figure 3.3: Phases and steps in curriculum development

PLANNING
- Identify Issue
- Form Curriculum Development Team
- Conduct Needs Assessment & Analysis *

CONTENT & METHOD
- State Intended Outcomes
- Select Content
- Design Experiential Methods

EVALUATION
- Design Evaluation Strategies
  Formative *
  Summative
- Reporting and Securing Resources

IMPLEMENTATION
- Produce Curriculum Product *
- Test and Revise Curriculum
- Recruit and Train Facilitators
- Implement Curriculum

Source: http://www.fao.org/docrep/009/ah650e/AH650E03.htm

Figure 3.3 above shows how the 12 essential steps in curriculum development progress from one step to the other. Furthermore, figure 3.3 also illustrates the interface and relationships of the four indispensable stages of the curriculum development process which are planning, content and methods, implementation and the last one being evaluation and reporting. It should be noted that sometimes a curriculum may not be followed as depicted on a model.

Again, the entire study program or course consists of different modules which make up the curriculum and they should not be left behind or excluded for one to successfully complete a course. The core of a curriculum is the content which makes a curriculum to be effective or not as it determines what should be taught and what should be eliminated (Warnich & Wolhuter, 2010:63-82). Depending on the knowledge that the students need, the academic staff involved in curriculum designing should be able to deliver courses which contributes to the employability of the learners' but not diverting from the 1faculty regulations and rules.

For institutions to operate well they must have a curriculum which should be developed. This makes the process of curriculum development to be an essential component for successfully achieving educational goals for all students regardless of educational level. The universities which has been regarded as agents of change should focus more in developing their curricula to be modern rather than depending on routine reductionist dependence on narrowness and testing by repetition which ends up producing unbalanced, overspecialised and mono-disciplinary graduates (Lozano, 2010:637).

The Curriculum Development process involves the design and development of integrated plans for learning, the design of implementation of the plans, and of the evaluation of the plans, their implementation and the outcomes of the learning experience (Flinders, 1). It is important to have a properly developed curriculum as it is the core of the learning process within the institution. The main purpose of the process is to translate broad statements of intent into specific plans and actions. O'Neill (2010:1) annotated that curriculum models support curriculum designers to methodically and evidently map out the content to be used for specific training, assessment and learning approaches. Even though curriculum development models are theoretically useful, they habitually superintend the human features like their personal attitudes, feelings and values involved in curriculum making Ornstein & Hunkins (2009:15). If observed from this perspective, one cannot suspend his or her thinking capacity to apply his knowledge on what is a good approach to develop student learning.

3.4.1 Levels of unemployment in the country

Graduate unemployment is not something new as it can be traced back to 1995 as illustrated by the DRPU descriptive analysis of 2006 which showed that the increase in wide unemployment rates for tertiary graduates from 6.6% in 1995 to 9.7% in 2005 was the largest for all education groups (DRPU, 2006:8). From the DPRU report, it reflected that graduate employment and unemployment rates differed across race groups with the Black race being the highest on being unemployed aided by the fact that they are from a previously disadvantaged university. The disjuncture between what employers expect and what the institutions of higher learning are offering have caused

employers to lose confidence in their products and resorted to focus more on experience than qualifications (DRPU, 2006:21).

Graduate unemployment is increasing on daily basis regardless of what skills you possess. This is supported by Clarke (2008:262) who postulated that even though having the precise skills mix is likely to increase the probability of one's securing a job or employment, but it does not necessarily guarantee that you will get employed. This means that despite having the expected skills or knowledge, one can still be baptized in the pool of unemployment and add up the number of unemployed graduates than the employability of graduates. It is not surmised here that the curriculum is exclusively responsible for unemployment, it is accepted that the economic growth of a country also impacts on the availability or absence thereof of jobs in the market. It is argued here that, all things being constant, the HR graduate should find relevance in the training processes that will lead them to be effective, relevant and ready to execute the training in the industry. There is an increase in the unemployment rate in South Africa to 27.7 from 26.7 percent in the previous quarter bringing it to be above market anticipations of 25.3 percent (Tradingeconomics.com, 2017). This is ample evidence that unemployment is gaining momentum within South Africa.

Unemployment in South Africa is affecting graduates from most fields of study such as from business, humanities and sciences only but a few to mention. There is a mismatch of what the industries require and what the graduates possess. For example, industries require someone with a minimum of two years' experience which makes a graduate who studied fulltime not to qualify for the job. It should be noted that experience without the qualification is not enough as the qualified graduates are struggling to get hired. Lesedi Malgas an unemployed graduate said that it was hard to find jobs straight from university because companies wanted someone with experience on an interview by Moriri dailynews reporter (Moriri, 2016:3). The issue of emphasizing on experience is like hiring an experienced driver without a driver's licence and denying someone who obtained a driver's licence recently to be hired.

Ever since the early 2000s, new microeconomic study has gradually recommended that the relative industrial labour market reimbursements of

Higher Education (HE) in South Africa was deteriorating which is true if viewed from the current situation where unemployment is rampant (Van Broekhuizen 2016:1). According to Branson, Leibbrandt & Zuze (2009b:2), the current rampant increase in graduate unemployment rates between 1995 to current year of 2016 together with the extent of emerging skills-mismatches or the skills which the alumni possess who want to enter into labour market are different from what the employers expect. The disjuncture between what the higher education is producing and what the industries expect or want has fascinated many researchers including this research as it has become now more of a volcano which must be extinguished before further eruption. Below is figure

3.4 showing the South African unemployment rate for 2017.

Figure 3.4: The South African unemployment rate.

SOUTH AFRICA UNEMPLOYMENT RATE

SOURCE: TRADINGECONOMICS.COM ; STATISTICS SOUTH AFRICA

Source: Trading economics.com/Statistics South Africa

As shown above in figure 3.4 above, the unemployment rate in South Africa is increasing radically. The unemployment rate in South Africa amplified to 27.7% in the first quarter of 2017 from 26.5 percent in the previous period as shown in figure 3.4 above. Thus, unemployment is becoming a challenge to the South African population including the graduates who have higher expectations of getting hired in the areas or fields of specialization.

Pauw, Oosthuizen, & van der Westhuizen (2008:45-57) put the blame for the exacerbation of graduate labour market consequences in South Africa on Higher Education system's shortage of approachability to operational changes in the national economy ever since 1994. They further argue that the graduate labour market is deteriorating due to changes in the demographic structure of

South Africa's pool of graduate labour force plus the chosen career to study. Kraak (2010:82-103) argues that the skills-mismatch has aggravated South Africa's existing skills shortages and unsympathetically impacted the employability and current labour market issues which graduates encounter today. Though mismatch have been identified between the quality of education and the employers' expectations, up to now the same problem is still existing meaning that there is need for an urgent change by institutions of higher learning on the way they design their curriculum.

3.4.2 Levels of unemployment amongst HR graduates in South Africa

The issue of graduate unemployment has become a thorn in the flesh to most graduates as they are not guaranteed of getting employment after completing their studies. Amongst the affected graduates, we have Human Resources Management alumni who also fall under the high unemployment rate both globally and nationally in South Africa. Graduates who expected their qualifications to be opening doors of employment to them are being flabbergasted by the rampant degree at which unemployment is increasing. This is supported by (News24, 2012) which stated that,

"University degrees or diplomas no longer hold the promise of jobs for young South Africans as hundreds of thousands of them battle to find work." Hence, graduate employability has now become more of a nightmare than a dream.

3.4.3 Global levels of HRM graduates' unemployment

The hiring situation for new university graduates is different from the working population in general as the graduate unemployment crisis is globally (Adesina, 2013:146-156). As a global phenomenon, the field of HR is one amongst the disciplines which have higher rate of graduate unemployment globally. A lot of cash have been paid or set aside to ensure that the graduates obtain their qualifications with higher expectations of getting a job or securing a job in the labour market on completion or before completion of the studied course. The graduate unemployment issue leaves a remarkable scar in the life of graduates (Helbling, Sacchi & Imdorf, 2017) whose future seem not to be bright as their ray of hope has been crushed by the dragon called "Graduate unemployment" which is like a volcano that needs to be extinguished with the urgency it deserves. Trevena, (2013:169-190) alluded that the labour markets all over the world are full of new and old graduates who are finding it difficult to easily get employment after completing their

certificates or qualifications in the field of HR as they expected, and they end up doing cheap labour if they find it in other countries.

It is important to point out that HR graduate unemployment is not only in South Africa nor in Africa alone as a continent, but it is worldwide. However, it should be noted that a person's geographical location also plays a role in securing a job in the market as most graduates want to work in the central business centres and not in the rural areas. It should be known to the labour market that a graduate from a university of technology should have more experience than one from a traditional university, but the way our curriculum is designed denies us an opportunity to be suitable to the expectations of the employers.

The global economy has changed and is now in favour of knowledge and technology which tertiary institutions are expected to be delivering to the graduates from different fields of study (Lundvall, & Lema, 2014:327). The tertiary or higher education is gradually being viewed as central to national tactics for safeguarding shares in the global market and universities as the fountains of valuable human capital (Li, 2012:735-758) or human resource to support national development especially economic and social development. Universities are expected to contribute to the economic development in different ways such as creating and accruing human capital; producing, distributing, applying knowledge as well as being innovative when it comes to recent information and technology.

3.4.4 Characteristics of people employability rates

When it comes to graduate employability, it will be erroneous or an academic error to only focus on the role of higher learning institutions and not mention that individuals also have a role to play especially their personality. Because of personalities of individuals have on employability, the researcher would like to use the Big Five personality traits (Gore & Widiger, 2013:816) which are also regarded as the five-factor model (FFM). The Big Five model is constructed on common language descriptors of behaviour such as extraversion, agreeableness, openness, conscientiousness and neuroticism (John, Naumann, & Soto, 2008:114-158). For one to clearly understand the Big Five personality model, table 3.2 below gives a simple explanation of it.

Table 3.2: The Big Five model

Factor	Explanation
Openness to experience	Is the level of logical curiosity, creativity and a preference for novelty and variety a person has
Conscientiousness	Propensity to be organized and dependable
Extraversion	Full of potential, talkative and seeks stimulation in the company
Agreeableness	Compassionate and cooperative rather than suspicious and antagonistic towards others.
Neuroticism	It is the tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability.

Source: Author's own construction.

As shown in table 3.2 above, the Big five personality traits can be used as a model to comprehend the relationship between personality and academic behaviours with the one who is self-confident getting the job if they go for an interview. This means that someone with the potential or who might be a good candidate for the job might be an introvert and will not be hired as he or she may not be an extrovert who is talkative.

To add on, an individual's characteristics also plays a role in contributing to one's employability as indicated by Tomé (2007:339). Clarke (2008:266) supports Tomé and he specifies what kind of characteristics causes one to be employable such as self-esteem, self-efficacy, risk-taking and adaptability play a role in an individual's employability. He further elaborated on things that contribute to a person not being able to last or secure a job such as an individual's personal characteristics, age, gender, marital status, ethnicity, family responsibilities and physical characteristics not also forgetting peer pressure. If an individual possesses certain characteristics which do not align with the expected job, automatically you disqualify yourself and make yourself an unemployable graduate. Again, high expectations also contribute to a person's *unemployability* as one weighs the benefits or salary with what he or she wants to achieve.

3.5 HIGHER LEARNING INSTITUTIONS AND HR CURRICULUM

Human Resources as a discipline of study was first offered at The School of Industrial and Labor Relations at Cornell University though it was at a college-level (Bird, 2011:202-230). Nowadays different universities are offering programs of study for human resources and other similar fields of study such psychology. Human resources as a discipline is being offered in most business schools mainly in their departments of management. The discipline of human resources is the backbone or the engine of an organisation if properly utilised as it focuses on the employees of the company (Wong & Wong, 2014:51-66) and wherever there are people working, the discipline of human resources finds relevance hence crediting it as a course that is at demand. Human resources can be demanded if and only if the graduates possess the right skills that the employers are looking for. Below is a sample of HRM curriculum from another university which is well-known for excellence and it has the commonly used Harvard type of referencing by many institutions worldwide or globally. Herewith a sample of the HRM syllabus / curriculum for the famous Harvard university

SAMPLE OF HARVARD UNIVERSITY CURRICULUM

Course Syllabus
MGMT E-4240 Human Resource Management

Instructors: Dr.

Michael Thomas & Peter Martel   **Spring 2016**

COURSE OBJECTIVES

1. These broad intentions can be defined more precisely through an examination of the course's specific objectives. By the end of the course the student will be able to:

2. Appreciate the importance of human resource management as a field of study and as a central management function;

3. Understand the implications for human resource management of the behavioral sciences, government regulations, and court decisions;

4. Know the elements of the HR function (e.g. – recruitment, selection, training and development, etc.) and be familiar with each element's key concepts & terminology; and

5. Apply the principles and techniques of human resource management gained through this course to the discussion of major personnel issues and the solution of typical case problems. http://harvardcoopbooks.bncollege.com/ (Links to an external site.)

COURSE CONTENT

MGMT E-4240 is divided into six instructional units, each of which represents a different set of the human resource management functions. An instructional unit involves lectures, class discussions, case analyses, and reading. A summary of each unit of the course is below.

Unit 1: Introduction to Human Resource Management

The focus of the first unit is on identifying what the personnel and human resource function is all about. It explores the typical responsibilities of HR departments and how they are affected by the corporate culture, environmental forces, and government regulations. It also introduces the topics of strategic and employment planning.

Unit 2: Staffing

Once the organisation has determined its strategic and human resource objectives and analyzes the jobs to be filled, it is ready to fill them. Unit 2 reviews the two steps in the staffing process:

Recruitment and selection. Recruitment aims at identifying and attracting the largest possible number of qualified applicants to hire for each job.

__Unit 3: Compensation & Benefits__

This unit focuses on compensation and related issues. Among the topics to be covered are forms of and bases for compensation, job evaluation and compensation/evaluation systems.

__Unit 4: Performance Management__

This unit discusses and examines performance evaluation as a system including process and procedures used in developing reliable and valid standards, criteria, and evaluation mechanisms. A good performance management system is fair to the employee while also serving the goals and interests of the organisation.

__Unit 5: Human Resource Development__

Employee training and development is another important HR function. More specifically, Unit 5 focuses on deciding who is to be trained, in what and how they are to be trained, and how effective was the training for the employee and her/his organisational component. To be effective, training and development programs must be matched to types of employees with specific skill deficiencies and to new skills anticipated to be needed by the organisation.

__Unit 6: Global Human Resource Management & Future Issues__

Declining productivity, substantial demographic shifts, changing employee attitudes and expectations, innovation technologies, and government regulations will continue to affect human resource management into the 21st century. This final unit deals with the most significant trends in human resource management and how they can be addressed through innovative and effective organisational strategies.

Source: Harvard University (2017).

The above given sample of Harvard university is not to be used as a standard for HR curriculum as research has not been done to find out if it addresses the industrial needs just as what most curricula do. If institutions of higher learning are to provide industry relevant education, then one can be able to recognise that syllabus as a standard that other universities or institutions of higher learning could consider. This research focuses on the need for the academic as well as the author of a HRM book or material to base their publication on research. The relevance to the industry can only be perpetual if there is constant research resulting in continuous feedback and adjustment of the offerings.

3.6 HUMAN RESOURCES FUNCTIONS

As a human resource management staff or personnel, one is expected to perform several functions to ensure that the company runs smoothly. Below is table 3.3 showing the functions of human resources manager as well as some explanation or definition of each function.

Table 3.3: Basic functions of HR department

Basic function	Explanation of function
Staffing,	Staffing is the recruitment and selection of potential employees, done through interviewing, applications, networking
Training	Training is regarded as a way of teaching or developing within an individual or developing others with the aim of acquiring any skills and knowledge which is regarded as key competent within an area of specialisation or work.
Development,	This is the art of improving on what already exists and in HR environment this has to do with bettering the way employees perform their duties so that they become effective and efficient.
Motivation and	This function can include employee benefits, performance appraisals and rewards. Motivation is key to keeping employees highly productive.
Maintenance.	The last function of maintenance involves keeping the employees' commitment and loyalty to the organisation.

Source: author's construction

As shown above in table 3.3, human resource manager has a lot of functions to perform to ensure that the workplace is conducive for employees to work, the working conditions and other workplace issues. This is so as he or she determines needs of the staff, deals with performance issues, pushes the employees' motivation, deals with employees' problems, determines to use

temporary staff or hire employees, recruits and trains the best employees and many more HR duties that he or she does.

3.6.1 Human resource management in practice

Employees have been habitually viewed as properties to the enterprise whose value is added by training and development which is done by the human resource development which is under the human resource management. It should be noted that people are different, and they respond to changes in the labour market differently. In the same vein, the constant changes in the industries due to technology and other factors impact on the final needs of the industry. As it is said; "the only constant thing in the world is change." Below is table 3.4 showing how people respond to the labour market changes:

Table 3.4: How people respond to the labour market changes

Labour market change	Response from individuals
Skills and qualifications	Some individuals go for training to cope up with the changes or to go and acquire education from schools, whilst some quit the job and look for something that does not need the expected skills at the current work.
Environmental spread	The distance to work is considered by employees especially when it comes to remuneration so that one will not be working for transport and food only.
Professional structure	Individuals perceive values and norms differently basing on their careers.
Generational difference	Different age groups have got different expectations and needs from work, so they vary on what they expect on the job market

Source: Author's own construction

Table 3.4 above shows the way individuals respond or react to labour market demands. As early outlined above, individuals react to the changes in the labour market either positively or negatively such as for skills and qualifications some people might upgrade or not update their skills, the location of the job may also cause people to react differently within the labour

market. Also, the way the job is structured, and the generational difference may affect the way people perceive about their jobs as they play a certain role in one's willingness to relocate or not.

3.7 CONCLUSION

As stated above, a model is used to simulate a real problem and through this design therefore find a solution. Human Resource Management is arguably an indispensable part of any organisation if personnel are employed to work. Most if not all models are concepts designed to be real world on the basis on which real problems can be solved. Any good model should take into consideration the, past, the present and the intended future of whatever a programme or problem at hand is. The models that are conceptual varies basing on the intended purpose as well as what the user intends to achieve. Since models are designed to convey the essential philosophies and uncomplicated functionality of the structure they represent, the above given models if properly utilised can be able to deal with the identified problem as they represent the real model to be implemented. To confirm that the model has been successfully applied, it should enhance an individual's understanding of the model representing the system, clarity between participants should be facilitated and provision of future suggestions as to how the model could be improved and settler. If the model developed is not properly executed, it may give way to future problems which will take place. A model's importance can be recognised if it is properly implemented which the institutions of higher learning should consider doing for them to address the identified problem of graduate unemployment.

CHAPTER 4
HUMAN RESOURCE MANAGEMENT CONSULTANCY AND THE IMPACT OF
SOCIAL AND ECONOMIC CONSTRUCTS ON GRADUATE EMPLOYABILITY.

4.1 INTRODUCTION

The present-day environment requires one to be creative and find a way of surviving instead of waiting for the creation of employment by other people (Nelson & Wilson, 2012:178-190). This has resulted in the formation of different consulting companies whereby some have experience in the field they claim to be experts in whilst others are still on their embryonic stage. Amongst formed consultancies, HR consultancy trade has gained momentum in the present day as most people from the field of HR are resorting to be consultants as an HR career. HR consultancy is said to have developed from management consulting, but it specifically focuses addressing

Human Capital Resources' responsibilities as well as decisions (Tarique & Schuler, 2010:122-133). There are two commonly known duties that HR consultancy perform which are expert resource consultant and process or people consultant (Wright, 2008:1063-1086).

This chapter covers human resources as a career, strategic importance of HR, the role played by consultancy in HR profession, the trend in the market, economic trends and impact on unemployment in general, specific emphasis on the impact of economic condition on the employability of HR graduates and other related issues.

4.2 HUMAN RESOURCE MANAGEMENT AS A CAREER

There are quite a lot of Human Resources Practitioners within the world, but they all have different ranks with the Chief Human Resources Officer (Cohen, 2015.:205215) or Human Resources Director as the highest Human Resource ranking in the Human Resources executive. Human Resources positions within industries usually falls under two groups which are generalist and specialist (Altman & Baruch, 2012:233-255) meaning that one can be a general HR Practitioner who does not specialise in any area whilst another one can be a specialist specialising in a particular area. As a generalist, one deals directly with the employees' issues as he or she will be having broad knowledge within the functions of the company and he or she does not have fixed duties depending on the employers. The specialist has got specific area

of focus whereby he or she will be an expert in that field. Another Human Resources career is the Human resource consulting whereby individuals can work as advisers to businesses and completing outsourced companies' tasks (Crouse, Doyle & Young, 2011:39-55). Fumasoli & Goastellec (2015:69-93) are of the view that instead of solely depending on industries outside academic field, one can also consider being a lecturer after he or she obtains the required qualifications such as PhD or any HR related qualification can opt for lecturing and remain an academia. The field of Human Resources offers a rich set of possible career opportunities which are going to be presented in table 4.1 below.

Table 4.1: HR careers

HR career	Explanation or description of duties
Recruiting & Placement Managers	Searching for promising job candidates via job announcements, hiring agencies, search firms, college campuses and sometimes from competing firms.
Executive Recruiter	Finding and filling job openings for senior executives such as CEOs and people in vice president positions.
Development & Training Specialists	Evaluate, plan, advance, synchronize and offer training and alignment for all levels in the organisation.
Compensation specialists	Emerging and controlling job evaluation systems, preparing job descriptions, managing wage and salary systems and designing and administering incentives.
Benefit specialists	Providing information and counseling to employees concerning fringe benefits offered as well as analysing the benefit plan costs and effectiveness.

Employee & Labor Relations Managers	Establishing and maintaining employee-management relations such as dealing with quality of work life programs, employee grievances, dealing with union contracts, negotiating collective bargaining agreements and handling formal union-negotiated complaint procedures.
Health, Safety & Security Specialists	Developing health and safety programs, steering safety inspections, collecting accident data, reporting

	safety records and preparing government reports.
Human Resources Manager	Coordinating and planning HR activities such as controlling employees through the appointment process, reimbursements programs, training, labor disputes and other administrative needs important to employees within a corporation and then manage them once accomplished.
Nonprofit Human Resources Expert	One will do the same duties as the one working within a profit-making firm such as recruiting, administering benefits, training and development, assisting with policies and company strategies.
HR Consultant	As an HR consultant one may concentrate in a variety of fields such as benefits, worker incentives and rewards plans, business culture afterwards unions and acquisitions, worker motivation, retirement plans, recruiting and unfluctuating the outsourcing of any of the several roles of an HR department.

Universal Human Resources Professional	This job involves recruiting applicants into international positions, training and development standards across a global organisation, applying benefits plans according to national laws, labor or industrial relations and worker programs.
HR Executive (Chief HR Officer or Vice President of HR)	Devising an HR strategy for the firm, devising policies, systems and goals and overseeing all Human Resources activities within a firm.
Training & Development Manager	Helping employees improve their skills and careers through training them in specially-held programs, workshops, conferences and other training methods offered in firms.
Employee Education Consultant	Holding workshops, lessons and consultations aimed
	at boosting employees' skills as well as their knowledge but excluding full-time obligation.
HR Information Technology (IT) Specialist	Developing software, systems administrators, IT architects or having other levels of practical expertise that can be applied to better a firm's HR systems.
HR Entrepreneur	Finding stable clients through hard work and persistence to build their firm into a successful corporation.
Affirmative action coordinator	Explaining affirmative action requirements to employees or members of organisation and others who express interest or concern.

Source: Author's own construction.

As shown above in table 4.1, HR as a career has got diverse opportunities that one can opt for if he or she is to focus on embarking in an HR field.

However, it should be noted that the chances of getting to the above given positions within the field of HR is not a mere thing that can be achieved over a night. It takes time depending with the level of experience that one will be possessing. The level of experience that is required within some of the positions given in table 4.1 above seem to have been exaggerated and by default denying fresh graduates to access them as they are bullied by the unnecessary evil called "experience" which should be dealt with by redesigning the HR curricula. The possible solution to eliminate the experience required by the industries will be discussed in the forthcoming chapters where a model will be given.

4.3 STRATEGIC IMPORTANCE OF HR IN A BUSINESS

Human Resource is an important department within a company as it determines the survival or downfall of a company. It is through HR that a company can be able to identify its current and future Human Resources needs as well as retaining staff and attracting more potential employees to work (Christensen Hughes & Rog, 2008:743757). Also, it is through HR that a company can lose or gain employees who are talented to other industries or competitors basing on the way they would run the company. Several experts believe that HR has an all-inclusive perspective (Schuler, Jackson & Tarique, 2011:506-516) on gift or talent alignment to the corporate's approach.

HR guarantees alignment around the company's vision and values as it can be able to guide (Mishra & Gupta, 2010:58-67) or bring back leaders on track if they differ or divert from the company's vision and values. Through HR business leaders are helped to maintain the vision and understand what the company's purpose is and the morals that drive employees' motivation as well as behaviours which can sustain the company from falling. Steyrer, Schiffinger & Lang (2008:364-374) noted that HR facilitates discussions with the leadership team on modelling and implementing the vision and values of the firm which can result in either improved behaviour or deviant workplace behaviour. Thus, HR is of greater importance within a firm as it is like the backbone of the company as most of the things or departments depends on it for survival and success.

Furthermore, HR keeps and promotes culture as an enabler of strategic vision and plans. HR enables the business leaders to contemplate prudently about

how their business' culture aligns and backs its approach (Remedios, 2012:474). The way HR enforces the organisational culture into the employees determines the way employees will perform as it will either build organisational citizenship behaviour or deviant workplace behaviour within employees. If HR is not recognised its worthy in an organisation, that organisation is likely or bound to fail (Healy, Bradley & Forson, C., 2011:467-487) as HR is the engine of the organisation whereby all the organisational activities have to do with HR which is responsible for fostering the right culture into the employees.

Human Resources incorporates a broad scope in management as it maintains and develop maximum performance within the company. HR is important within an organisation as it ensures that when the demands for the produce or services upsurge, it provides the right employees to help in performing the duties (Arrowsmith & Parker, 2013:2692-2712) and it also ensures that quality of the work is not compromised. HR experts can also classify the developments and the appropriate staffing for each department or section so that a company or firm can sustain itself and allow the talented employees to execute their duties prominently. Bourne, Wilson, Lester & Kickul (2009:387-398) mentioned that Human Resources can be used a connection in launching what the management wants from workers and viceversa so that the aims and goals of the company are fulfilled. This makes HR to be regarded as an important department within an organisation.

4.4 ROLE PLAYED BY CONSULTANCY IN HR PROFESSION

Human Resources units run the sustaining of solid communication among the workers and management since it is not restricted to one level but to the entire organisation. A Human Resources consultant possesses or holds a position of expert among other Human Resource professionals as he or she performs a supervisory role with a variety of responsibilities (Mcguire, Stoner & Mylona, 2008:73-84). The HR consulting industry came from management consulting and it performs the duties of Human Resource Management. Arachchige, & Weerasinghe (2012:7) noted that the HR Consultants play two typical roles which are Expert Resource Consultant and Process/People consultant. The Expert Resource Consultant proposes solutions based on proficiency and involvement as well as assisting in the implementation of the solutions (Owen

Raddats & Burton, 2014:132-142) whilst Process/People consultant supports in probing for solutions with approaches that enable and elevate inventiveness of the client's firm so that the firm can be able to implement the solutions on its own (Lewis, 2016:179-181).

An HR consultant is liable for providing maximum administrative and specialised responsibilities in a selected Human Resource area (Gilbert, De Winne & Sels, 2011:549-569) so that the HR duties are effectively performed. This minimises the number of people employed within a company as the company or companies will resort to outsource the HR department and have a consultant for its HR services which could have been done by several people within the company. If viewed from this perspective, HR consultancy can be regarded as contributing to the unemployability of the HR graduates as the companies or industries where these graduates are supposed to be working are outsourcing the HR services (Hoo, Nasurdin, Chai, & Ignatius, 2009:372-383). For instance, a company can use one consultancy who maybe a generalist and will occupy the whole HR functions and eliminates the chances of the recently HR graduates from getting hired by companies directly. Sometimes consultancy companies maybe be biased and resort to nepotism and neglect the potential candidates for the job due to their educational background, ethnic group and sometimes they put policies which leave the graduates outside like the issue of having two years or more for certain HR positions.

The HR consultancy also interprets the HR policies advises businesses on how to implement the policies within the company. Thus, clarifying that the HR consultancy plays a significant role in dealing with a company's HR procedures, policies and all other HR tasks. Most of the policies that are put and implemented by the HR consultants are not favourable for the recent alumni who find themselves in the middle of unemployment not because they are not fit for the jobs, but because the industries are being designed to boot them out. With this information, it is reasonable beyond doubt that HR consultancy influences graduate employability.

Furthermore, an HR consultant duty requires minimum educational qualifications and a minimum of three years' work experience working within the HR department (Almeida, Fernando & Sheridan, 2012:1950-1965). This means that the recently graduated alumni do not have access to be consultants and are not granted opportunities to pursue within the HR environment as the recruitment policies which the consultants contribute in

formulating and implementing denies the HR graduates access to employment doors of their field of expertise. The Hr consultancy is expected to be at par with the HR policies which change more often depending with the area of location. The South African Board for People Practices (SABPP expects its affiliates to keep on sophisticated and up to date on the latest services and technology within the HR industry and CPUT is part of the SABPP, but it allows implementation of policies which denies its products in the job market. HR consultancy plays several HR duties and below is a table 4.2 showing the core fields which they operate in.

Table 4.2: Core fields of HR consultancy

Field	Duties
Recruitment & selection	Holding work-related events or any of form of job advertisements and choosing from the identified pool of applicants the most suitable candidate for the post.
Employee engagement	Gaging, interviewing and coming up with strategies to improve employee engagement plus retention.
Retirement handling	Administration services to manage cost and effectiveness of retirement programs.
Compensation	Designing and managing compensation programs such as basic salary, bonuses, and stock plans.
Procurements	Coordinating and administering cross-functional activities during implementation.
Employee benefits	Assessing competitiveness and effectiveness of benefit plans.
Legal compliance	Providing proficiency in legal compliance
Investments consulting	Monitoring clients' investments and providing references to industries to achieve their goals.
Global creativities	Promoting business solutions to worldwide challenges.
Training development	Providing seminars and workshops to ensure that the employees become competent and fit for the job.
Health & safety	Helping companies to improve workplace security practices, institute wellness programs and review workers' reimbursement claims.

Source: Author's own construction

Table 4.2 above shows the core fields within the HR consultancy which it outsources to organisations which consults them. Thus, HR consultancy have taken over the duties of HR in a company as HR vacancies have been stripped off the companies and outsourced.

4.5 THE IMPACT OF ORGANISATIONAL DEVELOPMENT ON THE EMPLOYABILITY OF HR GRADUATES AND OTHER RELATED ISSUES

Different definitions have been given regarding what they regard as organisational development. For this research, the researcher will only use a few definitions which suit the requirements of the research. Organisational development is a philosophy and practice of conveying the strategic change to an organisation specially to address an identified issue (Al-Jenaibi, 2015:330-351) through focusing on its workforce to better the organisation's potential to deal with organisational problems. Moti & Vambe (2009:54-68) define organisational development as a long-term effort which is directed at supporting top management to better a firm's visioning, enablement, knowledge and handling problems through team configurations and other behavioural sciences. Henschke (2009:1-28) alluded that organisational development also focuses on bridging a firm's need for endurance and its need for development through aiding organisations to be at par with changing demands within its sphere of influence. Through organisational development, graduates are not recognised through this system as it focuses on developing the existing stuff within the organisation, hence directly affecting the employability of the employability of the HR graduates.

There are several chances and problems that the current organisations face when it comes to the way HR matters are concerned. This has made several scholars to explore the consequence of organisational culture on several HRD programmes within a company (Shuck & Herd, 2012:156-181). Organisational culture is viewed as an employment determinant as it develops the HR's technical and other required skills within a company. It is through the values and culture of an organisation that determines who should be employed (Rhodes, Hung, Lok, Ya-Hui Lien & Wu, 2008:84-100), when, why and how one should be employed which then affects the employability of HR graduates who might be automatically denied the chance to apply for jobs in such companies. The rampant changes in the world are affecting organisational

development change as it should implement some HRD programmes and exclude the employment or hiring of new graduates from the field of HR which they might think that they are unnecessary expenses to the organisation. Various models on organisational development have been developed and some of them are going to be given below. Below is figure 4.1 showing Lewin's change model.

Figure 4.1: Kurt Lewin's Change Model

Unfreezing
• realising need for change

Changing
• implementing planned change

Refreezing
• Accepting the newly changed state
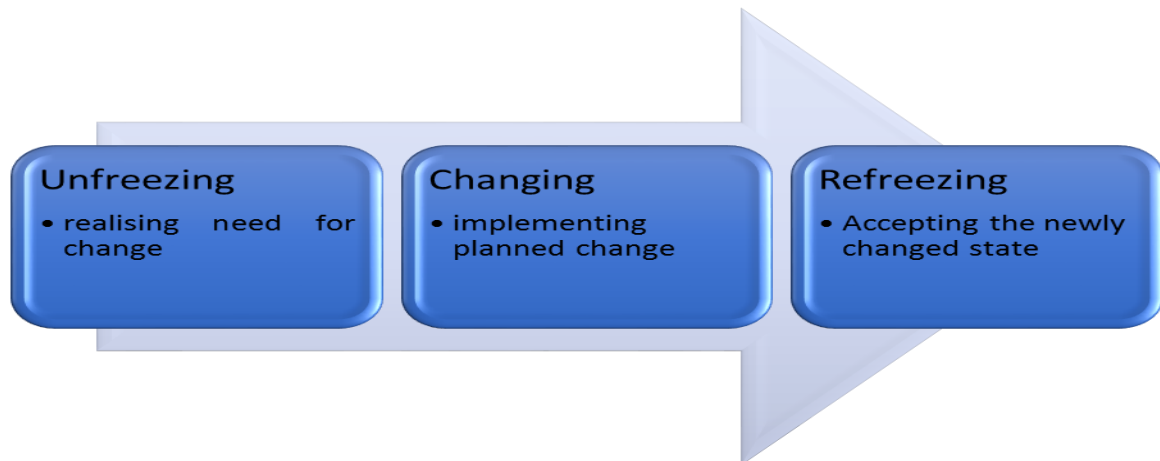
Source: Adopted from Greenberg (2011:588).

The above model of change by Kurt Lewis is made up of three stages or phases which are unfreezing, movement or change and refreezing. The unfreezing stage is the first step or phase whereby the organisation undergoes through disconfirmation or lack of confirmation (Greenberg, 2011:588), initiation of guilt or nervousness and making mental safety so that people can realise the need for change or creating a conducive way for change to take place. Under this phase, the HR graduates find it difficult to be assimilated into the organisation as the industries are sceptical about change and will not be willing to accept that there is need for change. Greenberg (2011:588) is of the view that during the unfreezing stage, information that shows a gap between what exists and what is supposed to be done is shown which the researcher has revealed in his research that the current HR curriculum within CPUT does not meet industrial needs. Thus, the status quo needs to be challenged to bring a change.

The second step or phase is called the movement (Greenberg, 2011:588) or change which will take the organisation from the current state to the next step either as individuals or organisation. Basing on the past learned experience,

there is need to unlearn the past and allow the mind to accept the new behaviour and change that is expected to take place (Greenberg, 2011:588). Thus, this phase involves efforts to induce new attitudes, new training strategies, values and expected behaviour to remove the old values. If the CPUT HR department is to consider allowing change to take its due course, the graduates they produce will be marketable and possess what the industries require.

The third step or stage is refreezing whereby the values, attitudes and behaviours are conventional as the new current status within the organisation meaning that reinforcement takes place as it will be made to be concrete so that it will be permanent (Greenberg, 2011:588). Essentially this is about accepting that the industrial terrain has not remained static over the years, consequently the constant changes create shifts in expectations in keeping with the industry. This stage is expected to take place within the HR department of the institution under study if it is to produce employable graduates and once done, it should be cemented so that it becomes strong. Too often the classroom has remained too static and outdated because there is no continuous interrogation of what is happening in the industry. Alternatively, there is no deliberate effort on the part of institutions of higher learning to market correct products to their consumers through the production of industry ready and industry appropriate graduates.

The change in the industry occurs in sequential phases as is shown by research findings on this subject matter. Another organisational model that is affecting the employability of HR graduates is the Greiner's Sequential Model which identifies different phases that the changes pass through. Greiner articulated that the changes transpire in coordinated but different sequential phases as a process and not an event. Figure 4.2 below shows the Greiner's Sequential Model and the different phases and stages covered in the process.

Figure 4.2: The Greiner's Sequential Model
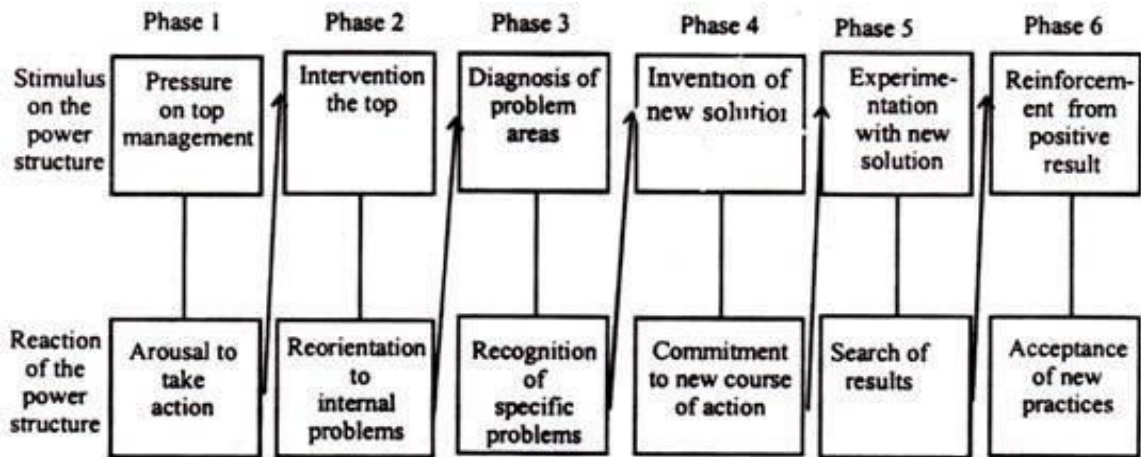
Fig. 12.1: OD Sequential Stages

Source: Khanka (2008:133)

From figure 4.2 above, the diagram shows how the peripheral stimulus forces the people in charge of managing a firm or organisation to promote and pave a way for the initiation of the process of change. When it comes to CPUT HR curriculum, the external forces which are the industries have already exerted pressure on the institution through not hiring the institution under study's graduates. The pressure that will be exerted to the management will determine the pace at which the management will be inspired to present the expected change (Oliver & Holzinger, 2008:496-520).   Seemingly at CPUT, the pressure exerted to them seem to be less influential as they are not responding to the call for change with agility or the urgency it deserves. As shown in figure 4.2 above, change in organisations does not just follow one step, but it follows a sequence which is from the analysis of the problem, development of an innovative solution, investigation with new resolution and strengthening from positive consequences.

Despite the above given organisational development models, there is also Leavitt's Extended Organisational Development Model which complements the preceding models. This model is considered interactive in nature as it intergrates the organisation's five subsytems which are people, structure, processes, organisational culture and technology (Goksoy, Ozsoy & Vayvay, 2012:89). This developmental model shows the different activities taking place in the developmental processes. The figure 4.3 below illustrates the activities that comprise of the developmental process as postulated and designed in the Leavitt's Extended Organisational Development Model.

Figure 4.3: Leavitt's Extended Organisational Development Model
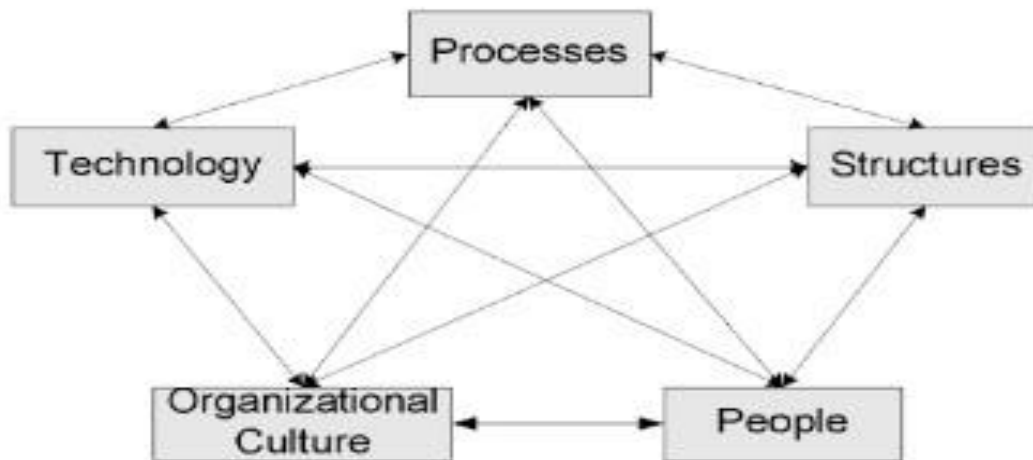
Source: Janssen, Scholl, Wimmer, & Tan, (2011:455)

Figure 4.3 above shows the organisation's five major mechanisms that are all interreliant as shown above. If any of the above given mechanisms or components are changed, the other components are affected also meaning that there is need for thorough thinking before making any change within an organisation (Janssen, Scholl, Wimmer, & Tan, 2011:455). To implement transformation successfully, there should be a balance amongst all the five elements. Industries are not hiring graduates since the change in any of the organisation's five components such as changing employees will affect the other four aspects and as a result organisations resort to use internal recruitment instead of hiring new employees. This shows the impact that organisational change has on new graduates' employability.

4.6 HR TREND IN THE MARKET AND ITS IMPACT ON UNEMPLOYMENT

The HR graduates after getting their HR diplomas or degrees will be welcomed by the hardship in getting hired as they do not possess the required skills or experience (Daggett, 2014:167-234). They might possess the expected skills sometimes, but there is a stumbling block called experience which is like a volcano which should be extinguished amongst the recent and even old graduates who due to different circumstances might have failed to secure jobs immediately after graduation. Seemingly HR has lost value in some companies where they just deploy any person from other fields of study (Boudreau, 2012:223-48.) who lacks or do not have a clue of what HR is and

as a result that person might not be able to put a standard job advert. Also, the time that graduates take before getting hired may lead to loss of skills by graduates who might fail to execute the expected duty if hired. The failure of the Hr graduates and other graduates from other fields of study to secure a job in their expertise field of study end up causing the graduates to take any job that comes on the market (Vedder, Denhart & Robe, 2013:19) even if they will be offered jobs that are far from what they studied and sometimes they just do general jobs that do not require any qualification.

It should be noted that having a high unemployment of the working age people especially the youth can negatively affect the productivity and the growth of the economy as the new graduates might possess the skills that will be advantageous to company (Kahn, 2010:303-316). Instead of hiring fresh graduates or graduates in general, the employers or industries tend to look for old and so-called mature employees whom they regard as being less expense to the company. The consultancy and the employers are making the hiring of fresh graduates to become more of a night mare than a dream as they are not guaranteed to get hired after receiving the relevant education. The issue of unemployment is not only common in HR, but also common worldwide in other fields of study. The South African government implemented Employment Tax Incentive (ETI) Act in January 2014 which is well known as the youth wage subsidy which aims at encouraging companies to hire the youth.

4.7 CONCLUSION

The HR consulting industry is playing a role in the tightening of the doors which the graduates would be occupying if the industrial demands were to be met. The HR consultancy is regarded to have developed from management consultancy and the HR consultancy focuses on doing all the HR duties which means that they provide outsourcing services to the companies that they represent. Justice has been done to this chapter or section as it has discussed about HR as a career, strategic importance of HR, the role played by consultancy in HR profession, the trend in the market, economic trends and impact on unemployment in general, specific emphasis on the impact of economic condition on the employability of HR graduates and other related issues.

CHAPTER 5

HISTORY OF DEVELOPMENT OF THE HR FUNCTION AND THE MODELS IN USE IN THE PROMOTION OF INDUSTRY RELEVANT CURRICULUM

5.1 INTRODUCTION

This chapter covers the history of development of the HR function, models in use in the promotion of industry relevant curriculum. It also focuses on discovering the disjuncture between the offered courses across the different institutions and practitioners. Human resource has always been a part of any operation since man started working, except that it was never isolated as a strategic aspect of any business or undertaking. The building of the first cities by Nimrod involved use of human resources for the construction of the buildings that constituted the cities. The management of the cities (municipalities) dependent on human resources, the first schools ever to be established needed human resources, the list goes on. The difference is that the function was never separated from the rest of the operations and there was no special unit in charge of human resources in the workplace.

5.2 HISTORY OF DEVELOPMENT OF THE HUMAN RESOURCES FUNCTION

The present Human Resources Management concept as a separate function is traceable back to ancient China. But, much focus has been put on the publishing of the Human Resources book by Dave Ulrich, which is a fairly recent event, erroneously thought of as the beginning of the Human Resources Management function. Ulrich just discovered the importance of Human Resources Management in successful firms and recorded that in his book. The Human Resource Management function dates back to the development of the first communities and evolution of first early societies with. The army is credited as being the pioneer of the development of the human resource concept as a nation's army was expected to be strong to overpower the neighbours. For a strong army to be created, there was need for brave, strong and smart leaders who shared the victory's vision and then engage in selecting and hiring the right candidates to fill up the posts. Thus, the first human resources successful practices can be backdated to many community activities among others, the army, the building of the cities, the growing of crops, etc. There were no academic interests in the subject and hence the reasons for the silence on this subject.

Human Resources as an area of expertise is said to have evolved firstly in the18th century in Europe during the industrial revolution by Robert Owen and Charles Babbage who understood the essence of people or employees in organisational success. Robert and Charles had an understanding of the worthy of employees within an organisation as they expressed that perfect work was as a result of the wellbeing of the workforce. Around the 20th century, Human Resource Management arose as a scientific field (Graham, 2013:351-369) as put by Frederick Winslow Taylor (1856–1915). Taylor focused on this aspect of the businesses and strived to better the economic effectiveness in industrial jobs. Meanwhile, in England C S Myers (Linch & McCormack, 2014:205-221), inspired by unexpected problems among soldiers which had alarmed generals and politicians in the First World War. Meyer formalised the discipline and set up a National Institute of Industrial Psychology (Dannels & Housley Gaffney, 2009:124-153) 'sowing seeds' for the human relations movement. This was founded largely on the research of Elton Mayo and other researchers including the Hawthorne (1924–1932) studies and drew up a relationship between financial compensation and working conditions and status of the employees (Baba, 2012:20-71). Other research efforts not directly related to Human Resources Management and yet intricately impacting on the functions of the Human Resource Management function were studies on motivation by Abraham Maslow (1908–1970) (Kenrick, Griskevicius, Neuberg & Schaller, 2010:292-314). The study on the motivation of individuals introduced the quest for employers to want to increase productivity of their employees by understanding what motivated them to work harder and improve productivity. Kurt Lewin (1890–1947), Max Weber (1864–1920), Frederick Herzberg (1923–2000), and David McClelland (1917–1998) all contributed to the different aspects of what today is the disciplines of industrial and organisational psychology, organisational behaviour and organisational theory (Achouri, 2012:11-23).

5.2.1 Birth and development of the discipline

Constant research following up closely on the industrial revolution and the subsequent change in the societal structure brought about much more academic interest. The abundance of theories around this subject led to the establishment of the Industrial and Labour Relations, which was immediately

taken up by politicians and legislated into policy (Teague, 2009:499-520). Pourrashidi, Mehranpour & Nick (2017:998-1001) alluded that Andrew Carnegie, John Rockefeller, Sidney and Beatrice Webb, Franklin D. Roosevelt and eventually the new deal built a business case and developed public policy on Human Resource Development and transformed the employer-employee relationship. In England the developments resulted in the establishment of the 1913 one of the oldest known professional HR associations the Chartered Institute of Personnel and Development (CIPD) in 1913 (Weerakkody, Osmani, Waller, Hindi & Al-Esmail, 2016:81). This started as the Welfare Workers' Association, 10 years later changed name to the Institute of Industrial Welfare Workers, another decade later it became the Institute of Labour Management before settling upon its current name as recent as 2000 (Mayo, 2014:12-23). The latest name is Chartered Institute of Personnel and Development (CIPD) (Iles, Chuai & Preece, 2010:179-189).

In the United States the pioneer Cornell University (1945) the institution established the School of Industrial and Labor Relations to focus on workplace studies in a bid to develop further the human resource management function (Arrowsmith & Parker, 2013:2692-2712). Other societies formed were the Society for Human Resource Management (SHRM), which stated as the American Society for Personnel Administration (ASPA). In the Soviet Union, meanwhile, Stalin practiced patronage through the "HR Department" and demonstrated the effectiveness and influence of human-resource policies and practices (Warner, 2008:771-801). Stalin understood the importance of the HR function by deploying thousands of job-specific-trained graduates to many parts of the nation to effectively implement policies.

Different names have been used over the years, a clear indication that the function continues to develop, and some of the terms used over the years (and sometimes currently in other spheres) are listed in table 5.1below;

Table 5.1: Names used for HRM over the years

Traditional name	Definition
Organisational management;	It can be regarded as a way of getting people onboard or bringing them together to work towards attaining a mutual goal or objective through properly planning and monitoring them.
Manpower management;	This can be viewed as a mechanism to monitor the human capital within a firm so that they become efficient and effective for the befit of the organisation.
Talent management;	The expectation of prerequisite human capital for an organisation and the arrangement to meet those requirements is known as talent management.
Personnel management;	This is a discipline within HR which focuses on making available the personnel required for an organisation to execute its activities as well as managing the general relationship between the employer and the employees.
People management;	It is the way manager (HR) deals with people or employees at work through leading, motivating, training, hiring, firing evaluating as well as disciplining the employees when they misconduct misbehave at work.
Human Resource	This can be viewed as an employee within a company
Human capital;	The recent term meaning an employee within a
	company

Source: own construction

The adoption of the new names is also itself sporadic and not universal depending on the management in an organisation. It is common practice that (in South Africa) you can have two institutions side by side naming the function differently. The most modern term (emerging) is name the former Human Resource Management as Human Capital Management. Human capital management, which is used often in the place of human resource, is much narrower in meaning than human resource management (Chen & Huang, 2009:104-114).

5.2.2 Antecedent theoretical developments

The human element of any operation is important, and it is through this that the focus by many academics moved towards the focus on human resources. The focus on this became apparent during the industrial revolution as many people left their homes to look for jobs in towns and cities. The focus on the importance or critical nature of a human being in any organisation (Parker, Acland, Armstrong, Bellingham, Bland, Bodmer, Burall, Castell, Chilvers, Cleevely & Cope, 2014:2-13) was what propelled the studies by Robert Owen and Charles Babbage during the industrial revolution. Through the studies by Taylor (Evangelopoulos, 2011:57) in the early 20th century. Scientific Management theory by Taylor (Taylorism) was specifically intended to improve economic efficiency in manufacturing jobs. Labour was identified as a key element or input into the manufacturing process, this sparked inquiries into the welfare of the workforce and how productivity could be maximised. Research by Ulrich in 1997 identified some functions specific to human resource management as, namely; aligning HR and business strategy, re-engineering organisation processes, listening and responding to employees, and managing transformation and change (Loshali & Krishnan, 2013:9). Below is table 5.2 showing Ulrich's HR functions.

Table 5.2: Ulrich's functions for HRM

FUNCTIONS	EXPLANATION OF FUNCTION
Aligning HR and business strategy	This is the process of setting the organisation's long-term objectives as well as devising strategies as to how to achieve the desired goals.
Re-engineering organisation processes	When an organisation redesigns or reviews how it operates on daily basis, it is known as organisational reengineering.
Listening and responding to employees, and	This is when a leader or manager pays attention to the needs or grievances of the employees and address or attend to them.

Managing transformation and change.	This is when a manager controls the transformation within the organisation and alerting the employees of the pros and consequences of such change as well as its benefits to them and the organisation. Thus, being a change agent.

Source: Own construction

Organisation wide the HR function oversees the development of leadership and the culture of the organisation (Farndale, Scullion & Sparrow, 2010:161-168). For the reason that there is legislation in the country, another critical role of the HR function is to align organisational policy towards employment and labor laws. Some of the units or aspects of HR are to ensure that the employees' conditions fit in with the expected health, safety, and security requirements (Boxall, Ang & Bartram,

2011:1504-1532) according to the law of the land. Labour is allowed to form unions which assist in presenting employee problems and grievances to the employer; the HR department is responsible for these functions. Together with this are some of the functions of Human Resource Management, and these are, namely staffing, training and development, motivation and maintenance. These are discussed in some detail in the table 5.3 below.

Table 5.3: Basic functions of HR department

Basic function	Explanation of function
Staffing,	Staffing is the recruitment and selection of potential employees, done through interviewing, applications, networking
Training	Training is regarded as a way of teaching or developing within an individual or developing others with the aim of acquiring any skills and knowledge which is regarded as key competent within an area of specialisation or work.

Development,	This is the art of improving on what already exists and in HR environment this has to do with bettering the way employees perform their duties so that they become effective and efficient.
Motivation and	This function can include employee benefits, performance appraisals and rewards. Motivation is key to keeping employees highly productive.
Maintenance.	The last function of maintenance involves keeping the employees' commitment and loyalty to the organisation.

Source: author's construction

With the development in the discipline, today there are two types of practitioners, namely; generalist and the specialist.

The generalist role of HR

The functions or the role of a generalist is to handle or deal with the day to day operations of a business especially on the HR aspects such as administration policies, HR processes and other HR activities which can be done within an organisation.

The HR specialist

The functions of the HR specialist are to deal with specific HR matters like specialising in recruitment and selection, specialising in labour or industrial relations, focusing on hiring only, specialising in payroll and many other HR fields that one can focus on and become an expert.

Technology and HR curriculum

Like any other disciplines in organisations technology has impact greatly on the way processes are conducted in the discipline. The profession has become significantly technology-based allowing for higher accessibility to information (Mohr, Young & Burgess Jr, 2012:216-233) from the full organisation and thereby reduce on the effort and time needed to collect information. Administrative tasks have become increasing less cumbersome and the and numerous aspects of HRM have been affected positively (Shani &

Tesone, 2010:30-48). Some of these aspects are; e-recruiting, HR information system, training, salaries, meetings and general communications with employees.

1. **E-Recruiting** – recruiting employees has always been through advertising the jobs in the print media or by word of mouth (Bitner, Zeithaml & Gremler, 2010:197-218). Because of the nature of the print media, adverts had to be placed in different publications sometimes at a great cost to the organisation. Some of the adverts had to be in special publications possibly with a less frequent publishing like weekly newspapers etc. This inevitably affects the speed with which the organisation may have wanted to reach out to publish the advert. The current use of technology has assisted in;

    • Rich out to millions of prospective employees through use of the internet, e-mails and other social networks.

    • The advertiser (HR professional) can decide on the frequency of the advert without waiting for publication times of the newspapers.

    • Tracking of an application by both applicant and prospective employer can be done through the online job application process.

2. **Human Resources Information Systems (HRIS)** – large volumes of paperwork are used daily by the human resource personnel (Kluemper & Rosen, 2009:567-580).

    Some of the paperwork involves tax submission, storing and retrieving files in the cabinets in the offices, and would need to processor information and data by going through the large files. The HRIS has enabled the professional to;

    • Reduce office space by storing material electronically and avoid storing large number of files and paging through all these to get information

    • Makes it easy and in a short time to retrieve information for many employees, process the information a mail it to whoever requires the information.

    • Store employee records in a smaller space and access the information at the click of the mouse without standing from their desk.

    • Because all the information is easily accessible and is at one place, it becomes much easier to analyse data and provide up to date information.

3. **Training** – the responsibility to provide training and development for the personnel is with the HR department (Armstrong & Taylor, 2014:305-311).

The different sections of the organisation contact the HR if they have a need to train any of their personnel. Since the advent of technology, every aspect of the operations needs adjustments to the appropriate technology, the technology helps HR in the function in that;

- Virtual classrooms training personnel on programs like SAP, People Soft, and any other needed technology training.
- Employees can take control of their own learning and development by engaging in training at a time and place of their choosing
- Skyping as a means of facilitating training programs organised by HR for the development of employees.
- Training has been made simpler and more effective because of technology and managers can track the training through the internet if they want to.

4. **Salary payments –** depending on the structure of the organisation (Ulrich, Younger & Brockbank, 2008:829-850), many organisations have the salary department within the HR unit. Processing of salaries and other payment claims is done effectively through the current technology in that companies simply process and submit electronically any reports. Chief amongst those affected by technology are;

- Salaries can be remitted directly into employee banks electronically from the office without the salaries officer having to go personally to the bank.
- Calculation of salaries or wages and deductions to be made is executed using a formula provided by the software thereby minimising mistakes.

5. **Meetings –** organising for meetings with employees or other colleagues has become easy as these can be arranged without the practitioner needing to phone, walk to the other office or send paper memos. Much of the interaction and meeting books is facilitated easy through;

- The use of the electronic diary which shows other colleagues the spaces not booked for other engagements.
- Use of reminders for meetings and or engagements with the help of the computer which may remind you regularly of any coming meetings / engagements.
- Skyping for meetings if the individuals are in different places to enable the staff to discuss their matters in a virtual office style.

6. **Communication –** critical to all the functions performed by HR personnel is the need to communicate information. Arranging for meetings has never been

easier, sending notices or planning could not have been more efficient than it is now. Trujillo, Elam, Shapiro & Clayton (2014:111-128) alluded that communication is an indispensable part of the functions of the HR office, and the use of cell phones, social network, emails and the internet in general has revolutionised the functions of the HR office.

5.2.3 Forerunners and curriculum of HR university education

Das & Ara (2014:48) noted that the Cornell University's School of Industrial and Labor Relations was the first institution in the world to offer HR at college level (1945). The school continues to offer these qualifications at undergraduate, graduate and postgraduate up to professional levels. Another university offering such qualifications in conjunction with Cornwell University is Samuel Curtis Johnson Graduate School of Management. The curriculum for these universities is provided below;

HR Curriculum for London School of Economics

The HR curriculum for London School of Economics has got some industry relevant aspects such as focusing on competencies and skills which are required by the industries as well as academically. Most of the information about the curriculum is preempted in the following table 5.4 of HR curriculum for London School of Economics.

Table 5.4: The HR curriculum for London School of Economics

Curriculum overview
This stream is designed to further develop your knowledge and skills in general HR management, in particular focusing on competencies needed to satisfy the educational requirements of the Chartered Institute of Personnel and Development's (CIPD) professional levels of membership. CIPD certification is an indispensable qualification for HR managers in the UK, and is also wellregarded in the HR field across the globe. Core courses in this stream provide a solid understanding of HRM in the global context as well as a foundation in management disciplines (e.g., accounting) that are relevant to HR management. Graduates from this stream will be qualified for HR-related careers, including general HR management and HR consulting.

We are ranked [#2 in the world for social science and management](), and the HRO programme is founded in LSE's tradition for academic excellence. The curriculum is designed around a compulsory core course taken by students in all three streams in the degree, Management of Human Resources: Strategies and Policy, which gives a fundamental general foundation in HR management. Each stream then has additional specialised core courses according to the specific topic.

You can also customise your programme according to your own interests and career goals with a choice of optional elective courses from leading academic departments across LSE in managerial economics, accounting, finance, and other management topics.

You will also complete the programme with a 10,000-word dissertation project during the summer, which will enable you to specialise with in-depth knowledge in your specific area of interest.

Human Resource Management (HRM stream) compulsory core courses (3.5 units)

(* denotes a half unit)

Management of Human Resources: Strategies and Policy*

Introduces students to a range of theoretical perspectives which underpin the ways in which organisations manage the employment relationship through the deployment of HRM strategy and policy. From a practice perspective, it reviews challenges involved in the design, implementation and evaluation of both overall HRM strategy and specific practice areas.

Foundations of Business and Management for HR*

Provides students with an overview of the development of management disciplines (other than HRM) and will develop an understanding of the disciplinary anchors in sociology, psychology and economics. Each field will cover origins and disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate.

Globalisation and Human Resource Management*

Focuses on the strategic challenges global corporations face in managing human resources across national and organisational boundaries, and the ways in which diverse stakeholders influence these strategies.

Organisational Behaviour*

Helps students understand attitudes and behaviour in an organisational context. This will be done by reviewing psychological theories as they apply to organisations; demonstrating the contribution of a psychological perspective to understanding human behaviour at work; and critically evaluating the empirical evidence.

Human Resource Management Skills and Practitioner Speaker Series (nonassessed)

Students can choose among a variety of sessions that target specific skill development needs they have identified through their Skills Development Portfolio.

Dissertation

Provides students with the opportunity to conduct independent research in a topic of their choice.

One half-unit course from the following:

Reward System: Key Models and Practices*

OR

Leadership in Organisations: Theory and Practice*

Optional elective courses (0.5 unit)

You will customise your programme according to your own interests with an optional elective course from the list below, to the total value of 0.5 unit.

(* denotes a half unit)

Design and Management of Organisations*

The Dark Side of the Organisation*

Cross Cultural Management*

Negotiation Analysis*

Organisational Change*

Leadership in Organisations: Theory and Practice*

Reward System: Key Models and Practices*

Employment Law*

Part-time programme structure
HRO is a full-time 12-month programme, however we can admit a limited number of students to complete the **Human Resource Management (HRM) stream** part-time over 2 years.
Part-time students on the HRM stream will follow the standard regulations and classification scheme for a four-unit Master's degree. These students are expected to take a minimum of 1 unit and a maximum of 3 units in each year with a recommendation that they take 2 units each year as follows:
First year
Michaelmas Term: 2 x half unit core courses (Management of Human Resources: Strategies and Policy and Organisational Behaviour)
Lent Term: 1 x half unit core course (Globalisation and Human Resource Management) AND 1 x half unit optional course from the following: Leadership in Organisations: Theory and Practice OR Reward System: Key Models and Practices
Summer Term: None
Second year
Michaelmas Term: 1 x half unit core course (Foundations of Business and Management for HR) and 1 full unit core course (Dissertation)
Lent Term: 1 x half unit optional course
Summer Term: None
In addition to the courses listed above, part-time students will also take the compulsory course Human Resource Management Skills and Practitioner Speaker Series (non-assessed) during both the first and second years. This course does not have a designated unit value but is essential to fulfil the criteria for CIPD accreditation.
Please note that we are not able to make special allowances for students in regard to their timetables. Students will be required to manage their time to make sure they can attend the scheduled lectures and seminars.

> *You must note however that while care has been taken to ensure that this information is up to date and correct, a change of circumstances since publication may cause the School to change, suspend or withdraw a course or programme of study, or change the fees that apply to it. The School will always notify the affected parties as early as practicably possible and propose any viable and relevant alternative options. Note that that the School will neither be liable for information that after publication becomes inaccurate or irrelevant, nor for changing, suspending or withdrawing a course or programme of study due to events outside of its control, which includes but is not limited to a lack of demand for a course or programme of study, industrial action, fire, flood or other environmental or physical damage to premises.*

Source: London School of Economics (2017)

As shown above in the HR curriculum of the London school of economics, the curriculum covers most of the aspects which the present industries require such as Foundations of Business and Management for HR which provides students with an overview of the development of management disciplines (other than HRM) and will develop an understanding of the disciplinary anchors in sociology, psychology and economics which the Cape Peninsula University of Technology.

HR Curriculum for the Cape Peninsula University of Technology (CPUT)

The university under study which is the Cape Peninsula University of Technology offers HR from national diploma up to doctorate. The curriculum has different modules which if practical aspect is added to it, it can contribute towards the employability of the HR graduates from the institution. For instance, if the students are taken to attend some court cases be it at Commission for Conciliation, Mediation and Arbitration (CCMA) and at Labour court to equip them with practical aspect to add and simplify the theory which they get from the classrooms. Below is an example of the CPUT HR curriculum in table 5.5.

Table 5.5: HUMAN RESOURCE MANAGEMENT (To be discontinued as of 1 January 2018, and replaced by Diploma in Human Resource Management)

ND: (National Diploma)
To equip students with the competencies required to master the core Human Resource Management processes and practices. These include: Personnel administration

Recruitment and selection
Performance management
Job evaluation and compensation management
Provision and management of training
Strategic planning for human resource management and practices
Career Opportunities
Opportunities exist in large and small enterprises and in the public sector. Graduates are employed in the following positions:
Personnel Administrator
Personnel Officer
Industrial Relations Officer
Training Officer
Union Organizer
Labour Official or Inspector
Recruitment Specialist

Admission requirements
Undergraduates
For all Certificate, Diploma and National Diploma applications, consult the General admission requirements.
General admission requirements
Some courses require students to submit additional information as part of their application.
Additional admission requirements
Postgraduates
For all Bachelors, Honours, Masters and Doctorate applications, consult the Postgraduate admission requirements.
Postgraduate admission requirements
First Year
Compulsory subject(s):
☐ English (ENL102S)
☐ End-User Computing 1 (EUS101S)
☐ Business Management 1 (ONB103S)
☐ Personnel Management 1 (PEM101S)
Semester 1 Only
Compulsory subject(s):
☐ Quantitative Techniques 1 (QTE100S)
Semester 2 Only
Compulsory subject(s):
☐ Accounting For Personnel Practitioners (APO100S)
Second Year
Compulsory subject(s):
☐ Industrial Relations 1 (INR101S)
☐ Management Of Training 1 (MOT100S)
☐ Business Management 2 (ONB203S)
☐ Personnel Management 2 (PEM200S)
Third Year

Areas of specialisation All subjects are compulsory. In addition to general personnel practice, students will become conversant with industrial relations and management of training. Those continuing to BTech level will specialise in strategic human resource management.
BTech: (Baccalaureus Technologiae)
To provide students with the competencies required to execute the main human resource functions, i.e. human resource management, industrial relations and training and development. To integrate these competencies with business at a strategic level and to prepare graduates for future roles in management.
Admission requirements
Undergraduates
For all Certificate, Diploma and National Diploma applications, consult the General admission requirements.
General admission requirements
Some courses require students to submit additional information as part of their application.
Additional admission requirements
Postgraduates
For all Bachelors, Honours, Masters and Doctorate applications, consult the Postgraduate admission requirements.
Postgraduate admission requirements
Syllabus and fees
Fourth Year
Compulsory subject(s):
☐ Research Methodology (RMY108S)
☐ Advanced Industrial Relations 4 (AIN400S)
☐ Advanced Management Of Training 4 (AMO401S)
☐ Advanced Personnel Management 4 (APN400S)
☐ Advanced Strategic Management 4 (ASM401S)
☐ Organisational Behaviour 4 (ORB401S)

Source: Cape Peninsula University of Technology (2017).
From the CPUT HR curriculum above, it needs some more practical aspects

to make it appropriate for what the industries expect such as adding practical

aspects to subjects like Industrial Relations by taking the students to places

like Commission for Conciliation, Mediation and Arbitration (CCMA) to hear

real dispute issues rather than learning the theoretical aspect in class without the real practice as it is a practical subject. The same should be done to together subjects where theory can be transformed into practice such as Labour Law, Management of training just but a few to mention.

5.3 CONCLUSION

The development of Human Resource Management (HRM), whatever name has been used to identify it should be understood as an important aspect emanating from the division of labour. The concept of the division of labour first emerged in the early times of human settlements. Whilst it was never classified as such, and while it may never would have been classified academically, the Bible records that Abel was a of livestock keeper and Cain was a tiller of the land (Genesis, 4:2). Joseph was sold by his brothers to the Ishmalekites (Arabs) (Genesis, 37:28) who were tradesmen who later sold him to the Egyptians. The rebuilding of the walls of Jerusalem makes reference to "the stone masons" (Nehemiah, 1:1-7:73) and how they curved the stones for the rebuilding of the walls. Jesus was the son of a carpenter (Matthew, 13:55) and Luke the author of the book of Luke in the New Testament was a physician (Colossians, 4:14) and Paul was a tent maker (Acts, 18:1-4) even though he was a lawyer. All these indicate that specialisation in life had been the norm for generations since there was a community living on earth. Though the modern literature records that Ulrich discovered human resources, human resources had always been part of the human community. Ulrich was the first to write a book with specific reference to it as human resource management. The thought that specialisation and human resources have been around for as long as humanity has been, is an indication of the importance and the indispensable nature of human resources. As the world continues to advance, the demand for a more specialised and industry relevant resource increases. This calls for a need for constant research for the discipline to keep up with the ever-changing business terrain and industry needs.

CHAPTER 6
CONCEPTUAL MODEL

6.1 INTRODUCTION

This chapter focuses on the conceptual framework of the thesis. The theoretical / conceptual model is discussed encampusing the theory as found in literature, the knowledge as known by practitioners, and the researcher's first-hand exposure to the discipline and the rate of employability. The chapter starts with the graduate employability concept, the concept of curriculum development, factors affecting graduate employability, impact of curriculum development on employability of graduates, how to construct a curriculum that produces employable graduates and a conclusion. Several definitions have been given regarding a conceptual model. For the purpose of this study, a conceptual model is regarded as an illustration of a scheme which is made up of various concepts which are used to assist individuals to understand better the subject it represents (O'Donnell, 2008: 33-84). In most cases, some models are physical substances such as a toy gun which can be assembled and operate like the real gun it represents whilst other models are abstractness such as social and mathematical models which do not appear to the mind as an image (Brewe, 2011:1-14).

6.2 THE CONCEPTUIAL MODEL AS A CONSTRUCT

A conceptual model is discussed as a photographic illustration which explains in pictorial format the niche area to be studied (Schwamborn, Thillmann, Opfermann & Leutner, 2011:27, 89–93) and it also shows the variables which are relevant to the topic under research. It is (conceptual model) usually used together with a conceptual graph to construct professional schemes and knowledge-based schemes whereby the designers of the curriculum (Rajangam & Annamalai, 2016:14-22) takes the reality as it is without adding or diluting it with what they believe to be true.

The research was conducted because of the sweeping statements of the theory derived from interpretations which consists of interconnected philosophies and mockups from different scholars. For the purpose to be fully understood, support from the theoretical framework will be utilised so that the problem can be clarified. It is the theoretical framework which can be used as a skeleton on which the conceptual model is developed so that it brings the

skeleton to life. Kitson, Rycroft-Malone, Harvey, McCormack, Seers & Titchen (2008:7) define conceptual framework as a set of variables and relationships which need to be scrutinised so that one can understand the phenomenon, or it can result in the clarification of additional research questions and consequences for further research. For one to come up with a good conceptual model, one should utilise the evidence from the literature reviewed and other sources either regarded as relevant to the study or not. A coordinated bringing together of these social and physical constructs helps in the production of a more relevant conceptual framework (Matten & Moon, 2008:404-424).

The conceptual model under discussion here is a social construct that is required to assist in the development of processes and activities that should assist in developing an industry relevant curriculum to assist institutions in meeting the industry requirements. Having understood the given information, it is vital for one to understand that an individual's experience plus his or her knowledge to the subject under discussion plays a paramount role in developing a conceptual model. When a conceptual model is properly implemented, it should convey the central philosophies and the basics of what it represents. For this study, the model will be a graphical representation of the researcher's mind map which realistically represents the way a curriculum that produces employable graduates or that is relevant to the industries should be designed.

6.3 THE CONCEPT OF CURRICULUM DEVELOPMENT

A curriculum or a program of study is the joining force (or the nucleus) forming an indelible relationship between the institutions of learning and the students. This relationship is created through the dissemination of properly constituted knowledge from the university teaching staff, the university support structures to the beneficiaries who are the students. The student graduate is a product presumably properly crafted to fit into the requirements of the industry which is the customer and consumer of the product of the institutional efforts (Totté, Huyghe & Verhagen, 2007:1). The relevance of the product is determined by its fit-for-intended-use nature, and the determinant of the correctness of the product is determined by the consumer (the customer) and not the producer. The biggest problem   is the absence of the understanding about the role

of the curriculum amongst the stakeholders. It is proper that there should be constant liaising between the stake holders to allow for quick adjustment to the changing needs of the industry as impacted on by the dynamic nature of industry needs in the global village. Totté et al, (2007:1) articulate that for one to discuss about curriculum development with the stakeholders involved, one should clarify the useful tools which can be used in constructing curriculum which speaks to the needs of the students, industries and all other relevant stakeholders. This therefore implies that the development of a relevant curriculum needs to take abode all the stakeholders involved.

The development of a curriculum should avoid the traditional ways of developing a curriculum without the participation of the developer and the consumer. It does not help the process if the curriculum is developed or designed just to support student learning without developing a conceptual framework on the basis on which the product is evaluated before production (O'Neill, 2010:61-71). Consideration should be taken also in ensuring the coherence and consistence in the way the instructions are given to learners. The way the curriculum is developed should avoid gaps which may create a problem of congruency between the ability of the institution to provide the curriculum, the lecturing personnel's ability to deliver a proper and relevant curriculum, and the type of students and the ability for learning to take place.

For example, the current HR curriculum at CPUT does not speak to what the industries require in the HR graduates as it should be outdated by now. The same curriculum was in offering before 2012 and to date the curriculum has not been updated even though there have been tremendous technological developments and shifting of operation systems as the business terrain continuous to change. In this dynamic world, there is need for paying attention to the curricula of different departments to keep pace with the ever-changing business and industry demand. The industry here refers to any organisation outside of the institutions of higher learning that will need to employ HR graduates from the universities. It can be stated here that the government may be brought in as an important stakeholder since qualifications offered by institutions in the country have to be assessed according to South African Qualifications Authority (Seto & Wells, 2007:33-40). The South African Qualifications Authority (SAQA) and the Department of Higher Education and

Training (DHET) are government departments tasked with the accreditation of qualifications.

Lunenburg (2011:1) is of the view that curriculum development involves planning through a model where the model serves as a guideline to what should be done and is common in most academic or learning institutions. If a model is used to develop a curriculum it results in an effective and efficient curriculum which meets the expected outcomes. For example, Hilda Taba's curriculum development model is a good example of how an academic curriculum can meet the requirements or expected outcomes. Below is figure 6.1 showing Hilda Taba's model:

Figure 6.1: Hilda Taba's curriculum development model
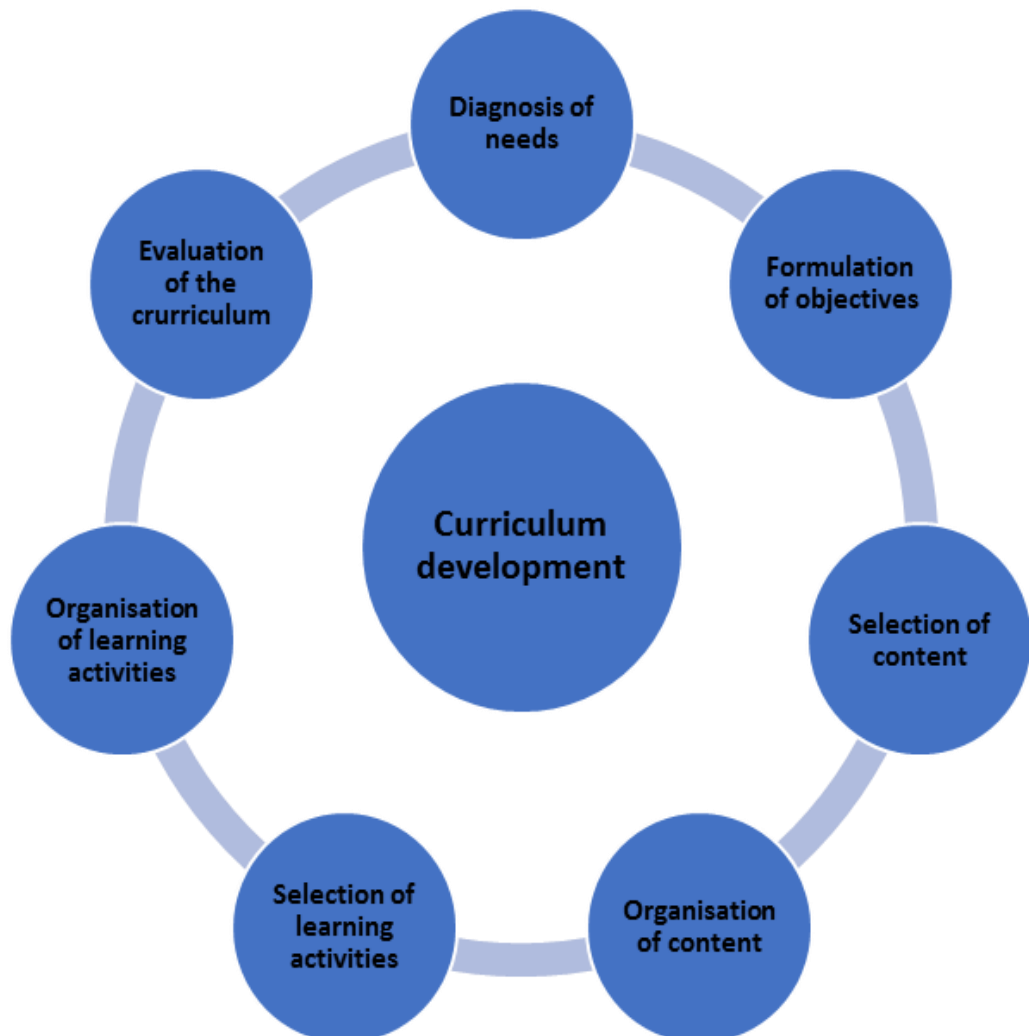
Source: Adopted from Taba (1962).

From fig 6.1 above, for an institution to successfully develop a curriculum, there is a need for a good understanding of the gap in the offering given the

consumers of the product to be consumed or used for services. The curriculum development will follow the activities / processes as indicated in the model above. The details of this model are discussed in detail below.

6.3.1 Need to diagnose what is needed

The greatest problem causing the disjuncture between institutions of higher learning and organisations employing graduates is because they never talk to each other. There are serious disparities between what is offered and what needs to be offered to meet industry needs. Diagnosing of the need starts with checking on the requirements of the product end user and comparing with what one offers for that market.

6.3.2 Formulating objectives

Objectives are the expectations from the exercise, if the objectives to be met are not identified, and correctly so, it means that the curriculum is offered without any specific expectations. If the diagnosis is done effectively it allows for the identification of the requirements for the industry to be known, and the curriculum development exercise with therefore be objectively conducted.

6.3.3 Selection of the content

There should be a deliberate exercise to select the content that meets what the industry needs and make the selection fit-for purpose. Consideration should also be made in aligning the content to the proper NQF level and avoid over or under stating the requirements of the different employment levels designed by the industry.

6.3.4 Organising of content

The content needs to be organised systematically and logically depending on the level at which the course has got to be offered. Most knowledge would be easy to learn after acquiring some knowledge at a lower level going upwards. The content must be properly and sequentially ordered to allow for effective learning to take place.

6.3.5 Selection of learning activities

There are certain activities which should be researched on and placed in such a way that they fit into the intended objectives. The activities should be understood in the form of learning activities that make the process of meeting industry requirements effective and possible. Whatever activities that will be

introduced, students understand better what they do more than what they are told.

6.3.6 Organising of learning activities

The learning activities need to be sequentially aligned to the intended learning process and objectives. It would be proper to pair or align related learning areas together to enhance the student's comprehension of the knowledge to be gained. Clearly defined learning outcomes are necessary to enable the student to know what is expected of them in the curriculum.

6.3.7 Evaluation of the curriculum

It is important that the curriculum be revisited regularly and compared to the industry needs to ascertain the relevance. Industry needs will always be changing and as such there is a need for periodical review to evaluate the relevance, the learning abilities, and the possible need for additions or subtractions to the curriculum.

The greatest problem with most "curriculum development" practices in the universities is that the academics never interact with the industry or the future employers of their products. The lecturers pick a textbook and write out the teaching material from what is in a textbook, whose authorship may have nothing to do with industry requirements. Most books used in the South African market are foreign books written in a different context altogether or with one or two quotations from local legislation. That on its own is misleading to both the lecturer and the student. Good curriculum development may mean the lecturers have to research and write books on what the industry needs.

6.4 SUBSEQUENT CURRICULUM DEVELOPMENT MODELS

Another prominent scholar in the designing and development of curricula model (Ralph Tyler) and crowned the father of educational evaluation and assessment (Daud, Ahmad & Johari, 2012:217-228) suggests a curriculum that goes beyond summative assessments. Tyler (1986:36-38) proposes that to be effective and relevant curriculum development should lead to an instrument that will assist in not only testing the students but evaluating them. Beyond memorising, the students should be able to apply the learnt modules and apply the same in a way that brings practical solutions to problems by the students more merely recalling the theory (Daud *et al*, 2012:217-228). The Tyler model recognises that there is a need for the developer to set objectives

before they can start on the development process. The objectives can only be identified if there has been a diagnosis process which identifies the current status quo and then identifies the intended status (new status) there by deciding on a path to be followed. The researcher put more emphasis on identifying the objectives correctly as a criterion of moving forward with an effective curriculum development process as indicated in figure 6.2 below.

Figure 6.2: The Tyler curriculum development model

Source: own construction adopted from Tyler, (1986:36-38).

The model in figure 6.2 above shows four (4) steps or phases in the development of a curriculum, like the previous model by Taba (figure 6.1), objectives seem to be of primary importance. Tyler makes reference to these four stages thus the models follows the sequence as detailed in the figure 6.2 above and discussed below.

6.4.1 Defining objectives of the learning experience

This phase makes it important to define the objectives. An objective is an expected outcome from an undertaking and thus the need to know what is expected. What is expected in this exercise should be, for instance, a student needs to know what practices and knowledge is required for the student to "hit the ground running" when they land themselves a job in the industry. Knowledge about what the industry is looking for precedes the setting of

objectives, and the learning experience should be a result of transmission to the student by the lecturer of the realities in the workplace.

6.4.2 Identifying learning activities for meeting the defined objectives

Once the expectations of the industry in terms of what the graduate employee should know are established – based on what the customer needs, then learning activities should be identified. The learning activities will therefore be those interactions with the student which allows the student to know (in theory and in practice) what is required at the workplace. Activities (like practical assignments, case studies, etc) which relate to the expected outcome are therefore identified and or constructed to help in reaching the set objectives.

6.4.3 Organising of learning activities for attaining the defined objectives

The learning activities should be rationally "assembled" to follow a particular sequence or series of events which allow for learning to take place. The activities should be arranged in such a fashion where one activity leads to a higher order enabling increase of knowledge, understanding of which would be based on the learning at a lower level. For example, theory of recruitment and selection to be followed by the student getting to sit in a recruitment office or attend a selection interview.

6.4.4 Evaluation and assessment of the learning experiences

This should involve measurement of the extent to which learning has taken place against the expected knowledge for practical operational purposes. Obviously, this should be done together with and follow after the assessment (testing how much the student knows – generally the theory) and this can be performed in the form of either or both of summative and formative assessments. These two seek to establish if learning has taken place, and to check on how much of the learning experience is relevant to the expectation when the student walks in to take a job.

As shown above in figure 6.2 above, Tyler believed that to design a good curriculum model, one had to identify what the students need, what problems they encounter or get to as he regarded learning experiences to be great in giving valuable information (Pryor, Sloan & Amobi, 2007:77-101). Tyler further states that there should be defined objectives which should be in line with the learning activities, organising of the learning activities to meet the defined

goals and finally to evaluate and assess the learning experiences (Pryor et al, 2007:77-101).

Earlier to this, John Franklin Bobbit (1918) had written on the same subject and constructed a curriculum development model that was student centred. The author had students at heart as he developed the curriculum with an understanding that the curriculum was made to prepare students for their forthcoming roles (Burch, 2007:133–150). Fit for use therefore becomes a critical element in the development of a curriculum by replacing classical subjects with subjects which correspond to industry needs. From Bobbitt's point of view, the curriculum has to become accustomed to the needs of an individual and being relevant to the industrial needs. The curriculum of a necessity has to eliminate the teaching of industry-irrelevant curricula as that did not prepare the graduates for real life situations. The researcher also advocated for people to be educated according to their competences so that an individual is taught what is relevant to their future employment (Bobbitt, 1912:269). This model is cited by Darling‑Hammond (2007:245–260) as illustrated in figure 6.3 below.

Figure 6.3: Bobbitt's curriculum development mode
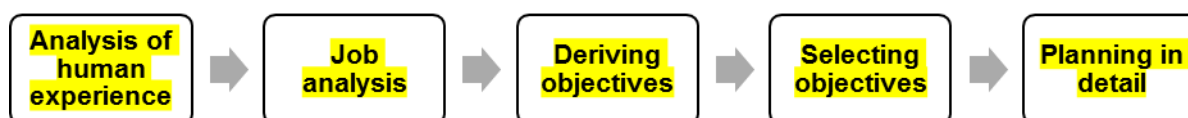
Source: Adopted by author from Bobbitt' (Darling‑Hammond, 2007:245–260). Another approach, though somewhat different from the previous, but equally important and enriching. Bobbitt suggested a five (5) stage process in the development of a curriculum and focuses first on the human experience.

a. **Analysis of human experience;** it is important to analyse and understand the human experience, though this has not been specified, it would be safe to suggest that the stakeholders are involved. The experience of the organisation with the employees, with the functions of the subject as expected, and the experience of the employees themselves in relation to what they think they should know to perform better.

b. **Job analysis;** the job profile, expectations and functionaries need to be well understood or known to enable the organisation to meet its strategic goals and objectives. The job details (tasks to be performed) need to be examined and necessary skills and competencies for the performance of the different tasks to be identified. A proper job analysis will immediately provide information on the tasks to be performed and the training necessary for those to perform the tasks.

c. **Deriving objectives;** from the job analysis together with the organisation's operational requirements, the objectives of the job may be clarified. Each task has its own expectations (objectives) and these should be identified and put together to sum up the total job requirements. These task objectives as compared to what the job entails (job analysis) will assist in the identification of the overall objectives for the job as well as fit it into the organisational needs.

d. **Selecting objectives;** many objectives will emerge in the process of analyzing the job, the human experiences and the objectives that have been derived. There is a need to select those generic objectives that best suit and meet the requirements of the job to be performed. This becomes the criteria to be used in the development of the curricula for the students in institutions of higher education. Industry relevant objectives for the job profile can therefore be selected, the industry and academics will do well to work together on this.

e. **Planning the detail;** after gathering all the necessary information as listed above, it becomes imperative therefore that planning (identifying where we are and deciding where we want to be) has to take place to effect the required changes. This planning may include, among other things; identification of what is to be included in the curriculum, how the process of learning should be implemented, what support material is required, what type of students will fit into the desired program, and what things make the curriculum a fit-for-use program.

As indicated in figure 6.3 above, Bobbitt created five steps for curriculum creation with the first step as separating all of human experience into major fields followed by the second step where these fields were broken down into more detailed activities leading to the formulation of objectives needed to perform the activities as well as selecting objectives. These form the

foundation for planning activities for the learners and the last step having to do with laying out activities or materials needed to implement the curriculum into action (Bobbitt, 1912:269) and (Darling-Hammond, 2007:245–260). As shown and discussed above, if an institution like CPUT would use the given models as a skeleton which they should insert blood and flesh to make it a living thing, it could help in minimizing the problem of graduate *unemployability.*

6.5 GRADUATE EMPLOYABILITY CONCEPT

The levels of unemployment amongst university graduates in South Africa is on the increase, the reasons for this are not clearly known. The adverts for jobs in the country continue to emphasise the need for experience, and the average graduate does not have the desired experience. Some assumptions made are that the average university or college graduate do not have industry-relevant qualifications thus rendering them unemployable. This has introduced another concern on the employability and the relevance of the qualifications to the needs of the country. Different definitions have been made on what is employability, and there are easily as many definitions as there are people trying to define the concept itself. Kinash (2015:1) is of the view that graduate employability is when the tertiary alumni have been able to create a job or to get a job. Holmes (2013:538-554) defines employability as the acceptance by the prospective employer of the suitability of a qualification leading to the holder getting employed at the right level (according to qualification) and in the specific field of training. The employer by implication will be accepting that the employee has acquired the requisite skills, reflective disposition and attributes that are required for the appointment.

It is also assumed that the employer has the correct idea of what they would expect from a student graduate and that the graduate meets the organisation's requirements. There is also the expectation by the graduate that they should find a job in line with their field of training and not just any other job. In the current practice most, graduates are employed in fields with nothing to do with their qualifications. Many graduates, including HR are working as call centre agents which has nothing to do with human resources management. Figure 6.4 below illustrates aspects of graduate employability.

Figure 6.4: Model of graduate employability
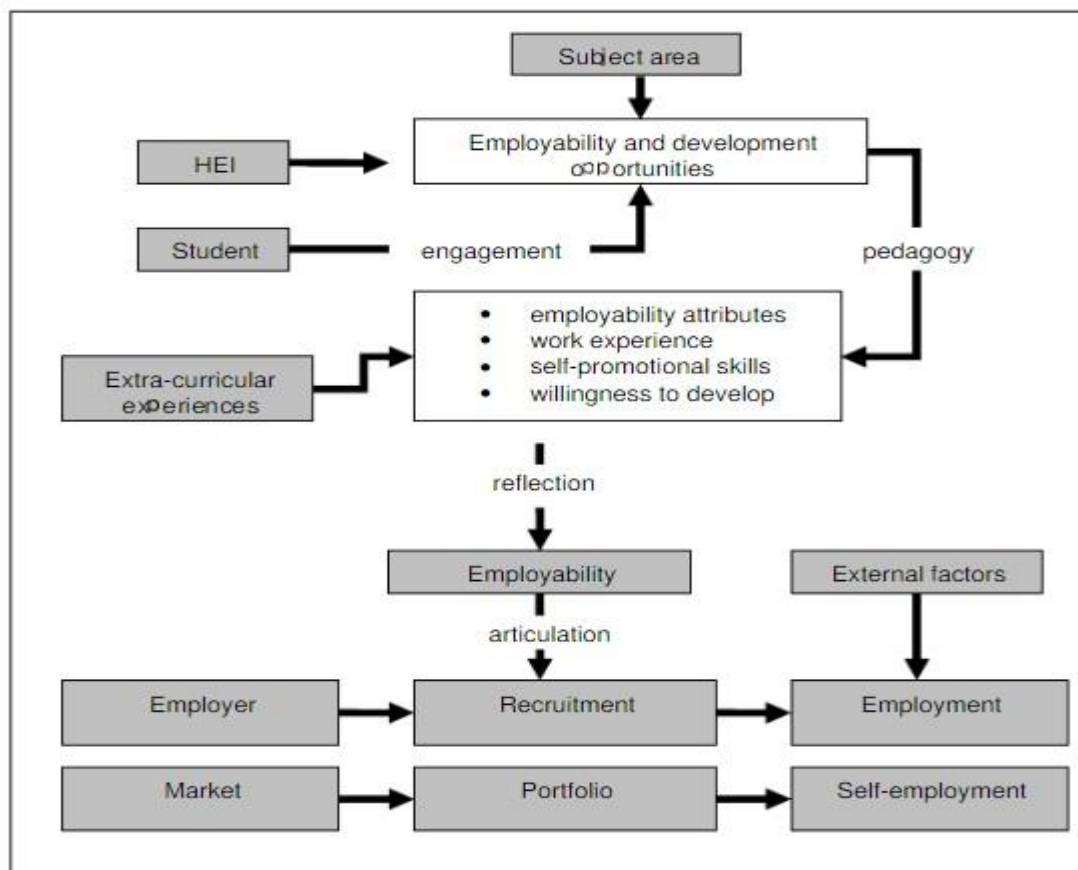
Source: Maher & Graves (2005:2)

Graduate employability is not a new phenomenon but is an ongoing issue which needs institutions to consider it as the graduate labour market is flooded with unemployed graduates as indicated above in figure 6.4. Bridgstock (2009:31-44) articulates that the issue of skills that are relevant to the industrial requirements remains the dominant aspect of graduate employability and some of the skills include the following robust communication plus interpersonal skills, highly organised, tactful plus objective, dependable plus discrete, persistence, truthfulness and thoughtfulness are regarded as industry relevant skills.

Focusing on these skills (listed above) as the exclusive industry relevant skills may lead to neglecting other critical factors at play in the recruitment and selection of prospective employees (Clark, Zukas, & Lent, 2011:133–150). Employability includes many other factors outside of the skills listed above, some to do with the individual looking for a job and others related to some external factors be they subjective or objective. In fact, employability is not

what most graduate expect it to be and below is table 6.2 demonstrating how graduates perceive their chances of employability after graduation and how it really looks like to some graduates:

Table 6.1: The reality and myth about employability

Students' perception after graduation	What really happens
1st month-3rd month - I will be hired soon	- Nonstop job hunting
4th month-6th month – am going to be in managerial position as a graduate	- Still looking for a job in the field of study
7th month-9th month – I will use connections	- Still having a ray of hope to work in HR
10th month-12th month – I will work in retail or other field at managerial position	- Looking for other fields to work
1 year and above – I will do any job	- End up taking any job that comes

Source: Author's own construction

Most graduates perceive that when they acquire the certificates they have opened doors of employment and expect to easily climb the ladder up to management. Critical to this is the absence of information on how the industry works, mostly looking for experience as a criterion used to get better paying and higher-level jobs. This is supported by a good record of positive contribution to the organisation leading to recognition by the managers in the workplace. In fact, employability is not just a simple formula like adding 1+1 or 2x2 as assumed by most graduates or learners who think that their education is a passport to get hired by the employers (Clark *et al,*

2011:133–150).

Bourner & Millican (2011:68–85) noted that several attempts have been made in trying to broaden graduate employability. The graduate's curriculum vitae should be loaded with items to do with the willingness and readiness of the applicant to fit into the workplace. Some of the important inclusions may be, but not limited to, identified life skills, student-community engagement, previous part-time occupation, and other activities that may show willingness to cooperate and work in a team. The employability concept can be viewed

from different aspects which affects employability of graduates such as career management skills, (Jackson, 2013:776– 790) being relevant to the industrial expectations or needs, having the right knowledge to execute the tasks as expected by whosoever might employ the graduate regardless of department or courses.

6.6 FACTORS AFFECTING GRADUATE EMPLOYABILITY

The current state of the world economy and the increase of the number of people graduating into a near stagnant economic growth present employment problems. The inability to get a job may not be to do with employability, but more to do with the absence of jobs in the economy. It is necessary to distinguish between unemployability and unemployment in the economy.

6.6.1 Unemployment

This is defined as a situation when an individual who is active and available on the job market looking for employment or a job fails to get a job (McKee-Ryan & Harvey, 2011:962-996).

6.6.2 Employability

This is defined as being proficient of having a job and accessible for working (Zhiwen & van der Heijden, 2008:289-304). Employability is further regarded as an ongoing achievement for now and in the future careers selected by students during or after completing their studies. From the definition above it should be clear that there may be jobs in the market, but an individual may not be employable in the discipline or position for which they are trained. The possibility can be because they do not meet or do not have the relevant skills set and or competencies that are required for that position. Have a degree is one thing and being suited for that qualification or having a degree suited for the position applied for is another thing. The factors are identified and listed in table 6.2 below.

Table 6.2 Factors affecting graduate employability

The misfit between qualification and job specifications
The absence of requisite experience by the applicant
Prospective employer's unrealistic expectations

Inherent discrimination; racial, gender or natural dislike
Unlikeable personality traits of the graduate applicant
Lack of personal power, self-confidence or self-expression
Unrealistic salary expectations by the graduate applicant
Wrongly branded source of graduate applicant's qualification

Source: Author's own construction

As indicated above in table 6.2, there are several factors affecting graduate employability nationwide with many reasons provided. The industry captains continue to indicate that the country is short of competencies required to move the economy forward when the country is full of unemployed graduates. These are discussed in detail below.

6.6.1 The misfit between qualification and job specifications

Few institutions of higher learning take the pain to align their offerings to the industry thereby creating a disjuncture between what is taught in the classroom and what is practiced in the industry. The situation is compounded by the absence of practitioners in the classrooms, the use of books written in a different context and too often the lack of collaboration between industry and higher education.

6.6.2 The absence of requisite experience by the applicant

The industry captains in the absence of incentives are not prepared to bear the cost of training new entrants to the job market. The adverts for new positions continue to emphasise the need for people with a number of years' experience, this makes the new graduate unemployable. Unfortunately, experience cannot be bought, this renders many graduates unemployable in the economy.

6.6.3 Prospective employer's unrealistic expectations

The prospective employers look for people who will "touch the ground running," which creates a problem for a first-time employee who knows little about practical applications. The employer assumes or expects (rightly so) that the new employee must have certain practical skills and competencies. Competencies of which cannot be taught or learnt in the classroom environment, this renders the graduate unemployable.

6.6.4 Inherent discrimination; racial, gender or natural dislike

The South African labour market is highly polarized along race and gender lines. Statistics show interesting figures that a white graduate from the same university

is 4 times more employable that a black with the same qualification. A good-looking woman is 3 times more employable that her counterpart with the same qualification. Depending on the tasks to be performed, gender is a regular determinant of the employment of an individual.

6.6.5 Unlikeable personality traits of the graduate applicant

Too often many applicants may be excluded from the final candidates list because they did not impress some official(s) during the interviews. Such applicants may never know why they have not been taken, considering that they do not know much about what the other applicants presented to the interview panel. The first impressions are definitely the deepest impressions especially where one does not have a second chance.

6.6.6 Lack of personal power, self-confidence or self-expression

Some well qualified applicants (on paper) may have serious problems because of their personality traits. The way they present themselves may indicate that they are not confident of themselves and may find it difficult to express themselves and answer questions confidently. The presence of personal power (traits) may be a strong advantage in the selection process for a job.

6.6.7 Unrealistic salary expectations by the graduate

Applicant too often the applicants have a wrong impression about their worth, and too often they come with high expectations in terms of salaries and working conditions. Many managers prefer to start new workers with low salaries until they prove themselves to be worthy of promotion. Considering that the bulk of the new-job-entrants do not have experience and are considered an expense by the organisations.

6.6.8 Wrongly branded source of graduate applicant's qualification

Other institutions of higher learning are considered highly. This gives an impression that students or graduates from certain universities are expected to perform better than graduates from other institutions. This reduces the employability rates of those coming from institutions that are not brand names. It should be the desire of institutions offering tertiary education as well as practitioners to identify the expected or required attributes by industries. These should then be developed in curricula on the basis on which the training in institutions of learning may provide industry relevant graduates. HR graduates, like all other disciplines, need well-structured and organised curricula that allows for high employability rates. According to Nofemela

(2013:12) graduates coming from the previously white institutions have got high chances of being easily hired as compared to graduates coming from the former black institutions. This is also due to the influence and perception that the employers have towards the previously disadvantaged black institutions which seem not to meet the expected standards. As discussed in the foregoing paragraphs there is a need for the development of industry relevant curricula if graduate employability is to be increased. It is also equally important that universities proactively carry out continuous research to keep abreast of industry requirements.

6.7 SUGGESTED CURRICULUM DEVELOPMENT MODEL FOR HR DISCIPLINE

The designing of a curriculum, as alluded to above takes in a considerable amount of research and work towards the achievement of that objective. The author suggests a few factors necessary for this to take place. These are listed below.

6.7.1 Academic leadership

By definition academic leadership is regarded as a broad ability and function across an institution of learning especially in higher learning where leadership is witnessed and experienced in the academic field and in the industries. The serious shortfall in the education system is the apparent business-like leadership at all levels of the institutions. The university managers (and they are managers in the real sense of the word) do not seem to move with time and seem not to realise the need to keep pace with changes in the global business terrain. The tendency is purely to maintain status quo with the mentality that you do not change it if it does not break down. Consequently, there is no quest for innovation and any such efforts by academics is not recognized and will not be rewarded. The institutions seem to have to quest to compete to produce the produce needed by the industry and the country at large. The mentality of manufacturing of a commodity in a production line is used with no innovation and adjustment to the shift in the industry.

6.7.2 Acknowledgement of the need

Until there is an acknowledgement by the university management of the injustice done to the students, there will be no chances of any changes. The cost for higher education has been escalating year on year eventually prompting the fees must fall cry from the students as the cost becomes unbearable. It is understood that the cost of living for all people has been

going up, and the regular 11%-15% annual increase on fees (had become the tradition) began to bite the poor students. Of particular interest is the fact that the universities are selling an invalid product to poor and helpless students in the name of degree qualifications. This has not been acknowledged, even though there are high numbers of graduates who are not employable in the disciplines of their training. The first step therefore is that university managers should acknowledge that their product is not an industry-fit-qualification.

6.7.3 Marketing-concept orientation

The marketing concept has it that the producer of the product produces what the market needs. The push effect is a sales concept which is used by university managers with enrolment figures and throughput figures being the primary objective. The marketing concept suggest that the producer uses the pull effect wherein the market demands, and its expectations are to be met if the goods will continue to sell. This is a pre-requisite if there will be any effort to change the current structuring, there needs to be a deliberate to make industry-relevant qualifications.

6.7.4 Willingness to change status core

Until and unless there is acknowledgement and the marketing concept by the management of institutions of higher learning, the universities continue to sell "defunct" industry-irrelevant qualifications. A willingness to offer industry relevant qualifications can be evidenced by the focus and the allocation of monies towards research in those areas. As it is to date the qualifications offered are based on some "good textbook" in the market which is not a product of researched country needs. Recruitment of people with industry experience (discipline practitioners) is another possible indication of the higher education managers' willingness to offer valid qualifications.

6.7.5 Promotion of authorship by university academics

The relevance of the qualification can only be made more sensible if the academics are allowed to research on industry requirements and develop the curricula. Since the academics spend time with the students and material from other authors, the academics may be encouraged to develop learning material from their research. Academics lecturing specific subjects need to spend time interacting with the industry personnel to acquaint themselves to the material that brings the qualifications some relevance. For an institution to be able to

address the graduate employability problem, there should be a deliberate process towards curriculum development. Continuous redesigning of curricula should be an imperative for all institutions of higher learning aided with the stakeholders like the industry. The first step is to invite all the relevant stakeholders (employers, lecturers, and discipline practitioners) who are affected by the curricula of the institutions. A preliminary model for curriculum development as constructed by the author is illustrated in figure 6.5 below.

Figure 6.5 The graduate employment model
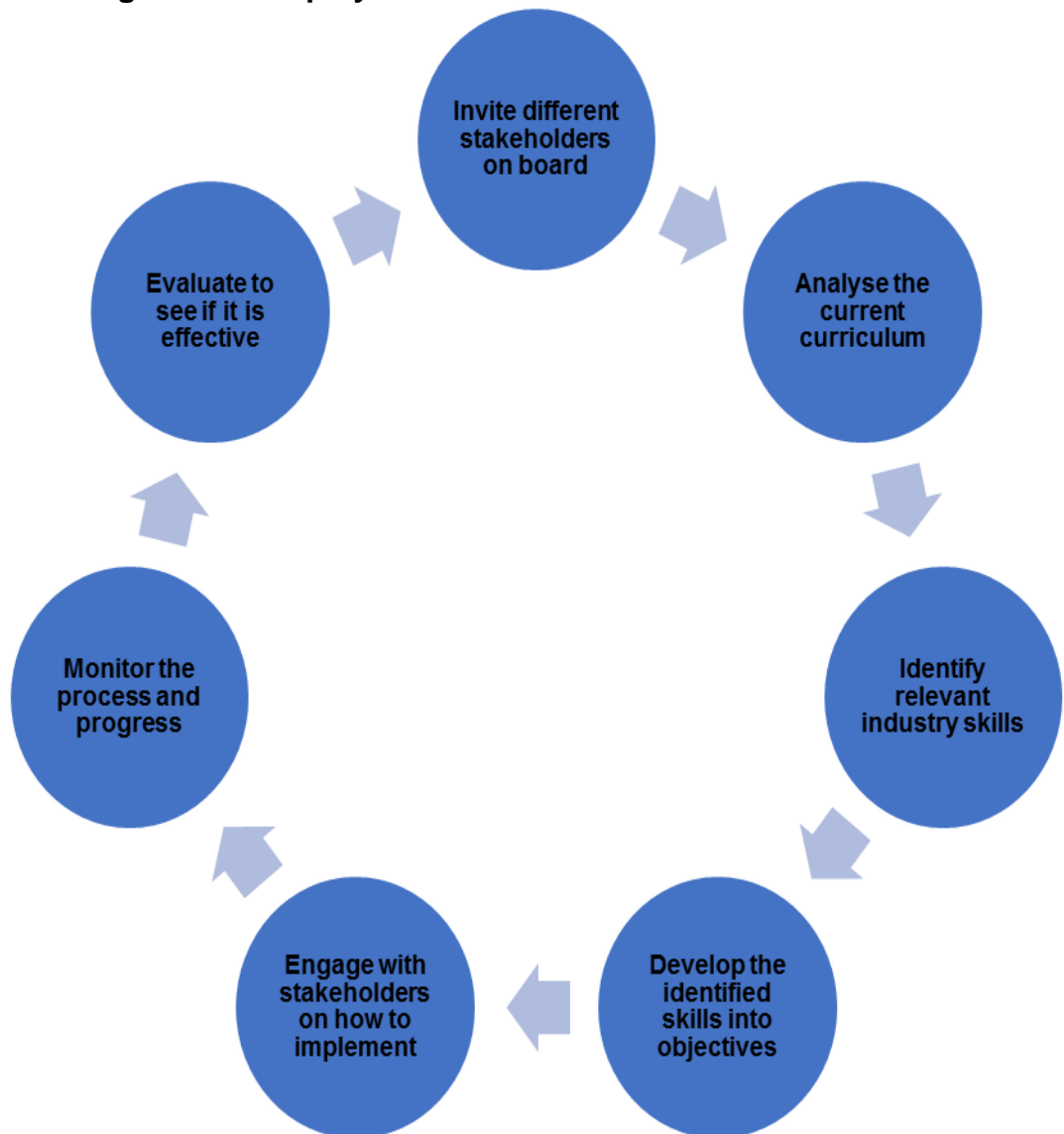
Source: Author's own construction

As shown above in figure 6.5, to curb the unemployment of graduates, the institutions of higher learning should consider following the above given steps which runs from inviting different stakeholders on board to the final step of

evaluation to see if the model is effective as expected. A more detailed model for practical implementation purposes is illustrated in figure 6.6 below.

Figure 6.6 Comprehensive curriculum development model for HR

LEADERSHIP

Visionary, pro-active and entrepreneurial leadership – not management.   Industry experienced and research-oriented leadership – not management.

Identification of market to supply product [Marketing concept, i.e. HR graduates]
1.   Search market for needs / product gaps.
2.   Acknowledge a need to supply product
3.   Allocate resources for product development
4.   Provide leadership for the product process

Identify the stakeholders and their interests and role in the process
1. Consumer of the product – the industry
2. Designer of the product – the academic
3. Provider of the facilities – the institution
4. Sponsor of the program – government

Identify the academics to be involved in the **research process and set the** organisations **that will participate**

Objectives Decide on subjects needing job tasks in organisations Align tasks to learning activities

Identify organisations / employer

development 1.2. Identify HR

2. Provide resources for academics to go out
3. Provide curriculum development skills -
4. Form curriculum development work-teams
5. Provide material gathering and writing skills
6. Textbook publishing – academic researchers

3. Identify assessment types for learning
4. Provide technical backup for job tasks
5. Allow access to practical work sessions
6. Decide on evaluation measures for this

THE CURRICULUM

Developed with the participation of the stakeholders in view of the dynamics in the industry caused by technological developments and the ever-changing needs of the HR in the industry. This curriculum should be reviewed every 5 years to allow for updating
and the academics involved should be financed to publish conference papers on this curriculum

Source: Author's construction

The effectiveness of the development of the curriculum largely depends on the presence of leadership at different levels of decision making in the institutions. For all practical purposes, the leadership creates and or instils the spirit and

culture of innovation in an organisation. Supporting academics and giving them incentives to prepare academic papers simply serves to encourage participation by research-oriented academics. In most universities in South Africa academics who publish papers in accredited journals get a cash subsidy for their work. Academics will be eager to publish, and this will create competition and up the standards of both academic books and research articles on these subjects and disciplines.

6.8 CONCLUSION

This chapter focused on the conceptual framework of the thesis which resulted in the construction of a model that can be used for curriculum development. As it flowed smoothly, the theoretical / conceptual model was discussed encampusing the theory as found in literature, the knowledge as known by practitioners, and the researcher's first-hand exposure to the discipline and the rate of employability. The graduate employability concept, the concept of curriculum development, factors affecting graduate employability, impact of curriculum development on employability of graduates and how to construct a curriculum that produces employable graduates has been given above. If the curriculum development model given above is to be followed, institutions of higher learning can break string of problems with employability of the graduates from institutions of higher learning. It cannot be overstated that the success of the use of this model is dependent largely on the ability of the leadership to guide the process.

CHAPTER 7
RESEARCH DESIGN AND METHODOLOGY

7.1. INTRODUCTION

It is crucial to discuss the way the researcher gathered or obtained the data during the investigation. Before discussing about the research methodology and design, it is important to start by defining what research is. Several scholars have defined research, but for the sake of this study, the researcher will use a few which suits the context of the research under discussion. Upadhay & Singh (2008:178) define research as the logical collection, analysis and interpretation of data to generate fresh facts and respond to a given question as a way of coming up with a solution to a problem. Pathak (2012:214) noted Rusk who regards research as having to do with seeking the answer or answers of certain questions which have not been answered through properly fixed technique. It is not merely theorizing, but rather an attempt to elicit facts and to face them once they have been assembled.

John W. Best stated that research is deliberated to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis and it involves a more orderly structure of exploration which might come from some formal record of procedures as well as from results (Arul Lawrence, 2012:75). Research in short has to with seeking to answer unanswered questions or seeking to get a solution following a certain procedure.

Having defined what research is, it is important to bring in the fact that research can be ordinarily classified into qualitative or quantitative (Burns & Grove 2011:4-50). The two may be used juxtaposed depending with context of one's research or independently. Quantitative research approaches were initially developed in the natural sciences to study natural phenomena (Myers, 2013:7) whilst qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Both quantitative and qualitative research studies are used in academic life (Kumar, 2014:10-17) and there is no better method than the other as they serve different purposes. It is for this reason that the researcher utilised a mixed approach so that they cover up each one's weakness.

7.2 PURPOSE OF THE STUDY

The aim or purpose of this research is to investigate whether the CPUT HR graduates will easily get employment after completing their qualification and to check if their qualification will meet the industrial requirements within the Western Cape. If there is a gap identified; recommendations will be given to bridge the gap. The extreme conditions that the HR graduates find themselves after attaining their qualifications is sometimes because of the mismatch between what the universities or institutions of higher learning are providing to the students which is not relevant to what industries want. Through conducting this research, the researcher is aiming to bridge the gap that is identified between the requirements of industries and what the universities are providing to the graduates.

It has become a common phenomenon that after graduating a graduate is not guaranteed his or her employability which is another thing that the researcher wants to address so that employment can be created for graduates as they will possess the relevant skills that the potential employers want. Alam (2009:890) & Moleke (2005:21) noted that the purpose of students enrolling at higher learning institutions is to obtain a qualification, get a job, be autonomous and advance in the area of specialisation. Nowadays institutions of higher learning are more concerned with the output of graduates that they produce without ensuring that they produce relevant graduates to the demands of the potential employers and they also do not make a follow up to see if their products (graduates they produce) are marketable and competitive in the market. If one is to chosen career. For this reason, it is imperative for an institution of higher learning to keep up-to-date the dynamic changes of industrial needs to suit the employers', graduates and other relevant stakeholders' expected demands.

7.3 RESEARCH OBJECTIVES

Before conducting a research, one should have objectives which are clear and unbiased. Since researchers are free to decide on research objectives and research methods that are applicable to their studies (Österle, Becker, Frank, Hess, Karagiannis, Krcmar, Loos, Mertens, Oberweis & Sinz, 2011:7-10), the researcher came up with the following research objectives:

2. To determine if the curriculum from the university meet the industrial requirements.

3. To establish whether there is correspondence between the skills that employers require and those that the new graduates from Cape Peninsula University of Technology (CPUT) possess.

4. To determine the skills that employers require in human resources graduates for them to be employable.

7.4 RESEARCH QUESTIONS TO BE ADDRESSED IN THIS RESERACH

The above statements led to the following research questions:

- Does the curriculum from the university meet the industrial requirements?

7.4.1 Research sub-questions

1. Is there correspondence between the skills required by potential employers and those demonstrated by HR graduates from CPUT?

2. What skills do employers look for in new HR graduates?

3. What are factors that hinder graduate employability in South Africa?

7.5 RESEARCH HYPOTHESIS AND THEORETICAL RESEARCH

Coldwell and Herbst (2004: 83) describe a hypothesis as a statement about concepts that may be judged true or false with respect to observable phenomena, formulated in manner suitable for empirical testing. It is a conjectural statement of relationship between two or more variables (a symbol or concept that can assume any of a set of values) that carries clear implications for testing the stated relations (Ackerman, Priori, Willems, Berul, Brugada, Calkins, Camm, Ellinor, Gollob, Hamilton & Hershberger, 2011:1077-1109).

The following hypotheses were constructed on information from the previous literature review:

Hypothesis 1: The HR graduate has problems getting employed after graduation Hypothesis 2: There is a disjuncture between university curricula and industries requirement.

7.6 DELIMITATION OF THE RESEARCH

The study vocalises on the employability of human resource management or development graduates in the Western Cape South Africa. Since this study sought to scrutinise the significance of the employability abilities of human

resources graduates to potential employers in the Western Cape, South Africa which means that the research was limited only to employers and graduates in this sector and region.

7.7 SIGNIFICANCE OF THE RESEARCH

South Africa's major graduate employability problem is due to a disjuncture between what the industries want and what the institutions of higher learning produce. The results of this study will shade light to what should be done to address the identified gap as it will have the potential to lead to the designing of a curricular which is relevant to industries. The HR department of CPUT will be provided with skills relevant to the industries that they should include in their new curricular which they designed so that they provide a curriculum which speaks to the needs of the industries. The outcomes of this research are not only applicable to the university under discussion, but they are applicable to the whole of South Africa in different departments so that they can be able to produce employable graduates as this is not only a problem within the HR field of study.

7.8 RESEARCH DESIGN AND METHODOLOGY

Both qualitative and quantitative researches were used since the research objectives pursued to look for the cause and effect relationship. Most scholars seem to mix methodology and design and usually use them interchangeably as they regard them as the same, though they are different. The research method and research design are persistently confused and sometimes utilized interchangeably, these two are interconnected but not the same. Research design is regarded as the plan on how the researcher intends to go about the research whilst research methodology is the approach used for the research (Bryman & Bell, 2011:80-87). Mouton (2007:75) further differentiates research design and methodology by stating that research design focuses on the end-product whilst research methodology focuses on the process and the kind of tools to be used by the researcher in conducting the research.

7.9 RESEARCH METHOD

Wilson (2010:2-20) asserts that research is a process of enquiry and investigation; it is systematic, methodical and; research increases knowledge. Research is a scientific inquiry aimed at learning new facts, testing ideas only just but a few to mention. It is the systematic collection, analysis and interpretation of data to generate new knowledge and answer a certain question or solve a problem (Upadhya and Singh 2008:178).

The purpose of research is the fact of exploration, description and explanation (Wamba, Akter, Edwards, Chopin & Gnanzou, 2015:.234-246), to estimate or create existing knowledge; explore existing situations or problems; supply solutions to problems; investigate and scrutinize more general issues; build or generate new procedures or systems; elucidate new phenomenon; produce new knowledge or a combination of any of the above.

It is important to point out that there are different types of research which are exploratory research, descriptive research, analytical research and predictive research as stated by (Williams, C. (2011:65-70).

7.10 RESEARCH DESIGN

Blumberg, (2008:195) defines research design as the plan and structure designed for the gathering, quantity and scrutiny of the data used to answer the research questions or to prove the hypothesis. Through research design, the logical framework upon which the research project is conducted is shown plus it allows the researcher to gather evidence which will respond to the raised research question (Blaikie, 2009:15). From the above given definitions of research design, one may deduce that the research design is used to gather evidence or information which is useful in answering the research question or questions. Kitchenham & Pfleeger (2008:63-92) harmonize that getting the pertinent evidence makes it easy to specify the type of evidence needed to answer the research question or to test a given theory as well as evaluating a given phenomenon.

A combination of the research design and the research method have a significant effect on the outcomes of a research as there should be a correspondence between the design and the method to come up with valid findings. In this research, the research was largely descriptive, and partly

exploratory so a combination of methods was used which is qualitative and quantitative approach.

Quantitative research utilizes an objective approach and it deals with phenomena to yield quantifiable data that can be rendered to statistical analysis and the testing of hypothesis (Welman, Kruger and Mitchell 2005:8-10). Quantitative research makes use of questionnaires, surveys and experiments to gather data that is revised and tabulated in numbers, which allows the data to be characterized by the use of statistical analysis (McNabb, 2013:125-393). Quantitative researchers try to understand the facts of a research investigation from an outsider's perspective by keeping the research process as stable as possible. They focus on the causal aspects of behaviour and the collection of facts that won't change easily. They control the investigation and structure of the research situation to identify and isolate variables. They focus more on reliability that is consistent and stable measurement of data and usually aims for larger numbers of the cases and the analysis of resultants is usually based on statistical significance (Welman et al 2005:8-10)

Qualitative research utilizes a subjective approach to collect non-numeric data reflecting perceptions of the research subjects to gain an understanding of social and human activities. Flick (2009:11-127) emphasizes that qualitative research intends to explore and to discover issues about the problem on hand, because very little is known about the problem. There is usually uncertainty about dimensions and characteristics of problem. It utilizes 'soft' data and gets "rich data". The qualitative researcher then should attempt to become more than just a participant observer in the natural setting that is being investigated. He or she also should make a deliberate attempt to put themselves in the shoes of the people they are observing and studying and try and understand their actions, decisions, behaviour, practices, rituals and so on, from their perspective (Mouton 2007:271).

A palpable basic distinction between qualitative and quantitative research is the form of data collection, analysis and presentation. While quantitative research presents statistical results represented by numerical or statistical

data, qualitative research presents data as descriptive narration with words and attempts to understand phenomena in "natural settings". This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Flick, 2007:2).

7.10.1 Methods utilized for literature review

To gather information from the recommended sources, the researcher utilised accredited journals, textbooks, conference papers and many other accredited sources for literature review. It is through these published sources which are accredited that enabled the researcher to draft his research question, problem statement as well as the writing of the literature reviewed section (Blumberg, 2008:86). The way the other scholars argued and justified their research made the researcher to develop some sub-questions for the research so that more research is done regarding the area under study.

7.10.2 The survey

Kendall (2011:31) noted that a research survey is a sample in which the researcher gathers facts or attempts to determine the relationship among facts. The commonly used research methods are surveys in social sciences as they make it possible to study things which are not easily seen such as people's attitudes and beliefs. This study was conducted using the survey method and an instrument of questionnaire and the data was collected from a randomly selected sample of the Human Resources alumni. The randomly selected graduates from the Human Resource department were considered to be ideal for this research basing on the facts tabulated below in in table 7.1 which make a research sample to be perfect.

Table 7.1: The factors ideal for the research sample

Contacting directly the people who are the products of the human resources curricula and are alumni of CPUT
Understanding directly from the human resources graduates what their limitations are in the labour market
Increasing on the response rates by use of questionnaires through electronic method.

Survey method permits numerous variables and hypothesis to be tested

Source: Own construction

As indicated in table 7.1 above, it is crystal clear why the researcher used or chose the sample which he considered to be ideal as it met the expected research sample ideal considerations.

7.10.3 Characteristics of the population

The population under survey were 150 HR graduates from Cape Peninsula University of Technology (CPUT) which is in the Western Cape, South Africa from the period of 2014 to 2017. The CPUT alumni were enthusiastically available and willingly participated from different provinces where they are scattered.

7.10.4 Target population

For the sake of this study, the term population refers to the subjects who have specific characteristics which consist of the total collection of the individuals from which the study will be conducted (Curry, Nembhard, & Bradley, 2009:1442-1452) and (Welman, Kruger and Mitchell, 2005:52). Mendenhall, Beaver and Beaver *(2009:8) shape that population* is the set of all measurements of interest to the investigator. The population is an integral part of posing the primary question (Friedman, Furberg and DeMets 2010:55). The target population will comprise of HR graduates from the year 2014 to 2017 working in different industries and the unemployed ones from all industries combined. A pilot questionnaire will be sent to a small sample of the practitioners to enable the proper construction of an ideal questionnaire for the respective industries.

7.10.5 Sampling frames, sampling and sample size

A sample is a defined as a subgroup of a population should be representative (Sadler, Lee, Lim & Fullerton, 2010:369-374) meaning that each sample unit should represent the characteristics of several the population it represents. It is through the sampling theory that one gets an understanding on how to decide on a test group method for the reason that it seeks to make sampling more resourceful. Blumberg, (2008:228) posits that a sample is a part of the population that is selected for the study and sampling is the method used to

select that part of the population for the purposes of the study. The sample frame for this study was made up of the correct list of the population members who are human resources graduates from the selected institution which is Cape Peninsula University of Technology.

Simple random sampling was used to identify organisations where some of the Human Resources graduates are working and they were given the questionnaires (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015:533-544). The sample size has been determined because of the cost of the exercise and accessibility of the Human Resources graduates from the selected university. Having the accessibility issue in mind, the researcher used a sample size of 150 human resources graduates who are working in different companies and in different departments other than human resources positions only.

Maree (2008:179) noted that there are eight things that one should bear in mind when deciding on the population size which are as follows: the type of research, research hypotheses, financial constraints, importance of the results, number of variables to be considered, approaches of data gathering, the extend of exactness required and finally the size of the population. It should be noted that properly selected representative sample will provide the necessary information or data required to make decisions. In support of selecting a representative sample, Churchill & Lacobucci (2009:283) alluded that sampling should go through six steps which are explanation the population, identifying the sampling frame, selecting a sampling procedure, determining the sample size, choosing the sample elements, and collecting the data from the designated elements. These steps are illustrated below in figure7.1.

Figure 7.1: The six-step procedure for drawing a sample

As shown above in figure 7.1 above and applying it to what the researcher did, it will be as follows:

Step 1

Define the population – the population was defined as all individuals who graduated in human resources and working in either human resources environment who are affected directly by their qualification which they obtained.

Step 2

Identifying the sampling frame – the sample frame is the list of all elements from which the actual sample will be drawn (Roberts, Geda, Knopman, Cha, Pankratz, Boeve, Ivnik, Tangalos Petersen & Rocca, 2008:58-69). In this study, the sample frame comprised of the list of individuals who qualify for the sampling which are the human resources graduates or alumni of the selected institution under study.

Step 3:

Selecting a sampling procedure – the sampling procedure used was a mixture of convenience and probability random sampling in this study.

Step 4

Determining the sample size – In any research area, diverse participants can have various opinions. The size of the sample was uninformed, based on the availability of human resources graduates from the institution under discussion who were working and not working and available to participate in the research.

Step 5

Selecting the sample elements – these are basically the properties of the sample, which in this case were identified as the graduates of human resources who were either working or not working. The participants were specifically people who are human resources graduates who directly involved in human resources activities or not.

Step 6

Collecting the data from the designated elements – the data was collected from the participants through the use of structured questionnaires with sections of open ended questions to be answered by the respondents.

7.11 MEASURING INSTRUMENT

The instrument used for this study was the questionnaire and it went through several stages during its construction phases as the researcher had to list all the aspects to be considered in the research such as drafting alternative research questions basing on the literature review conducted, the research problem as acknowledged earlier as well as the reason for the study. As the researcher chose the research instrument, he determined the objectives for the study, planned on the methods or methods to collect data, developed and evaluated the questionnaire which resulted in him adjusting some of the research questions so that they become relevant for gathering the required data. All the questions were asked or written in English as they were designed for graduates whom the researcher expected to be fluent with English as a communication language as well as for easy understanding when analysing the data.

7.11.1 Pre-testing of the questionnaire

To advance on the administration, reliability and validity, the questionnaire was pretested at one public company in Cape Town where some human resources graduates are working as well as by the Cape Peninsula University of Technology Higher Degree Committee (HDC). This pre-testing was also done with the understanding that a well-constructed and relevant questionnaire will improve the response rate for the survey which seems to have helped the researcher. The suggestions obtained from the statistician, the head of the department of business administration and the supervisor of the researcher were built into the final questionnaires which were sent out. It is from this vista that the revised instrument improved the suitability, dependability and legitimacy of the proposal.

7.11.2 The reliability of instrument used

Reliability is ability of the instrument to solicit the same answer from the same person if asked differently. Drost (2011:105) alludes that internal consistency measures the uniformity within the instrument and questions how well a set of items have been aligned. Thus, reliability of instrument used has to do with the clarity of the questions asked and their relevance to the study objectives and if there is any measuring procedure put, it should get the same results when repeated.

7.11.3 Instrument validity

Blumberg (2008:313) defines instrument validity as the extent to which an instrument measure fulfils what is expected to do or measure. It should be noted that there are two types of validity which are internal and external validity and they have their pros and consequences. Sometimes the validity instrument may be reliable, but not valid for the expected aim since validity has to do with the exactness of the response to the question. In this study, the questions were short or precise to the point and relevant to the purpose of the study as irrelevant information was eliminated from the questionnaire so that it becomes free of bias. Through scrutinising well all the questions asked in the questionnaire, the validity of the instrument was improved which resulted in the data collected to be assumed to be valid as there were higher chances basing on the elimination and evaluation of the questions.

7.12 THE RESEARCH INSTRUMENT DESIGN

It is vital in a quantitative study to ensure that the researcher firstly identify and define research questions which are testable theoretically and practically (Okeke, 2009:116). The researcher drafted understandable questions which both the researcher and the respondents could easily understand without complications as all the ambiguous questions were corrected before distributing them to the respondents. Jowah (2013: 227-232) cited Zikmund who stated that proper attention to structure, design and format the questions and the questionnaire could improve response rate as comments which were given by peer reviewers were considered and corrections were done so that proper questionnaire could be distributed. The revised instrument therefore improved the acceptability, reliability, and validity of the proposal. Ku (2010:1085-1102) is of the view that the designed questionnaire should request for information that will be logical and consistent so that reliability and validity is improved.

7.13 DATA COLLECTION METHOD AND THE RESEARCH INSTRUMENT

A well-structured questionnaire was used as an instrument to gather the required data from the randomly selected organisations where the human resources graduates are hired. Harris, Gleason, Sheean, Boushey, Beto, & Bruemmer, (2009:80-90) regard a questionnaire as a list of well thought and carefully structured questions with the intention of imploring for reliable responses to research questions. Through a questionnaire, a large number of people can easily be reached and quantifiable answers for a research topic can be obtained which will be easy to analyse. The questionnaire was given to 150 human resources graduates from CPUT who were randomly selected.

7.14 ETHICAL CONSIDERATIONS

The questionnaire clearly stated, and it was emphasised during the training that responding to the questions was a voluntary exercise, and no one was under any obligation. Further to that, no names, or names of companies, or any form of identifications could be put on the questionnaires. In the initial stages of the preparation of the questionnaire, the Ethics Committee of the university had evaluated the questionnaire for ethics. The purpose of the survey was clearly stated.

7.15 DATA ANALYSIS

When it comes to data analysis, it is important to note that the research process goes through five steps which are planning, data collection, editing of data collecting instruments if need be, the coding or capturing of the information collected and the final stage being data analysis. This research used descriptive statistics as ordering and summarizing of the data through tabulation and graphic representation was the dominant part with the calculation of the descriptive measures where applicable.

7.16 DATA ANALYSIS AND INTERPRETATION

Data preparation procedures

After collecting the data, the researcher immediately prepared it so that if there were any inaccuracies on the questionnaires, incomplete or ambiguous responses that the participants could have provided, he could rectify it and also to make the data decodable by a computer. The researcher went through the editing, coding and classification of the data phases so that the questionnaires complied with the criteria for the collection of research-worthy data.

Validation: Leung (2015:324) defines research validation as the appropriateness of the tools, processes and data. Research methodology is appropriate to answer the research question, even if the research question is not valid for the expected outcome (Baxter & Jack, 2008:544-559), the research design is valid for the sampling and data analysis and finally the domino effect and conclusions are valid for the sample and context. Data validity is regarded as the process of defining if a survey's consultations or annotations were conducted correctly in the right manner that it was expected to be done.

Data entry*:* The data was directly entered and captured on excel first before being transforming the raw data into useful information. All the questionnaires were paper based as the researcher had to print the soft copies emailed to him so that he could work with hard copies.

Data cleaning*:* Once data was entered into the laptop before analysis, further checking of the data was done before to check if data was not wrongly entered as the researcher checked for errors like ensuring that there is correspondence of the number of copies received and the number entered on the laptop or computer and also to ensure that there is no duplication or

spoiled papers whereby the respondents answers more than one option on Likert scale.

7.17 DATA VERIFICATION METHODS

Data authentication is a practice in which diverse types of data are tested for correctness and discrepancies after data relocation is completed (Sargent, 2013:1224) and this assists to see if there was correct transferring of data from one source to the other source. It is important to note that sometimes when verifying there may be a need to deal with the data juxtapose to avoid data loss and to prevent unnecessary errors. Jowah (2013:232) cited Paul Hague who noted that verification was concerned with establishing whether an investigation plan is fully translated into practice as it also helps to check the research design against the objectives, the questionnaire against the evidence coverage and the interviews carried out as the design intended. It is vital to point out that this research used two methods to verify the data which are the data re-entry and the output analysis method.

Output analysis - after the analysis of the research information was done, the researcher checked for compliance of results to established theories in graduate employability.

7.18 CONCLUSION

Having done the above, one can clearly see that the section under discussion did justice in outlining the determination of the research methodology of this study, exploiting valid answers to a research question and sub-questions. Data was collected by means of questionnaire which had some open-ended questions to allow an individual's opinion when need be for one to do so. The researcher managed to utilise the data through the use of a descriptive method to analyse it and verify if the data was reliable. Research needs to be structured in such a way that the signal additionally bears on different rival explanations and enables us to categorize which of the thought-provoking explanations is most likely considerable to be acceptable and valid. Finally, the researcher explained the sample selection, described the procedure used in designing the instrument, collecting the data and an explanation of the statistical procedures which were used to analyse the data.

CHAPTER 8

DATA RECODING, ANALYSIS AND INTERPRETATION

8.1 INTRODUCTION

The whole research will not have meaning or will not serve its purpose if the collected data is not analysed. It is for this reason that the data collected is analysed so that meaning is created, or readability of the data is done. One may not be castigated for defining data analysis as a process of inspecting (Ubaldi, 2013:1), transforming, cleansing and modelling data so that it becomes meaningful to be a good report, to support given decisions, to give conclusions and to make the data be a source of useful information (Jagadish, Gehrke, Labrinidis, Papakonstantinou, Patel, Ramakrishnan & Shahabi, 2014:86-94). In numerical applications, data analysis is divided into descriptive statistics, exploratory analysis, and confirmatory data analysis. The exploratory data analysis pays attention on being innovative in data whilst the confirmatory data analysis which the researcher used focuses on confirming or proving wrong the prevailing. Information mixing can be regarded as a forerunner to analysis of data and analysis of data is linked to data conception as well as data distribution which then makes the synonym data demonstrating to be used.

This chapter will therefore focus on data reporting, data analysis, data interpretation and explanation of the findings according to the researched data.

8.2 SECTION A: BIOGRAPHICAL INFORMATION

QUESTION 1: How old are you this year? This question was asked to find out the age group within which the people working in human resource management fall. This in turn allowed for an assessment on how many where towards retirement and what their experiences were over the years.

Response: 150 people in total participated in the research and their responses are given as percentages. It was expected that most of the respondents would be in their late 20s, the results are illustrated in figure 8.1 below.

Figure 8.1: Age range for the respondents
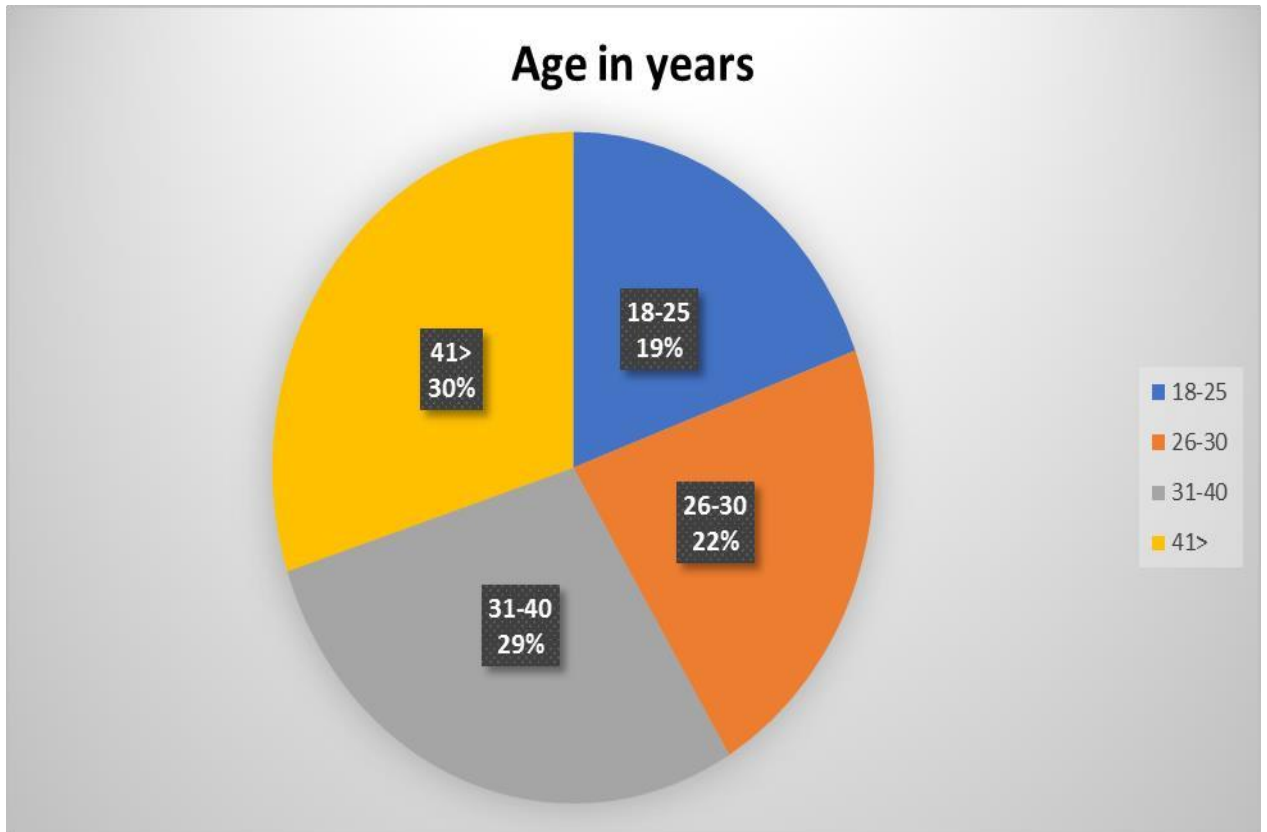
Source: own construction

There were slight differences in numbers of the respondents when it comes to age as the largest ranged from 41 years and above with 30%, followed by 31 years to 40 years which was at was 29%. These two age groups being dominant on top is ample evidence that there is high unemployment rate for the HR graduates. As the youth who have recently graduated, they should be flooding in the workplace, but they are not employed which means that the chances of them being employed in the field of study at an active employment age are very slim.

QUESTION; 2: What departments are you employed in? This question was asked to find out if the HR graduates are working within their field of study.

Response: 150 people responded to the questionnaire, the expectation however was that only people in HR with possibly HR qualifications would participate in this exercise. However, people from different departments within the organisations filled in the questionnaires as they possessed HR qualifications; the distribution of these is recorded in figure 8.2. below.

Figure 8.2: Departments where the HR graduates work
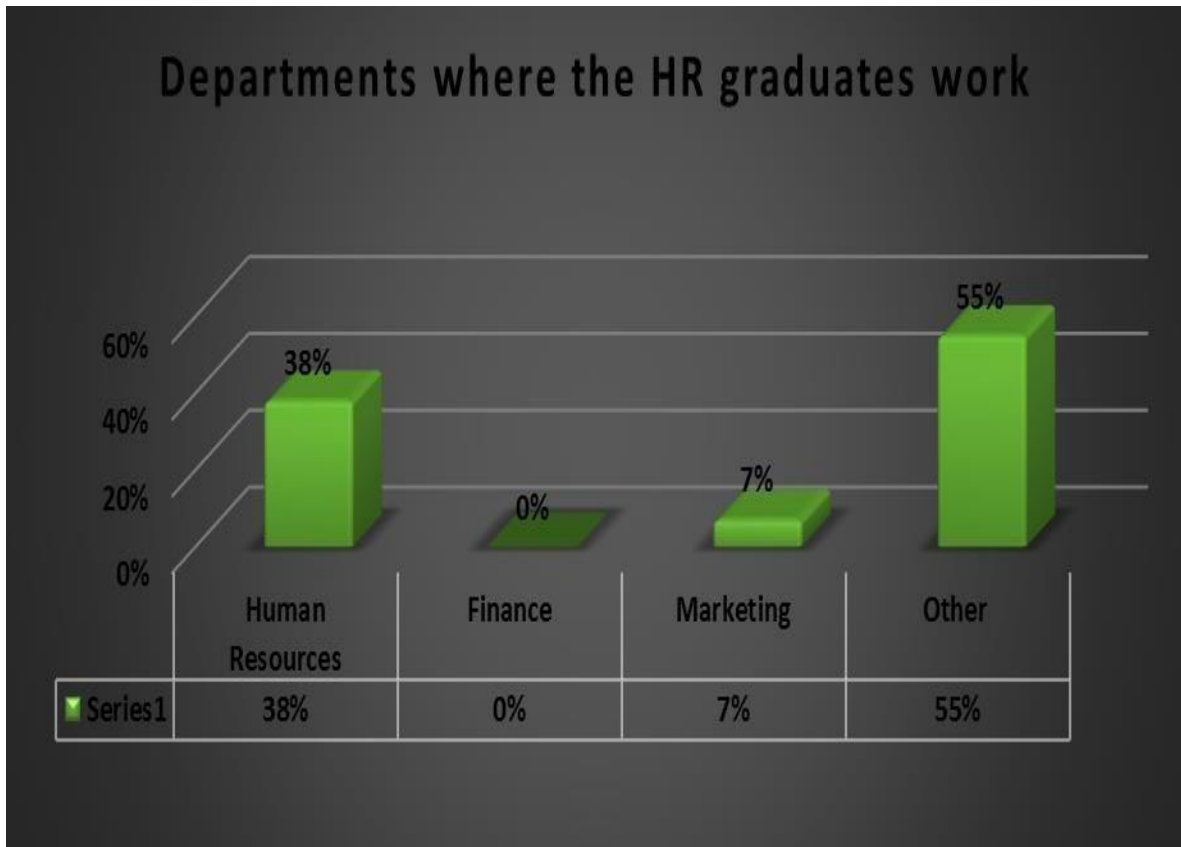
Source: author's own construction

From the results of the data collected as shown above in figure 8.2, 62% of the respondents are working in other departments instead of HR. Due to hardships in getting employment, the HR graduates resort to welcome whatsoever is laid for them on the table regardless of their academic background. 38% of the HR graduates are working in the HR related environment. This shows that there are few graduates working within their field of study.

QUESTION 3: If other please specify. This question was asked to aid on the other part of the previous question so that the respondents' exact department is known. **Response:** Out of the 150 respondents, the researcher expected majority of the participants to be working in Human resource management field. The obtained results or response is given below as figure 8.3.

Figure 8.3: Other Departments
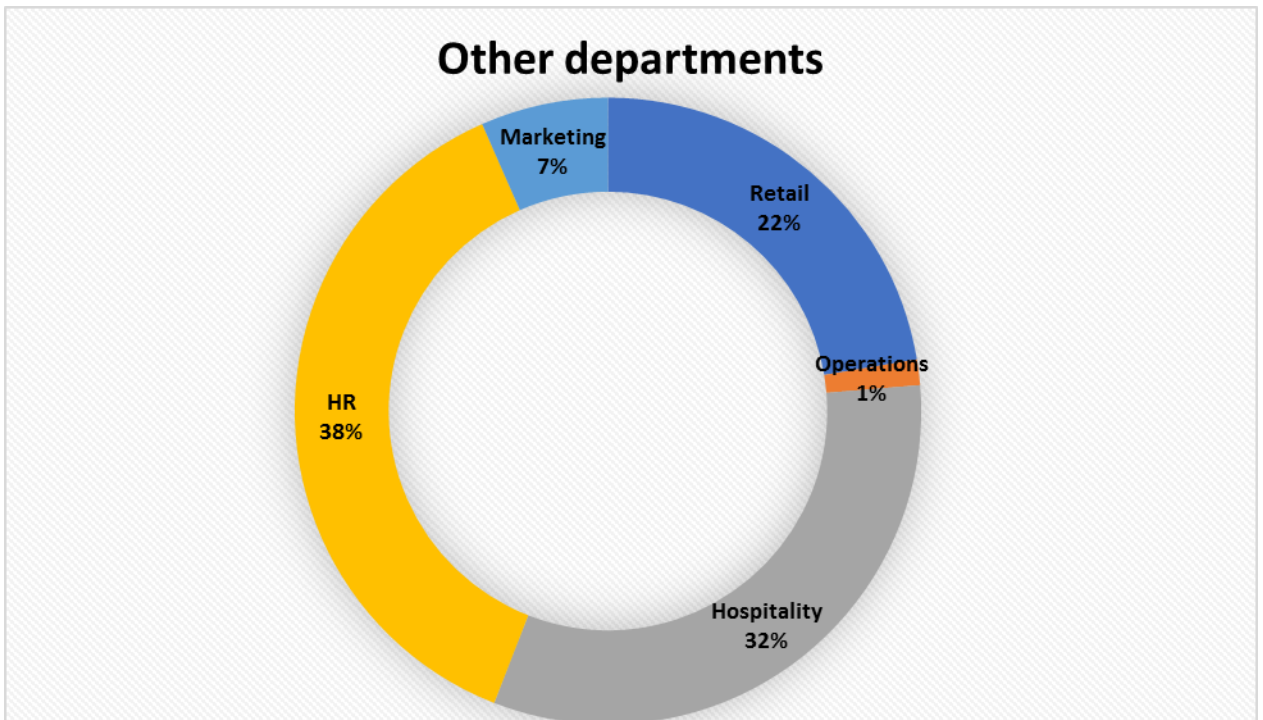
Source: author's own construction

Majority of the HR graduates are working in other departments which has 62% where they are working in the hospitality industry, retail, marketing and operations management where they are working at non-managerial positions. They are doing general duties just like non-academic stuff that do not possess any academic qualification. This then raises dust to find the underlying causes of this, which this research seeks to address and provide a solution to the identified problem.

QUESTION 4: What is your position in your organisation? In order to find out the positions which the HR alumni occupy in companies, the researcher had to ask this question.

Response: The expectations in asking this question was that all the HR graduates would be occupying HR commonly known positions as indicated below in figure 8.4. It should also be expected that some placements have more to do with the jobs available and the tasks to be performed as seen by the management. Some of the HR graduates may have had some knowledge (basic or whatever) of accounting (for instance) in which case they would be given some role to play in finance. Some graduates may prefer to work in finance or other departments, primarily because not everyone who studied HR

wanted to work in HR. It should be highlighted also that many university students enroll for whatever course is available more than what they would have wanted to be. The distribution of the positions of the respondents is illustrated in figure 8.4 below.

Figure 8.4: Positions at work
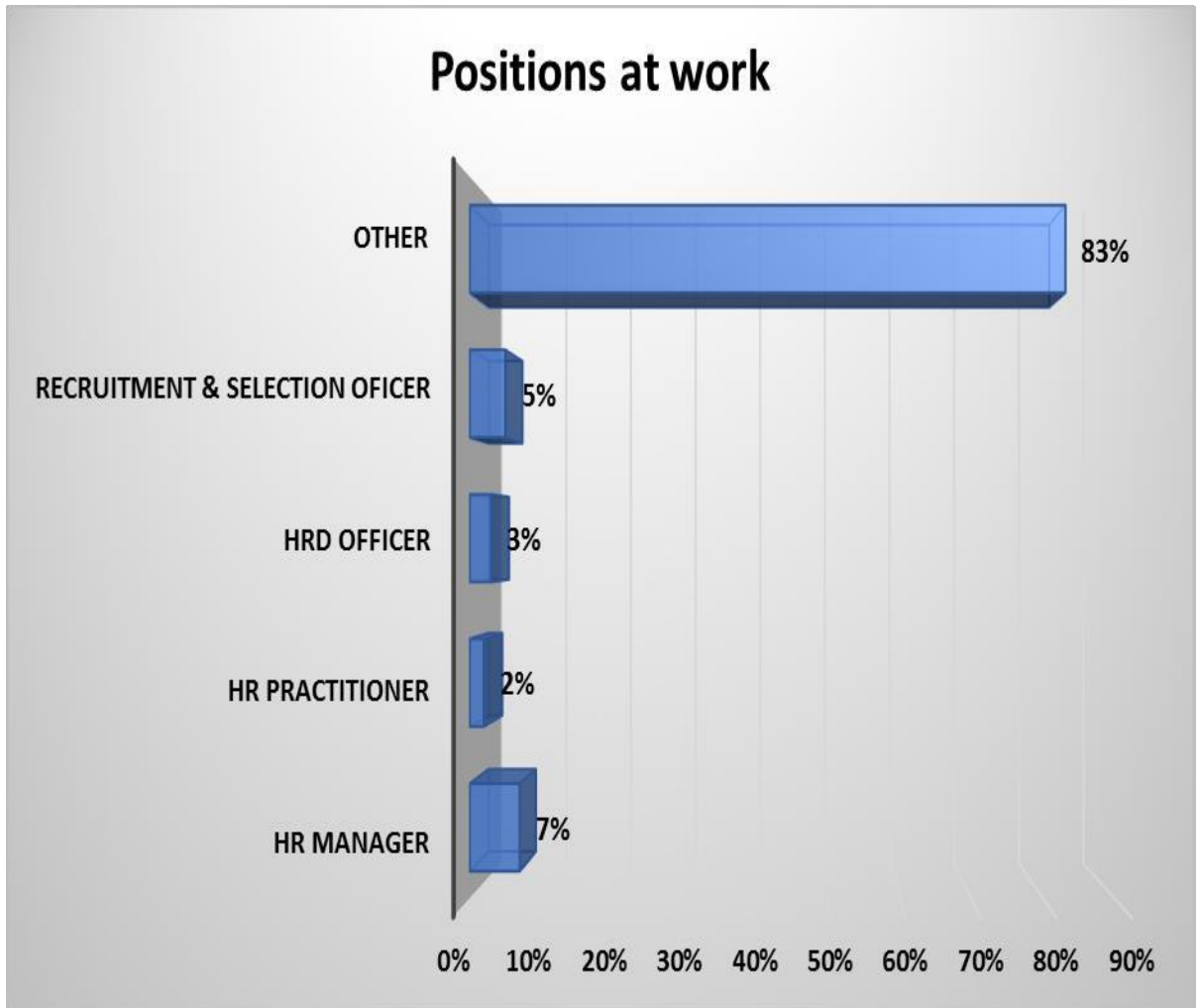
Source: author's own construction

The bulk of the HR graduates are not occupying the commonly known HR positions as indicated above in figure 8.4. whereby 83% of the HR graduates occupy other positions other than HR Manager, HR Practitioner, HRD Officer, Recruitment and Selection Officer. With this evidence, it is crystal clear that the HR graduates find it difficult to get hired for the course they enrolled for at universities.

QUESTION 5: If other please state in space below.

Response: 150 people participated in this research and the results were not in line with the researcher's expectations. This question was asked as a follow

up question on the positions occupied by the respondents as the researcher had high expectations that the respondents will be working or occupying HR positions. The results obtained are illustrated below in figure 8.5.

Figure 8.5: Positions at work
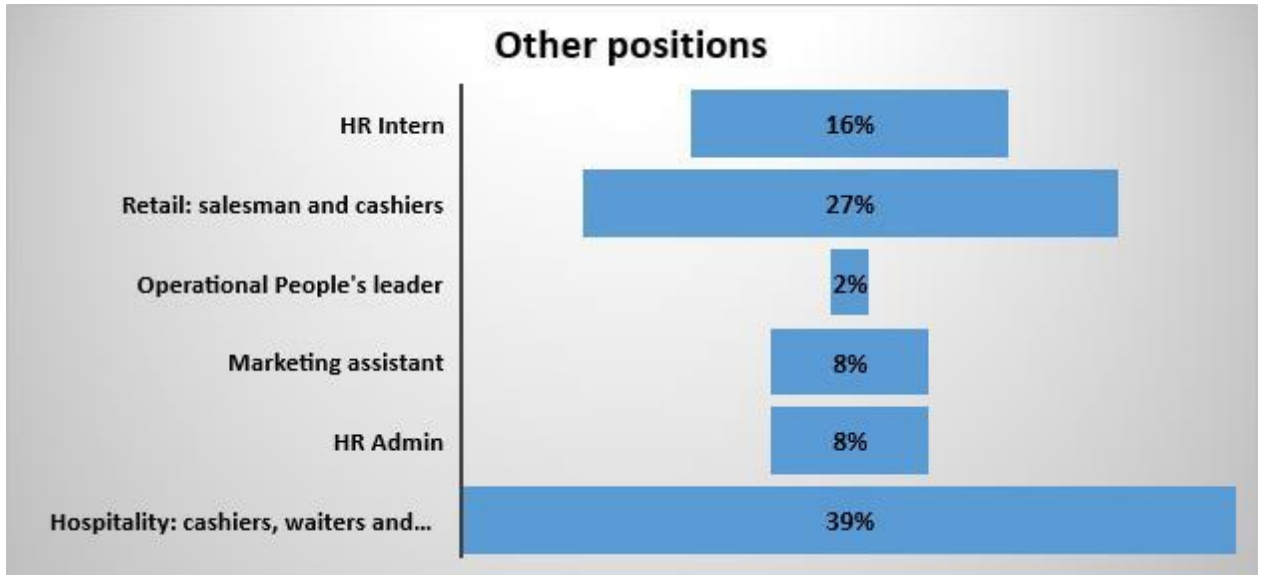
Source: author's own construction

The situation in the industry is somewhat disturbing, unfortunately no information was requested on how long they took to get a job and whether they were happy with what they were involved in. Of concern is the fact that fewer of them reported doing HR tasks, 8% as HR Admin and 16% as HR interns (totalling 24%) compared to 27% in retail sales and teals, 29% operations and 39% as waiters and cashiers in the hospitality industry. It can be clearly stated here that either there are no positions available in HR because of unemployment levels or because the HR graduates may not be strictly fit-for-industrial purpose in that discipline.

QUESTION 6: What human resources functions are you involved in? This question was asked to be able to know if the HR graduates are really doing HR functions or are doing other work in the companies which is not HR related. **Response:** There were 150 participants in this research and they all responded to this question. The results are shown in figure 8.6 below.

Figure 8.6: HR functions
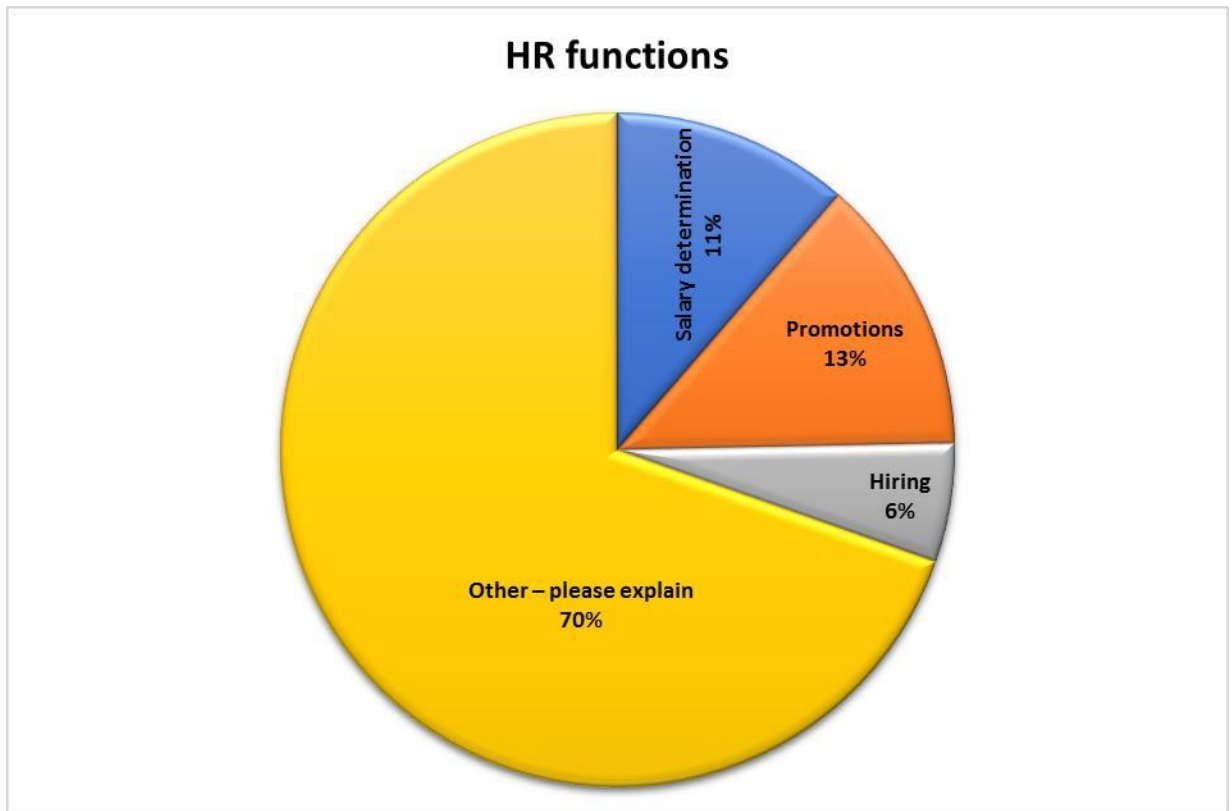
Source: author's own construction

Whilst the HR function does not employ many people in the organisation, the levels of HR graduates employed outside of HR commonly known fields are disturbing. Combined (salary determination, hiring and promotions) comprise only 30% of the personnel in HR functions. The remainder of 70% is graduates who otherwise would have been utilised in HR commonly known positions. This brings in another problem with the industry in that there does not seem to be a need for them to convert HR graduates into HR practitioners. It can be generalised that the bulk of the HR graduates do not find employment within HR positions in organisations.

QUESTION 6.1: Other HR functions. By asking this question, the researcher aimed at clarifying or identifying the exact functions which the HR graduates are involved in. **Response:** Out of 150 respondents, all of them responded on this question which means there was 100% response on this question. It was anticipated that the HR alumni will be doing HR functions which are commonly known. The obtained results or response is given below as figure 8.7.

Figure 8.7: Other HR functions

Other HR functions

(Bar chart showing percentages: Training and Development 3%, IR 1%, General administration 9%, Strategic planning 1%, Non HR functions 56%, Commonly known HR functions 30%)
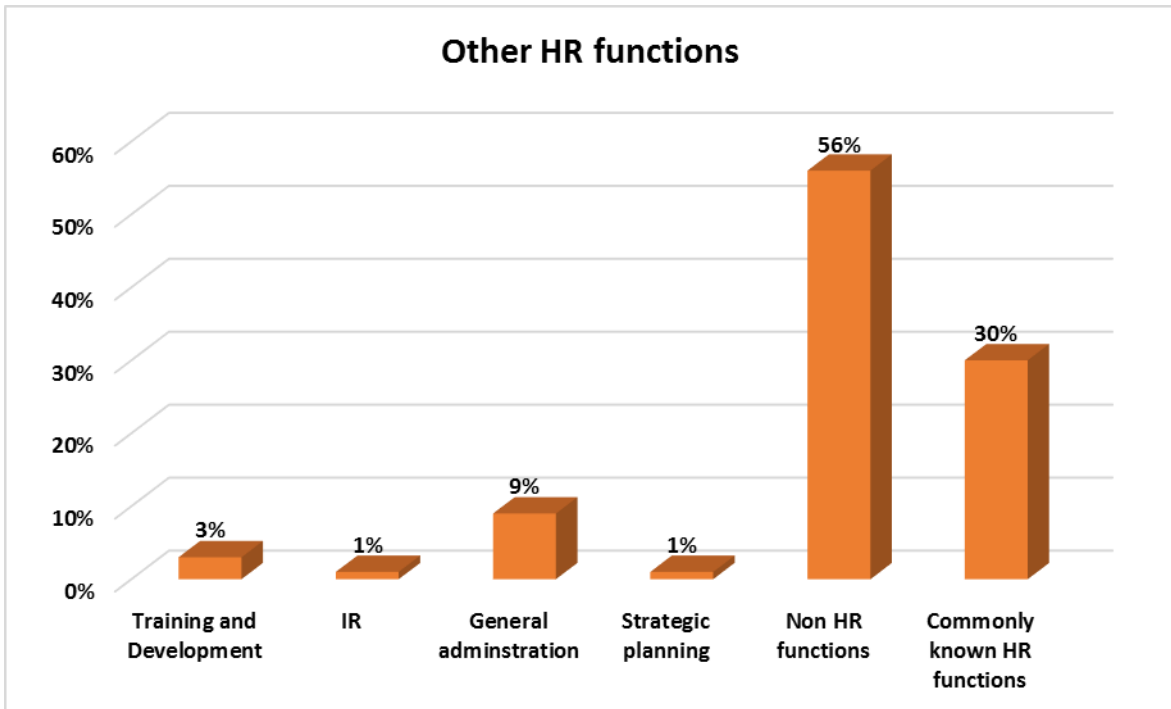
Source: author's own construction

Majority of the HR graduates are involved in non-HR functions (56%) the HR functions against 44% which indicated that they were involved in other HR functions. The fact that majority of the HR graduates are doing non-HR related functions such as sales representatives, cashiers, waiters and waitresses. Thus, the HR graduates are involved in different fields to survive as they are not guaranteed of being hired to do what they spend time doing or studying at universities or any other tertiary institution.

QUESTION 7: How long have you been in human resources position? [including other places]. The question was intended to see how long the respondents have been occupying their positions.

Response: All the 150 participants responded on this question. Through asking this question, the researcher expected that majority of the employees will be working or occupying HR positions and with less than 5 years at work if they studied fulltime and if part time, they should have more than 5years working within the industries. Below is figure 8.8 showing the results obtained from the answered questionnaire.

Figure 8.8: Other Tenure at work
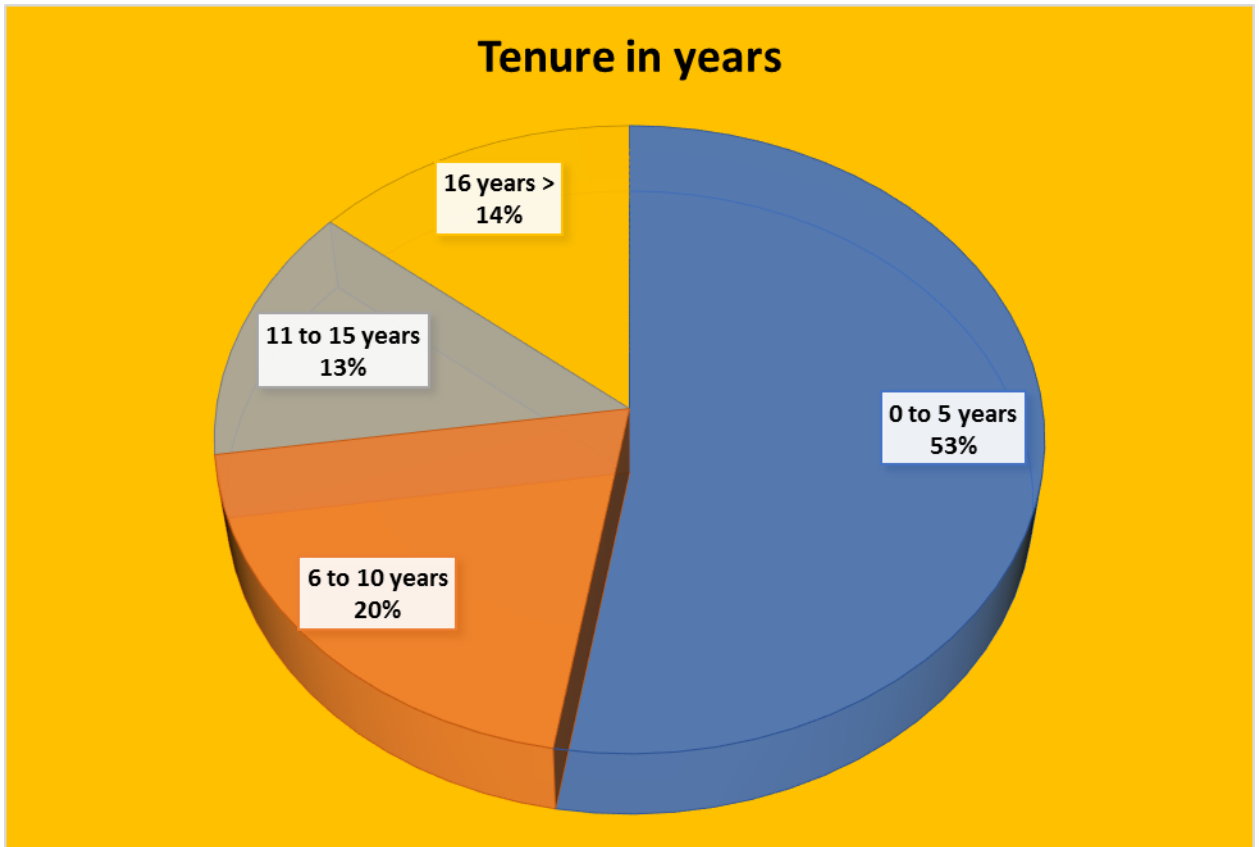
Source: author's own construction

Most of the employees (53%) who responded to the questionnaire have not worked for more than five years in the organisations that they saved as some have recently graduated as indicated in figure 8.8 above. This is the tenure that the recent HR graduates will be assimilating into the workplace, though there were some respondents who had more than 5 years (47%) at work as they were studying part-time as well as working at the same time. The reason behind the failure of the recent HR graduates to secure a job easily is also attributed to the way the HR curriculum is designed as it promotes the full-time students than the part-time class which have to take more years to be done with studies.

QUESTION 8: Have you been through any training and development in your field of work? Reason for asking this question was to find out whether the respondents have gone through any form of training at their work.

Response: All the 150 respondents managed to respond on this question making it 100% response. The response obtained is illustrated below as figure 8.9.

Figure 8.9: Training at work

Training
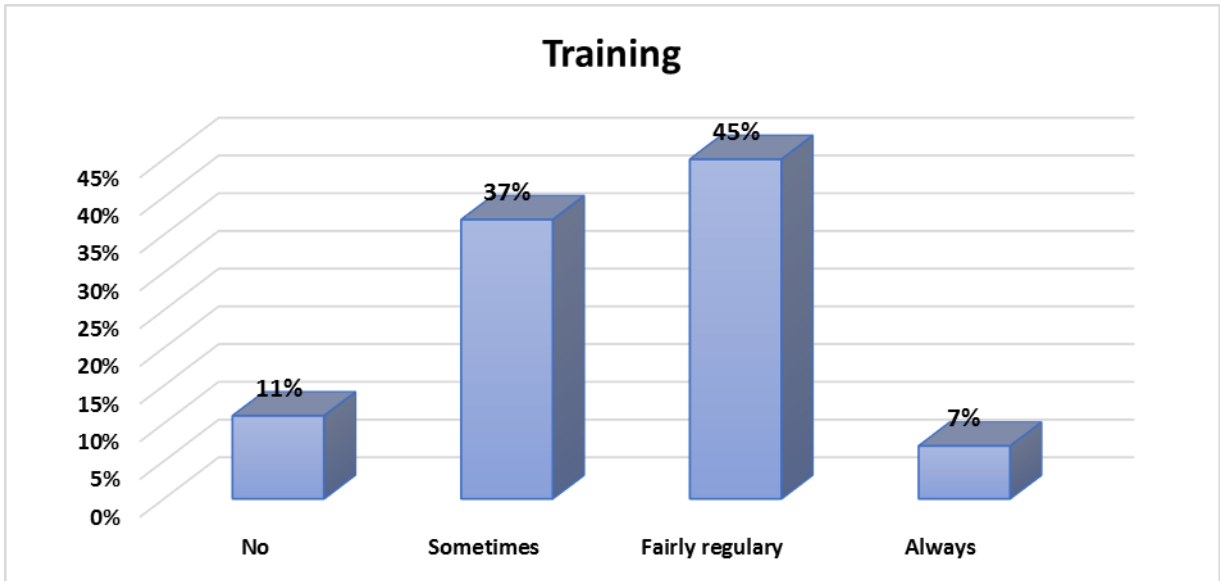
Source: author's own construction

From the findings of the research, the researcher found out that majority of the employees or respondents received as indicated above in figure 8.9 where 89% of the respondents indicated that they received training or had received training at work so that they do their job properly. Only a minority (11%) stated that they did not receive any training at their job as they have been in the field for quite some time and are familiar with most of the stuff or work they do. Thus, the issue of failing the recent graduates basing on experience can be challenged if training is provided as it will provide the graduates with the relevant skills needed to properly execute their duties. **QUESTION 9: Have you ever been promoted in the HRM department since you worked here?** This question was asked to find out if there are any chances of any employee being able to escalate the ladder from one position to the other.

Response: There was 100% response on this question as all the participants responded to the question. The researcher expected the graduates to be promoted as they have the right qualifications required for the jobs. The obtained results are given below as figure 8.10

Figure 8.10: Promotion at work

Source: author's own construction

As indicated in figure 8.10 above, majority of the employees who participated in the survey indicated that they have never been promoted at their work despite having served for more than six years within the same organisation and being given extra duties (80%). Those ones who seem to have been promoted have been promoted to one level up and a few have managed to be promoted two levels up (20%). This shows that the promotion rate within HR field especially for the graduates is very slim as shown above in figure 8.10.

QUESTION 10: What is your highest educational qualification? This question was asked to find out if the respondents are graduates or not.

Response: All the respondents or participants responded to the question under study making it a 100% response. The researcher anticipated the respondents to be HR graduates holding diplomas or degrees in HR. The data obtained is given below as figure 8.11.

Figure 8.11: Level of education
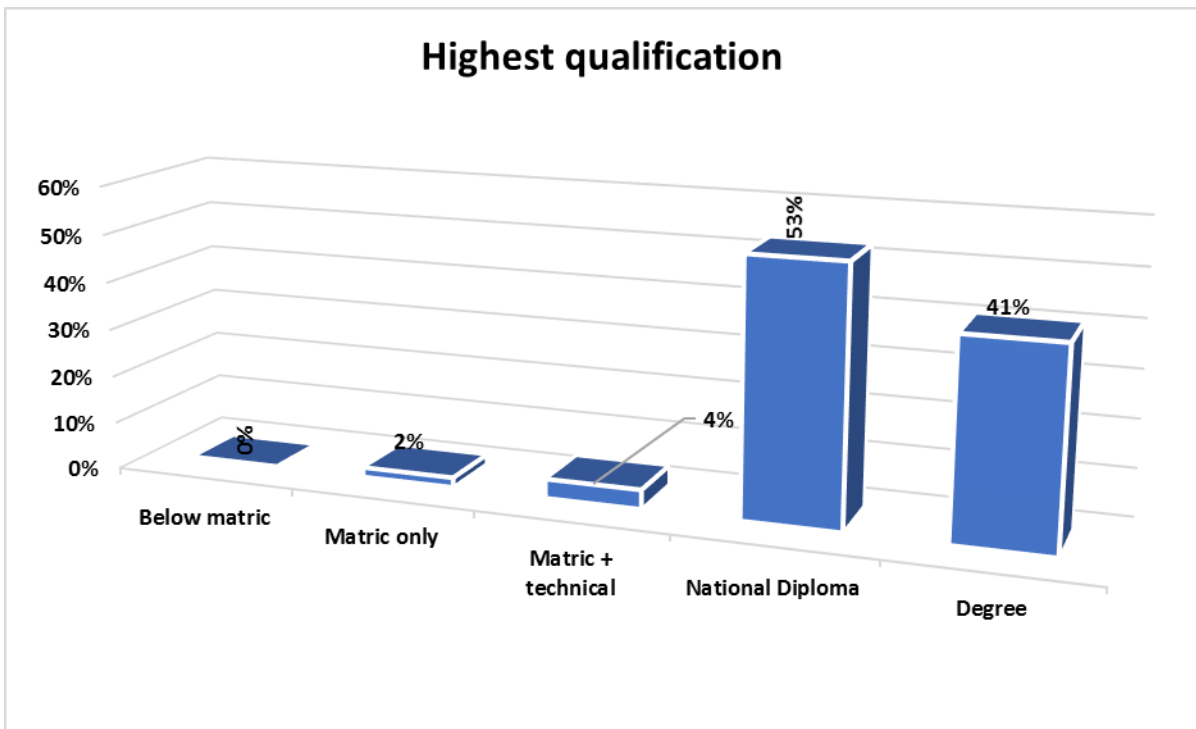
Highest qualification

Source: author's own construction

Most of the respondents (94%) to the survey were graduates with national diplomas degrees. This means that the respondents fit in prominently in the research as it has to do with their employability of HR graduates, but the employed graduates are not working in the field of study majority of them as they are scattered all over the labour market. However, there were minority who were involved who had matric or matric and technical certificates (6%) who participated as shown in figure 8.11 above.

QUESTION 11: How many people report to you in your position? The aim of asking this question was to find out how many people were reporting or being managed by the graduates from HR.

Response: Every participant responded on this question meaning that there was 100% response to this question. The researcher expected to have the HR graduates having more than 20 employees or people reporting to them. Figure 8.12 below shows the results obtained on this particular question.

Figure 8.12: People under the respondent

People under the respondent

- 31 to 50 — 13%
- 21 to 30 — 7%
- 16 to 20 — 3%
- 11 to 15 — 10%
- 6 to 10 — 11%
- 0 to 5 — 56%
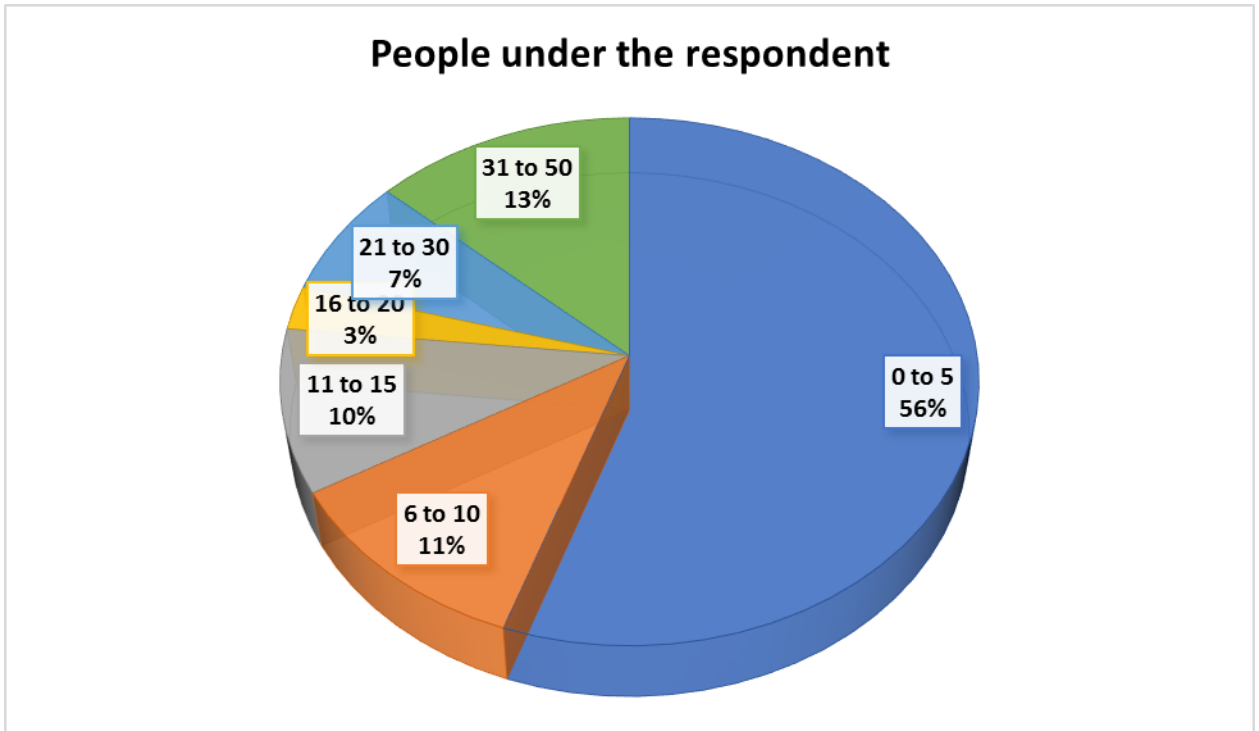
Source: author's own construction

Majority of the employees (67%) indicated that they had less than 10 people reporting to them as they were at entry level and some did not have anyone under them which constituted majority of the employees who participated. This is so because some of respondents amongst the majority were working as cashiers, waiters and waitresses just but a few to mention. From the survey conducted, 13% of the respondents indicated that they had 11 people or more under them, but not more than 20. Having such low numbers of people working under the recent HR alumni makes it clear that the graduates finds it difficult to be promoted and have someone to report to them. Only 20% indicated that they had 21 or more but less than 50 employees reporting to them meaning that the majority of the HR graduates are occupying non-managerial posts.

QUESTION 12: Anything else you may want to say concerning the above

Response: All the 150 participants left this question blank meaning that there were no additional things to be added to the first section of the questionnaire. This question was asked bearing in mind that other respondents might have additional information to be used on the first section. The fact that the question was not answered is ample evidence that the

participants were contented and had nothing that they felt was left out which might have contributed to this study.

8.3 SECTION B: THE LIKERT SCALE

STRATEGIC ROLE OF HUMAN RESOURCES IN A COMPANY HR WORKLOAD

STATEMENT 1: I have a lot of duties to perform as human resources personnel.   Response: All the participants responded on this statement. Through posing this statement, the researcher believed that the HR graduates were heavily loaded with a lot of duties. Below is figure 8.13 showing the obtained results on the statement about workload.

Figure 8.13: Workload at work
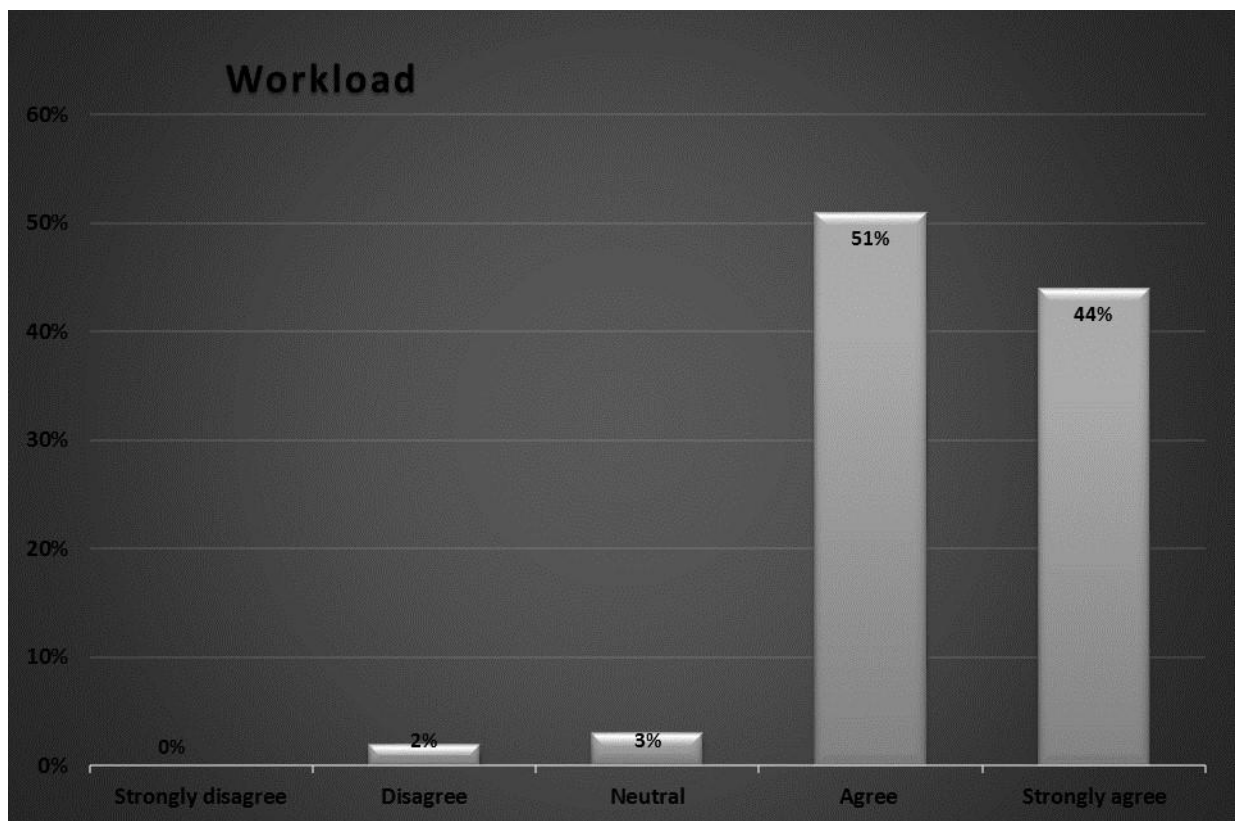
Source: author's own construction

95% of the participants agreed and strongly agreed that they had a lot of duties to perform as HR graduates who are employed in different fields within their places of work. This is ridiculous to find out that the HR graduates who are familiar with the labour relations as well as the Basic Conditions of Employment Act allow the employers to give them such a lot of work and remain silent. This means that there is a problem within the job market where

the graduates are being assigned more than what their scope of work is. To add on that there is a problem, 3% decided to be neutral as they did not want to review their views on the given statement and only 2% opposed the given statement.

STATEMENT 2: The amount of work is fine, but I will be tired by the end of the day.

Response: All the 150 participants responded to the statement on the amount of work and being tired at the end of the day. The researcher had in mind that the respondents might be given a lot of duties to perform at work which may result in them being tired at the end of the day as well as contributing to the graduates quitting jobs and become unemployed. The data obtained from the survey is illustrated below as figure 8.14.

Figure 8.14: Amount work
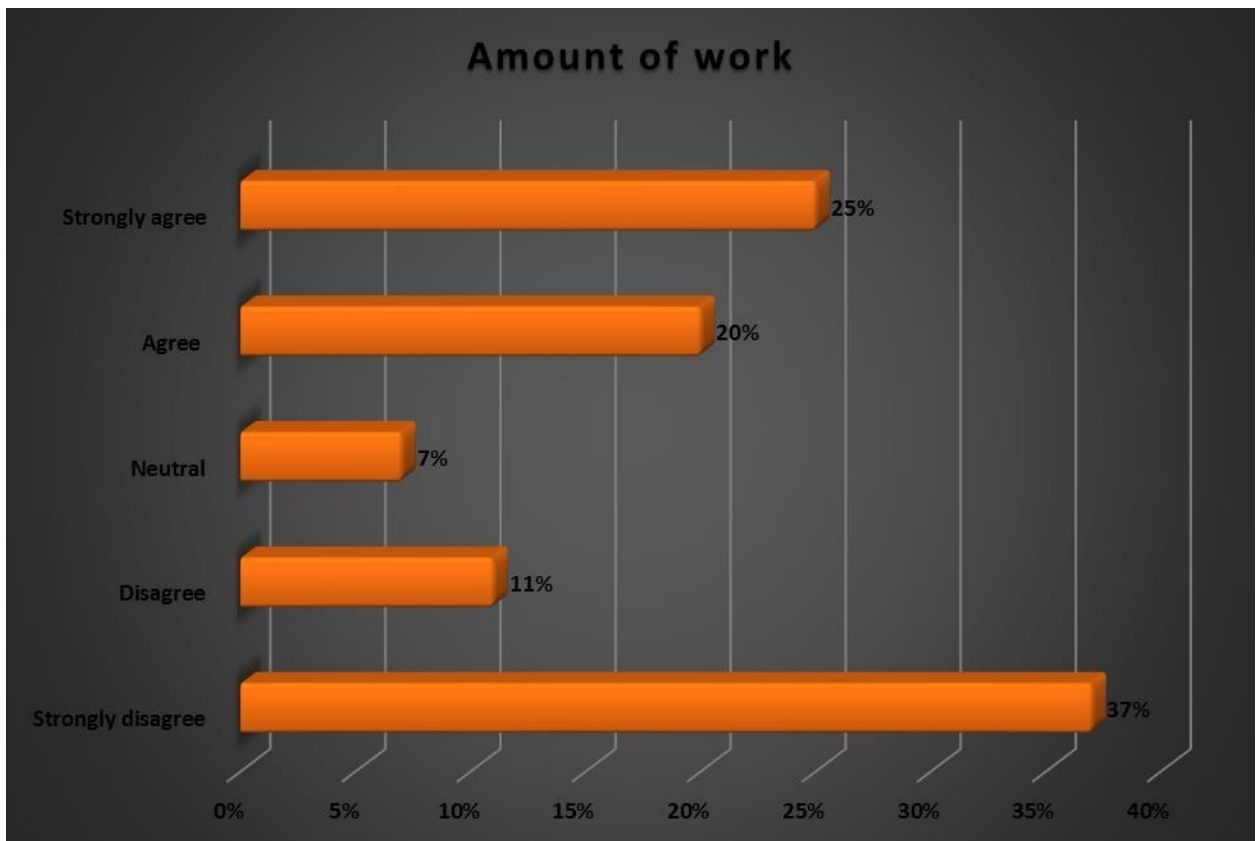
Source: author's own construction

Majority of the respondents strongly disagreed and disagreed (48%) to the statement that, "The amount of work is fine, but I will be tired by the end of the day meaning that they were doing more than what their scope of work was

supposed to be. This might be a contributing factor to the high unemployment rate of graduates as some resort to stay away from work as stated by one of the respondents that other graduates whom he learnt with had left work due to more duties being assigned to them without equal compensation. 7% of the participants decided to be neutral whilst 45% agreed and strongly agreed to the given statement. Thus, indicating that the respondents were assigned more than what their scope of work described which makes it clear that due to lack or shortage of jobs in the market place, graduates are settling for anything regardless of the working environment or the job itself.

STATEMENT 3: I get the necessary support from subordinates when overloaded by work. Response: The participants involved in this research all of them responded well to this question as all the 150 responded to the statement under study. It was assumed that the recent graduates might not get support from senior or co-employees at work which will complicate their work. The results obtained are given below as figure 8.15.

Figure 8.15: Necessary support at work
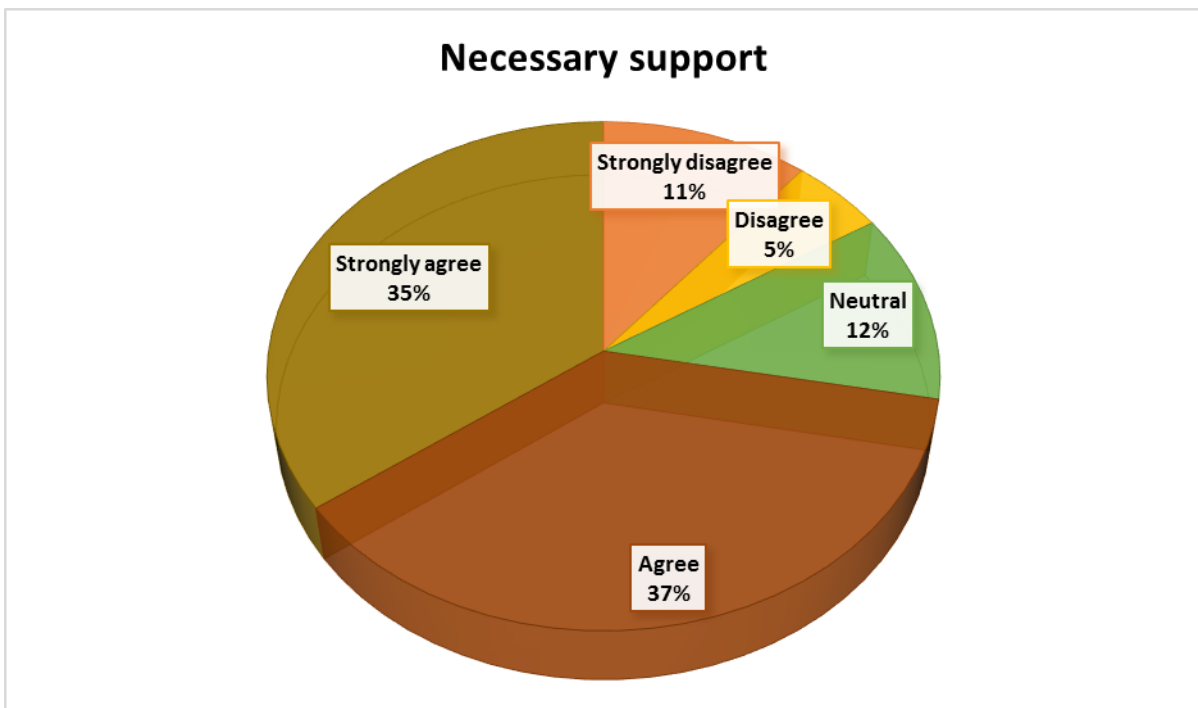
Source: author's own construction

72% of the respondents agreed and strongly agreed to the statement posed which means that most of the graduates are getting relevant support from their

workmates which can help them to improve their performance. However, there were a minority who were neutral (12%), 16 % disagreed and strongly disagreed meaning that they felt like being neglected by their co-workers which causes it hard for them to complete or to perform their duties well. This may lead to employee turnover especially to the recent graduates who do have experience with the workplace behaviours and end up quitting jobs and becoming unemployed graduates.

STATEMENT 4: The support I get from colleagues at work is helpful to perform my chores. Response: This statement was answered by all the respondents who participated. This statement was intended to find out if the HR graduates are receiving helpful support from their colleagues to be able to execute their duties well.

The response that the participants gave is illustrated below in figure 8.16.

Figure 8.16: Helpful support at work
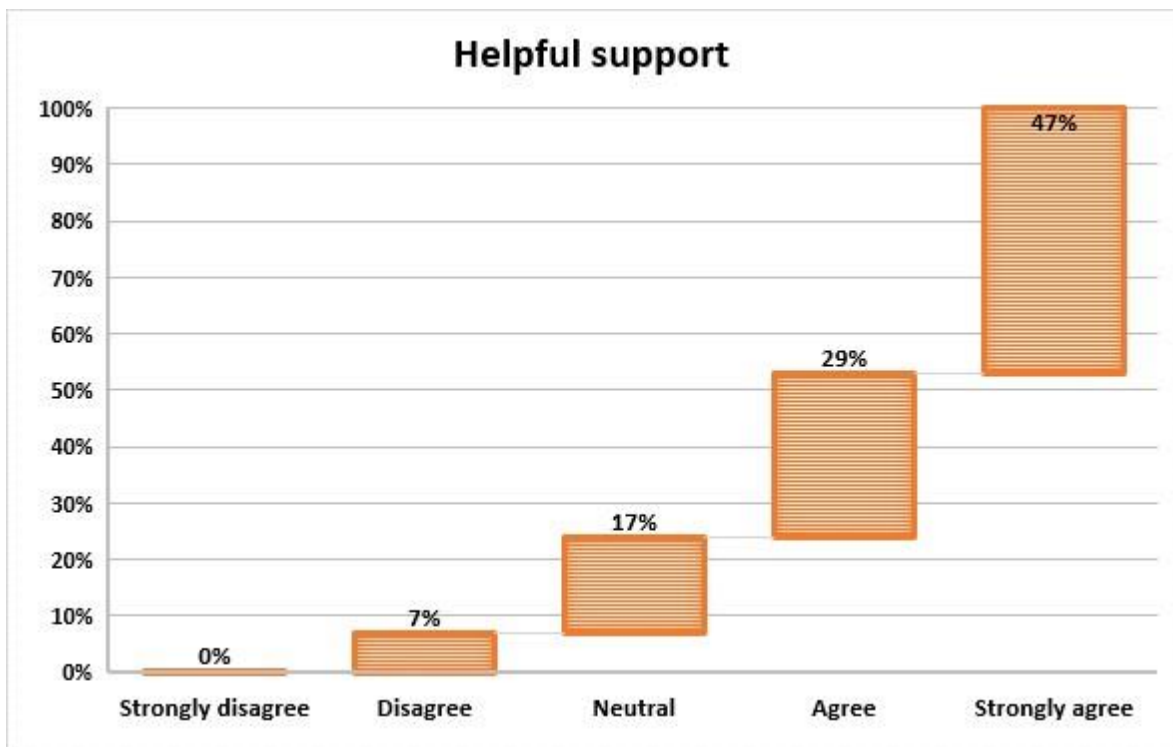
Source: author's own construction

From the response obtained, majority of the employees (76%) strongly agreed and agreed to the given notion that the support they get from colleagues at work was helpful to perform their chores. If such support is given by

colleagues at work, the employers should consider hiring graduates to mix them with their old staff. It should also be noted that only a few employees (7%) disagreed to the statement given and some were neutral (17%) as they did not want to review their status as they were afraid of losing their jobs as they thought that the research was done in conjunction with their employer or employers.

STATEMENT 5: I always finish my tasks in time.

Response: Everyone who participated in the survey responded to this statement under discussion. The researcher had in mind that the graduates might not be able to complete their duties in time due to being unfamiliar with the work environment especially if you have never worked before. An illustration of the data that was gathered is given below as figure 8.17.

Figure 8.17: Finishing tasks in time
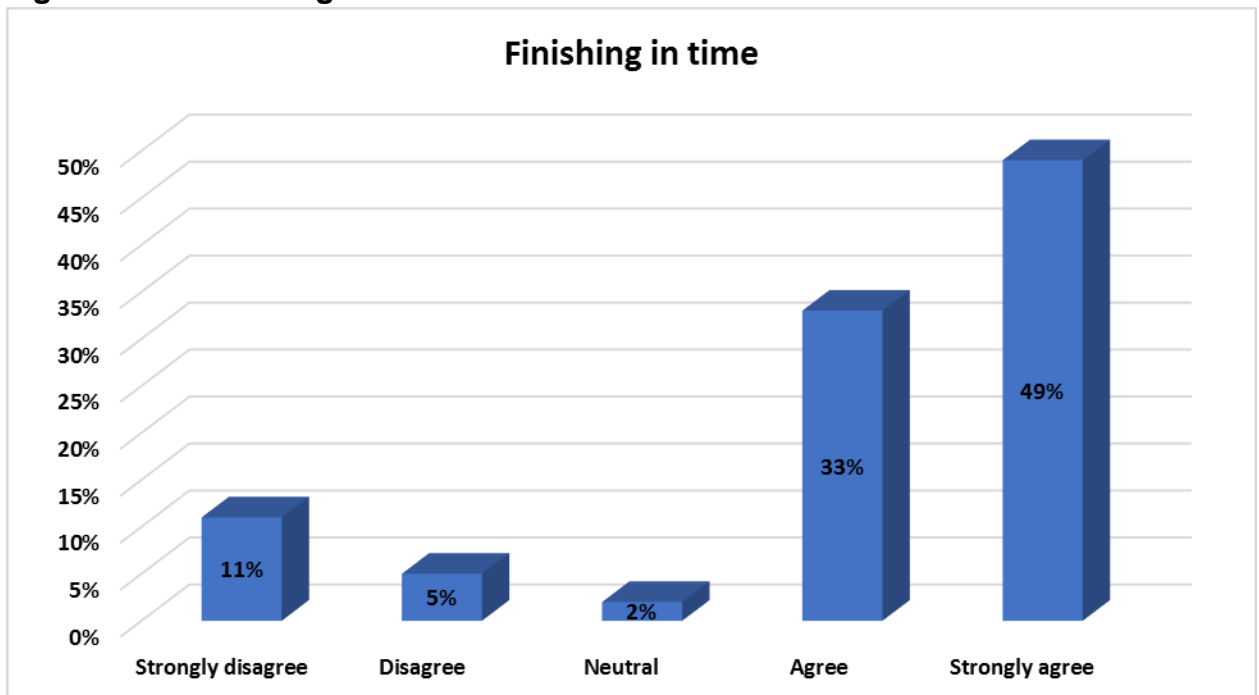
Source: author's own construction

As shown in figure 8.17 above, most of the employees or HR graduates 82% indicated that they finished their duties in time. Thus, they met the expectations of their employers as they were effective and efficient which in turn boosts productivity of the companies and this should enable employers not to look down upon recent graduates with the assumption that they will not fully execute the job. With the above statistics, it is clear that the recent graduates are able to execute the duties and complete them effectively as well

as efficiently which then dismisses the issue of expecting the graduates to have certain minimum years of experience. 2% of the respondents chose to be neutral whilst 16% strongly disagreed and disagreed to the given statement.

INCENTIVES STRUCTURE

STATEMENT 6: The wage differences between any two levels are very slight. Response: This statement was answered by all the respondents which mean it had a 100% response. It was believed that the graduates were being under paid than what they should be earning. Figure 8.18 below shows the differences between wages in different levels.

Figure 8.18: Wage differences

Source: author's own construction

Most of the employees (70%) indicated that they agreed and strongly agreed that there was a slight difference in wages and they also understood reasons for differences which they pointed out as due to seniority and tenure at work. There were a few (20%) who did not want to review their status on this as they felt that it was sensitive and selected neutral. However, there were minority (10%) who pointed out that there was great wage difference as they got less far from their colleagues who are just but one level ahead of them which means they disagreed and strongly disagreed to the given statement as shown on the above figure 8.18. the wage difference e on different levels is said to be much by the graduates who have qualifications which seem not to be recognised in the industries they are working more.

STATEMENT 7: There are no salary incentives for the type of experiences we have.

Response: There were 150 people who answered the questionnaires and all of them answered this question. Through asking this question, the researcher had in mind that the graduates are not rewarded accordingly for the experience and skills or qualifications they have. Figure 8.19 below shows the salary incentives in and the experience that an individual has.

Figure 8.19: Salary incentives
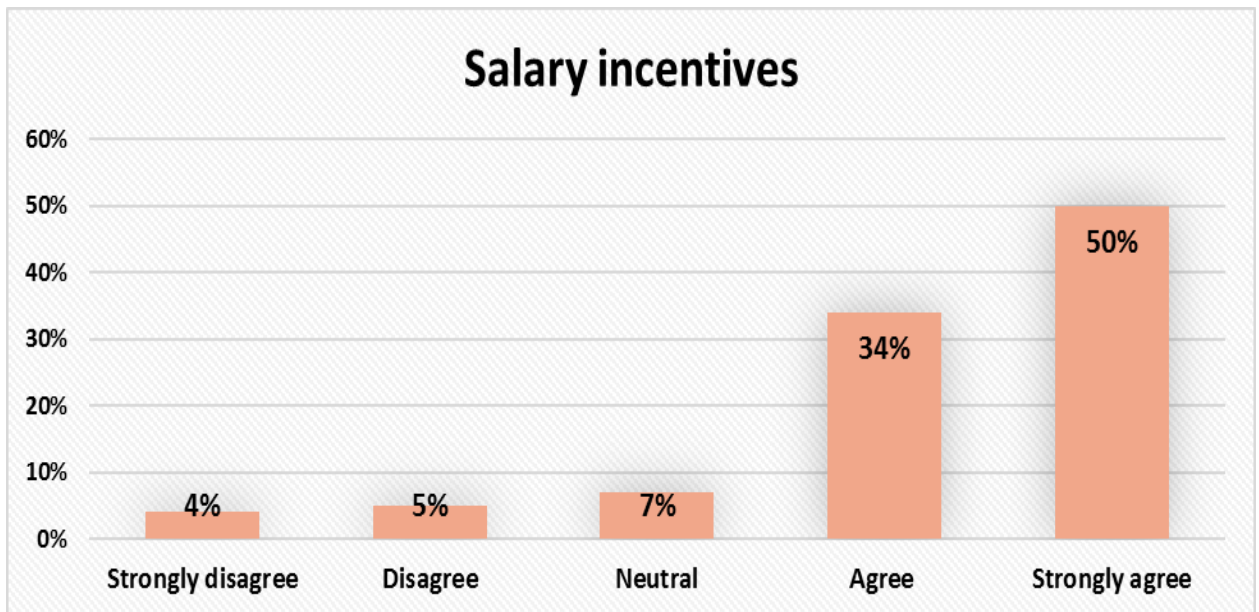
Source: author's own construction

84% of the respondents indicated that they strongly agreed and agreed that they were not rewarded for the skills and experiences they had meaning that the majority of the employees who participated in this research felt that they were not rewarded according to their worthy in the companies they worked for. 7% of the participants chose to be neutral whilst 9% disagreed and strongly disagreed with the given statement under discussion.

STATEMENT 8: I will leave human resources as soon as I get another job in industry.

Response: There was 100% response on this statement as all the 150 respondents answered it. When this statement under discussion was asked, the researcher assumed that HR graduates might quit HR duties for other

fields which is more marketable on the labour market. The results obtained are shown below in figure

8.20.

Figure 8.20: Quitting HR
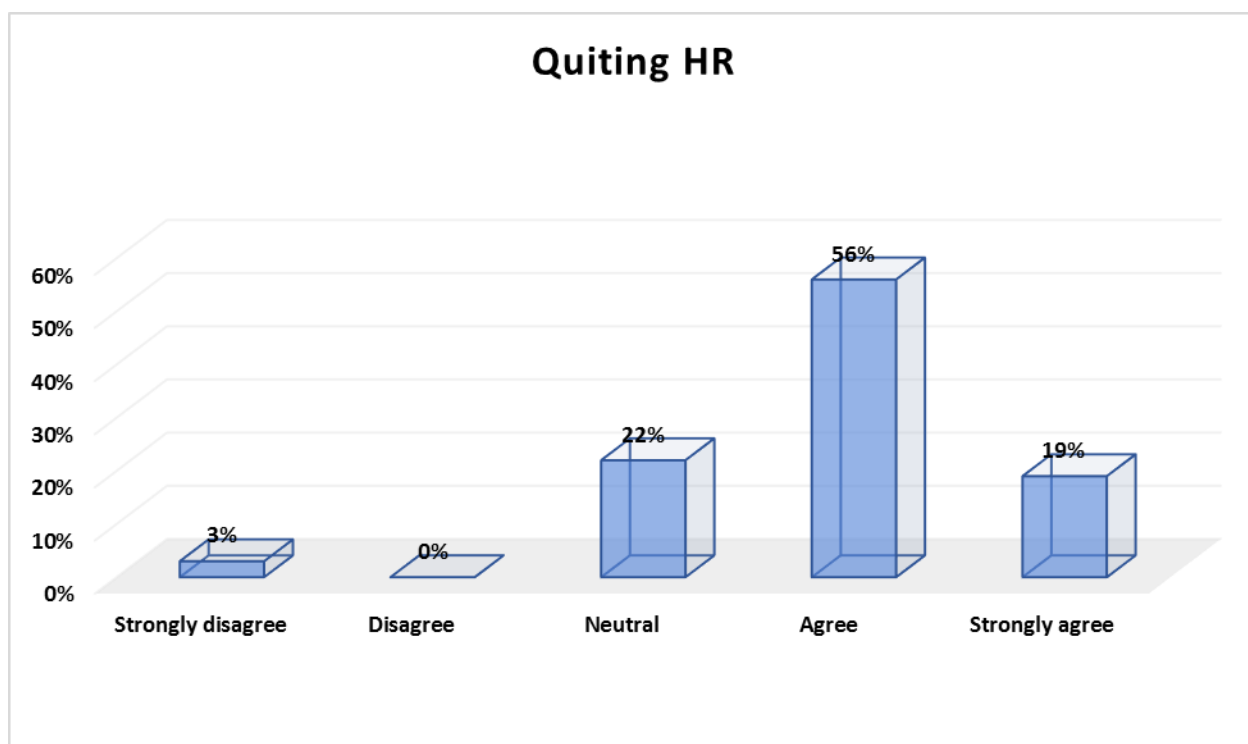
Source: author's own construction

Of all the respondents, most of them (75%) agreed and strongly agreed to the given statement which means that they are willing to be in other fields of work if chances arise. This is due to the fact that HR is not amongst critical skills and people from other fields of study are doing HR duties within some companies and also there is no growth for the graduates to develop themselves. Only a minority of the participants strongly disagreed to the given statement which is 3% that they would not quit HR as indicated above in figure 8.20 and the 22% were neutral as they did not want to review their stance on the given statement.

STATEMENT 9: There are no promotion opportunities in human resources. Response: Everyone who participated in this research answered this statement. The researcher thought that the HR graduates are denied access to climb up the ladder or to get promotion despite being qualified for the

post. Figure 8.21below depicts the chances of promotion that the graduates have at their work.

Figure 8.21: Promotion chances
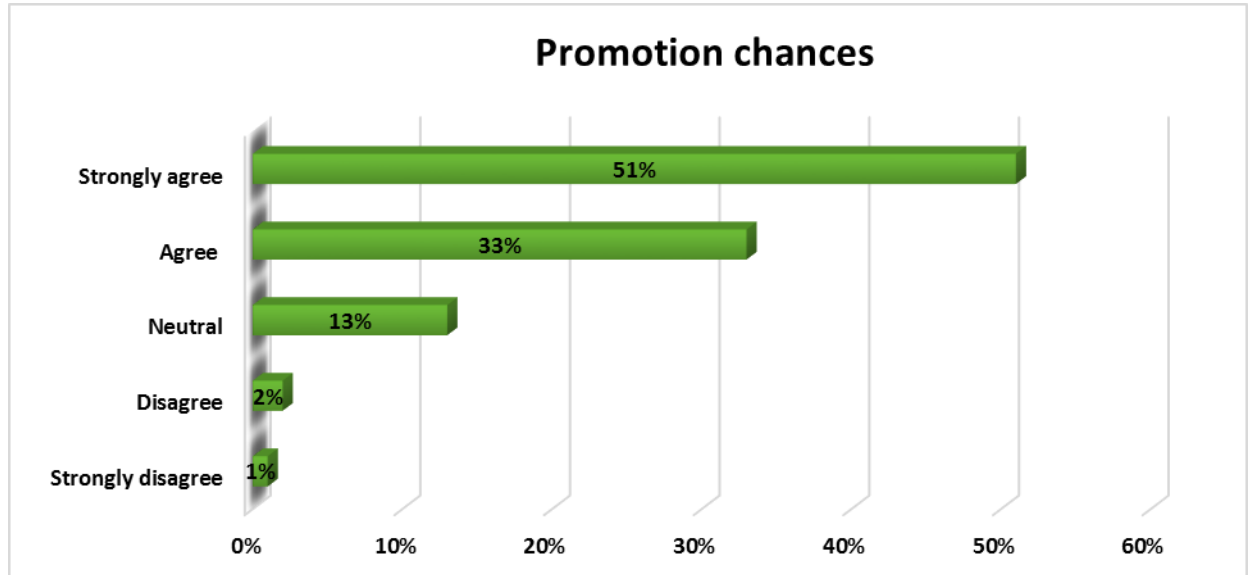
Source: author's own construction

Basing on the results of the findings as shown in figure 8.21, 84% of the respondents agreed and strongly agreed that there are no promotion chances in HR which means that the graduates find it difficult to escalate on the ladder to another level. Thus, HR graduates are resorting to other working fields other than HR due to the need for them to be recognised and promoted. This also can be seen as a pushing factor towards the employability of HR graduates who might choose to be unemployed than working at a lower level for the rest of their work life. A few employees (13%) decided to be neutral on the issue under study and a minority (4%) who have been promoted strongly disagreed and disagreed to the statement.

STATEMENT 10: I am satisfied with my incentives

Response: 100% response was obtained on this question. Through this statement, the researcher had in mind that the HR graduates are not earning as they are supposed to be which is to say being underpaid. The statistics of the response obtained is illustrated below as figure 8.22.

Figure 8.22: Satisfaction with incentives
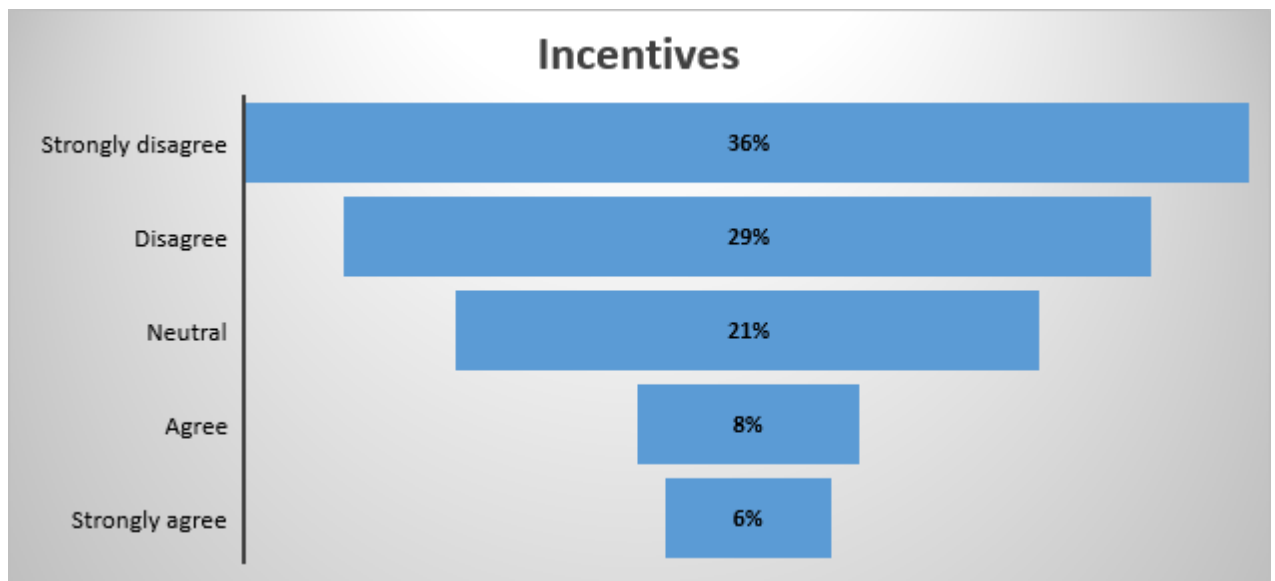
Source: author's own construction

As shown above in figure 8.22, most of the employees (65%) who participated in this research disagreed and strongly disagreed that they were getting sufficient incentives as compared to the amount of work they did. This shows that the graduates find it difficult to be given incentives which meet up their expectations and might be the reason why there is still a high rate of unemployment within the HR graduates who might choose to be unemployed than being underpaid which is form of exploitation. There were also people who chose to be neutral (21%) as shown above in figure 8.22 with the least number of 14% agreeing and strongly agreeing that they were satisfied with the incentives since they were occupying senior posts.

TRAINING AND DEVELOPMENT

STATEMENT 11: The training and development we receive is very helpful

Response: 150 people responded to his question which makes it 100% response as all the participants responded. It was assumed that HR graduates were not being given training as employers would assume them to be fully equipped and this is shown in figure 8.23 below.

Figure 8.23: Helpful training
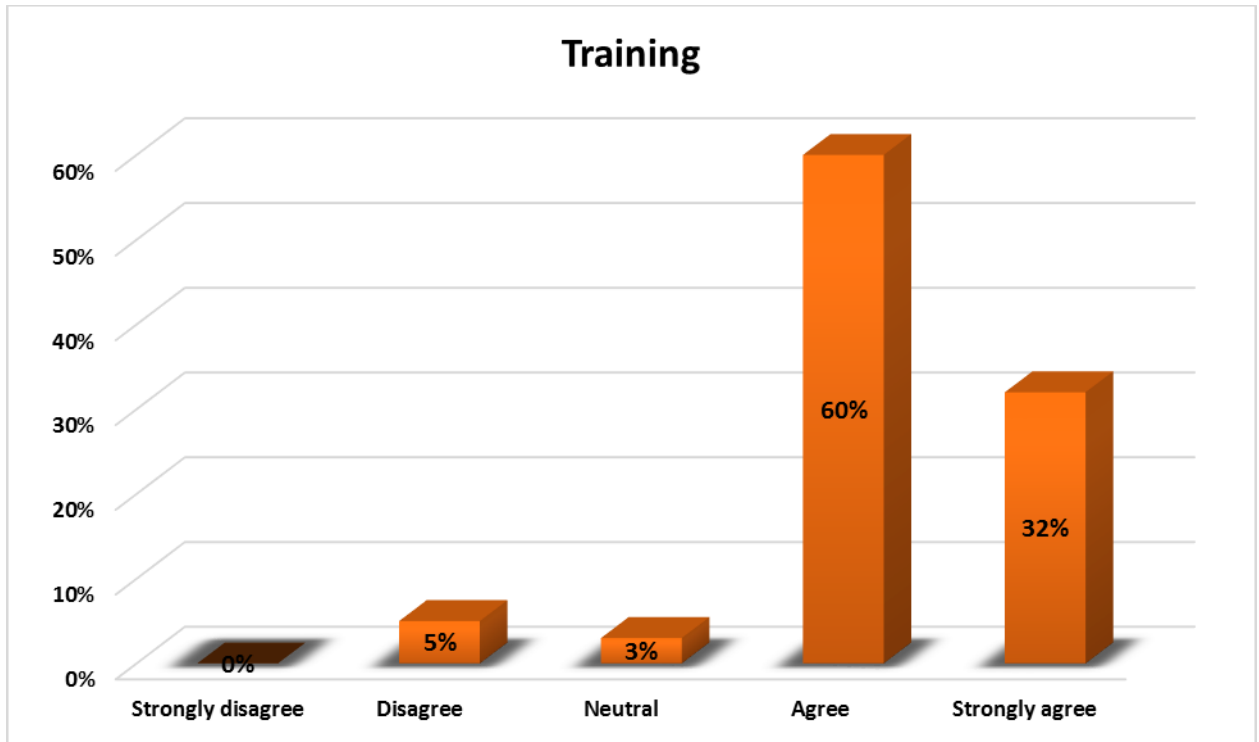
Training

Source: author's own construction

92% of the respondents indicated that they had received helpful training as they agreed and strongly agreed to the given statement. This means that most of the employed HR graduates were trained for them to be able to perform their duties well which is regarded by most companies as a cost as they assume that graduates are all-knowing people. If companies have managed to offer training to the HR graduates, more HR graduates can be hired and provided with some training to bridge the gap between curriculum of the universities or tertiary institutions and industry requirements. 5% of the respondents indicated that they never received helpful training and 3% were neutral as they were expected to be familiar with the stuff which they indicated that they were not familiar with some of the content at the workplace and believed that training would help them to be effective and efficient.

STATEMENT 11: The organisation does not offer the type of training I want Response: This question was answered by all the respondents. The researcher thought that the employers were offering irrelevant training to the graduates. Figure 8.24 below shows the extent to which the organisations where the HR graduates are hired offer the relevant training.

Figure 8.24: Offering of the training
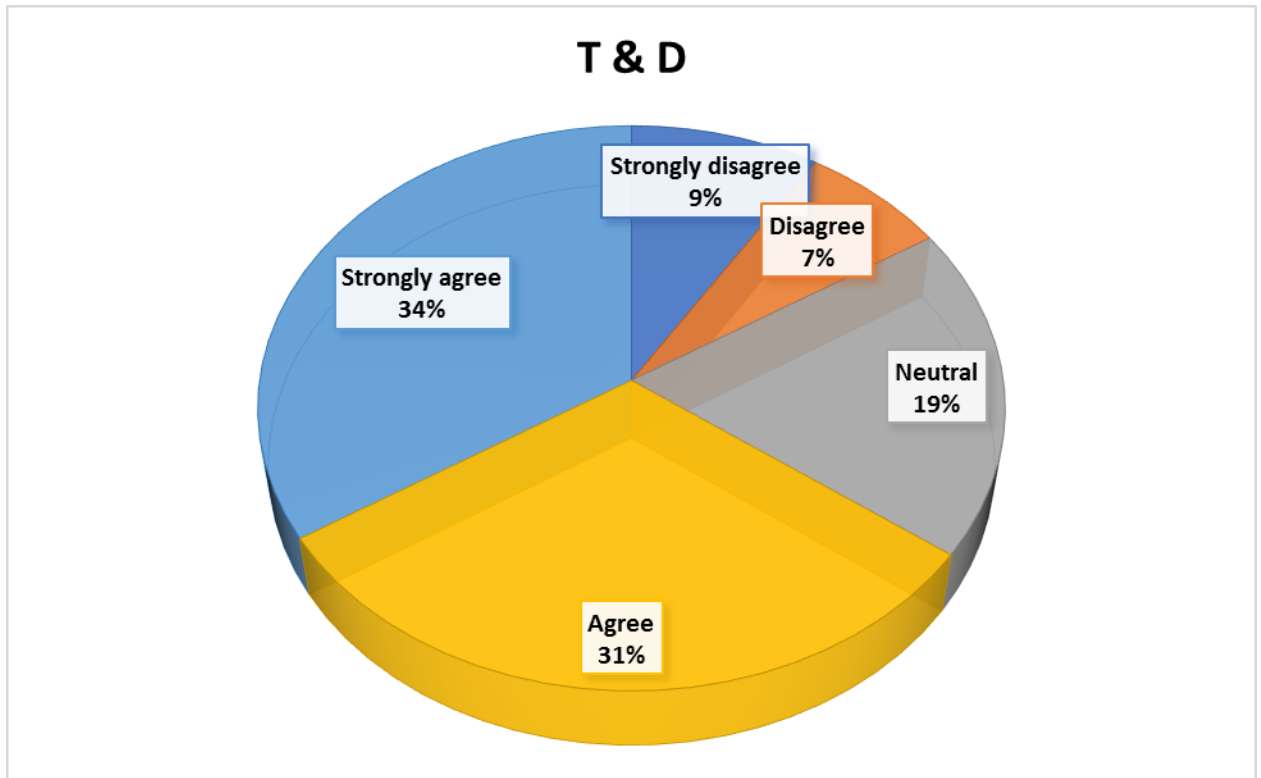
Source: author's own construction

Most of the respondents (65%) strongly agreed and agreed that they received training that they did not want. Thus, showing that there is a disjuncture between what the graduates possess and what the industries want, and the graduates expect. The industries offer training on how to perform duties which graduates might perceive as not falling within the scope of their duties. There were a few individuals who strongly disagreed and disagreed (16%) to the given statement as they found the training to be relevant to what they were doing at work. There were a minority (19%) who were neutral as they did not want to comment on the posed statement.

STATEMENT 12: There is sufficient training scheme within the company

Response: There was 100% response as all the employees who participated in the research answered this statement. Through asking or stating the above statement, the researcher assumed that the training that is provided to the graduates is not sufficient or conducive for them to fully execute the HR duties. This is illustrated below as figure 8.25.

Figure 8.25: Sufficient training
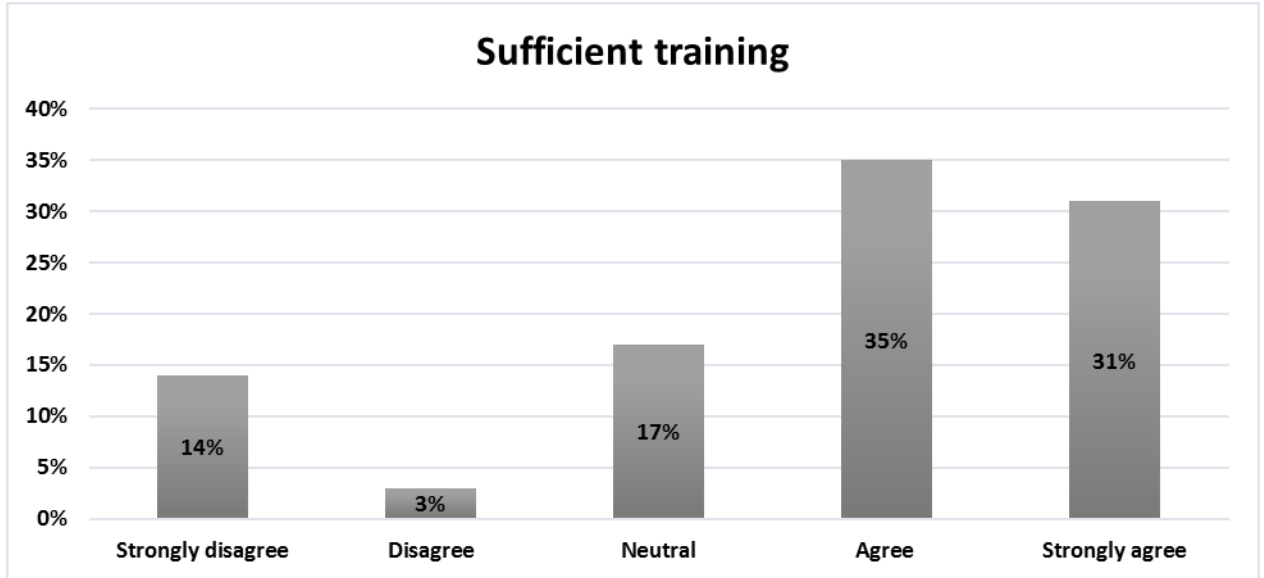
Source: author's own construction

Majority of the respondents (16%) agreed and strongly agreed that there was sufficient training scheme within the company and even indicated verbally some of them that they had received different schemes of training. This shows that some companies where the HR graduates are employed are providing sufficient training to avoid costs which may be caused by incompetence of the graduates. 17% of the respondents decided to be neutral on the given statement whilst 17% disagreed and strongly disagreed. This was so since the HR graduates are not employed at the same company.

STATEMENT 13: We have experts in training and development

Response: Everyone who was conducted for this research answered this question. The researcher assumed that there were incompetent trainers in companies. The obtained results are given below as figure 8.26.

Figure 8.26: T & D experts
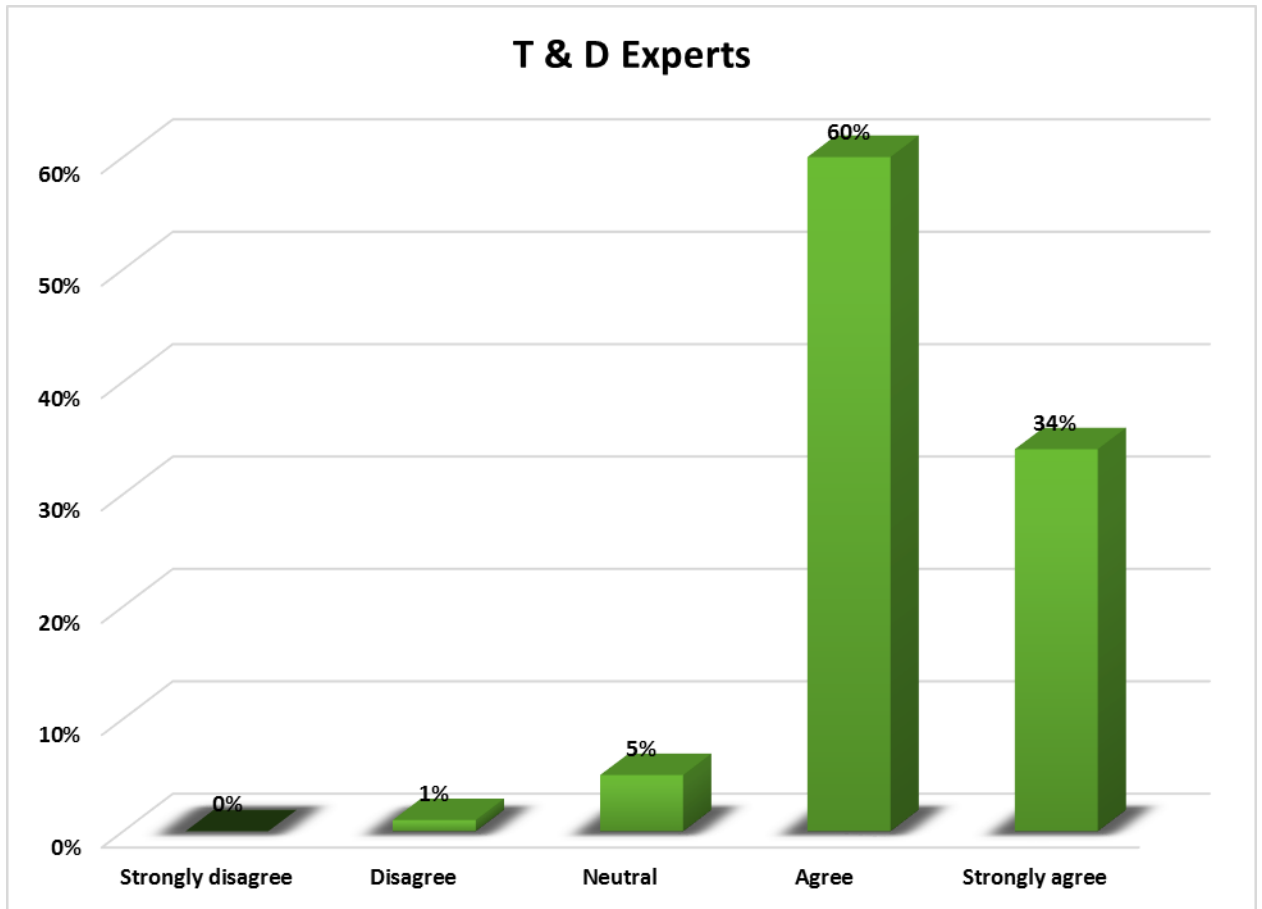
Source: author's own construction

Maximum number (94%) of the respondents agreed and strongly agreed that they had experts in training and development within their companies. The researcher became concerned that if the companies have such experts then why they cannot employ graduates and train them if need be for training. There were a few (5%) who decided to be neutral with the least individuals disagreeing (1%) to the given statement.

RECRUITMENT AND SELECTION STRATEGY

STATEMENT 14: There is fairness in recruitment and selection

Response: Every person who participated in this research answered this question. It was presumed that some unfairness existed in the recruitment and selection within companies. Below is figure 8.3.27showing the degree of fairness in the recruitment and selection of industries where the HR graduates are working.

8.27: Fairness in recruitment
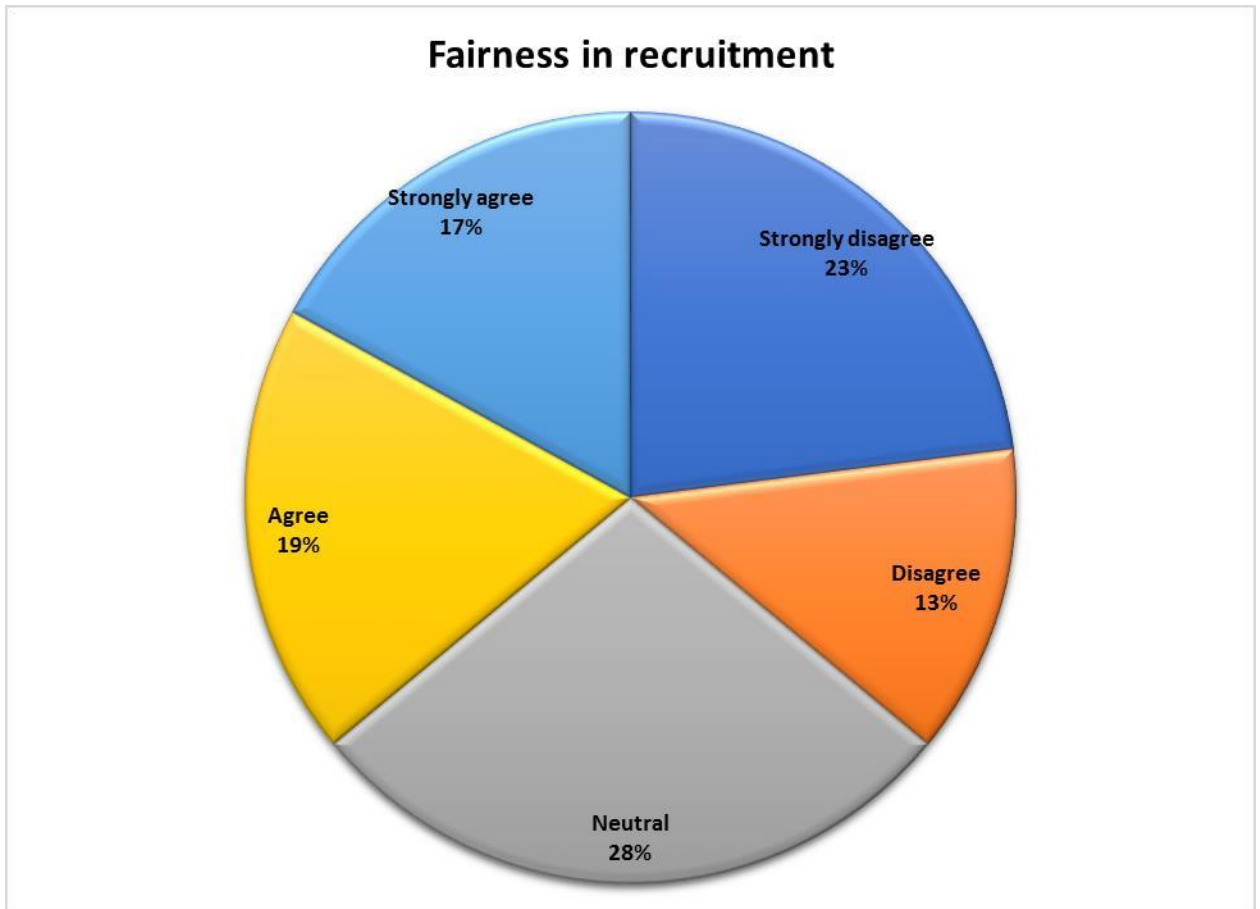
Source: author's own construction

Most of the respondents were neutral (28%) on the given statement as they did not want to review their companies' status regarding the matter under study. 23% strongly disagreed and 13% of the respondents disagreed that there was fairness in recruitment and selection within their companies as shown above in figure 8.27. Thus, the employees indicated that fairness did not exist within their companies hence the denial of HR graduates in some companies which hires certain races or graduates from certain universities only. This further adds to the contributing factors of the HR graduates' unemployability. However, 19% agreed and 17% strongly agreed that there was fairness in their recruitment and selection which is shocking as there are a lot of graduates who are hunting for jobs and not being employed if fairness is to be applied.

STATEMENT 15: We have Employment Equity within our company

Response: The perception that there is no employment equity within the companies that the HR graduates are working was the driving agent when this statement was

created. A 100% response was obtained as all the respondents or participants answered it and the statistics is given below as figure 8.28.

Figure 8.28: EE at work
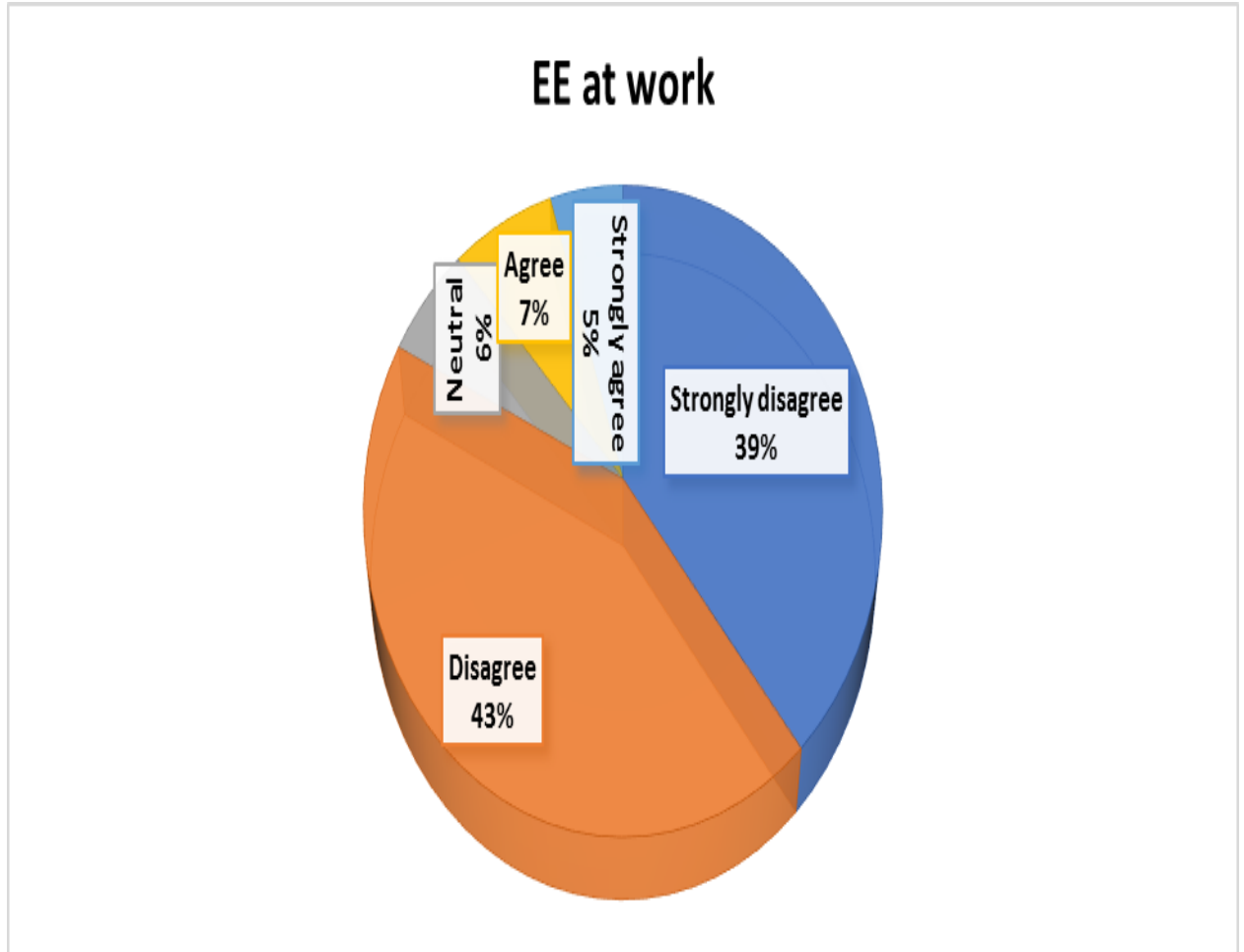
Source: author's own construction

82% the respondents disagreed and strongly disagreed that they had Employment Equity within their companies. Thus, Employment Equity has not been and is not being applied by most companies, hence having a high rate of graduates without jobs. Only a minority (12%) agreed and strongly agreed to the given statement whilst the other minority were neutral (6%).

STATEMENT 16: The recruitment platform is easily accessible to all

Response: All the research participants responded to this statement. The researcher assumed that the recruitment platform was not easily accessible to the HR graduates as shown below in figure 8.29.

Figure 8.29: Recruitment accessibility
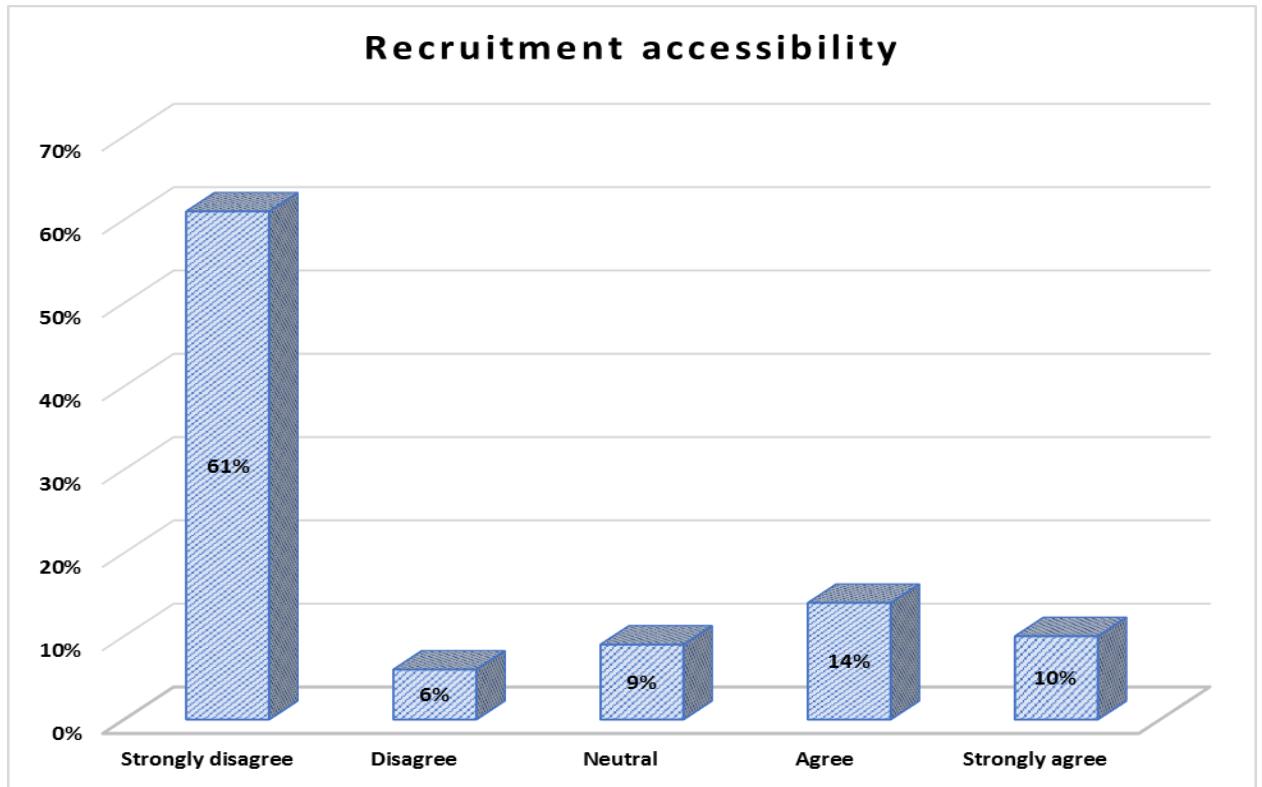
Source: author's own construction

Utmost number (67%) of the respondents strongly disagreed and disagreed that their recruitment platform was easily accessible to all. With such results, it is clear as to why the number of unemployed graduates remains high as the recruitment platform is not easily accessible to hire new and more employees within some of the companies where the graduates are working. There were minority (24%) who agreed and strongly agreed to the given statement that recruitment was easily accessible to all in their companies whilst a few were neutral (9%). This means that most of the HR graduates still find themselves struggling to access recruitment platform.

STATEMENT 17: It's difficult to get recruited for human resources

Response: Every respondent answered this question meaning that there was 100% response. The researcher being concerned about how HR alumni struggle to get hired for what they studied decided to ask the question under discussion and the results obtained are illustrated below as figure 8.30.

Figure 8.30: Being recruited for HR
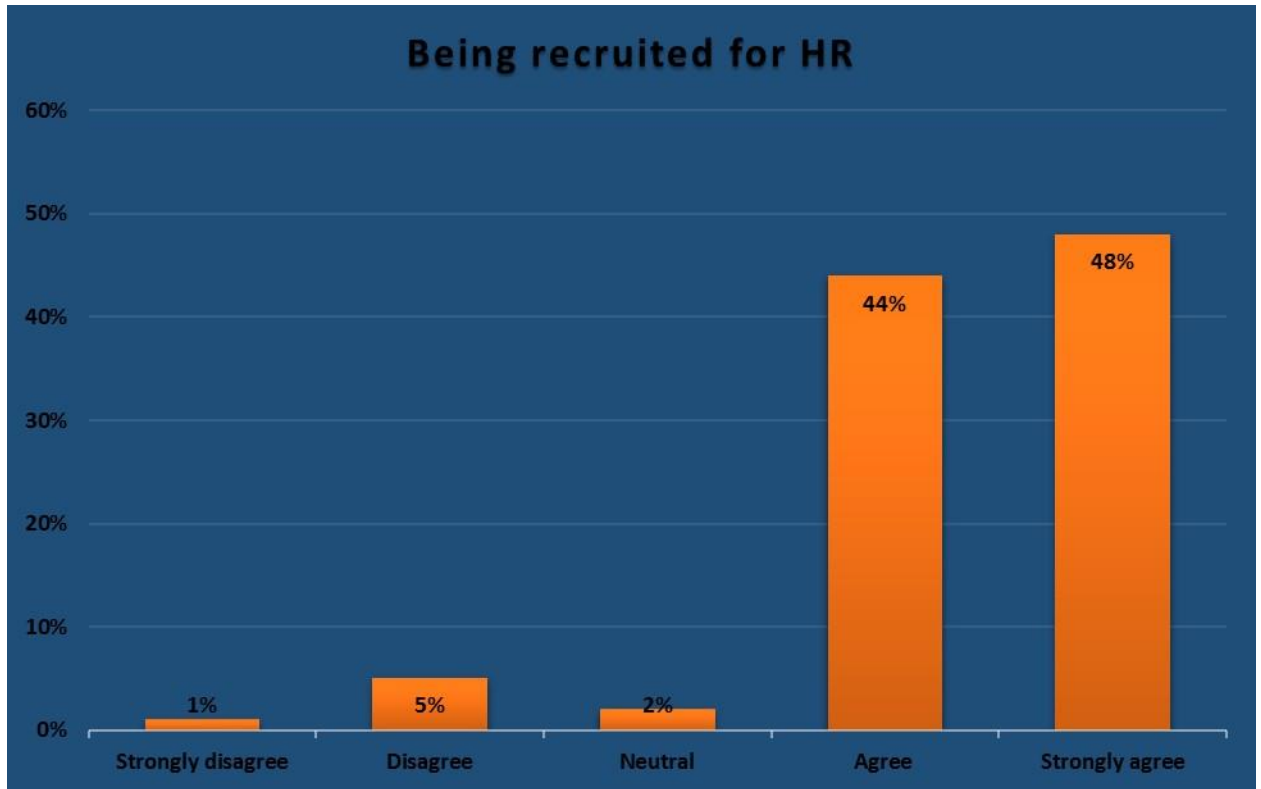
Source: author's own construction

Most of the respondents (92%) strongly agreed and agreed that it was difficult to be recruited for HR jobs. Some went on to indicate that it was the reason why they ended up being in other fields that they did not study. This shows that it is hard for HR graduates to be hired within the HR field hence high rate of HR graduates who are unemployed. There were a few (6%) who happened to have been hired in HR who disagreed and strongly disagreed to the given statement whilst the least percentage decided to be neutral (2%).

STATEMENT 18: I do exactly what i`s on my job description

Response: A 100% response was attained on this question. This question was asked basing on assumption that the graduates are doing more than what is in their job description and the results are presented below in figure 8.31.

Figure 8.31: Job description
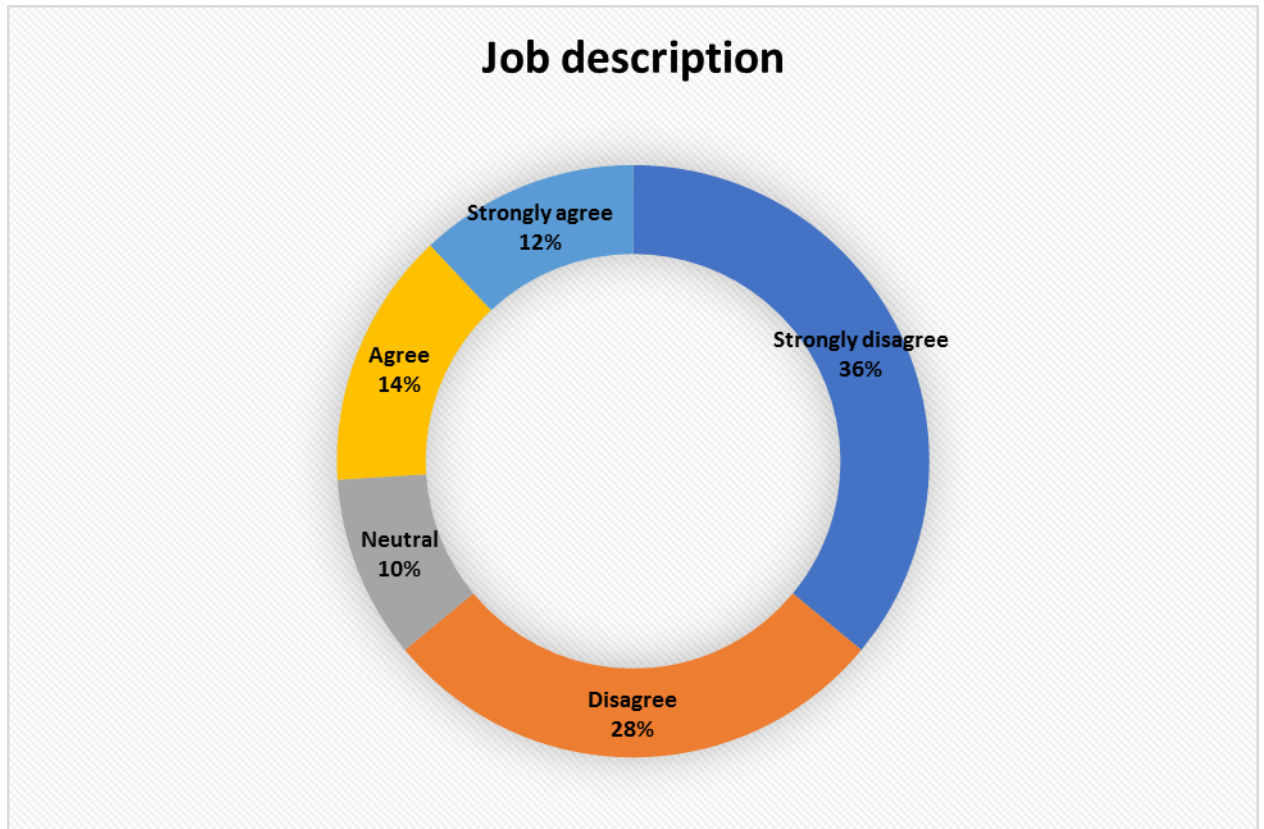
Source: author's own construction

64% of the respondents strongly disagreed and disagreed that they were doing tasks which were prescribed in their job descriptions. They indicated that they go far above their described duties meaning that the HR graduates might choose not to work rather than being given extra or additional duties which they are not compensated for. A few respondents were neutral (10%) in this regard as they did not want to review their status on the matter under discussion. There were also minority who agreed and strongly agreed (26%) that they were doing duties described in their job description. The minority are part of the management hence not affected that much.

STATEMENT 19: New employees are inducted on arrival

Response: Every respondent answered on this statement. The researcher assumed that the graduates entering the workplace are not trained to equip them well for the job. The results obtained from the given statement under discussion are illustrated below as figure 8.32.

Figure 8.32: Employee induction
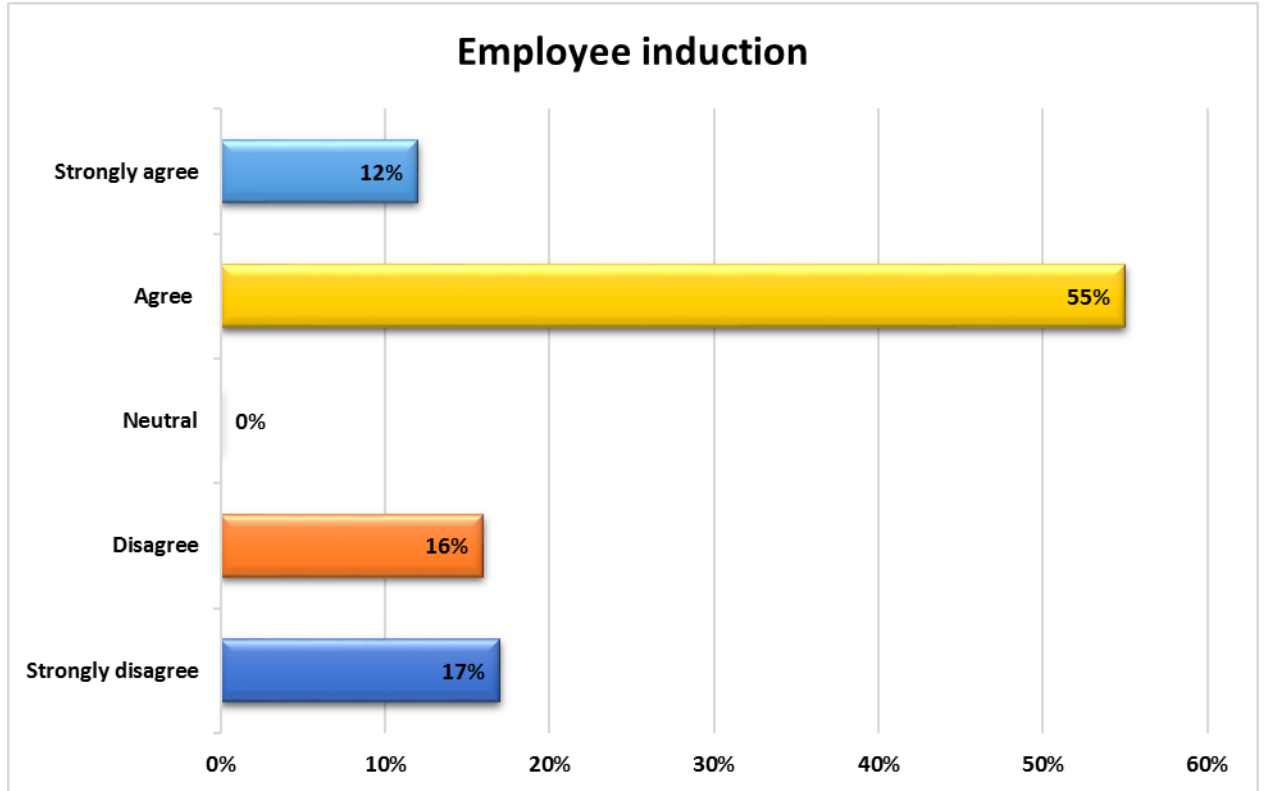
Source: author's own construction

Surprisingly, this question's results show that majority (67%) of the employees who participated in the research have gone through training or induction as they agreed and strongly agreed to the statement that new employees are inducted on arrival. Having such companies offering induction to their employees, it is alarming to still find most graduates being without jobs. There were minority (33%) who disagreed and strongly disagreed that new employees were inducted at their companies as they even said that they were not inducted when they first got to their workplace. This was so because the employers assumed that the alumni knew what they were going to do since they have done them in class.

STUDY BY RESEARCH

STATEMENT 21: I want to study by only through coursework and not research

Response: All the contacted people for the research responded to this question meaning that there was a 100% response. The researcher assumed that most students or graduates hates research as a way of studying and prefer coursework so that they can work. The results obtained from the research are illustrated below as figure 8.3.3.

Figure 8.33: Course work studying
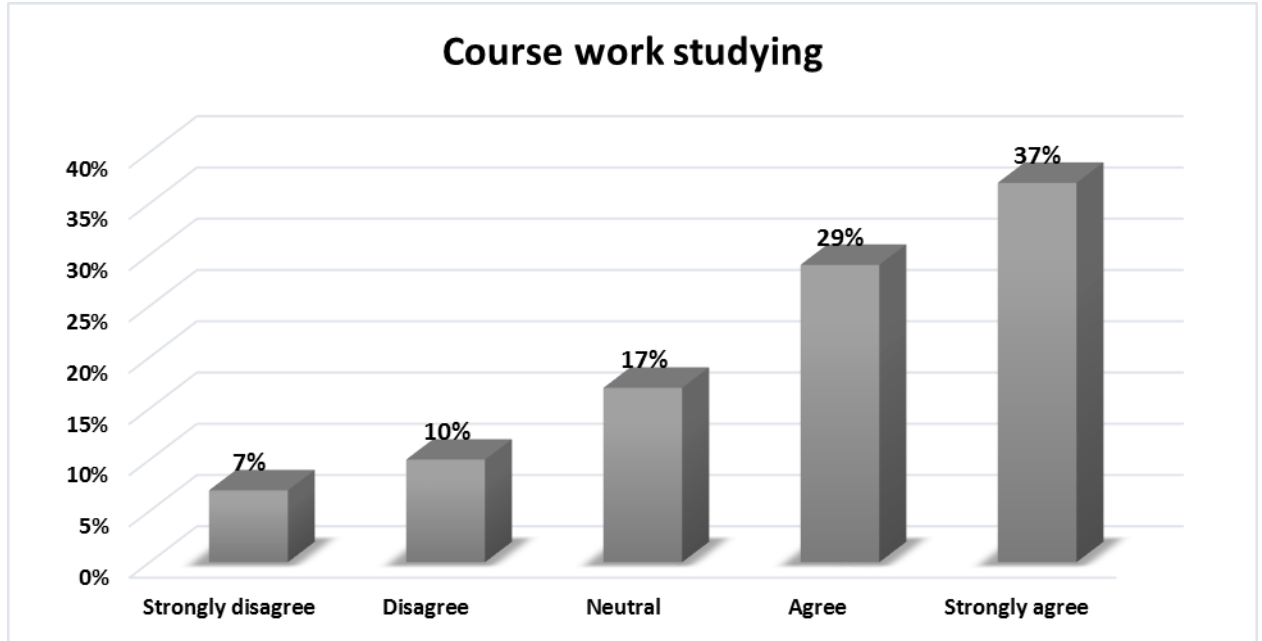
Source: author's own construction

As shown above in figure 8.34, most of the respondents (66%) strongly agreed and agreed that they preferred coursework to research so that they can be able to work part-time so that they obtain the experience which the employers require when they advertise their jobs. There were a few who strongly disagree and disagreed (17%) as they were interested in research basing on the fact that they will not be attending classes regularly as compared to coursework and it will give them sufficient time to look for jobs so that they can bridge the gap between what employers want and what the institutions of higher learning are producing. There was 17% of the people who decided to remain neutral so that they could not review their opinions. The majority who were not interested in studying via research pointed out that they did not have the research basics and would like to learn research maybe at early stages not at a higher level. This is a potential threat to the survival of businesses whereby these graduates are working as they will not be able to contact research on what will be transpiring within the labour market or to research relevant skills needed for the success of the industries they represent.

STATEMENT 22: I have no passion for research and that scares me from studying

Response: There was a 100% response as all the participants responded. Through posing the given statement in this question, the researcher was of the view that most graduates have no passion for research. The results obtained from the statement under discussion are given below as figure 8.34.

Figure 8.34: Passion for research
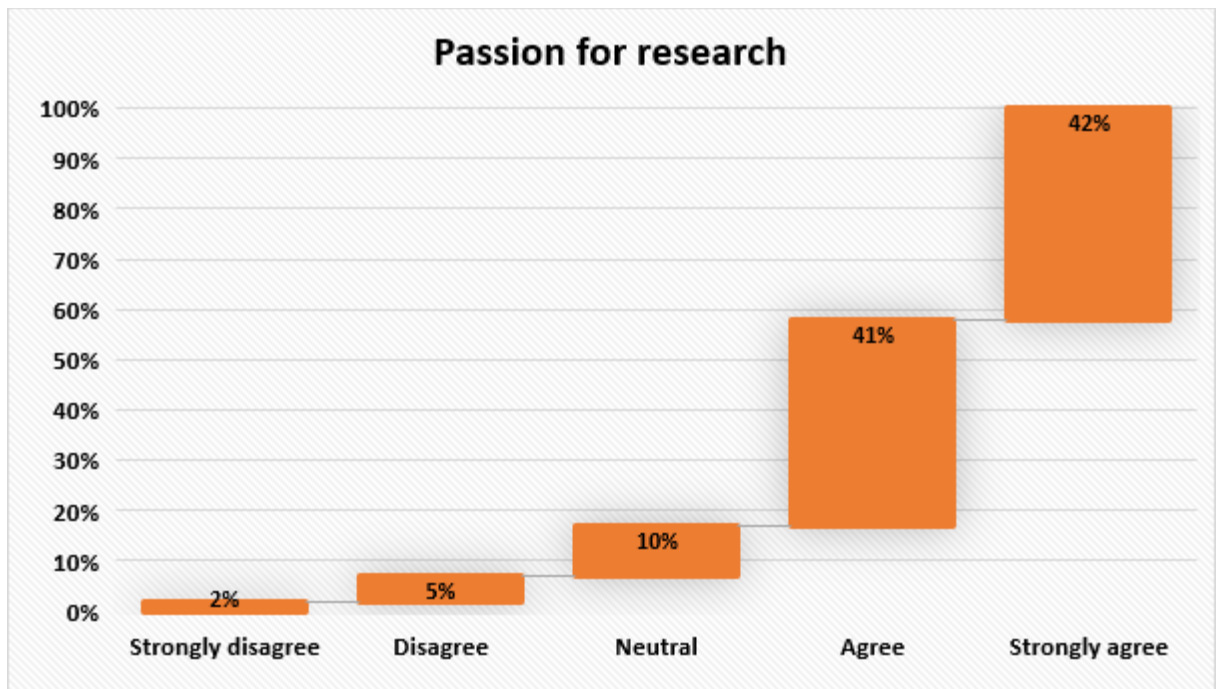
Source: author's own construction

Almost every respondent showed that they had no passion for research as only 17% were neutral, disagreeing, and strongly disagreeing to the statement under discussion. Majority of the respondents clearly indicated that they did not have passion for research and they were not willing to develop a passion for it as they pointed lack of proper coaching during their studying towards research as a main reason. The failure of majority of the HR alumni to have a passion for research is like a volcano that should be extinguished as it should be a priority for the developing of a company as well to be able to identify the most suitable talents required for the survival of their companies.

STATEMENT 23: I love research but do not have adequate support or mentorship

Response: Everyone responded on the given statement. This statement was given with a mentality that most students are not given the necessary support to contact research. Below is figure 8.35. showing adequate research or mentorship.

Figure 8.35: Adequate support

Adequate support

- Strongly disagree 37%
- Disagree 44%
- Neutral 7%
- Agree 7%
- Strongly agree 5%
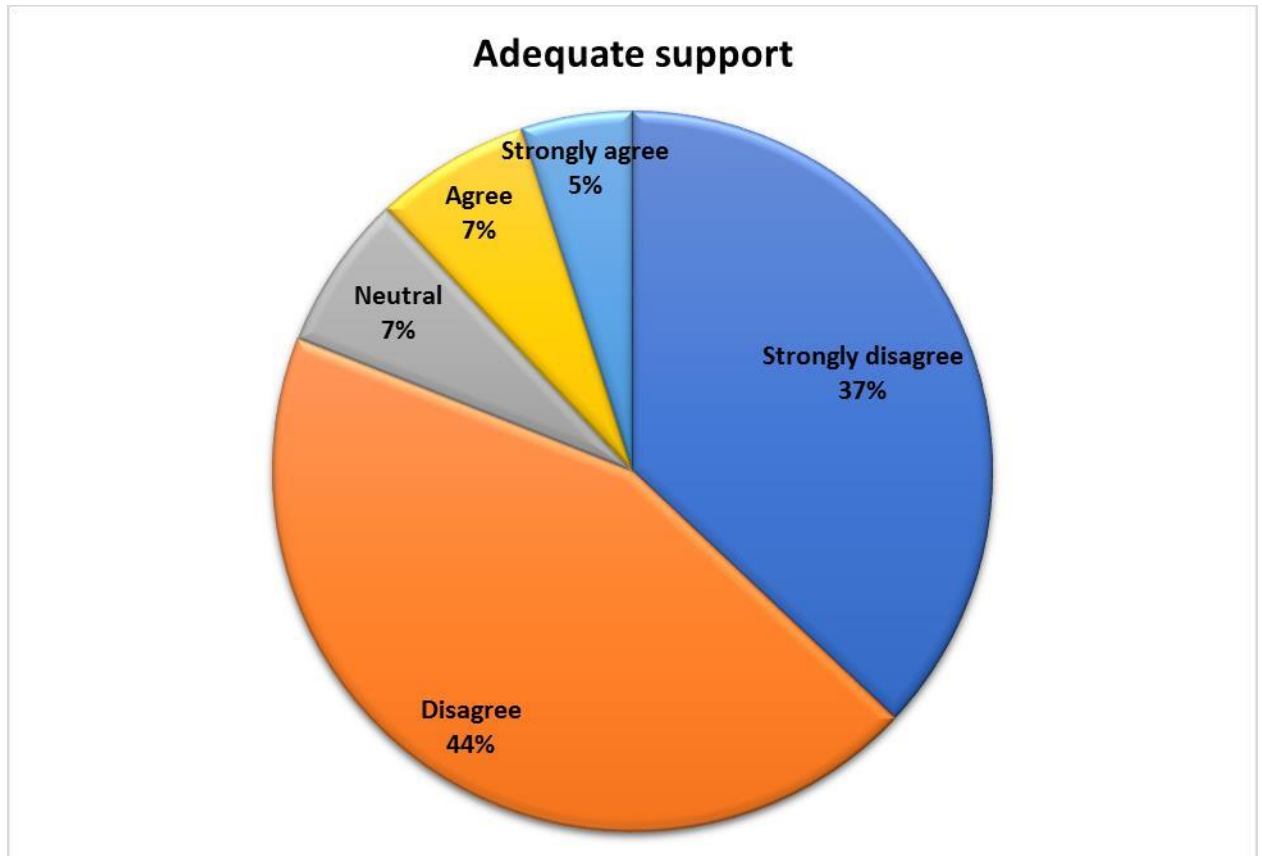
Source: author's own construction

As shown above in figure 8 that majority (81%) of the respondents do not love research as they strongly disagreed and disagreed to the given statement. Basing on these results where most graduates resent research, it is not surprising as to why they find themselves unemployed as they do not research to find out what the potential employers are looking for in recent graduates. Only a minority agreed and strongly agreed (12%) meaning that they love research and have no support to be successful in their research. This minority might help in bringing about the solution to the unemployability of HR graduates and other graduates in general. There were also other people who indicated neutral on this statement as they had no clue of what research is all about. There is a great need for the HR graduates to develop love for researching as it will also contribute to their employability as it the road to discover employability skills required by potential employers.

STATEMENT 24: Research is time consuming and has slowed down my pace

Response: The respondents answered this question all of them. The researcher perceived that the reason why most students resend research is since it is time consuming. Response obtained from this statement is given below as figure 8.36.

Figure 8.36: Research is time consuming
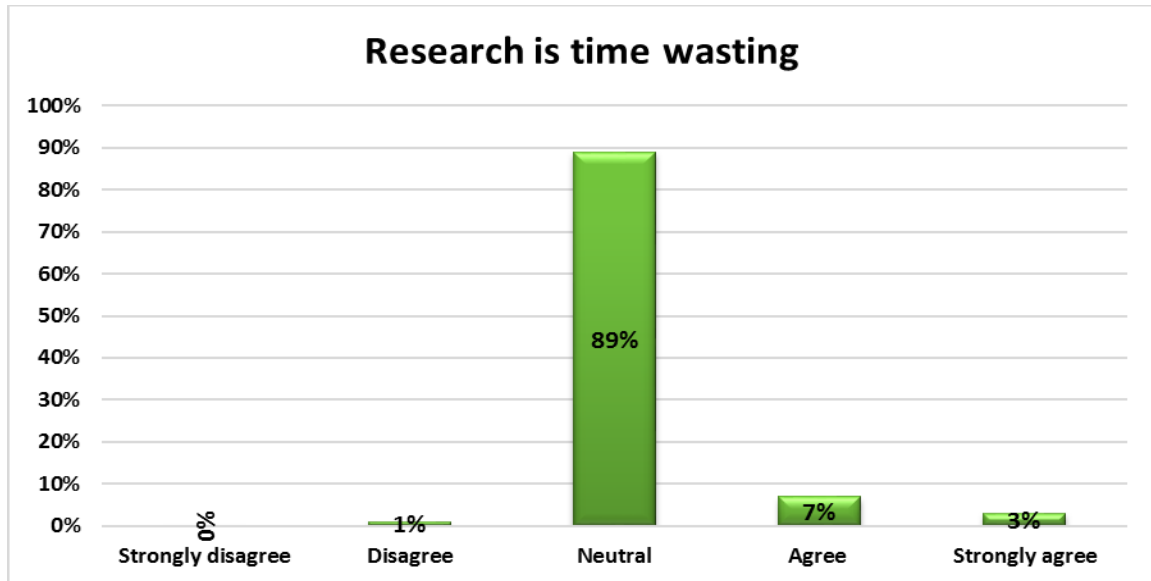
Source: author's own construction

Figure 8.36 shows that majority (89%) of the respondents indicated that they had less knowledge about research and have never participated in a single proper research hence they opted for neutral. Having such a large number of graduates who are clueless when it comes to research should be considered and need to take action to have that sorted as it is through research that the graduates will increase their chances of getting hired. There were a minority (1%) who had an idea of what research is about though they indicated that they had never been involved in real research or practical research and were against the given claim as shown above in this figure 8.36, 10% agreed and strongly agreed that research is time consuming as they were still to decide whether to continue with research or to drop it. If people hate research it means that there will be no one to identify needs within an organisation especially if the HR graduates who are expected to identify the gaps within a company for training and development, they should be researchers to sustain the organisation.

STATEMENT 25: There's no need for research because I pass coursework very well

Response: All the conducted people on this research responded which means that there was a 100% response. When this statement was drafted and asked, the researcher thought that most people likes theory than practical as they prefer coursework to research and their response is illustrated below in figure 8.37.

Figure 8.37: No need for research

No need for research
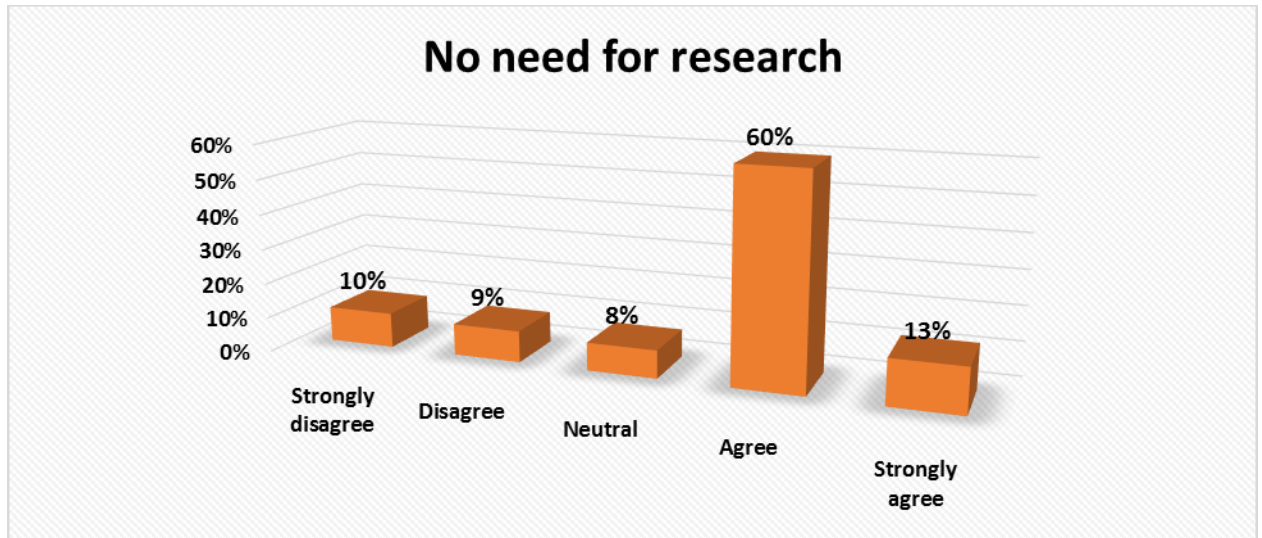
Source: author's own construction

The figure 8.3.25 above shows that most (73%) of the respondents agreed and strongly agreed that there was no need for research as they succeeded in coursework. From an HR perspective, this is quite shocking as HR graduates should be spearheading research more than coursework as they should be able to identify what the market needs especially when it comes to relevant skills. Minority (19%) of the respondents strongly disagreed and disagreed that there was no need for research as they were of the view that through research they can be able to identify the organisational needs and be able to come up with solutions. However, there were a few (8%) who were neutral who did not have a clue of what research is.

8.4 SECTION C: GENERAL UNDERSTANDING OF THE STRATEGIC ROLE OF HUMAN RESOURCES IN A COMPANY.

This section suffered from poor response as most people did not attempt to answer, but the little that responded were enough to make generalisation as the researcher proceeded and managed to analyse the data obtained.

REQUESTS:

1. Give five [5] reasons why you are in human resources today.

Response: The researcher assumed that most people who graduated from human resources Most of the respondents indicated that they were in human resources because of the following reasons:

- Growth
- They love dealing with people
- They love money

- They love power
- They are interested in hiring and firing
- To earn a living
- To ensure that employees are fairly treated
- It is a stepping stone towards their desired careers
- They were forced to do so by parents
- It was the only course they could fit it

The above given answers were the most pointed out by the respondents. This is quite shocking as most of the respondents are not passionate about HR which is the heart of an organisation or a firm. If these employees are not passionate about HR, then their performance is likely not to be at par with what the employers expect which can then create a perception that HR graduates are not capable of performing their duties and hence adding up the unemployability rate o graduates.

2. State five [5] reasons why you could leave human resources today.

Quite several of the respondents cited the following as the main reasons why they would desert HR if given a chance:

- Not challenging
- Boring
- To study
- To start their own businesses
- To do something related to HR
- It requires a lot of individual thinking
- It's complicated as you should take several decisions
- HR can be very sensitive sometimes
- It's becoming old fashioned with the new evolving world talent management and most companies are outsourcing the service as and when needed. If the HR people are willing to leave HR due to the above-mentioned reasons, it means that they will not exert their maximum potential in their current job as they will be looking for better or brighter opportunities which in turn affects the employability of HR graduates as the employers will perceive that they are there for temporary and not to stay for long within the organisation.

3. **List 6 suggestions in order of importance that you think need to be done to enable human resources practitioners to develop themselves**

This question suffered from poor response as only a few answered this question. From those ones who answered, the following answers were given:

- Continuous improvement
- Keeping up to date with the current Policy changes and Law
- Training and understanding of HR policies
- Retaining talented employees
- Giving advice to employees on how to resolve queries related to work
- Need to have more HR knowledge
- To be taken serous by top management
- To fully understand their roles and functions as HR practitioners
- To be supported by top management

For organisations to be successful, they should consider applying the above-listed points. The above points show that there is no support from top management, less or no employee retention and recognition of talented employees who perform well within the company which culminates in employees resorting to leave their organisations for better working conditions.

4. **Comment on any other things you think may be important for this study.**

This question was poorly attended to as it was left blank by most respondents. Those ones who responded indicated the following:

- HR graduates need to bring change in organisations especially in initiating for change as they have the theory which needs to be translated into action.
- Enlarging the research population to other fields of study as this is a global issue

8.5 CONCLUSION

The analysis and interpretation of the data has brought a few important factors to the fore in this study. Chief among them are that, namely; people joined HR for different reasons indicating the possible difference of objectives. These individual objectives are therefore the tool used by individual employees to measure their success, satisfaction, and ultimate fulfillment of goals, if they get fulfilled. The general impression given here is that there are people who came in by default, whether through recruitment because they were available or simply because they had a higher education qualification. Meaning to the data has been brought

through converting the data obtained into graphical format for easy readability and also to serve the essence of comparing the variables. The rest of the details of the findings are provided in the next chapter.

CHAPTER 9
SYNTHESIS, RECOMMENDATIONS, MANAGERIAL IMPLICATIONS,
LIMITATIONS OF THE STUDY AND CONCLUSIONS

9.1 INTRODUCTION

The purpose of this research was to identify through empirical research the critical nature of employability of HR graduates. There is no clear understanding of the levels of demand for the HR graduates in the market, but national statistics indicates that there is high unemployment of graduates in general. This should also be understood in the context of a country with high unemployment (estimated to be between 26% up to 41% depending on whose statistics one wants to use) and a stagnated economy growth at below 2%. The subject of employability therefore becomes complex in that it is not clear if HR graduates do not get jobs because of high levels of unemployment in the country, because they do not have industry relevant qualifications or could be a mixture of both. It should also be acknowledged that the HR function is generally comprised of few people compared to other operational departments in the industry. The levels of unemployment of these graduates may also be a result of oversupply of HR graduates when the country may not need these. These study is the first step in research towards the general feelings of the HR employees and eventually leading to a proposed model and eventual designing of the HR appropriate curriculum for the course. Every organisation that employees people needs the functions of HR whether from a specialised individual or sometimes (in small organisations) one individual does different functions including HR tasks.

9.2 SUMMARY OF OBJECTIVES OF PRECEEDING CHAPTERS

Chapter one introduced the concepts and stated the significance of the study by providing a brief literature review and the study gap. From this literature review the problem statement was constructed, including outlining the objectives of the research, the research questions, the research design and research methodology. The research methodology detailed the population, the sampling, data collection, data analysis and reporting of the research findings.

Chapter two; focused on the definitions of curriculum, the connection between curriculum development and industry needs, the strategic role and strategic importance of the human resource management function in an organisation.

Chapter three; focussed on the generic principles involved in the development of a curriculum citing different models. The suitability of the different models by different researchers were discussed, their advantages and disadvantages together with comparison of these different models. The importance of using models as scientific guides in designing in general and curricula in particular was covered fairly well.

Chapter four; covered the role HR consultancy citing the trend in the market, the economic trends and impact on unemployment in general, specific emphasis on the impact of economic condition on the employability of HR graduates and other related issues.

Chapter five; covered the history of development of the HR function, models in use in the promotion of industry relevant curriculum. Discovering the disjuncture between the offered courses across the different institutions and practitioners.

Chapter six; the theoretical / conceptual model is discussed *encampusing* the theory as found in literature, the knowledge as known by practitioners, and the researcher's first-hand exposure to the discipline and the rate of employability.

Chapter seven; the research design and research methodology are outlined including the population, sample, sample frame, sampling methods and reasons for the use of the same, data collection [the process and the tool], analysis of the data.

Chapter eight; data analysis, interpretation and the rational is discussed in this chapter including the correlational studies and other relevant statistics including factorisation where applicable.

Chapter nine now summarises and synthesises the findings and brings meaning to the findings**,** conclusions and recommendations from the findings are discussed. The chapter ends with discussion meeting of the research objectives, the limitations to the study and aspects for future study in the development of the discipline. A general summary for the whole study is included as the final note on the findings of the research as documented in the thesis.

9.3 DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A mixed methods research methodology was adopted taking advantage of the benefits of both qualitative and quantitative methods to achieve the objectives set from the beginning. The research instrument used (questionnaire) was divided into three sections with the first section (biography) intended to identify the participants and determine their suitability for the research. The next section was the Likert scale, primarily intended to measure perceptions about the different aspects of the study. With the last section as open ended allowing for debate and discussion of the topic of study. The collected data was cleaned, edited, captured and using the excel software program was analysed and relationships illustrated as graphs, tables, charts, etc. The analysis of the findings is therefore discussed in the last part of this chapter.

The findings will be discussed according to the format on the research instrument with the questions, statements of requests repeated. This is followed by a conclusion, essentially part of the responses pointing out generalisations (conclusions) from the research. Item by item the conclusion and the recommendations will be listed. This is followed by identified limitations of the research, the objectives achieved and prospects for future research for the document. The findings are reported according to the sections of the research instrument to maximize attention of individual questions, statements or requests where necessary. The first section was Section A (biography), followed by Section B, (Likert scale) and Section C (open ended). The summaries are therefore provided in this format.

9.3.1 SECTION A – BIOGRAPHY

QUESTION 1: The age of the respondents; The questions asked were specifically to do with the suitability of the participants for the research, and the information provided was thus; 30% of the respondents were 41 years plus, 29% were 31-40 years old, 22% were 26-30 years with 19% at the age range of 18-25 years of age. **Conclusion;** it can be concluded that the age groups are well represented across even though the slightly older folk are in the majority. This may be an indication of low labour turnover in the industries or less mobility because of the high levels of unemployment.

Recommendations; It may be advisable for the organisations to create labour retention programs and maintain high levels of experienced personnel. The presence of a higher percentage of people 41 years and above might also create problems in terms on adjustment to current technology unless if extensive training programs are provided to existing personnel.

QUESTION 2: Departments of the respondents; a string of departments was indicated by the respondents including among others, marketing (7%), human resources (38%) and other at 55%. The others were broken down to 32% hospitality and 22% indicating that they were retail and 1% operations.

Conclusion; It can be concluded here that there is no adequate knowledge of the qualifications or the exact functions of the respondents in those respective departments. Consequently, it would be difficult to say of a certainty that people were place in departments that were clearly outside of their human resources role. The current trend in HR or Human Capital management is the use of Business Partners (HR generalists) in departments other than HR.

Recommendation; It is recommended that whatever approach the organisation may use, there should be adequate training of their personnel in generalists' knowledge of human resources function.

QUESTION 3: Position in the organisation; with 83% of the respondents indicating that they do other functions outside of the traditional HR functions like recruitment and selection (5%), organisational development function (3%), human resource manager (7%) and human resource practitioner at 2%. The other functions performed were sales and marketing in different businesses, but not in HR specifically.

Conclusion: it can be concluded that there appears to be little need or demand for HR personnel in the industry compared to other disciplines like sales, marketing and customer service.

Recommendation; it may be realistic for the number of HR students trained to be reduced if there is to be that focus on fit-for-purpose course structures. Alternatively, it may be recommendable that the HR training may include electives from other disciplines to allow for flexibility of the employability of HR graduates.

QUESTION 4: The human resource functions performed by respondents; the functions performed by the respondents that relate to human resources management comprises of salaries administration (11%), promotions (13%) and

hiring (6%). The others involved industrial relations (1%), training (3%), other general administrative functions (not specifically HR) comprised of all the remainder.

Conclusion; there does not seem to be much of HR related activities in the organisations even for the HR graduates creating problems as to whether the demand for HR practitioners are not oversupplied by training institutions.

Recommendations; it is recommended that training institutions make regular surveys in the industry with intentions, firstly to understand the industry. This will allow for the institutions to comprehend fully the industry's demand on HR in relation to other disciplines in the industry in general. Secondly; the research may serve to ascertain if the enrolment of students for these courses is in line with industry requirements in terms of the numbers produced by universities.

QUESTION 5: Length of time in human resources role; the larger part of the respondents (53%) indicated that they had been involved in HR function for 0-5 years, 20% for 6-10 years, 13% for 11-15 years and 14% for 16 years and beyond.

Conclusion; it can be concluded that either the retention of HR practitioners has been low or there is a sudden increase of HR functions in the industry thereby necessitating demand. Alternatively, there may be an increase in the activities of labour brokers thereby recruiting more people to assist in marketing their services. It is also concluded that the length of time will assist in helping the respondents in identifying the changes, if any, in the discipline within the industry.

Recommendations; it is recommended that institutions of higher learning keep researching on the demand for these courses to enable informed student enrolment numbers. The universities need to establish a standing relationship between their offerings and the regular changes in the needs and demands of the industry in this discipline.

QUESTION 8: Have you been through any training and development in your field of work? Reason for asking this question was to find out whether the respondents have gone through any form of training at their work. It would generally be tradition that organisations send their employees for training, alternatively (most commonly) the employee chooses what training to go for.

Response: In instances where there are proactive managers, they plan training programs for the employees in order to "skill" the employees in specific tasks. But

it is not unusual to find an employee who is sent to do training that they may never use in their day to day duties. The response is provided in the figure 9.1below**.**

Figure 9.1: Training at work
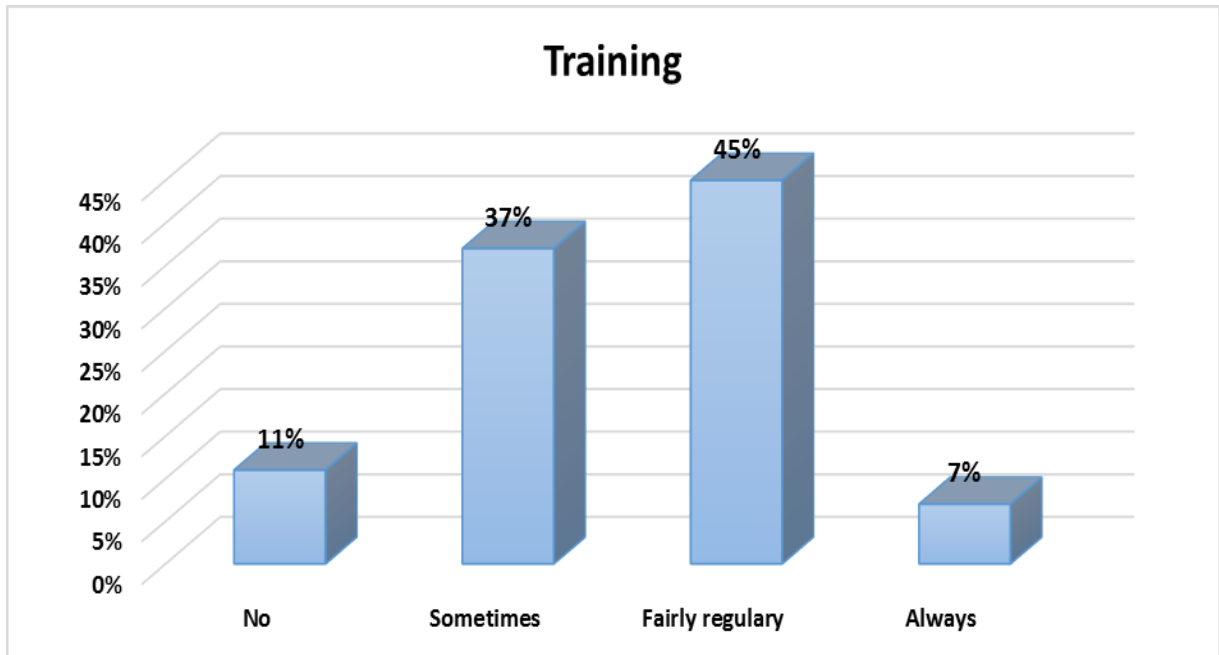
Training

Source: author's own construction

89% of the respondents indicated that they had at least received training though it differed on intervals basing on the type of skills needed for one to be competent. If companies offer training as indicated above in figure 9.1, the rate of graduate employment should increase as there will be no need for the specific number of years in the field executing the commonly known HR duties. A minority which is 11% rejected that they had never received any training basing on the type of duties that they were assigned to perform within their organisations. The fact that most of the respondents received training at their jobs is evident that the graduates can perform if equipped with the right and relevant skills as they are still employed at their companies as their employers are impressed by their performances.

Question 9: Have you ever been promoted in the HRM department since you worked here? This question was asked to find out if there are any chances of any employee being able to escalate the ladder from one position to the other.

Response: There was 100% response on this question as all the participants responded to the question. The researcher expected the graduates to be promoted as they have the right qualifications required for the jobs. Below is figure

9.2 showing the extent to which promotions are carried out within companies where the graduates are employed.

Figure 9.2: Promotion at work

Source: author's own construction

As indicated in figure 9.2 above, majority of the employees (80%) who participated in the survey indicated that they have never been promoted at their work despite having served for more than six years within the same organisation and the only thing which have been done to them was to add more duties to their job descriptions with no compensation for that. Those ones who seem to have been promoted have been promoted to one level up and a few have managed to be promoted two levels up which is 20% of the entire respondents which is something to be noted by the potential employers who are hiring graduates and deny them access to escalate their career ladder. This shows that there are no or less chances of the HR graduates to be promoted in the workplace even if they might be qualifying.

Question 10: What is your highest educational qualification? This question was asked to find out if the respondents are graduates or not.

Response: All the respondents or participants responded to the question under study making it a 100% response. The researcher anticipated the respondents to be HR graduates holding diplomas or degrees in HR. Below is an illustration of

the level of education that the HR graduates possess, or the respondents have which is given as figure 9.3.

Figure 9.3: Level of education
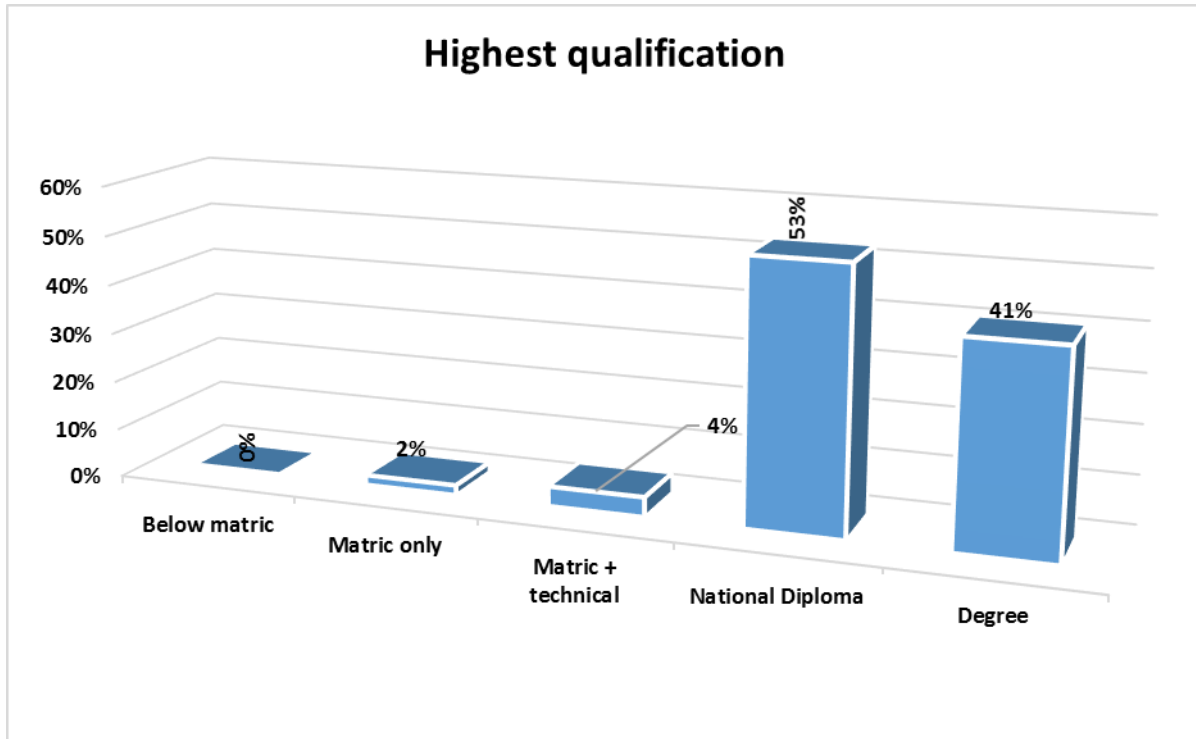
Source: author's own construction

Most of the respondents (94%) to the survey were graduates with national diplomas and degrees meaning that they obtained tertiary education. followed by people with degrees. This means that the respondents fit in prominently in the research as it has to do with their employability. However, there were minority who were involved who had matric or matric and technical certificates who participated as shown in figure 9.3 above.

Question 11: How many people report to you in your position? The aim of asking this question was to find out how many people were reporting or being managed by the graduates from HR.

Response: Every participant responded on this question meaning that there was 100% response to this question. The researcher expected to have the HR graduates having more than 20 employees or people reporting to them and the findings are illustrated below as figure 9.4.

Figure 9.4: People under the respondent

People under the respondent

- 31 to 50 13%
- 21 to 30 7%
- 16 to 20 3%
- 11 to 15 10%
- 0 to 5 56%
- 6 to 10 11%
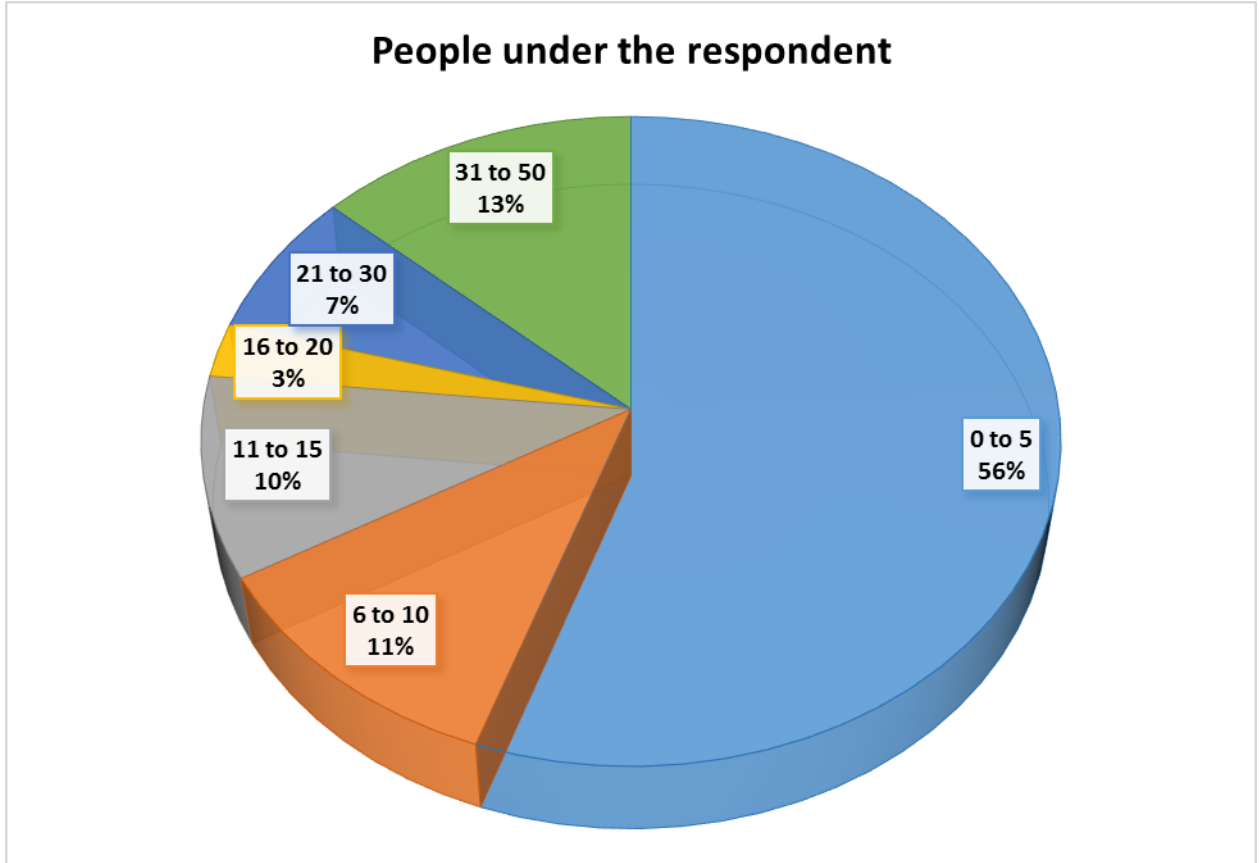
Source: author's own construction

67% of the respondents indicated that they had less than ten people reporting to them with majority having no one under them since they had less than five people reporting to them as they were at entry level. Amongst the 67%, majority of them were working as cashiers, waiters and waitresses just but a few to mention where they had no one to control. 13% had people reporting to them between 10 and 20, whilst 20% had people between 21 and 50 reporting to them. With such high figures of HR alumni occupying lower positions, it is believed that this might also be a contributing factor towards graduate unemployment as they see no relevance of education if they are to end up doing any sort of a job. The fewer HR alumni occupying some senior positions should strive hard to open some employment opportunities for other graduates to eliminate unemployment of graduates.

Question 12: Anything else you may want to say concerning the above

Response: All the 150 participants left this question blank meaning that there were no additional things to be added to the first section of the questionnaire. This question was asked bearing in mind that other respondents might have additional

information to be used on the first section. The fact that the question was not answered is ample evidence that the participants were contented and had nothing that they felt was left out which might have contributed to this study.

9.3.2 SECTION B: THE LIKERT SCALE

The Likert scale has ordinal data in which we can be able to indicate that one scale is higher or lower than the other. There is no means to measure the the distance between the scales that are ranked as shown by the results. The Likert scale refers to the way responses are scored in a range by specifying the level of agreement or disagreement with on a symmetrical scale measuring level or extent of agreeing and or disagreeing. The ranking therefore assists in measuring the intensity of the feelings or perceptions about a phenomenon. This is essentially a way of trying to make qualitative research quantifiable (measurable) by using a statement to evaluate the dimensions under review. Five ordered responses are used in this scale with 2 positives and 2 negatives of equal distance revolving around the neutral or zero or ambivalent at the centre. In this research a 5-point ranking symmetrical and balanced Likert scale is used based on the extent of disagreement or agreement with the statement. The Liket scale is thus structured as; Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly agree = 5. The data here consists of rankings (answers) from respondants measuring their perceptions guided by a numerical value attached to a rank (Strongly disagree = 1 to strongly agree = 5). These statements are put into different categories, thus category one is Strategic Role of Human Resources in a Company HR Workload.

STRATEGIC ROLE OF HUMAN RESOURCES IN A COMPANY

HR WORKLOAD

STATEMENT 1: I have a lot of duties to perform as human resources personnel. Conclusion; From the results it was concluded that HR personnel had a lot of work to do thereby signalling the importance of the profession in the industry. With a high of 95% of the respondents indicating that they are overloaded and do work under pressure.

Recommendation; It may be necessary for the managers and employers to constantly evaluate the tasks performed by the HR personnel and see if there is a

need of increasing the personnel or may be find another way of doing the same tasks with less pressure.

STATEMENT 2: The amount of work is fine, but I will be tired by the end of the day.

Conclusion; There is some confusion or disagreement between the respondents in that 48% agree and 45% disagree with the assertion. It can be concluded here that the respondents, either did not have the same understanding of the question, or the instrument does not pass for reliability on this question.

Recommendation; It is recommended that in future research this question should be asked differently or possibly broken up into shorter statements to avoid double meaning. But the employers need to have a study on how to measure correctly the task load that would be ideal to get the best from their HR staff.

STATEMENT 3: I get the necessary support from subordinates when overloaded by work.

Conclusion; It can be concluded here that there is pressure amongst the HR personnel such that there is not always adequate support from subordinates. Either because there are no subordinates, or they may not be appropriate skills for this, the percentages of those agreeing and disagreeing are again too close to make a conclusive determination at 46% and 49% respectively.

Recommendations; There is a need to review the structures and the task distributions in the HR department including the type of training that the personnel receive. There is a seeming shortage of critical task performers either because of small numbers or a deliberate (may be not intended) overload of existing personnel. Alternatively, it is recommended that more technology be introduced to reduce the pressure on the HR personnel.

STATEMENT 4: The support I get from colleagues at work is helpful to perform my chores.

Conclusion; There is an acknowledgement that the help provided by colleagues is adequate to assist and the performance of the tasks. 76% of the respondents positively indicated that there is adequate support, thus a generalisation (conclusion) can be made that the managers have put in place efficient support systems.

Recommendation; It may be of tremendous assistance to the organisations to

request professionals who will assist in workload allocation and provide a workload ideal for the type of personnel and tasks that have to be performed.

STATEMENT 5: I always finish my tasks in time.

Conclusion; It can be concluded that in as much as the personnel make reference to being overworked, 82% say they always finish their tasks in time. It can be generalized therefore that the managers seem to have it right with the task allocation.

Recommendation; A scientific task allocation system should be introduced to enable early detection of deviation from the scientific norm. There is a need for training or recruitment of organizational development specialists to assist with regular job title and job function classifications.

STATEMENT 6: The wage differences between any two levels are very slight.

Conclusion; It can be concluded that the wage differences in the organization may not encourage upward development of the employees as indicated by 70% of the employees admitting that it is so. It may be concluded therefore that job levels do not show marked differences that may encourage career development.

Recommendation; It may bring about tremendous motivation if the job levels showed marked salary differences as employees may be inspired to excel. Job grading is recommended with the assistance of an organizational development specialist and that good performance be rewarded openly to motivated self-development.

STATEMENT 8: I will leave human resources as soon as I get another job in industry.

Conclusion: It can be concluded here that the majority of the HR employees are not happy with their HR responsibilities or may be the HR job in general as evidenced by 75% who can quit if they get another none-HR job.

Recommendation; It may be necessary to assess the passion for HR at recruitment stages, since many students study these courses because they could not qualify for the first choices. Besides, there should adequate in-house training to motivate the employees in this discipline.

 STATEMENT 9: There are no promotion opportunities in human resources.

Conclusion; It can be concluded here that there are no career development prospects in HR beyond the position of HR manager. The 84% of the respondents do

not see any promotion opportunities and this may be discouraging to individuals with high ambitions.

Recommendation; It is hereby recommended that the training of senior HR personnel must include education on other departments to enable them to move over from dead-end-jobs.

STATEMENT 10: I am satisfied with my incentives

Conclusion; A large percentage of respondents are not satisfied with their "incentives" (65%) even though there was no specific mention as to which of the incentives are referred to here.

Recommendation; It is recommended that further research on this item be carried and make special reference to specific "incentives" as perceived by the HR practitioners. Correct identification of these will assist in determining areas that management may need to improve for the benefit of its employees.

STATEMENT 11: The training and development we receive is very helpful

Conclusion; It can be concluded from previous research and as evidenced by the responses in this survey (92% respondents agreed) that work-relevant training assists employees and performing their tasks effectively and efficiently. If anything, training motivates employees as they become empowered to meet their targets and do their tasks.

Recommendation; It is recommended that organisations provide consistently work-related training programs for their employees to both motivate them, and also to get tasks performed more efficiently. Liaison with training institutions may also assist in identifying areas where training is required to boost the morale in the department.

STATEMENT 11: The organisation does not offer the type of training I want

Conclusion; It can be concluded that organisations (managers) have a tendency of sending subordinates for training programs without consulting on the career-pathing of the individual. 65% of the respondents are not happy / satisfied with the training programs they are sent to. Sometimes, and too often actually, the courses are offered to subordinate to fulfil or to use company training budgets.

Recommendation; It is recommended here that effective management involves identification of organizational needs based on the tasks to be performed, employee capability, employee career-pathing and then aligning these to organizational objectives. Training should not be for "fulfilling budget

requirements" but course material should be developed with particular outcome objectives relating to organizational strategic objectives.

STATEMENT 12: There is sufficient training scheme within the company

Conclusion; It can be concluded here that organisations budget for training and provide training for the employees (66% agreed), and the employees may benefit if the training is task-performance-fit.

Recommendations; Care must be taken to avoid the temptation of providing training just because it is on budget – it must be relevant to organisation's operational requirements.

STATEMENT 13: We have experts in training and development

Conclusion; 94% of the respondents believe that the organisations have adequate experts in training and development – it cannot be concluded that the experts are on consultancy basis or are in-house as that was not asked for in the survey.

Recommendations; Considering the previous responses on training and development, it is recommended that extra care be taken (by the organisation or the experts) in avoiding generic training modules but in designing training material that is problem and organisation relevant.

RECRUITMENT AND SELECTION STRATEGY

STATEMENT 14: There is fairness in recruitment and selection

Conclusion: It can be concluded here that there is no consensus on the possibility of fairness on recruitment and selection of the new employees. It also is not clear whether this is due to the absence of proper conditions in organisations or the incompetence of the recruitment and selection personnel (Ambivalence is at 28%).

Recommendations; HR in general should be in the forefront to develop organizational policies in line with labour laws of the country. This should extent to involvement of unions to avoid unnecessary (evitable) conflicts that might lead to work disruption.

STATEMENT 15: We have Employment Equity within our company

Conclusion: It can be concluded that the organisations around do not seem to be practicing or implementing Employment Equity (EE) as required by law. 82% of the respondents posited that EE is not practiced in their organisations indicating the need for HR personnel that should push for EE in their organisations.

Recommendations; It is here recommended that the employers should train their HR personnel in the EE processes to keep the organisation in line with the national laws. Failure to implement that is "illegal" and the law may catch up with such organisations someday, besides, EE makes economic sense after all.

STATEMENT 16: The recruitment platform is easily accessible to all

Conclusion: The statement above has been rejected by 67% of the respondents, and it can be concluded that the recruitment platform of most of these organisations is not "easily accessible" to all. Be they the applicants or those implementing the organisations' recruitment policies.

Recommendations; It is recommended that training programs from the institutions of higher learning and the organisations providing training for organizational personnel at operation level should emphasise the importance fair recruitment practice.

STATEMENT 17: It's difficult to get recruited for human resources

Conclusion: 92% of the respondents posit that it is difficult to be recruited to work in HR in an organisation. No reasons were asked for and as such there are numerous possibilities, namely; the qualifications that graduates bring to the industry may not be strategic-fits for the HR tasks to be performed, or there may simply be an oversupply of graduates in the discipline. In all, it may be all the different factors combined.

Recommendations; It is hereby recommended that institutions of higher learning and training consultants in HR need to come together and identify demand levels for HR personnel in relation to the capacity of the industry and the needs thereof. There is a possibility of an oversupply of HR graduates which might not be according to the demand. Alternatively, extensive cooperation is required between industry and institutions of higher learning to construct a curriculum that fits into the industry needs and improve employability of HR graduates in the industry.

STATEMENT 18: I do exactly what i`s on my job description

Conclusion: It is interesting to know, and it can be concluded here, that 64% of the employees do tasks that are not part of their job description. It can be caused by many factors – the changing nature of HR tasks in the industry with the management not keeping pace with these changes. It can also be because there are overlaps derived from company policy wanting to cut down on costs and thereby not employing people to perform certain functions.

Recommendation; It is recommended that organisations keep pace (continue to update) job descriptions for the employees when there are changes in the tasks to be

performed. Organisational Development Specialists (ODS) may be called in to assist with the restructuring of the job specs to align them to industry or specifically so company requirements.

STATEMENT 19: New employees are inducted on arrival

Conclusion: It can be concluded that most of the organisations (67% of respondents) claim or make an effort to induct new employees when they arrive to start working. Admittedly this response was not ranked against a set scale to determine the level and extent to which the induction benefited the new applicant.

Recommendations; there is also the need to have well researched material providing specific scientific details on what induction is, what people have to be inducted on and how the induction process should be monitored for its effectiveness. It is recommended that the theory of induction should be included in the curriculum to be designed by institutions (higher education, training consultants and the consumer.

STATEMENT 21: I want to study but only through coursework and not through research

Conclusion; From the findings 66% of the HR personnel are prepared to study, but they prefer coursework and not by research. Coursework is generally guided and has set test dates and structured course material demanding less of the students' own initiatives. It is considered by the students to be better because of the regular contact with the lecturers or facilitators.

Recommendations; It is recommended that research as a means of learning or getting qualifications be maintained as part of the coursework. Research instils rare discipline to the students in that it teaches them to go and look for material in their own time and using any means necessary to gather the information. What could this world have been without research, and coursework itself is from research findings.

STATEMENT 22: I have no passion for research and that scares me from studying

Conclusion: It can be concluded without doubt that 83% of the respondents have no passion for research and that they are discouraged from studying because of research. It can be pointed out that students prefer structured courses because they have little have deciding on what would be relevant as that is prescribed in the curriculum.

Recommendations; It is recommended that research be promoted from early years of university education with students learning to make certain discoveries on their own. Research would broaden the understanding of any subjects as it allows for the introduction of other elements to the study that may not be in the structured course.

STATEMENT 23: I love research but do not have adequate support or mentorship

Conclusion: It is evident that people and or students do not like research with 81% of the respondents (compared to 83% saying they do not have passion for research) rejecting that they like research. Thus, conclusively stating that research is not their type of learning method, they preferred structured ready-made material.

Recommendations: It is recommended that research not be treated as a nice-tohave but rather as a must-have at both the workplaces and institutions of higher education. It is recommended that the benefits of research as a learning tool be emphasized throughout the curriculum for any of the courses offered by training institutes.

STATEMENT 24: Research is time consuming and has slowed down my pace

Conclusion: It can be concluded that previous research states that fewer students prefer studying by research for same reasons stated above. It may also be concluded here that students and employees do not oppose or support the statement above – as evidenced by the 89% neutrality (ambivalence0 as indicated in the research findings.

Recommendations; The same points stated above as recommendations would be repeated here and that special support to enhance personal discipline and time management are provided to students and employees to do their tasks.

STATEMENT 25: There's no need for research because I pass coursework very well

Conclusion: Essentially a follow-up statement to the statements above and 73% of the respondents think coursework is what is important and that is not necessary and simply slows their operational pace.

Recommendations; A special program should be devised and used at all levels of the tertiary education and in the workplace trying to underscore the indispensability of research as a learning tool. Much work needs to be done in comparing and contrasting coursework, research and a benefit of combining both for effective learning.

9.3.4 SECTION C: OPEN ENDED REQUESTS FROM RESPONDENTS

To assist the research by extracting any other information that may be known to the respondents, but the information may have been left out. This section therefore requests the respondents to provide some information relating to the study as they see fit and understand. This category makes specific reference to the respondents' general understanding of the strategic role of human resources management in an organisation. Very few of the respondents filled in the number of the items requested for, but the responses provided were grouped (similar responses recorded together) and the details are provided below.

REQUEST 1: Give five [5] reasons why you are in human resources today.

Conclusion: It can be concluded here that not everyone who studied HR knew much about what it was about except to know that this was one of the occupations available in the industry. The following were indicated as reasons.

Table 9.1 Reasons why people join HR

Growth	The respondents went into HR because they wanted to grow and develop themselves in industry.
Love for people	Respondents love people, so they studied HR for them to work with people and help people at the work place.
Love for money	Because there is good money [salaries] in HR so they joined this discipline to earn good money for themselves
Love for power	They knew they would have power because it is HR that employs people and
Like recruiting and selecting employees	For the love of recruiting and selecting employees to the organisation and provide them with a livelihood. Love giving people opportunities to develop themselves in their jobs.
Earn a living	Because they wanted a job that would allow them to earn a salary every month and allow them to leave a good life.
To treat employees well	They wanted to treat and protect employees that is why they joined to study HR to keep employees well
Towards desired career	HR would be a stepping stone to their desired career in life and, so they want to work from this as the first step upwards.
Forced by parents	My parents told me to take up this profession because it was meant to be a good career because I would employ people
Only course they could fit it	I could not qualify for other courses and was late for other courses so the only one available was HR.

Source: constructed from the research findings

The above given answers were the most pointed out by the respondents. This is quite shocking as most of the respondents are not passionate about HR which is the heart of an organisation or a firm. If these employees are not passionate about HR,

then their performance is likely not to be at par with what the employers expect which can then create a perception that HR graduates are not capable of performing their duties and hence adding to unemployability of HR graduates in the industry. **Recommendations;** The current state of affairs in the country makes it difficult for the average individual to manage to be what they want to be. It is recommended that there should be universal education on career choices from high school and institutions of higher learning. The current level of unemployment doesn't make the situation any better, coupled by the disjuncture between the tertiary offerings and the industry demands and requirements.

REQUEST 2: State five [5] reasons why you could leave human resources today.

As a follow, up to the request above, the respondents were expected to point out the negatives about HR if they had any. Below are the reasons given by the practitioners.

Conclusion: The respondents aired out some negative things about the profession in general, from this it can be concluded that HR might not be as lucrative as other people may have thought. The comments tabled (table 9.2) are the words of the practitioners (respondents) themselves.

Table 9.2: Why HR practitioners would leave the HR jobs

Not challenging	Because HR is not challenging, and the respondents would prefer something more challenging and more occupying than HR.
Boring	Does not give any excitement doing it and is mostly repetition of the same functions all the time
To study	Because I would want to study further and would not do the same if I remained in HR
Start own businesses	Because I do not see myself as an employee all my life, so I want to start my own business and employ people
It requires a lot of individual thinking	Stressful because you'll have to do a lot of thinking on your own as an individual – no team work.
It's complicated as you should take several decisions	Not a good profession because one has to take too many (several) decisions at the workplace.
Its sensitive sometimes	It is sensitive sometimes because it involves dealing with people's problems which you may differ with employees
Most of it is outsourced	Most of HR jobs are getting outsourced so it is waning away from the organisations themselves.

Source; from research findings

Conclusion: It can be concluded that there are numerous other concerns about the HR profession largely at administrator and supervisor level. The different types of complaints can allow for the conclusion that the unhappiness may threaten the performance of the respondents and those working together with them.

Recommendations; It may be necessary for organisations to continually evaluate the task structure of the profession with a special effort to align them with people competencies and individual goals. Efforts should be made during recruitment and selection to look for recruits trained specifically for HR, who are passionate about HR, and possibly with training that is relevant to the tasks to be performed in the organisation.

REQUEST 3: List 6 suggestions in order of importance that you think need to be done to enable human resources practitioners to develop themselves

Conclusion: It can be concluded here that there are people who are genuinely and passionately excited about working in HR. It is also concluded that the practitioners in the HR discipline (whether by choice or default) can make a positive contribution on what is required to make the profession more benefiting to the executioners. Below are the items identified as key requirements.

Recommendations;

Table 9.3 Requirements for improving the HR profession

Continuous improvement	It is recommended that there should be continuous evaluation to improve the profession – recurriculation can be included here
Keeping up to date with the current Policy changes and Law	The organisations need to keep up with the changes in the law of the land – this may necessitate constant changes to the curriculum to provide competency to the HR graduates.
Training and understanding of HR policies	There is a need for the training of the graduates in this field to enable them to understand relevant HR policies. Industry relevant curriculum again becomes relevant to the offerings by tertiary institutions.
Retaining talented employees	Retention of talented (and experienced) personnel which will inevitably maintain consistency in the department. Consistent upgrading the curriculum and salary grading may assist in the retention of the talent. Top management also needs to support HR endeavours to help in the improvement of the work environment.

Giving advice to employees on how to resolve queries related to work	Training employees on dispute resolutions (a critical HR function) should be continuously put in as a continuous training program for the organisation – specifically HR practitioners.

Source: Constructed from the survey

The recommendations above should be understood as emanating from the HR practitioners themselves as they practice their profession. These recommendations are to be considered as genuine experiences of the people executing the HR functions in the respective organisations contributing to this research. Attending to these may assist in improving the work environment and making it more conducive to the performance of the practitioners. Much of the work should be done in conjunction or cooperation with curriculum development units in institutions of higher learning and training consultants.

REQUEST 4: Comment on any other things you think may be important for this study.

Conclusion; The general feeling and conclusion of the respondents can be summarized as; "universities and colleges should provide the correct education to students." This conclusion agrees with the purpose of the study, trying to identify models and means that can be used in the designing of an ideal curriculum for HR graduates that will make them more employable.

Recommendations; It is recommended that;

1. HR graduates will be properly empowered through proper industry relevant curriculum which enables them – the graduates, to hit the ground running.

2. Tertiary institutions as the custodians of knowledge go out to the customers (recipients of their products) and inquire for relevant operational requirements.

3. There will be no effective learning and product suitability if there is no cooperation between the producer and the consumer of the product.

9.4 CHAPTER SUMMARY

The relationship between tertiary institutions and the organisations (referred to sometimes as industry) should be symbiotic. Anything short of this will not yield the required expertise which becomes costly to the industry in that they will not get properly trained employees and will suffer from substandard performance at great cost. Above that, the industry would have to go through extensive costs employing training consultants, a cost they can do without. The tertiary institutes may actually improve their own "marketability" and improve on the learning processes as well as

improve on the employability of their products. The academics that will research and develop the curriculum become the authors of books and material used for the training, this improves on the scholarships of the lecturers and the information disseminated to students in class. Put together, this will assist in moving the economy forward, all other things being constant.

9.5 LIMITATIONS OF THE STUDY

In retrospect the researcher makes a few observations which, if they had been thought of before the research, they may have made a mighty difference to the result. The research focused exclusively on CPUT HR graduates from 2014 to 2017 instead of spreading amongst all graduates of HR in the workplaces in the Cape Metropolis. Consequently, the random sampling that was planned for was not effective since there was no correct record of where these ex-students were. Besides, where ever they worked it was difficult to find them in large numbers, thus the sampling resorted to convenience sampling with elements of random sampling when conditions were suitable. The list of ex-students used did not help much as many had left or were not directly involved in HR, though they had some HR functions in their workplace. Besides, the general feeling is that the research should have focused on the development of a generic HR curriculum by comparing what the students do now at work compared to what they studied from their respective institutions of higher learning. Whilst the decision to target the CPUT students specifically sounded noble, it did not bring out the complete picture expected by the researcher.

9.6 FUTURE RESEARCH AND STUDY

The researcher has opened up a door for further research (collaborated or individual) to try and explore the subject more closely focusing on a generic curriculum. The first part of the research would involve identifying and cataloguing of the tasks performed by the HR practitioners from across the board (no limit to a specific institute). These will then be tallied against the current curricula used by institutions of higher learning, including training consultants involved directly or indirectly on HR issues. The identification of the tasks required of the employees to perform at the workplaces are therefore broken down in expected outcomes and construction of study material than can therefore be used to bring a fit-for-purpose curriculum. These tasks will be broken down and classified according to similarities (a taxonomic table will be created) and these will be used to name the resultant modules and subjects for use in the institutions.

One aspect of the research which is worth embarking on is getting a census of the national enrolment of students into the HR studies or related in the institutions of higher learning. Concurrently a census will be taken of the number of HR practitioners in the country, including among others the age rate, the mobility into or from HR, the ratio of HR to other functions of the organisation with intentions of identifying the demand levels and market share for the institutions. Critical to this is the desire to establish issues of oversupply or undersupply in the current economic conditions in the country. This would assist in establishing a working enrolment-focus measured against known economic growth rates in the country. The same model can be applied elsewhere, and this may help institutions and the government in deciding on where the focus for graduate training can be if there is enough census on the growth and ratio of specific demand for specific graduates.

9.7 CONCLUSION

The HR function even though it is not a "functional department" like departments like manufacturing, marketing and others, it has a strategic role (Thite, Kavanagh & Johnson, 2009:3-24). In a middle to large size organisation with departmental heads, the strategic importance of HR cannot be ignored. The whole process of recruiting and selecting is facilitated through HR for all employees in the organisation (Rao & Rao, 2009:24) even though the final choices of who is to be employed may reside in the Head of the Department (HOD). The rest of the welfare, safety, salary, promotion and other activities that the employee experiences are expedited by the HR department. In as much as little is thought about the HR during normal operating times, when issues relating to labour arise, it is left to the HR to facilitate. Largely the research has highlighted a few aspects spoken of in the objectives, there does not seem to be much happiness in the HR profession. This may not have anything to do with the profession, but respondents talk of gloom, no better future prospects, and many even prepared to change to other disciplines. There is a considerable amount of pressure considered not very relevant to HR, but then, until there is special interaction between the researcher and the managers, this is neither here nor there. It can be concluded also that some people find the profession inspiring even though few people of advanced ages where found amongst the respondents. The study had its own limitations but much of the objectives were fulfilled, and the study opened up more thinking around this topic. A shift in the focus of the study may be necessary to

introduce hitherto unattended to aspects, identifying the levels of unemployment and relating them to employability. This may need to be done consistently to keep up with the global business changes; this should include all professions as a matter of fact. The study has been an eye opener and allowed for the development of a conceptual framework to be used for development of HR curricula, and the same should be done for all other disciplines.

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APPENDIX: QUESTIONNAIRE

Cape Peninsula
University of Technology

QUESTIONNAIRE

The employability of human resources management graduates from a selected University in the Western Cape, South Africa

Dear respondent; This is an academic study trying to establish what courses and subjects are work-relevant for Human Resources Management students. Please do not put your name, nor that of your organisation or anything that may enable you to be identified. This information is confidential, and your identity is protected. Thank you.

SECTION A. BIOGRAPHY

Please cross the applicable boxes

1. How old are you this year? Please use table below to indicate your age range

18 – 25 years	26-30 years	31 – 40 years	41- above

2. What department are you employed in?

Human Resources	Finance	Marketing	Other

3. If other please specify …………………………………………………………………

4. What is your position in the organisation?

HR Administrator	HR Practitioner	HR Manager	Recruitment officer	Other

5. If other please state in space below …………………………………………………..

6. What human resources functions are you involved in? Indicate below.

Salary determination	Promotions	Hiring	Other – please explain

7. How long have you been in human resources position? [including other places]

0 - 5 years	6 – 10 years	11 – 15 years	16 – more years

8. Have you been through any training and development in your field of work?

No	Sometimes	Fairly regularly	Always

9. Have you ever been promoted in the HRM department since you worked here?

No, I haven't	No, just extra duties	Yes, once	Yes twice or more

10. What is your highest educational qualification?

Below matric	Matric only	Matric + technical	National Diploma	Degree

11. How many people report to you in your position?

0 – 5,	6 – 10,	11 – 15	16 – 20	21 – 30 +	None

12. Anything else you may want to say concerning the above

……………………………………………………………………………………………

SECTION B; THE LIKERT SCALE

Please rank the following by crossing the most applicable using the Likert scale below. **NOTE: 1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree**

	In my work it is important for me to know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	JOB ANALYSIS AND DESIGN					
1	My role involves analysing of jobs in the organisation	1	2	3	4	5
2	Job designing is not part of my function in the organisation	1	2	3	4	5
3	I have a say in the nature of duties that constitute an independent job in the company	1	2	3	4	5
4	My duty is to reveal what is actually done and what should be done	1	2	3	4	5
5	I assess the performance of an employees	1	2	3	4	5
	RECRUITMENT AND SELECTION					
6	My job entails the analysing of the job market	1	2	3	4	5
7	I am involved in the long term HR planning of the firm	1	2	3	4	5
8	Amongst my duties, I appoint suitable candidates for jobs	1	2	3	4	5
9	I have recruited more permanent employees	1	2	3	4	5
10	Employment Equity is considered when recruiting and selecting	1	2	3	4	5
	ADMINISTRATION					
11	I organise, arrange and coordinate meetings at my company	1	2	3	4	5
12	Dealing with telephone and email enquiries are some of my duties	1	2	3	4	5
13	I create and maintain filing systems at work	1	2	3	4	5
14	Welcoming guests is my role	1	2	3	4	5
15	I am responsible for managing emails and correspondence	1	2	3	4	5
	LABOUR RELATIONS					
16	I am involved in advising on grievance processing and dealing with disciplinary matters of my company.	1	2	3	4	5
17	My duty is to participate in negotiations	1	2	3	4	5
18	I do contract administration activities	1	2	3	4	5

19	I represent the company on external hearings	1	2	3	4	5
20	Interpreting and applying labour law within the firm is my duty	1	2	3	4	5
21	I chair the disciplinary hearings within the company	1	2	3	4	5
	Training and Development	1	2	3	4	5
22	I am in charge of training and development at my firm	1	2	3	4	5
23	I enjoy training other employees	1	2	3	4	5
24	I have been trained before I started working by the company	1	2	3	4	5
25	The training I received was assistive	1	2	3	4	5
26	Our company offers the best training	1	2	3	4	5

SECTION C: WHAT IS YOUR GENERAL UNDERSTANDING OF THE STRATEGIC ROLE OF HUMAN RESOURCES IN A COMPANY?

1. Give five [5] reasons why you are in human resources today.

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2. State five [5] reasons why you could leave human resources today

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3. List 6 suggestions in order of importance that you think need to be done to enable human resources practitioners to develop themselves

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4. Comment on any other things you think may be important for this study.

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THANK YOU FOR TAKING PART IN THIS EXERCISE.