HUMAN RESOURCES DEVELOPMENT STRATEGY FOR THE PUBLIC SERVICE

2002 – 2006

FIRST EDITION

FOREWORD BY THE MINISTER

In his address at the occasion of the 90th Anniversary of the ANC in January 2002, the President reminded us that one of the tasks that we will have to attend to urgently if this country is to meet the challenges that we face, is that

> *"… We will have to attend to the improvement of the state machinery on a sustained basis so that it is both responsive to the needs of the people and accessible to the masses. Among other things, this requires that those who serve within the public service should have the necessary skills to provide the required goods and services as well as commitment to serve the people."*

Skills development seen in this context is therefore not only a way to improve capacity for individual employees of the state. It constitutes the strengthening of the most important vehicle available to the state to achieve its goals for changing the entire South African society. Skill development has to be aimed at making people better at the roles that they play in the developmental state. In addition, skill development becomes an important vehicle through which we can transform the less tangible aspects of the public servants – their attitudes, their commitment and the manner in which they engage with our people. As a very important spin-off, it is expected that public servants, which make up a significant proportion of our population, can play an increasingly important role in their respective communities to accelerate the achievement of our overarching goals for this country even faster.

Given the clear importance of skill development of the public service, it is thus an important goalpost that we have reached by publishing this edition of the Human Resources Development Strategy for the Public Service. It builds on the foundations that have previously been put in place through the National Skills Development Strategy (NSDS) and the National Human Resource Development Strategy (NHRDS).

The strategy opens up the opportunity for us to benefit from better co-ordination and alignment of development initiatives that are already taking place in the public service. It is imperative that the country's developmental needs and the specific shortages that currently exist in the public service and what we can already identify as shortages for the public service in years to come, should inform any skills development efforts. Further to this it has become important that we get a better handle on the actual impact of our development efforts. The continued certification of individuals in ever increasing numbers is not the final outcome that we have in mind. We want to see that any development opportunity translate in greater effectiveness in the performance of the individual in their responsibilities. The strategy makes ample provision for better monitoring and evaluation of the development effort.

The document that we are releasing has an emphasis on training and education. These are only some of the important aspects of the overall menu of interventions which fall within the broad ambit of human resource development.

We deliberately chose to focus on areas of activity that are already in existence and that needs urgent intervention to ensure that we derive the optimal benefit from this. Other aspects of integrated human resource development for the Public Service will receive more in-depth attention in later editions of this work that will be published at yearly intervals, as we fine-tune the strategy document after every annual review.

I trust that we will be able to look back in a year's time, and unequivocally declare that the publication of this strategy has made a difference and has contributed to us moving closer to our ideal of a democratic society in which we are managing to defeat poverty!

The Hon. Geraldine Fraser-Moleketi

Minister for Public Service and Administration

CONTENTS

EXECUTIVE SUMMARY

The Government's commitment to promoting active labour market policies and guaranteeing the quality of training and education provided is well demonstrated in the Skills Development Act, 1998, the Skills Development Levies Act, 1999, and the SAQA Act, 1995. This legislation introduces new institutions, programmes and funding policies designed to increase investment in skills development. There are two overriding priorities that this legislation seeks to address. The first is the ever-present reality of the global economy and the imperative to increase skills within the country to improve productivity and the competitiveness of its industry, business, commerce and services. The second is to address the challenges of an unequal society, to make it more inclusive and to encourage greater cohesion.

For the Public Service to succeed in its mandate of providing effective and efficient service delivery for the citizens of the country, it needs to invest in training and development. The government has committed itself to training and development in the Public Service through its White Paper on Public Service Training and Education (WPPSTE, 1998).

The Human Resource Development Strategy concept was adopted to support a holistic approach to human resource training and development in the Public Service. To enable it to actualize its constitutional mandate of creating a better life for all, the government envisages a Public Service that is guided by the ethos of service and committed to the provision of high quality service. The Public Service is faced with the challenge of training and transforming its employees in a manner that will not only benefit government in its quest for excellent service delivery, but will empower the individual employee as well.

The following are the key challenges facing human resource development in the Public Service:

Ensuring effective service delivery	*Coordinating missions and goals*
Keeping effective managers and people with scarce skills	*Establishing effective management information systems*
Coping with limited resources	*Complex organizational structures*
Effective financial practices	*Establishing effective interfaces between systems*
Integration of career and life goals	*Impact of HIV/AIDS*
Meaningful advancement of women and the disabled in the Public Service	*Performance management in the Public Service*

The *Baseline Information on Public Service Training and Education* report of November 2000, which was commissioned by the Department of Public Service and Administration, makes five recommendations:

- **The need for a national human resource development strategy for the Public Service in South Africa:** It was recommended that a national training strategy should be drawn up and implemented and that training should take place primarily on the basis of relevant training policies. If training is further linked to departmental strategies, the impact of training could be enhanced in terms of job performance, service delivery and attitudes.

- **The role of the South African Management Development Institute (SAMDI):** A centralised training structure under the jurisdiction of SAMDI was recommended. This would facilitate the coordination of training, needs analyses, skills audits and public service training.

- **The role of management:** Recommendations focused on making senior managers more aware of and sensitive to changes in the training and education field, as well as the benefit of investing in people.

- **Strategies to strengthen training:** It was recommended that partnerships with formal training providers be formed.

- **Status of trainers and training:** The status of trainers and training units is often very low and it was recommended that this be addressed. In view of the concern that trainers may not be placed strategically to influence decisions at higher levels, the elevation of training into a separate directorate headed by a director was proposed. It was recommended that a professional competence framework be developed for public service trainers and that their career pathing be reconsidered.

The HRD Strategy for the Public Service aims at addressing the major human resource capacity constraints currently hampering the effective and equitable delivery of public services, including dealing with the consequences of the HIV/AIDS epidemic and the threat that it poses to the development of the public sector. The HIV/AIDS question adds urgency to the already difficult quest to improve access to and the quality of service in the Public Service.

The Public Service at national, provincial and local government levels needs the relevant skills to implement the policies and programmes that have been introduced to improve living standards and reduce levels of poverty.

The Government of South Africa subscribes to the following principles in the delivery of services to its clients and beneficiaries:

1. Consult clients
2. High service standards
3. Equal access to services
4. Treat clients with courtesy and consideration
5. Full and accurate information
6. Openness and transparency
7. Redress inadequate services
8. Value for money

Based on the above **Batho Pele** principles, the Department of Public Service and Administration (DPSA), in consultation with stakeholders, has formulated the following strategy for human resource development within the Public Service.

Vision

> *A dedicated, responsive and productive Public Service*

Mission

> *To maximize people development, management and empowerment through quality skills development to accelerate transformation and service delivery that will benefit the people of South Africa*

Strategic Objective

> ***"By the end of 2006 the Public Service competently delivers effective and equitable services to the people of South Africa".***
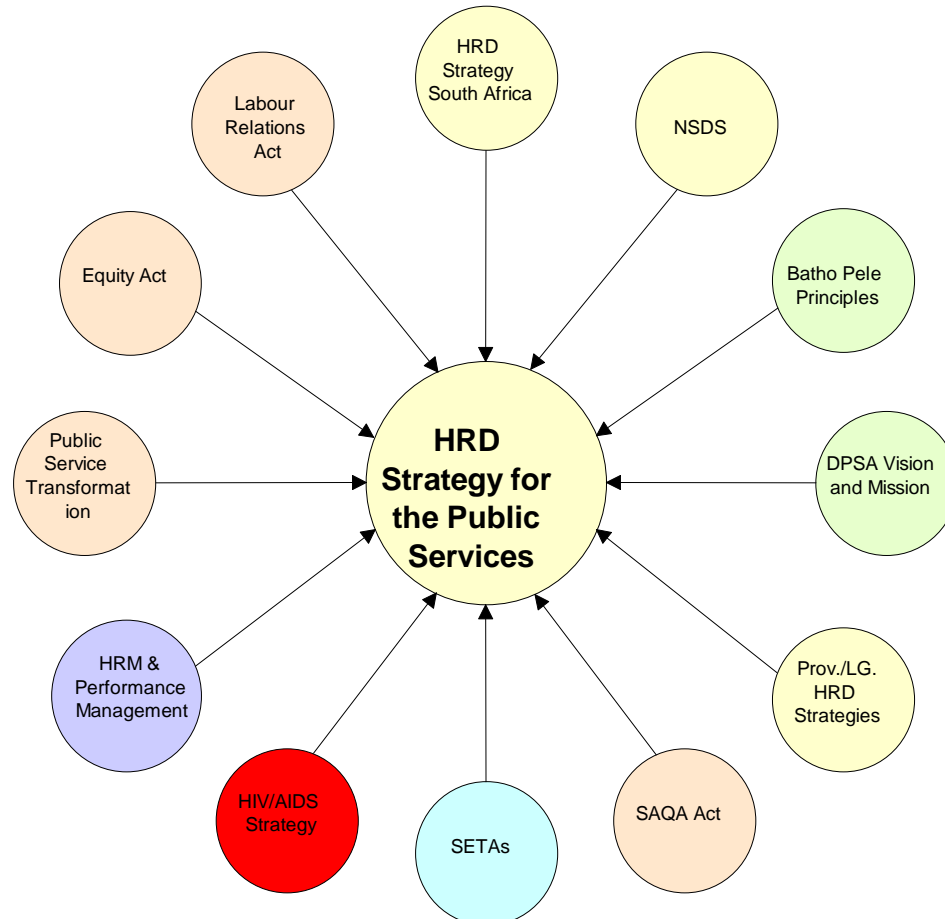
The Strategic Objectives

The strategic objective will be achieved by attainment of the following key results:

> 1. ***Full commitment to promote and implement the HRD Strategy in all Public Service institutions and organizations***
>
> 2. ***An effective strategic and operational HRD planning framework established within the Public Service***
>
> 3. ***Relevant competencies established within the Public Service***
>
> 4. ***Effective management and coordination of the implementation of the HRD Strategy for the Public Service ensured***

The implementation framework is underpinned by the vision of an integrated human resource management system. In order to ensure that required competencies are effectively utilized, developed and nurtured, it is crucial that the development of human resources in the Public Service is integrated with other human resource processes and systems. The DPSA will facilitate, coordinate and monitor the implementation of the strategy.

1 BACKGROUND

1.1 Relevant Government Policies and Legislative Framework

The Government's commitment to promoting active labour market policies and guaranteeing the quality of training and education provided is well demonstrated in the Skills Development Act, 1998, the Skills Development Levies Act, 1999, and the SAQA Act, 1995. This legislation introduces new institutions, programmes and funding policies designed to increase investment in skills development. There are two overriding priorities that this legislation seeks to address. The first is the ever-present reality of the global economy and the imperative to increase skills within the country to improve productivity and the competitiveness of its industry, business, commerce and services. The second is to address the challenges of an unequal society, to make it more inclusive and to encourage greater cohesion.

For the Public Service to succeed in its mandate of providing effective and efficient service delivery for the citizens of the country, it needs to invest in public service training and development. The government has committed itself to training and development in the Public Service through its White Paper on Public Service Training and Education (WPPSTE, 1998). The main aim of the WPPSTE is to provide a new

national strategic policy framework on training and education for public servants that will contribute positively to the goals of public service transformation. It also aims to bring public service training and education into line with international best practices, current global trends in human resource development and the national strategic policy context. The WPPSTE acknowledges that training and education are not the solution to all organizational problems, but recognizes that education and training contribute to a strategy for human resource development. Training and education thus need to be systematically linked to the broader processes of human resource development.

In view of the high demand for skilled personnel in the Public Service, the two strategies mentioned below must be adhered to in order to give direction to the promotion of cohesive and integrated human resource development.

1.1.1 Human Resource Development Strategy for South Africa

The *Human Resource Development Strategy* for South Africa ensures that the various components of the state work together to deliver opportunities for human development. The aim of the Human Resource Development Strategy for South Africa is therefore to ensure that relevant constitutional provisions are progressively implemented.

The overall vision of the strategy is *"A nation at work for a better life for all".*

> **Its key mission is "To maximize the potential of the people of South Africa through the acquisition of knowledge and skills to work productively and competitively in order to achieve a rising quality of life for all and to set in place an operational plan together with the necessary institutional arrangements to achieve this".**

The strategy has three overarching goals, namely –

- to improve the social infrastructure of the country;

- to reduce disparities in wealth and poverty and develop a more inclusive society;

- to improve international confidence and investor perceptions of the country.

The Human Resource Development Strategy has five strategic objectives:

- Improving the foundations for human development

- Improving the supply of high-quality skills (particularly scarce skills), which are more responsive to societal and economic need

- Increasing employer participation in lifelong learning

- Supporting employment growth through industrial policies, innovations, research and development

- Ensuring that the four pillars of the Human Resource Development Strategy are linked

Two of the strategic objectives of the Human Resource Development Strategy for South Africa with their respective indicators have specific relevance to the Public Service. These are the following:

Strategic Objective 3: Increasing employer participation in lifelong learning		
Indicator	*Indicative Action*	*Responsible Agent*
Public sector education and training to support service delivery	*Department of Public Service and Administration (DPSA) and Public Service Sector Education and Training Authority (PSETA) specify transversal skills areas that are a priority for the Public Service – in consultation with other government departments.*	*DPSA / PSETA*
	SAMDI and other providers prepare to deliver programmes in the short term.	*All government departments informed by their line-function SETA*
	PSETA recommends existing and new qualifications to SAQA, registers assessors and accredits providers. Also undertakes monitoring and evaluation through WSPs.	
	All government departments specify functional areas that are critical for service delivery, taking due account of relevant sector skills plans.	
	In the short term, existing programmes are used. In the longer term, government departments with their line-function sector education and training authorities (SETAs) ensure standards etc. are available for functional training.	
	All government departments prepare integrated WSPs including both transversal and functional skills priorities drawn down from service delivery targets.	
	Departmental training budgets are aligned with skills plans.	
	WSPs are submitted to both PSETA and line-function SETAs for quality assessment against public service and sector priorities respectively.	*Department of Labour*
	Plans are implemented, monitored and evaluated on NSDS target 2 (at least five national government departments to be committed to or have achieved an agreed national standard for enterprise-based people development).	

Strategic Objective 5: Ensuring that the four pillars of the Human Resource Development Strategy are linked		
Indicator	*Indicative Action*	*Responsible Agent*
Effective functioning of SETAs in all economic sectors, including the Public Service	*Government departments participating in relevant economic SETAs, and supporting them financially.* *Sector skills plans influenced by government departments, and used by them in planning processes.* *Sector skills plans used to inform training needs, and for the development of appropriate learnerships.* *All government departments to participate in the PSETA.*	*All government departments*

1.1.2 The National Skills Development Strategy

The second strategy, *The National Skills Development Strategy*, identifies priorities for skills development and the contribution they make towards an emerging national human resources development strategy. The National Skills Development Strategy makes provision for a new system of learning, which combines structured learning and work experience, culminating in nationally recognized qualifications that signify job readiness within the National Qualifications Framework (NQF).

The National Skills Development Strategy (NSDS), which was adopted by the Minister of Labour in February 2001, has five objectives:

- Developing a culture of high-quality life-long learning

- Fostering skills development in the formal economy for productivity and employment growth

- Stimulating and supporting skills development in small businesses

- Promoting skills development for employability and sustainable livelihoods through social development initiatives

- Assisting new entrants in the employment market

Through the NSDS the government, in partnership with employers, workers and communities, aims to improve the employability of the country's workforce.

Of the five objectives included in the strategy, objectives 1 and 2 are of special importance to the Human Resource Development Strategy for the Public Service.

Objective 1: Developing a culture of high-quality life-long learning	**Success indicator 3**: By March 2005, an average of 20 enterprises per sector (to include large, medium and small enterprises) and at least five national government departments to be committed to or have achieved an agreed national standard for enterprise-based people development.

Objective 2: Fostering skills development in the formal economy for productivity and employment growth	**Success indicator 4**: By March 2005, all government departments assess and report on budgeted expenditure for skills development relevant to public service, sector and departmental priorities. Achieving these success indicators will mean the effective implementation of much of the skills development legislation.

1.1.3 The Skills Development Act

The Skills Development Act, 1998, forms the core piece of legislation upon which the Human Resource Development Strategy for the Public Service is based.

The main purpose of the Skills Development Act (SDA) is to develop the skills or human resources of the South African workforce and to improve workers' quality of life, their prospects of work and labour mobility.

The Act also aims to improve the delivery of social services by providing employees with the opportunity to acquire new skills by encouraging employers to use the workplace as an active learning environment. The SDA therefore offers a concrete strategy for developing skills.

Structure	*Role*
National Skills Authority	*To advise the Minister of Labour on policies and strategies regarding the NSDS and its implementation*
Sector Education and Training Authority	*To compile sector skills plans and provide information on the sector*
	To determine, design, market and register learnerships
	To act as an education and training quality assurer (ETQA) for standards and qualifications
	To disburse money from the NSD Levy

1.1.4 The Human Resource Development Strategy for the Public Service

The *Human Resource Development Strategy for the Public Service* is one of the cornerstones for giving practical effect to both the National Skills Development Strategy and the Human Resource Development Strategy for South Africa. It is further guided by a combination of public service policies, which include the following:

POLICY	PURPOSE
Batho Pele White Paper	To provide a policy framework and a practical implementation strategy for the transformation of public service delivery.
Public Service Act	To provide for the organization and administration of the Public Service of the Republic, the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the Public Service, and matters connected therewith.

Public Service Regulations	To provide a new framework for the management of the Public Service, including decentralized decision-making and planning within the boundaries of national strategies, programmes and policies.
White Paper on Public Service Training and Education	To provide a framework for Public Service training and education that is appropriate, adequate and accessible and meets the current and future requirements of public servants, the Public Service and the public. The White Paper will guide the formulation of the HRD Strategy for the Public Service.
White Paper on a New Employment Policy for the Public Service	To ensure that human resource management in the Public Service becomes a model of excellence, in which the management of people is seen as everyone's responsibility and is conducted in a professional manner.
White Paper on Human Resources Management in the Public Service	To become a model of excellence, in which service to society stems from commitment rather than compulsion. The management of people should be regarded as a significant task for those who have been charged with that responsibility and should be conducted in a professional manner.
White Paper on the Transformation of the Public Service	To establish a policy framework to guide the introduction and implementation of new policies and legislation aimed at transforming the Public Service.

The new policy context that emanates from these policies points to the need for a major investment in human resource development to improve the service delivery, performance, productivity, quality and cost-effectiveness of the Public Service.

The strategy locates the approach to skills development within a broader policy context and will be guided by national priorities. Implementation of the strategy will be supported by proposals for effective coordination at national and departmental levels.

The Human Resource Development Strategy for the Public Service applies to all employees as defined in the Public Service Act, 1994.

The demands of a complex and changing economy, which is characterized by increasing use of information, complex technologies and a general rise in the skill requirements of jobs, require higher levels of applied competence. This competence together with the motivation and adaptability of the workforce will be a determining factor in the performance of the country in the global economy.

At departmental level, workers will need sound basic skills to support adaptability in the workplace as well as higher skills levels. Management will need improved interpersonal, people management and business management skills and will have to introduce well structured public service entry-level training programmes and regular upgrading of the skills of workers and management. The introduction and extension of adequate and appropriate training and education programmes for public servants as set out in the White Paper on Public Service Training and Education is seen as an essential condition for the successful implementation of the Human Resource Development Strategy for the Public Service.

The legislation set out in Annex A is of further importance to the development of the Human Resource Development Strategy for Public Service.

1.1.5 Public Service Sector Education and Training Authority (PSETA)

The PSETA was established by the Department of Labour on 20 March 2000 in terms of the Skills Development Act.

Vision: A skilled public service that will competently serve our nation.

Mission: The development of a coordinated framework for ensuring the provision of appropriate and adequate public service education and training, which will meet the current and future needs of the Public Service.

The PSETA's objectives for this financial year are as follows:

- Implement and foster a culture of life-long learning

- Develop skills for productivity and employment growth within the Public Service

- Support SMMEs working as partners with government through education and training measures

- Promote opportunities for skills development in social development initiatives

- Assist new entrants to the public service labour market

- Put in place functional work groups and workplace coordination committees for thorough consultation of stakeholders

- Build capacity for standing committees, functional work groups, workplace committees, PSETA board members and secretariat staff

- Finalize and communicate PSETA's membership and financial status

- Launch a communication and awareness campaign

1.1.6 South African Qualifications Authority Act

The South African Qualifications Authority (SAQA) Act has initiated a new framework for education and training in South Africa by –

- *creating a single, unified system for education and training qualifications in the country; and*

- *creating the institutions to ensure that these qualifications are of a high quality.*

The SAQA Act provided ways of ensuring that training in South Africa is of a high quality and that it provides many different entry, exit and re-entry points. In order to achieve this, the National Qualifications Framework (NQF) was instituted. The NQF provides a framework within which the quality of all learning can be assured – whether it takes place at school, at work or at home and whether the learners are young or mature. Education and training are recognized as different forms of learning with the same status. All learning now has to be recognized through national standards and qualifications. The recognition of prior learning (RPL) is an acknowledgement that skills acquired outside the context of a formal course equally deserve recognition and goes some way to redressing the disregard of informal learning in the past.

The SAQA Act looks towards a future where skills development extends throughout the entire working life of a person and endorses the concept of life-long learning for all citizens.

The SAQA Act states the following:

- *All skills must be formulated as learning outcomes. These outcomes will be recognized through national standards and qualifications.*

- *A qualification is made up of standards, each of which carries a number of smaller parts called credits.*

- *People can earn credits without going to a formal course if they can show that they already have the skills and knowledge required in the standards and qualifications (RPL).*

1.1.7 HIV/AIDS Strategic Plan, South Africa 2000-2005

In February 2000 the Inter-ministerial Committee on HIV/AIDS and the South African AIDS Council approved the HIV/AIDS Strategic Plan for South Africa 2000-2005. This document provides a strategic framework for the response to HIV/AIDS by all sectors, including government departments.

The plan identifies lead agencies to take action on specific objectives. Government departments have been allocated a number of responsibilities, two of which have particular resource development implications:

- A broadened responsibility for the prevention of the transmission of HIV in all sectors of government and civil society

- The development and implementation of counselling and care programmes for all national government departments

Consequently, the Human Resource Development Strategy for the Public Service needs to include measures to identify the requirements for HIV/AIDS prevention, counselling and care and to design relevant human resource development programmes to meet these requirements.

1.2 Features of the Public Service

The Human Resource Development Strategy concept was adopted to support a holistic approach to human resource training and development in the Public Service. To enable it to actualize its constitutional mandate of creating a better life for all, the government envisages a Public Service that is guided by the ethos of service and commitment to the provision of high quality service. The Public Service is faced with the challenge of training and transforming its employees in a manner that will not only benefit government in its quest for excellent service delivery, but empower the individual employee as well.

The following are the challenges facing human resource development in the Public Service:

Service delivery. There is growing impatience on the part of the general public towards poor service delivery. Most government services are not accessible, there is a lack of information on government services and government institutions are not friendly.

Keeping effective managers and people with scarce skills. The management cadre of the Public Service remains alarmingly small (0,4% of the entire Public Service) compared with the very broad base of production-level, skilled workers. To aggravate this even further, the distribution of senior managers is skewed between

---

the national and provincial departments. Every effort must be made to retain people with identified scarce skills in the Public Service.

Coping with limited resources. The effects of interest rates, inflation, energy costs, socio-economic deficit costs, personnel costs and the need for capital investment create a need to develop strategic planning processes that result in effective use of the total resources of the organization. All spheres of government are going to have to learn to do more with less.

Complex organizational structures. Provincial governments are large complex organizations. As missions broaden, the processes of monitoring and managing organizational health become more complex and uncertain. To minimize wasted resources, problems must be anticipated, not just solved as they arise. The need to diagnose and understand increased complexity in public service delivery has become evident throughout the country.

Coordinating missions and goals. Diversification of services and, in some instances, the numbers of departments, together with the growth and decentralization of facilities and activities, make it difficult to maintain a unified organizational purpose. However, strategic planning that results in action plans and accountability, appropriate use of information and knowledge management processes and the effective utilization of resources help in developing a coordinated effort.

Managing information systems. There has been a concerted drive to train public service managers to use computers and handle large amounts of data. This is happening slowly and the skills that are being imparted are basic skills only. Most senior managers in the Public Service need line managers who are fully computer-literate and familiar with software that creates and maintains efficient systems. Many members of the Public Service are not able to utilize the technology that is now available. This in itself will hold back service delivery in the short to medium term.

Performance management in the Public Service. Many managers do not appreciate the link between human resource development and systems of performance appraisal and review that actually lead to performance improvement, accountability and increased productivity.

Effective financial practices. Part of the question of resource allocation in the provincial administrations is the financial tradeoffs between various identified priorities, strategies and tactics. Until recently the dilemma was whether a human resource development programme is more or less important than an allocation for new capital equipment.

Integration of career and life goals. There is poor career planning and little or no integration of career plans with life goals in the Public Service. As a result, employees tend to job-hop.

Poor interface between systems. The human resource development practitioner of the future will need to understand systems thinking, i.e. have a knowledge of how to integrate mechanical systems, financial systems, social systems, computer systems, information and knowledge management systems and human systems.

Impact of HIV/AIDS. AIDS-related mortality leads to a loss of valuable skills and experience. Some of the consequences of the resultant labour shortages will be increased wage pressure, job-hopping and a drain from the public to the private sector. The HIV/AIDS epidemic, coupled with the effect of other diseases, probably represents the most serious threat to the domestic economy acquiring a sufficiently skilled workforce in the long run.

Departmental structures and new processes are no longer adequate to cope with changing demands. Departments and provincial administrations are becoming increasingly complex in terms of size, financial resources, utilization of personnel and service diversification.

Task forces, project groups and other such operations are required to help the Public Service adapt and react to its ever-changing environment. To permit the Public Service to be proactive rather than reactive, matrix structures and processes need to emerge. These provide the flexibility to utilize resources.

Human resource professionals in the Public Service need to understand and be able to apply the principle of matrix organization. They also need to recognize that many organizational theories and assumptions have become obsolete. HRD professionals need to learn to –

- *conduct organizational analyses and interpret the results for management;*

- *serve as communication linkers within the organization; and*

- *help people become comfortable with change and work effectively within their organizations while coping with and initiating change.*

Many jobs and skills are becoming obsolete at an increasing rate. HRD professionals need to utilize their human resources more appropriately. In assuming the responsibility in the adaptive process, HRD professionals should forge close, effective links with both line and staff personnel. New methods of training and development based on adult learning principles place greater emphasis on creativity and innovation. It has become increasingly futile to look at the present range of jobs in the Public Service and then teach employees about these jobs. Re-skilling the skilled is necessary for many people.

1.3 Stakeholders

STAKEHOLDER	ROLE
Department of Labour	**Develop National Skills Development Strategy** **Monitor** **Implement**
DPSA	**Human Resources Policy formulation & advice for Public Service**
SETAs	**Quality assurance** **Develop sector skills plan** **Funding** **ETQA** **Accreditation** **Learnerships** **Ensure that transversal training is catered for**
Heads of Department	**Effective training of staff** **Efficient management and administration of their departments**
Human resource development professionals	**Provide expert advice and support for managers who are applying the Human Resource Development Strategy**

	Facilitate the formulation and implementation of plans for personal development of staff
Skills development facilitators	**Every government department is required to appoint a *skills development facilitator*, whose main task is to develop and implement the departmental workplace skills plans (WSPs)**
Learning committees	**Consultative** **Assist in the development of WSPs** **Inform employees about developments around WSPs** **Meet to discuss and become informed on ongoing skills planning issues** **Report on progress regarding the implementation of WSPs** **Meet on a regular basis to discuss and become informed on ongoing skills planning issues**
Managers	**Ensure that employees are given opportunities to learn** **Approve formal learning activities**
Employees	**Determine their training and development needs** **Plan and manage learning and career development** **Demonstrate willingness to grow** **Participate in learnerships and skills programmes**
Organized labour	**Motivate members to take up opportunities for self-development**
SAMDI	**Provide training** **Develop collaborative working relationships with managers in departments and with other stakeholders** **Identify the performance required of employees if accelerated service delivery is to be achieved** **Work with management and other personnel to determine all the interventions required if high performance is to be achieved**
Government agencies/Commission for Gender Equality	**Gender mainstreaming** **Promote gender equity** **Monitoring**
SAQA	**Assess and accredit courses**
SA Development Community (SADCC)	**Networking**

	Sharing of information
Training institutions	**Provide training**
Public	**Clients/customers of Public Service**
PSC	**Monitoring role**
Portfolio Committee	**Articulate citizens' interests in terms of service delivery issues (public interest)**

(For a detailed analysis please refer to Annex D)

1.4 Problems to be Addressed

The following are key areas of concern and problems:

▪ Fragmented and uncoordinated approach to training and education across the Public Service, resulting in the absence of resources and accountability for ensuring that public servants are empowered to take on the challenges they face.
▪ Lack of a strategic, needs-based, outcomes-based and competency-based approach to PSTE, directly related to the developmental needs of the Public Service as outlined in the RDP, the WPTPS and other related policy documents.
▪ Inappropriate nature of the training and education that is provided by many in-service and external providers.
▪ Continuous changing of priorities in HRD deliverables.
▪ Fragmented and uncoordinated training strategies among HRD components in the Public Service.
▪ Poor alignment between the different SETAs and organizations as far as the SAQA Act, Skills Development Act, and the specific functions of the ETQA, learnerships, RPL and workplace skills plans are concerned.
▪ High rate of resignation of skilled and professional personnel.
▪ Inadequate resources to implement the HRD strategy.
▪ Understaffing of HRD components.
▪ AIDS pandemic coupled with other diseases is a serious threat to the stability of the Public Service.
▪ HIV/AIDS will have a negative effect on HRD planning.
▪ There is no commitment from HRD managers to implementing the objectives.
▪ HRD professionals clinging to old and obsolete methods and procedures.
▪ Current levels of skills in the Public Service do not match HR global competition requirements.
▪ Inadequate levels of investment in training and development.
▪ Education and training are recognized as different forms of learning with equal status.
▪ Training and education are seen as marginal issues and not as priorities.

1.5 Supporting Interventions

1.5.1 South African Management Development Institute

As a training and development institution, the South African Management Development Institute (SAMDI) needs to consider current trends in people and organizational development and determine the most appropriate and cost-effective means of delivering the necessary end results. In order to achieve this, SAMDI has identified a number of core functions to enhance performance and ensure service delivery to departments. These include the following:

- *Provision of training*

- *Organizational development*

- *Consultation, policy formulation, interpretation and coordination in the development of people and departments*

- *Research, diagnosis and reporting in terms of training and organizational development*

In order to provide relevant and value-adding HRD-related interventions, SAMDI offers programmes in the following fields:

- Senior management and MEC development

- Human resource management and development

- Training of trainers

- Change management and leadership interventions

- Provisioning administration

- Service delivery and customer care

The following are some of the benefits of attending SAMDI programmes:

- Improved performance and service delivery

- Upgrading of employee skills

- Avoidance of managerial obsolescence

- Improvement in managers' ability to identify and solve organizational problems

- Promotion and managerial succession

- Addressing of personal growth needs

1.5.2 Labour Market Skills Development Programme

The Labour Market Skills Development Programme (LMSDP) is a three-year programme designed specifically to assist in the implementation of the Skills Development Act and the Skills Development Levies Act. The Chief Directorate: Employment and Skills Development Services of the Department of Labour initiated the LMSDP and is responsible for its implementation.

The LMSDP aims to equip South Africa with the skills to succeed in the global market and to offer individuals and communities an opportunity for self-advancement so that they can play a productive role in society.

The training units in departments are offering short courses targeting capacity-building for lower-grade workers. The South African Qualifications Authority (SAQA) has established a process of accrediting these programmes, allowing the departments to develop relevant learnerships for the Public Service.

1.5.3 Other Interventions

In the medium term: Local and international agencies have supported human resource development programmes. Public servants have been sponsored to visit other countries to expose them to different ways of setting up administrative systems, amongst other things.

In the long term: Universities have invested money in developing programmes directed at public service needs. As part of the transformation process in South Africa, academic institutions/schools of government have been established to cater for public service needs, which include a range of qualifications.

2 HUMAN RESOURCE DEVELOPMENT STRATEGY

2.1 Introduction

Following the election of the first democratic Government in 1994, one of the new Government's most important tasks was to establish an equitable society in which all citizens could enjoy equal rights, benefits and access to social and economic development. One of the main instruments available to the Government for achieving these objectives is the Public Service, which is responsible for establishing equal access to basic human rights, security and safety, social welfare, education and skills development, employment, health services, housing, environmental protection, etc.

While the apartheid system had established a skew system with very few and low-quality services available to the majority of the population, the Government is now faced with the challenge of establishing a new system of public service that –

- *is strategically linked to the broader process of transformation and institution building;*

- *is demand-driven and needs-based;*

- *delivers efficient and effective services;*

- *ensures equal access to the Public Service..*

To achieve the above objectives the Government must ensure that the basic conditions necessary for improving delivery in the Public Service – availability of resources, infrastructure, systems and relevant competencies – have been established.

All departments and components must become true learning organizations where –

- *the strategy, structure and culture of the enterprise become part of the learning system;*

- *the learning of all employees is facilitated and the organization continuously transforms itself;*

- *a willingness to accept that learning occurs continuously at all levels and needs to flow freely to where it is needed is displayed; and*

- *by facilitating and making use of the learning of all their employees, their knowledge and understanding of themselves and their environment improves over time.*

The management capacity of training and development units in departments must be strengthened by –

- *developing the skills of HRD managers and practitioners in all departments;*

- *maintaining records on training and development in all the departments; and*

- *establishing uniform and efficient HRD management systems in all departments.*

The HRD Strategy for the Public Service aims at addressing the major human resource capacity constraints currently hampering the effective and equitable delivery of public services, including dealing with the consequences of the HIV/AIDS epidemic and the threat that it poses to the development of the Public Service. The HIV/AIDS question adds urgency to an already difficult quest to improve access to and the quality of service delivery in the public sector.

The Public Service at national, provincial and local government levels has a need for the relevant skills to implement the policies and programmes that have been introduced to improve living standards and reduce levels of poverty.

2.2 Vision

> *A dedicated, responsive and productive Public Service*

2.3 Mission

> *To maximize people development, management and empowerment through quality skills development to accelerate transformation and service delivery that will benefit the people of South Africa*

2.4 The Strategy

The Human Resource Development Strategy for the Public Service aims at contributing to the establishment of equal access to an effective and efficient Public Service.

The implementation of the HRD strategy will ensure that the capacity of the staff of the Public Service is built up to a level of competence that will ensure that all South Africans have access to equal and *competent* service, provided that adequate resources in the form of human resources, equipment, infrastructure and other supplies are made available in accordance with the agreed plans.

2.4.1 Strategic Objective

"By the end of 2006 the Public Service competently delivers effective and equitable services to the people of South Africa".
Strategic Development Indicators: • *Reduction in the general backlog of services* • *Reduction in the number of complaints received* • *Increase in the number of public service departments, institutions and organizations that have achieved "Investors in People" accreditation*

2.4.2 The Strategic Objectives

The strategic objective will be achieved by delivery of the following key results:

Strategic Objective 1:	*Full commitment to promote and implement the HRD Strategy in all public service institutions and organizations*
Strategic Objective 2:	*Effective strategic and operational HRD planning framework established within the Public Service*
Strategic Objective 3:	*Relevant competencies established within the Public Service*
Strategic Objective 4:	*Effective management and coordination of the implementation of the HRD Strategy for the Public Service ensured*

2.4.3 Main Activities

Srategic Objective 1	Success Indicators
Full commitment to promote and implement the HRD Strategy in all public service institutions and organizations	• *At least five government departments have committed themselves to attaining the "Investors In People" standard by 2005*
Activities for Strategic Objective 1	
1.1. Formulate and implement information and communication strategy	
1.2. Include implementation of HRD strategy in performance agreements of managers	
1.3. Establish systems for recognition of contributions to improved performance	
1.4. Formulate and disseminate equity targets for education and training opportunities	
1.5. Introduce "Investors in People" principles and standards in the Public Service	
1.6. Create an award system for public service institutions and organizations that achieve "Investors in People" accreditation	

Strategic Objective 2	Success Indicators
Effective strategic and operational HRD planning framework established within the Public Service	• *>90% of all government departments have prepared HRD strategies using the standard format by 2003* • *Format and guidelines for learnerships established by December 2002* • *HIV/AIDS strategies integrated into operational plans*
Activities for Strategic Objective 2	
2.1. Develop Learnership Framework	
2.2. Prepare guidelines for systematic mentoring in the Public Service	
2.3. Implementation Scarce Skills Strategy in the Public Service	
2.4. Prepare guidelines and tranparent formats for departmental HRD Strategies	
2.5. Prepare guidelines on career development for lower-graded workers	
2.6. Prepare guidelines for prescribed competencies and skills programmes	
2.7. Formulate effective HIV/AIDS strategies for the Public Service	
2.8. Ensure adequate and efficient strategies for transformation	

Strategic Objective 3	Success Indicators
Relevant competencies established within the Public Service	• *At least five learnerships established by end of 2003* • *At least five departments implementing internship programmes during first year* • *At least 60% of managers have achieved relevant competencies*

	• *At least 70% of staff with no formal education have achieved NQF level 1 by 2005*

Activities for Strategic Objective 3

3.1.	Ensure systems to determine the needs analysis to ensure effective development of training programmes
3.2.	Develop learnerships for the Public Service
3.3.	Pilot internships and learnerships in selected departments
3.4.	Implement national roll-out of internships and learnerships
3.5.	Design and implement Public Service Management Development Programmes
3.6.	Ensure that those who participate in learnership programmes are enabled through the NQF to acquire credits towards a qualification
3.7.	Ensure a system to recognize accreditation of informal learning
3.8.	Develop and implement ABET programmes
3.9.	Develop and implement continued training programmes for HRD professionals
3.10.	Develop and implement client care programmes
3.11.	Develop and implement effective life skills programmes
3.12.	Develop and implement basic administrative skills programmes
3.13.	Accelerate IT skills development programmes
3.14.	Identify and design the standards and qualifications that meet the needs of the Public Sector in as far as transversal training and education issues are concerned
3.15.	Place a strong emphasis on continued learning
3.16.	Promote the development of pre and post-training evaluation to determine the effectiveness of training

Strategic Objective 4	Success Indicators
Effective management and coordination of the implementation of the HRD Strategy for the Public Service ensured	• *At least 90% of public service institutions have approved workplace skills plans* • *At least 80% of skills programmes approved and aligned with sector skills plans*

Activities for Strategic Objective 4
4.1.   Ensure effective implementation of the Human Resource Management System
4.2.   Ensure that departments develop workplace skills plans
4.3.   Set up a reporting mechanism in line with SAQA requirements
4.4.   Facilitate and monitor the implementation of the Sector Skills Plan
4.5.   Develop criteria as performance indicators for the implementation of the Sector Skills Plan on an annual basis
4.6.   Coordinate and monitor the impact of training on job performance
4.7.   Ensure that the performance indicators are agreed upon and that this information is communicated to all line managers
4.8.   Develop a framework to guide departments on the utilization of the Skills Levy and National Skills Fund
4.9.   Establish effective monitoring systems
4.10.   Ensure the retention of senior managers in the Public Service
4.11.   Ensure the promotion of anti-corruption measures and the codes of ethics for public servants
4.12.   Monitor closely the implementation and adherence to the change management guidelines
4.13.   Assess and accredit providers under one or more competencies linked to the NQF
4.14.   Promote the working relationship between HRD and HRM components in government departments through the workplace skills plans
4.15.   Facilitate the implementation of "Investors in People" in public service institutions
4.16.   Ensure the strategic location of the HRD unit so that implementation is guaranteed
4.17.   Create an effective interface between government, education and industrial sectors
4.18.   Promote the equitable distribution of funds for HRD resources
4.19.   Ensure an effective quality management system for reporting on training and education in the Public Service
4.20.   Assess the impact of training and education of overall performance of the Public Service

2.4.4 Description of Activities

<u>*Strategic Objective 1*</u>*:*

Formulation and implementation of an information and communication strategy

An important prerequisite for achieving a high level of commitment to the development of the people in the Public Service and for the Human Resource Development Strategy to have any impact on general performance is the establishment of an effective information and communication strategy that will ensure that both managers and staff are fully informed about the intention and content of the Human Resource Development Strategy.

Performance agreements with public service managers

To ensure a high level of commitment to the implementation of the Human Resource Development Strategy in the public sector, it will be included in performance agreements as a management responsibility for which the individual mangers are accountable.

Systems for recognition of contributions to improved performance

Systems for the recognition of individual or group contributions to improved performance and/or service delivery will be developed as a means to increase motivation among all levels of staff.

Formulation of equity targets for education and training opportunities

In line with official Government policies, each institution and organization in the Public Service will establish strategies and policies to ensure that all categories of staff, irrespective of position, gender or race, will be provided with equal opportunities for personal development through participation in the education and training activities organized by the public service institution or organization by which they are employed.

"Investors in People"

"Investors in People" is an internationally acknowledged standard containing a set of indicators for development of the human resources in organizations. The standard has been adopted by the Government of South Africa as a part of the National Skills Development Strategy.

1.	The organization is committed to supporting the development of its people.
2.	People are encouraged to improve their own and other people's performance.
3.	People believe their contribution to the organization is recognized.
4.	The organization is committed to ensuring equality of opportunity in the development of its people.
5.	The organization has a plan with clear aims and objectives that are understood by everyone.
6.	The development of people is in line with the organization's aims and objectives.

7. People understand how they contribute to achieving the organization's aims and objectives.
8. Managers are effective in supporting the development of people.
9. People learn and develop effectively.
10. The development of people improves the performance of the organization, teams and individuals.
11. People understand the impact of the development of people on the performance of the organization, teams and individuals.
12. The organization gets better at developing its people.

The standard and principles of "Investors in People" will assist the managers of public service institutions and organizations to achieve improved performance and increased work satisfaction among the employees.

For more information on the "Investors in People" standard please refer to Annex F.

Award system for public service institutions and organizations achieving "Investors in People" accreditation

The award scheme will ensure that managers and staff who work towards improvement of their performance to the extent that they achieve accreditation and recognition as "Investors in People" will also be acknowledged by the Government for their efforts towards improving the delivery of public services.

Implementation of an effective communication system

One of the basic conditions for the successful dissemination and adoption of the Human Resource Development Strategy is the availability of an effective communication system that will allow for an effective flow of information between the parties concerned. This system must eliminate the blockages and obstacles currently interrupting the flow of information and ensure that all information is available to all levels of staff within the agreed time-frames.

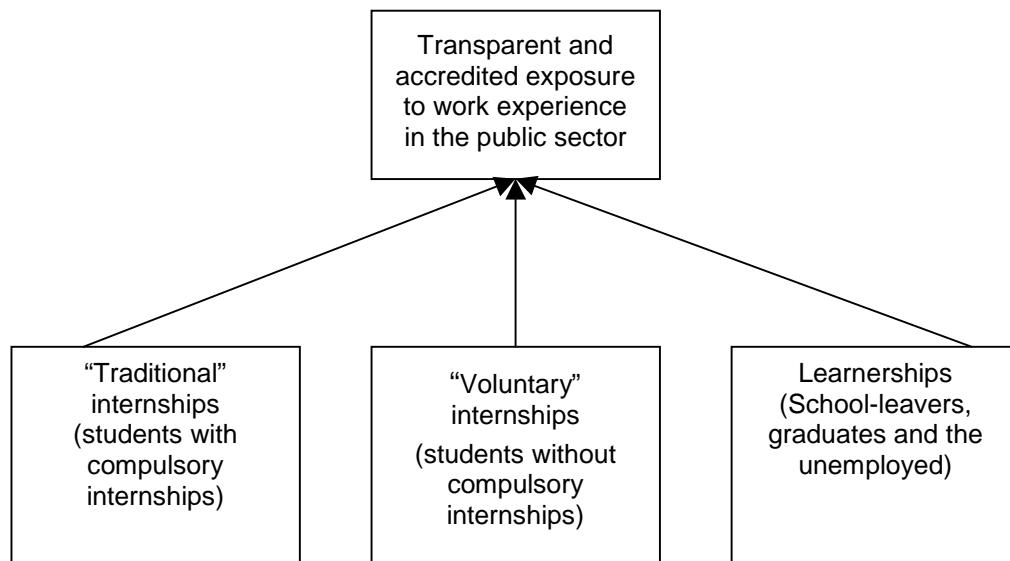### <u>*Strategic Objective 2*</u>:

The Department of Public Service and Administration is in the process of developing the following strategic human resource development guidelines and programmes:

Guidelines and formats

To ensure transparency, compatibility and coherence in the HRD planning within the public sector, a set of common guidelines and formats is being developed for application in the HRD planning within government departments and parastatals.

Internship and Learnership Framework

The Department of Public Service and Administration has developed a draft strategy on internships and learnerships for the Public Service. The strategy provides guidelines within which national departments and provincial administrations can develop their own programmes, structures, mechanisms, administrative bases and quality control measures.

```
                    ┌─────────────────────┐
                    │  Transparent and    │
                    │ accredited exposure │
                    │  to work experience │
                    │  in the public sector│
                    └─────────────────────┘
```

```
┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│ "Traditional"│    │  "Voluntary" │    │ Learnerships │
│  internships │    │  internships │    │(School-leavers,│
│ (students with│   │              │    │ graduates and the│
│  compulsory  │    │(students without│ │  unemployed) │
│ internships) │    │  compulsory  │    │              │
│              │    │ internships) │    │              │
└──────────────┘    └──────────────┘    └──────────────┘
```

Internship and learnership programmes will include clearly defined goals, objectives and principles. They will be integrated into organizations' human resource and employment equity plans. Internship programmes will include clearly identified occupations around which internships are devised and a structured programme with a course outline that covers basic, core and specialist competency-building. Internship programmes will be established on the basis of learning arrangements and a performance management system. Alignment with SAQA requirements is essential.

Accelerated Development Framework

The purpose of the Accelerated Development Framework is to provide guidelines on the basis of which departments will identify and accelerate the development of critical skills in line with their core business. See Annex G.

Guidelines on Mentoring

SAMDI, in partnership with the Department of Public Service and Administration, has initiated a mentoring and coaching programme that is intended to support the learning relationship between an individual who is a mentor and who shares his/her knowledge, experience and insights with another less experienced person who is willing and ready to benefit from the exchange.

Guidelines on Career Development for Lower-graded Workers

The DPSA commissioned a study focusing on the employment conditions of lower-graded workers. The study recommended the establishment of a career development framework for lower-graded workers that will also focus on human resource development.

Prescribed competencies and courses

Competencies will be prescribed for management levels in line with the introduction of the senior management service. A team of experts is finalizing the profile of management competencies and these will eventually result in a set of prescribed

management competencies. All managers will have to go through a competency assessment process to verify their mastery of the prescribed competencies.

HIV/AIDS strategies

Many of the separate strategies for addressing the issue of HIV/AIDS have been experienced as mere window-dressing to show compliance with the government policies, but have unfortunately not resulted in effective measures being taken against the pandemic. The strategies for combating HIV/AIDS, STDs, TB and other diseases will therefore be integrated into all levels of both strategic and operational planning in terms of awareness creation, prevention, acceptance and care.

The Impact and Action Project of the DPSA aims at developing an HIV/AIDS workplace policy for the Public Service and the integration of HIV/AIDS issues into existing public service policies.

Strategic Objective 3:

Relevant competencies established within the Public Service

One of the effects of the apartheid policies is that most public service institutions established to serve the previously disadvantaged areas are seriously under-capacitated in terms of both numbers and competency levels of the staff. These institutions are consequently not currently in a position to deliver services at the standard required by the Government and the public.

The Government, through the Department of Public Service and Administration, has resolved to redress the problem by initiating a comprehensive capacity-building programme for staff at all levels in the Public Service.

Learnerships and skills programmes

One of the key vehicles for rapid skills development in South Africa is learnership programmes, which combine short to medium-term theoretical training with practical workplace experience. Learnership and skills programmes are occupationally structured learning programmes that are offered by accredited providers and constitute credit(s) towards a qualification within the NQF.

Every government department is required to appoint a *skills development facilitator,* whose main task is to develop and implement the departmental *workplace skills plan,* which reflects the department's strategic objectives as well as the individual worker's development needs. These workplace skills plans will be incorporated into the relevant SETA's sector skills plan. The workplace skills plans and the sector skills plans will in turn be implemented through the learnership or skills programmes.

Learnerships

Para-professional learnerships are schemes where, through an alliance between the state and professional bodies, learnerships in a wide range of para-professional occupations are designed and developed under the Skills Development Act.

The majority of these schemes will require no more than a basic matriculation for qualification and will be targeted principally at young school-leavers, although unemployed graduates could also utilize them. These programmes will "subdivide' professional training into a number of steps or stages with meaningful exit points signifying competence up to a specified level. In the teaching profession, for example, learnerships for teaching aides at a basic and an intermediate level could be designed, while in the medical professions learnerships for nursing aides and counselling aides could be similarly designed.

People trained to an intermediate level will be able to do much of the routine work of the professional and assist where workloads are untenable or where special problems arise.

There will be a nationally determined ratio of para-professional learners to professionals for each profession. In each case a qualified professional will have to play the role of mentor and supervisor.

Voluntary internships

The South African Public Service is committed to offering students valuable learning assignments that represent structured pathways from an academic environment to the world of work. Whilst students are not to be regarded as lower-cost alternatives to regular employees, they are recognized as trainees and do not receive the same benefits as full employees.

The learning will be achieved through the establishment of an internship programme for South African students that will –

- *contribute towards developing a new cadre of competent and committed public servants for a people-orientated Public Service;*

- *develop the employability skills of interns and improve their ability to find employment within the Public Service after graduation;*

- *offer insights into future employment opportunities within the Public Service; and*

- *help them evaluate their career options within the Public Service.*

The learning acquired during the internship programme will be accredited to allow for subsequent combination of subjects into a full learnership and a recognized education. See Annex H for more information.

Management development programmes

Management development aims to ensure that the Public Service has an adequate number of competent managers to meet its present and future needs. This involves improving the performance of existing managers, providing opportunities for growth and development and ensuring, as far as possible, that management succession within departments/the Public Service is provided for.

Senior management development will increase the effectiveness of departments by –

- ensuring that managers understand what is expected of them and agreeing on objectives against which their performance will be measured and areas in which competence levels need to be improved;

- identifying managers with potential, encouraging them to prepare and implement personal development plans and ensuring that they receive the required development, training and experience to equip them for more demanding responsibilities within their own departments and in the Public Service.

The management development programmes of government departments must be linked to their business objectives, identified skills and knowledge gaps, with the focus on providing for future management needs in the light of Public Service priorities. For further details please refer to Annex B.

Specialized training to support specific initiatives in the Public Service

- *IT skills development*

  Given the rapid development in information and communication technologies, the need for a focus on IT skills development cannot be over-emphasized. This year, a major IT skills development programme will be launched, focusing on both legacy and new economy skills. IT skills development centres will be opened in all government offices and thousands of public servants will acquire new skills through cost-effective programmes and schemes.

- *Basic administrative skills*

  Given the major changes in the profile of the Public Service over the last six years, there is a need for renewed focus on basic administrative skills. Discussions are being held with service providers and investigations being conducted with the aim of developing refresher courses in public administration skills.

- *ABET programmes*

  Illiteracy is very prevalent in South Africa, particularly among older persons who were marginalised from educational opportunities under the apartheid system. Three million South Africans cannot read or write at all, and million more are semi-literate. This can have devastating negative consequences on their ability to participate fully in the political, economic and social spheres of life. The need for adult education is acute. A high proportion of South African adults aged 20 years and older have never been to school. Regional strategies to encourage participation in lifelong learning, and proportional to the disparities in participation rates, will need to be developed.

- *Client care programmes*

  One of the most frequent complaints levelled against the Public Service relates to the very poor, unprofessional and often slack handling of clients. Several departments have already embarked on client care programmes. However, there is an urgent need for a more coordinated intervention to ensure uniform and satisfactory provision of services and interaction with the beneficiaries and other stakeholders.

- *HIV/AIDS-related capacity-building programme*

  The DPSA's Impact and Action Project aims to address the drop in skills levels owing to the loss of skilled and experienced staff as a result of AIDS.

Strategic Objective 4:

Effective and transparent management and coordination

The successful achievement of the vision, mission and purpose outlined in the Strategy will depend on effective and transparent management, coordination and monitoring of the implementation of the strategy.

Human Resource Management System

The implementation of the Integrated HRM System will ensure that learning is aligned with the needs of individuals, departments and the Public Service as a whole. It will guide personal development to ensure competence for current as well as future positions. When integrated with the NQF, the Integrated HRM System will ensure that employees are recognized for the competencies they have demonstrated in the workplace, through portable and nationally recognized qualifications.

Competencies form a highly practical framework for assessing, identifying and addressing development needs. By identifying a common language for discussions around the components of the Integrated HRM System, competencies will help managers understand what needs to be done to maximise the performance of their staff.

- **Performance management:** The Integrated HRM System ensures that performance is managed effectively according to specific job requirements and objectives. This is achieved in terms of clearly defined objectives, set standards and measures, effective feedback and coaching sessions, and clear and specific development plans and assessments.

- **Recruitment and selection:** The Integrated HRM System supports the recruitment and selection process. By and large it provides HR practitioners with a framework of objective criteria designed to guide the process so that candidates with the required competencies are identified and selected.

- **Succession and career planning:** The Integrated HRM System provides objective criteria for developing and implementing focused and clearly defined development/career objectives. It also provides objective criteria for identifying potential successors based on required competencies.

- **Employment equity:** The Integrated HRM System facilitates the implementation of affirmative action by providing fair and objective criteria for employment equity and a means to manage career expectations through the development and implementation of an effective development process.

- **Remuneration:** The Integrated HRM System facilitates the process of measuring and evaluating jobs through the competency process and thereby streamlining the remuneration process.

- **Reward and recognition:** Essentially, the reward process aims to align employees' behaviour with the organisational objectives by recognising service excellence. The Integrated HRM System facilitates this process and aligns it with the performance management and remuneration processes.

- **Employee relations:** Whilst understanding the strategic value that the Integrated HRM System will provide for departments and the Public Service, it is important to see how it facilitates the achievement and evaluation of the vision and mission of the Public Service.

Effective infrastructure and resource allocation

The competency, effectiveness and perceptions of the Public Service are significantly influenced by the learning experiences of its employees. The Public Service therefore recognizes human resource development as an investment. Hence, it is important that such investment be safeguarded in terms of ensuring that the skills and competencies established are utilized effectively by the managers at the various levels of the organizations and institutions concerned in the Public Service.

The Department of Public Service and Administration will facilitate the establishment of effective and efficient IT infrastructure, enabling public service institutions to communicate effectively with their beneficiaries and other stakeholders.

The targets set out in the NSDS will determine the resource allocations that the National Skills Authority will recommend to the Minister of Labour and they will guide the work and priorities of the SETAs.

Effective management and coordination of the implementation of the HRD Strategy

The Skills Development Act provides a concrete strategy and tools to actualize key government legislative and policy imperatives on matters related to development in the Public Service by promulgating the setting up of sector education and training authorities (SETAs) that will ensure the provision of quality and appropriate education and training in a sustainable and coordinated manner within the context of the National Qualifications Framework.

The Department of Public Service and Administration holds the primary responsibility for achievement of the objectives of the HRD Strategy. The Department will therefore ensure that an enabling environment for the implementation of the strategy is established.

Workplace and sector skills plans

The PSETA will identify and recommend to SAQA new standards and qualifications that meet the needs of the public sector in so far as transversal training and education issues are concerned.

As an ETQA, the PSETA will assess and accredit providers under one or more competencies linked to the NQF. Accredited providers will be allowed to tender only for services in the fields or areas in which they have received accreditation. This will ensure the appropriateness and relevance of training provided and enable the PSETA to coordinate and monitor the impact of training on job performance and to ensure that those who participate in learnership programmes are enabled through the NQF mechanisms to acquire credits towards a qualification and thereby enhance their prospects for work and labour mobility.

The PSETA will further –

- *set up a reporting mechanism in line with SAQA requirements;*

- *ensure that departments develop workplace skills plans;*

- *facilitate and monitor the implementation of the Sector Skills Plan;*

- *develop a framework to guide departments on the utilization of the skills levy and National Skills Fund;*

- *assess the impact of training and education on the overall performance of the Public Service (overall government strategies and goals) (this will be done annually as part of the sector skills plan review); and*

- *develop criteria as performance indicators for the implementation of the Sector Skills Plan on a yearly basis.*

3 IMPLEMENTATION FRAMEWORK

The implementation framework is based on the Integrated Human Resource Management System. In order to ensure that required competencies are effectively utilized, developed and nurtured, it is crucial that the development of human resources in the Public Service is integrated with other human resource processes and systems.

3.1 The Integrated Human Resource Management System

The Integrated Human Resource Management System is a dynamic management framework, providing a common link between strategic human resource processes and systems within departments and the Public Service as a whole.

The central role of competencies can be described in terms of their application in the integration of human resource management and development functions. These include the following:

- *Change in business strategy: Competency management provides a means to profile existing skills and identify potential skill gaps. This would help departments and the Public Service identify strengths and emerging skills they need to recruit or develop.*

- *Improving service delivery: There is a critical need for departments and the Public Service to optimize the existing skills of staff through multi-skilling. Competency management facilitates the identification of employee development needs that may impact on efficiency and effectiveness. In these circumstances, competency-based management can help ensure employees receive targeted training that is required to handle increased service delivery demands in the Public Service.*

- *Improving operating effectiveness: Competency management can help identify areas of employee weakness that may impact on operational effectiveness.*

- *Continuous performance improvement: There is a critical need for departments to optimize the utilization of staff and ensure that there is continuous performance improvement in the Public Service through the effective implementation of performance management and evaluation systems.*

3.2 Learning Principles

The HRD Strategy for the Public Service has been developed in accordance with the following learning principles:

- *Access and entitlement to training and development: Departments should create and make accessible on an ongoing basis meaningful opportunities for staff training, education and development.*

- *Needs-based (demand-led) training: For training and development programmes to have meaning and to assist departments (and thus the Public Service) in achieving their objectives, the programmes should be based on a detailed assessment of individual, departmental and public service needs. The emphasis must be on the skills and competencies required to support effective and efficient service delivery.*

- *Competency-based training: Training and development should be aimed at developing the competencies required for effective job performance.*

- *Career pathing: To facilitate the development and progression of staff within and across departments and sectors, all learning should be accredited and portable.*

- *Lifelong learning: Employees should be encouraged to undertake and presented with opportunities for lifelong learning and should be equipped with the necessary life skills.*

- *Equity and empowerment: Training and development initiatives should be aligned with the broader plans and programmes aimed at promoting equity and empowerment of the previously disadvantaged groups. It is thus of vital importance that the HRD Strategy for the Public Service is aligned with the National Equity and Affirmative Action as well as Recruitment and Selection Policies.*

3.3 Roles and Responsibilities

Department of Public Service and Administration

The Department of Public Service and Administration will in consultation with other government departments, specify TRANSVERSAL skills areas that are of a priority for the Public Service.

Public Service Commission

Under the new Constitution (1996), the Public Service Commission's responsibilities will include –

- *conducting applied research on PSTE;*

- *monitoring, inspecting and evaluating the implementation of PSTE policy;*

- *providing advice on policy.*

Chapter 10 of the Constitution establishes the Public Service Commission (PSC) as an independent and impartial organ of the state to ensure that the basic values and principles governing public administration are met, promoted, guaranteed and protected. In terms of section 196 of the Constitution, the PSC is responsible, amongst other things, for monitoring and evaluating public service training and education (PSTE) at the national level and for making reports to Parliament.

The primary responsibility of the Commission will be to monitor and evaluate the implementation of PSTE with regard to its progress in achieving the principles of public administration set out in Chapter 10 of the Constitution. This will be done in line and in comparison with best international practice in terms of monitoring and evaluation mechanisms and methodologies. A particular responsibility of the Commission in this respect will be to assess the extent to which other important monitoring and evaluation bodies (such as the DPSA and heads of department) have succeeded in putting effective mechanisms into place and, where appropriate, to provide advice and suggest remedial action.

Public Service SETA (PSETA)

The PSETA is primarily responsible for quality assurance and identification of transversal training programmes across the entire Public Service. It will play a strong coordinating role between SETAs to ensure that the training needs of the Public Service are on the agenda of line-function SETAs. It should thus have a very close working relationship with all other SETAs.

The PSETA will evaluate and approve departmental workplace skills plans (WSPs) and integrate these to develop a sector skills plan (SSP).

The establishment of the Public Service Education and Training Authority (PSETA) provides the Public Service with the challenge and opportunity to develop and implement a new system of education and training that is coordinated and integrated in ways that accommodate and cater for the needs of individual employees' and departmental strategic needs. This will be effected through implementation of the Sector Skills Plan (SSP) and workplace skills plans (WSPs).

South African Management Development Institute (SAMDI)

As one arm of government HRD, SAMDI, together with other departments and providers, is expected to respond to the targets reflected in the national HRD Strategy for South Africa.

The National Qualifications Framework (NQF) promotes an outcomes-based approach to education and training. The outcomes stipulated are described in documents called unit standards, which form the building blocks of the NQF. It is in the interest of the Public Service as a whole to ensure that employees perform at the standard required and to provide the sort of training that enables people to attain those standards. SAMDI therefore aligns all its training programmes with the requirements of SAQA and the NQF.

This response should make provision for interventions involving performance consulting, training and development, coaching and mentoring, career pathing, succession planning and action learning. These interventions could be implemented in such a way as to turn the Public Service into a learning organization.

Government departments

All government departments should specify FUNCTIONAL areas that are critical for service delivery, taking due account of the Public Service Sector Skills Plan. Departments should prepare integrated workplace skills plans that include both TRANSVERSAL and FUNCTIONAL skills priorities drawn from service delivery targets. Workplace skills plans should be submitted to both the PSETA and the line-function SETA for quality assessment against public service and sector priorities respectively. Workplace skills plans should be implemented, monitored and evaluated.

- *Departmental training budgets should be aligned with workplace skills plans.*

- *Departments must develop a clearly articulated departmental human resource development policy that provides for the use of the National Skills Development Strategy for the Public Service throughout the department and that recognizes the diverse nature of the Public Service.*

- *Departments must ensure that the training and development of supervisors and managers reflect their responsibility to manage within the context of a Public Service-wide perspective.*

- *Participation in induction and orientation programmes at all levels is mandatory.*

The role of government departments in the realization of the Public Service HRD Strategy is important. Apart from drafting their own department-specific strategies, departments should also ensure that the National HRD Strategy is being implemented.

Heads of departments

In terms of the Public Service Amendment Act, Act 86 of 1998, "... the Head of Department is responsible for the effective training of staff and the efficient management and administration of her/his department …"

Every head of department is responsible and accountable for –

- *ensuring that his/her immediate subordinate managers are given the opportunity to learn within the departmental and Public Service-wide framework;*

- *ensuring that a departmental HRD strategy, aligned with the national strategy, is developed and implemented throughout the department;*

- *ensuring that a skills development facilitator (SDF) is appointed in his/her department for the purpose of developing and implementing a departmental workplace skills plan (WSP);*

- *ensuring that skills development is budgeted for in accordance with the "Funding Regulations 2000/2001";*

- *ensuring that national standards of training and development initiatives are maintained;*

- *ensuring that the workplace is converted into a learning environment;*

- *ensuring that the workforce participates in the learnership and skills programmes; and*

- *ensuring that opportunities are provided for and progress is monitored on special projects for previously disadvantaged individuals.*

Human resource professionals

Human resource professionals are responsible for –

- *providing managers with expert advice and support to assist them in applying the HRD Strategy;*

- *facilitating the development and implementation of plans for the personal development of staff; and*

- *facilitating the identification of accelerated development programme candidates, as well as the development and implementation of accelerated development programmes for staff with potential.*

Skills development facilitators

The key responsibilities of skills development facilitators (SDFs) are –

- *to investigate and identify patterns of people development at a strategic level;*

- *to identify key strategic skills shortages and priorities;*

- *to collate and assist in the identification and prioritization of strategic objectives;*

- *to analyse and report on specific skills requirement issues that may be relevant to the development of strategic objectives;*

- *to identify strategic opportunities for learnership development and the promotion of national skills development priorities;*

- *to develop structures and systems for effective skills planning;*

- *to facilitate the development of workplace skills plans (WSPs);*

- *to submit workplace skills plans to the relevant SETA/the PSETA;*

- *to advise the department on the implementation of the WSPs;*

- *to facilitate and coordinate learning committee meetings;*

- *to assist the department in completing key reporting documentation as required by the SETA/PSETA and the department;*

- *to assist the department with the drafting of an annual training report evaluating the WSPs;*

- *to advise the department on quality assurance requirements as set by the SETA/PSETA and those determined by the department;*

- *to facilitate the implementation of quality assurance measures;*

- *to serve as a contact between the department and the SETA/PSETA.*

Learning committee

Where organizations have more than 50 employees, it is a requirement of the Skills Development Act that a learning committee be established. This committee is to be utilized for consultation on and endorsement of all skills development issues.

The appointment of the learning committee members has to be based on representivity of –

- *position/rank;*

- *race;*

- *gender.*

The functions of the learning committee are as follows:

- *Consultation.*

- *To assist with the development of WSPs.*

- *To inform all employees on the development of WSPs and skills promotion.*

- *To collate and assist in the collection of relevant information.*

- *To report on progress regarding the implementation of WSPs.*

- *To meet on a regular basis to discuss and become informed about ongoing skills planning issues.*

Managers

Every manager is responsible for –

- *actively ensuring that all his/her employees are given the opportunity to learn within the departmental career development framework;*

- *approving formal learning activities such as courses and seminars;*

- *ensuring that there is an effective transfer of learning from training programmes to the workplace;*

- *closely monitoring and evaluating the transfer of skills from training interventions to the workplace through a process of identifying key performance indicators and performance standards and assessing employees against these;*

- *actively involving themselves with career planning, coaching and mentoring in consultation with employees to develop them to their full potential and ensuring that they are available for appointment in increasingly responsible positions that become available in the Public Service; and*

- *encouraging personnel to participate in learnerships and skills programmes.*

Employees

Every employee is responsible for –

- *determining, with his/her supervisor, training and development needs and personal development plans;*

- *planning and managing, with his/her supervisor, learning and career development in a way that is consistent with the needs of the department and the Public Service at large;*

- *demonstrating a willingness to grow and learn through work experience;*

- *accepting responsibility and taking the initiative for his/her training and development;*

- *taking full advantage of the training and development opportunities available to him/her;*

- *committing him/herself, in terms of learning and development, to the application of learning in the workplace and private time;*

- *applying the knowledge and skills learnt to improve his/her work performance and job satisfaction;*

- *participating in the evaluation of her/his training and implementation of personal development plans; and*

- *participating in the learnerships and skills programmes.*

4 FINANCE AND BUDGETING

From an administrative and management perspective, the costs of formal learning activities should be budgeted for, managed and monitored effectively in line with the Public Finance Management Act, 1999, and the Skills Development Levies Act, 1999.

Each department must make provision for the financing of its training and development programmes and budget not less than the amount prescribed and specified for this purpose in the Skills Development Act and the Skills Development Levies Act. Departments will be expected to plan for skills development within the sector strategy. The costs for this must be budgeted for by each department.

The targets set out in the NSDS will determine the resource allocations that the National Skills Authority will recommend to the Minister of Labour and they will guide the work and priorities of the SETAs.

Those departments that have access to donor funding for training and capacity-building must include these funds in their total training and development budgets.

5 MONITORING, REPORTING AND EVALUATION

The Department of Public Service and Administration

The Department of Public Service and Administration will monitor the implementation of the HRD Strategy through the following mechanisms:

- *Audits carried out by the Public Service Commission.*

- *Departmental human resource plans that will be part of the integrated strategic plans to be submitted to National Treasury by each department on an annual basis.*

- *Annual HRD reports that will be submitted by each department to the DPSA through the PSETA.*

The Department of Public Service and Administration will report on the PSETA.

The impact of training and education on overall government strategy and goals will be measured against the workplace skills plans. This system will need the full cooperation of the Human Resource Unit and all line managers, who must be mandated to provide accurate and up-to-date information.

The Public Service SETA (PSETA)

The PSETA will –

- *set up a reporting mechanism in line with SAQA requirements;*

- *facilitate and monitor the implementation of the Sector Skills Plan;*

- *assess the impact of training and education on the overall performance of the Public Service (overall government strategies and goals) (this will be done annually as part of the sector skills plan review); and*

- *develop criteria as performance indicators for the implementation of the Sector Skills Plan on a yearly basis.*

The National Skills Authority

The National Skills Authority will review the implementation of sector and provincial strategies on a regular basis.

The Human Sciences Research Council (HSRC)

The Human Sciences Research Council (HSRC) will be required to collect data on all the approved indicators, at least annually. This data will be analysed and summarized in a report.

The Department of Education (DoE)

The Department of Education will be responsible for reporting on the supply-side characteristics of the education and training system.

The Department of Labour (DoL)

The Department of Labour will be responsible for monitoring and reporting on the functioning of SETAs, including the state of skills planning in each sector, the development of learnerships to address identified skills shortages, and other matters related to information flows.

The Department of Labour will also be required to report on the participation of government departments in the relevant economic SETA, and/or the PSETA, and to monitor state contributions to these.

Annex A: Relevant legislation

LEGISLATION	PURPOSE
Batho Pele White Paper	To provide a policy framework and a practical implementation strategy for the transformation of public service delivery.
Basic Conditions of Employment Act	To give effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic conditions of employment, and thereby to comply with the obligations of the Republic as a member of the International Labour Organization, and to provide for matters concerned therewith.
Education, Training and Development Policy	To provide clear guidelines and a framework for the training, development and education of staff and employee organizations.
Employment Equity Act	To achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination, and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.
HRD Strategy for SA	To maximize the potential of the people of SA, through the acquisition of knowledge and skills, to work productively and competitively in order to achieve a rising quality of life for all, and to establish an operational plan, together with the necessary institutional arrangements, to achieve this.
Labour Relations Act	To advance economic development, social justice, labour peace and the democratization of the workplace by fulfilling the primary objects of the Act.
Public Service Act	To provide for the organization and administration of the Public Service of the Republic and the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the Public Service, and matters connected therewith.
Public Service Regulations	To provide a new framework for the management of the Public Service, including decentralized decision-making and planning within the boundaries of national strategies, programmes and policies.
Skills Development Act	To establish a high-quality skills development system that is cost-effective and accountable, meets skills needs, and promotes employment generation and economic growth.

Skills Development Levies Act	To provide for the imposition of a skills development levy and for matters connected therewith.
SAQA Act	To create a new framework for education and training in SA by creating a single unified system of education and training qualifications in the country, and creating the institutions to ensure that these qualifications are of a high quality.
National Skills Development Strategy for SA	To equip SA with the skills to succeed in the global market and to offer individuals and communities opportunities for self-advancement to enable them to play a productive role in society.
White Paper on a New Employment Policy for the Public Service	To ensure that human resource management in the Public Service becomes a model of excellence, in which the management of people is seen as everyone's responsibility and is conducted in a professional manner.
White Paper on Human Resources Management in the Public Service	To become a model of excellence in which service to society stems from commitment rather than compulsion. The management of people should be regarded as a significant task for those who have been charged with that responsibility and should be conducted in a professional manner.
White Paper on Public Service Training and Education	To provide a framework for public service training and education that is appropriate, adequate and accessible and meets the current and future requirements of public servants, the Public Service and the public.
HIV/AIDS Strategic Plan for South Africa 2000-2005	To guide South Africa's response to the HIV/AIDS epidemic. To guide and harmonize the HIV/AIDS programmes of all government departments, organizations and stakeholders.
Impact and Action Project of the DPSA	To ensure that the Public Service is able to sustain a quality service in spite of the progression of HIV/AIDS in South Africa.
White Paper on Public Service Transformation	To establish a policy framework to guide the introduction and implementation of new policies and legislation aimed at transforming the Public Service.

Annex B: Current programmes for senior managers

The Senior Management Service (SMS)

A study conducted into the senior management and professional echelons of the Public Service has found that the effectiveness of this group impacts on the overall ability of the Public Service to deliver on its mandate. Significantly, the study revealed that although 70% of public servants are located in the provinces, 60% of senior managers are located in national departments. In essence this implies that provinces are "under-managed" and require additional high-level capacity.

To professionalize this critical echelon of the Public Service, Cabinet has endorsed the establishment of an SMS. This would include heads of departments (HoDs) and other senior managerial and technical executives of the Public Service. The SMS process will include distinguishing between managers and professionals, rigorous recruitment and selection systems, competency profiling of all new and current senior executives in relation to their jobs, performance assessment systems, training and development regimes, and flexible remuneration systems.

To address the need for improved human resource development HoDs will be responsible for identifying the developmental needs of managers and devising appropriate skills development strategies.

The DPSA and SAMDI will provide departments with guidelines and support on techniques such as mentoring, coaching, accelerated development and succession planning.

The following is envisaged:

- SAQA-certified courses that are public service-orientated will be developed, in conjunction with suitable institutions.

- SAMDI, in conjunction with other role-players, will develop standard management orientation courses for lateral entrants as well training and development programmes for other managers that are based on core managerial/leadership competencies and are linked to individual competency assessments and sector skills plans.

- Guidelines will be developed to familiarize newly appointed managers and professionals with the systems and routines of government and their terms/conditions of service.

- Frameworks will be developed to allow for the secondment of public servants to high-performing organizations in the private and public sectors for growth and development purposes as well as sabbatical leave for research studies.

MEC Executive Support Programme

The MEC Executive Support Programme is a joint venture between the JUPMET schools of management and SAMDI. This programme was developed following requests by five provincial legislatures for a programme geared to the specific needs of senior political office-bearers in upgrading their professional skills and was officially launched on 11 September 2000.

The MEC Executive Support Programme aims to provide an opportunity for the MECs to enhance their performance by taking part in a challenging and participative learning experience that enables them to examine their leadership and management skills. It will further strengthen their ability to make informed choices on the complex policy issues that constantly confront them in their provincial legislatures. The programme as a whole

comprises five thematic areas covering such topics as policy formulation, strategic planning, the delegation of powers, leadership, conflict resolution, budgeting, intergovernmental relations, public/private partnerships and change management.

Presidential Strategic Leadership Development Programme (PSLDP)

This programme is the culmination of the vision of the President, Thabo Mbeki, who correctly identified that effective service delivery is premised on strong and selfless public service leadership. The design and structure of the programme was informed by a needs analysis conducted amongst directors-general.

The aim of the programme is to improve the participant's capacity to –

- recognize and relate macro issues to the Public Service;

- take account of local and global trends and to integrate these into strategic planning;

- *translate strategy into action;*

- *act corporately;*

- *embody and uphold public service values and ethics;*

- *manage resources effectively to achieve the priorities of government;*

- *create a shared vision among all employees of a learning organization;*

- *place human development interventions at the centre of objective departmental performance;*

- *examine work practices and identify processes required for focused productive performance.*

Ministerial Support Programme

This is a training and organizational development programme for the staff of Ministers, Premiers and MECs. It is aimed at improving service delivery, performance and support in these offices.

The key outputs are –

- *an organizational needs assessment of the relevant and targeted office-bearers;*

- *a skills and competency profiling of all support staff;*

- *training of support staff in the structures and core functions of the political offices concerned and training related to the key policies and prescripts that regulate the operations of these particular offices and the Public Service in general.*

Other SAMDI programmes (Refer to Samdi's Training Directory for more programmes)

Human Resource Management Programme

This programme is aimed at developing the knowledge and skills of human resource management and labour relations practitioners, as well as managers, in the following areas: human resource management, human resource planning, performance management, staffing and remuneration, job evaluation, dispute resolution, grievance procedures and disciplinary procedures.

Provisioning Management and Administration Training Programme

The Provisioning Management and Administration Training Programme aims to provide training in provisioning administration, which will enable professional service delivery to all departments and provincial administrations.

Training of Trainers Programme

To be able to face the challenges in the education, training and development practitioners (ETDP) environment, trainers need to be skilled in optimally facilitating learner groups as a method of imparting knowledge. The course enables trainers and managers to rekindle their training skills and knowledge.

The programme covers the following areas: presentation and facilitation skills, design and development of outcomes-based courses, competency-based approach in training assessment, use of technology and media in training, management of training, the philosophy of education, training and development practitioners (ETDP) practice, HIV/AIDS training and HIV/AIDS policy management in departments, human resource development (situational needs analysis and evaluation follow-ups), skills development training, operational planning and budgeting, and project management.

Service Delivery Programme

This programme aims to enable managers to support service delivery improvement initiatives and to equip them with the tools to compile an organization-wide service delivery improvement plan based on customers' needs.

The programme covers the following areas:

- *Improving service delivery: Senior managers programme*

- *Service delivery implementation: Operational managers programme*

- *Excellent customer service: A training programme for frontline, back-office and support personnel*

Evaluation of Heads of Department (HoDs)

A system of performance agreements was implemented for senior managers (including HoDs) in the Public Service in 1998. However, there has been no systematic and coherent process through which these performance agreements have been assessed. Many HoDs have indicated that they do not receive systematic and comprehensive feedback on their performance, and Government does not receive systematic feedback on the achievement of its priorities either.

Monitoring of the implementation of performance management systems would allow for a more rigorous appraisal of outputs, and thus improve the productivity of the Public Service. The cumulative impact of this would be that outputs become clearly defined and are measured and management interventions can take place more expeditiously when performance is at variance with plans.

Against this background, the Public Service Commission (PSC) was tasked by Cabinet to develop a framework to assist executing authorities with the evaluation of their HoDs. The framework was approved by Cabinet in August 2000 and implementation began immediately.

The framework developed by the PSC proposes uniform but flexible structures and processes according to which the performance of all HoDs can be evaluated by executing authorities. The evaluation framework aims to achieve the following:

- *Provision of bases upon which the government and executing authorities are informed of the extent of achievement of objectives.*

- *Identification of the developmental needs of HoDs.*

- *Feedback to HoDs on their performance and organizational effectiveness.*

- *Establishment of the bases upon which executing authorities can award salary increments and cash bonuses or take any steps deemed necessary to address poor performance.*

Annex C: Donor-funded programmes

Senior Executive Programme

The Harvard Business School (HBS) in partnership with the Wits Business School (WBS) offers the Senior Executive Programme for Southern Africa at the request of the South African government. The programme is targeted at experienced and high-potential managers who currently hold senior management positions or are potential senior managers. The curriculum addresses international and local challenges, using case studies to focus on real-world applications and international best practice. The curriculum is customized to suit the South African private and public business environment. The Senior Executive Programme has a five-fold educational mission:

- Strengthen the strategic capabilities of managers in Southern Africa to compete successfully in the global business world

- Transfer skills, technology, knowledge and expertise to Southern Africa

- Enhance the leadership skills of top managers in the public, private, public enterprise and non-profit sectors, as well as unions

- Stimulate the region's plans for capacity-building

- Contribute to interrelationships between business and government

Labour Market Skills Development Programme

The Labour Market Skills Development Programme is funded by the European Commission and has as one of its key objectives to capacitate staff at all levels of the Department of Labour to deliver effective and high-quality skills development and employment services.

Singapore Cooperation Programme

The Singapore Cooperation Programme (SCP), established in 1992, is Singapore's programme of technical assistance to developing countries. As a responsible member of the international community, Singapore is committed to gradually expanding its technical assistance programmes. It is envisaged that South African public servants will continue to participate regularly in the programme.

Malaysian Technical Cooperation Programme

The Malaysian Technical Cooperation Programme (MTCP) was launched in 1980 to provide other developing countries with technical assistance. The programme consolidates various forms of technical cooperation in areas in which Malaysia has the experience and expertise. Malaysia's assistance under the MTCP is essentially in the form of training conducted at Malaysian universities or other training institutions. Other forms of assistance include study visits, the services of experts and the provision of supplies and equipment for socio-economic projects. The MTCP Scholarship Award provides opportunities for students to pursue advanced academic study in Malaysia. Scholarships are intended for promising public servants expected to make a significant contribution to their own countries on their return from study abroad. Scholarships are available for postgraduate studies at Master's

and PhD level and the duration of the award is 36 months for PhD studies and between 12 and 24 months for the Master's programme. It is envisaged that South African public servants will participate regularly in the programmes with effect from 2001.

The South Korean Executive Development Programme for Government Officials

In 1995, President Nelson Mandela paid an official visit to the Republic of Korea. During the visit he requested President Kim Young-Sam to assist South Africa in the human resources capacity field. As a result, South Korea offered South Africa the opportunity to send 20 middle management officials to Seoul for a two-week training course each year for the five-year period 1997 to 2001.

Annex D: Stakeholder Analysis

STAKEHOLDER	ROLE	INTEREST	CONTRIBUTE	RECEIVE
1. Department of Labour	▪ Development of National Skills Development Strategy ▪ Monitor ▪ Implement	▪ Skills development in the country ▪ Competent employees	▪ Resources, research guidelines for implementation	▪ Fulfilment of the National Skills Development Strategy
2. DPSA	▪ Human Resources Policy formulation & advice for Public Service	▪ Competent, high-performing Public Service	▪ Management guidelines	▪ Support
3. PSETA	▪ Quality assurance ▪ Development of Sector Skills Plan ▪ Funding ▪ ETQA ▪ Accreditation ▪ Learnerships ▪ Ensure that transversal training is catered for	▪ Skills development in the Public Service ▪ Institutional development	▪ Institutional framework for skills development	▪ Support ▪ Improved service delivery ▪ Levy
4. Line SETAs	▪ Same as above	▪ Skills development	▪ Institutional framework for skills development	▪ Levy ▪ Support
5. Heads of Department	▪ Effective training of staff ▪ Efficient management and administration of their departments	▪ Competent employees delivering best possible service	▪ Create a learning environment ▪ Support ▪ Provide opportunities	▪ High performance and productivity
6. HRD professionals	▪ Provide expert advice and support for managers who are applying the HRD Strategy	▪ Making contributions towards skills development	▪ Skills and knowledge	▪ Job satisfaction and support

	▪ Facilitate the development and implementation of plans for personal development of staff			
7.　Skills development facilitators	● Co-ordinate the compilation of workplace skills plans	▪ Facilitation of skills development in the organization	▪ Development of work plans	▪ Training and support
8.　Learning committees	▪ Consultative ▪ Assist in development of WPSPs ▪ Inform employees of developments related to WPSPs ▪ Report on progress regarding the implementation of the WPSPs ▪ Meet on a regular basis to discuss and become informed on ongoing skills planning issues	▪ Competent workforce	▪ Facilitate organized development of skills advice ▪ Communicate ▪ Monitor	
9.　Managers	▪ Ensure that employees are given opportunities to learn ▪ Approve formal learning activities ▪	▪ Productive employees	▪ Support, motivation, learning environmental opportunities	▪ Performance
10.　Employees	▪ Determine their training and development needs ▪ Plan and manage learning and career development ▪ Demonstrate willingness to grow	▪ Competence to do well in their jobs	▪ Skills, knowledge, abilities, competencies	▪ Rewards ▪ Recognition ▪ Self-fulfilment

	▪ Participate in learnerships and skills programmes			
11. Organized labour	▪ Motivate members to take up opportunities for self-development	▪ Well paid members	▪ Guarantee buy-in by members	▪ Membership satisfaction
12. SAMDI	▪ Training provider	▪ Trained workforce in the Public Service	▪ Training and development programmes	▪ European Union support ▪ Donor funding budget
13. Government agencies/Commission for Gender Equality	▪ Gender mainstreaming ▪ Promotion of gender equity ▪ Monitoring	▪ Gender equity	▪ Advice, technical assistance ▪ Tools for monitoring	
14. SAQA	▪ Assessment and accreditation of courses	▪ Quality assurance	▪ Institutional framework	▪ Funding from NSF
15. SADCC (Southern African Development Community)	▪ Networking ▪ Sharing of information	▪ Regional cooperation ▪ Building of skills	▪ Sharing intellectual wealth	▪ Solidarity ▪ Support ▪ Global competitor
16. Training institutions	▪ Provide training	▪ Training for development	▪ Training	▪ Bursaries
17. Public	▪ Clients/customers of Public Service	▪ Value for money	▪ Tax	▪ Public services
18. PSC	▪ Monitoring role	▪ Public Service monitoring	▪ Compliance framework	▪ Political support
19. Portfolio Committee	▪ Articulate citizens' interests in terms of service delivery issues (public interest)	▪ Public Service transformation and service delivery	▪ Support, advice and feedback	

Annex E: Documentation

The Human Resource Development Strategy for the Public Service is informed by the following:

➢ Baseline Information on Public Service Training and Education Report, November 2000

➢ Basic Conditions of Employment Act, 1997

➢ Batho Pele White Paper, 1997

➢ Budget Vote Speech by the Minister of Public Service and Administration, 2000

➢ Budget Vote Speech by the Minister of Public Service and Administration, 2001

➢ Constitution of the Republic of South Africa Act, 1996

➢ Department of Labour: Education, Training and Development Policy, 2000

➢ Employment Equity Act, 1998

➢ HIV/AIDS Strategic Plan for South Africa 2000-2005

➢ Human Resource Development Strategy for South Africa, 2001

➢ Labour Relations Act, 1995

➢ Presidential Review Commission Report

➢ Public Service Act, 1994

➢ Public Service Laws Amendment Act, 1998

➢ Public Service Regulations, 1999

➢ Report on the status of training in the Public Service (Final report is available and will inform the interim HRD Strategy)

➢ Skills Development Act, 1998

➢ Skills Development Levies Act, 1999

➢ The National Skills Development Strategy for South Africa, 2001

➢ The South African Qualifications Authority Act, 1995

➢ White Paper on Affirmative Action in the Public Service, 1998

➢ White Paper on a New Employment Policy for the Public Service, 1997

➢ White Paper on Human Resources Management in the Public Service, 1997

➢ White Paper on Public Service Training and Education, 1998

➢ White Paper on the Transformation of the Public Service, 1995

Annex F: Investors in People

PRINCIPLES	INDICATORS	MEANS OF VERIFICATION
COMMITMENT: An Investor in People is fully committed to developing its people in order to achieve its aims and objectives	1. The organization is committed to supporting the development of its people	Top management can describe strategies that they have put in place to support the development of employees in order to improve the organization's performance Managers can describe specific actions that they have taken and are currently taking to support the development of their employees Employees can confirm that the specific strategies and actions described by top management and managers take place Employees believe the organization is genuinely committed to supporting their development
	2. People are encouraged to improve their own and other people's performance	Employees can give examples of how they have been encouraged to improve their own performance Employees can give examples of how they have been encouraged to improve others' performance
	3. People believe their contribution to the organization is recognized	Employees can describe how their contribution to the organization is recognized Employees believe that their contribution to the organization is recognized Employees receive appropriate and constructive feedback on a timely and regular basis

	4. The organization is committed to ensuring equality of opportunity in the development of its people	Top management can describe strategies that they have put in place to ensure equality of opportunity in the development of employees

Managers can describe specific actions that they have taken and are currently taking to ensure equality of opportunity in the development of employees

Employees confirm that the specific strategies and actions described by top management and managers take place and recognize the needs of different groups

Employees believe the organization is genuinely committed to ensuring equality of opportunity in the development of people |
| **PLANNING:**

An Investor in People is clear about its aims and its objectives and what its people need to do to achieve them | 5. The organization has a plan with clear aims and objectives that are understood by everyone | The organization has a plan with clear aims and objectives

Employees can consistently explain the aims and objectives of the organization at a level appropriate to their role

Representative groups are consulted about the organization's aims and objectives |
| | 6. The development of people is in line with the organization's aims and objectives | The organization has clear priorities that link the development of employees to its aims and objectives at organizational, team and individual level

Employees clearly understand what their development activities should achieve, both for them and for the organization |
| | 7. People understand how they contribute to achieving the organization's aims and objectives | Employees explain how they contribute to achieving the organization's aims and objectives |

ACTION: An Investor in People develops its people effectively in order to improve its performance	8. Managers are effective in supporting the development of people	The organization makes sure that managers have the knowledge and skills they need to develop their people Managers at all levels understand what they need to do to support the development of people Employees understand what their manager should be doing to support their development Managers at all levels can give examples of action that they have taken and are currently taking to support the development of employees Employees can describe how their managers are effective in supporting their development
	9. People learn and develop effectively	Employees who are new to the organization, and those new to a job, can confirm that they have received an effective induction The organization can show that employees learn and develop effectively Employees understand why they have undertaken development activities and what they are expected to do as a result Employees can give examples of what they have learnt (knowledge, skills and attitude) from development activities Development is linked to relevant external qualifications or standards (or both), where appropriate
EVALUATION: An Investor in People understands the impact of its investment in people on its performance	10. The development of people improves the performance of the organization, teams and individuals	The organization can show that the development of employees has improved the performance of the organization, teams and the individuals

	11. People understand the impact of the development of people on the performance of the organization, teams and individuals	Top management understands the overall costs and benefits of the development of people and its impact on performance People can explain the impact of their development on their performance, and the performance of their team and the organization as a whole
	12. The organization gets better at developing its people	People can give examples of relevant and timely improvements that have been made to development activities