

**THE MANAGEMENT OF STAFF DEVELOPMENT PROGRAMMES AT FET
COLLEGES IN THE GAUTENG PROVINCE**

by

PIETER ANDREW GEEL

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PROMOTER: DR MP VAN NIEKERK

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DECLARATION

Student number: 3488-847-0

I declare that THE MANAGEMENT OF STAFF DEVELOPMENT PROGRAMMES AT FET COLLEGES IN THE GAUTENG PROVINCE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Mr P A Geel

June 2005

DEDICATION

**This thesis is dedicated to the memory of my beloved late father
Dennis Samson Geel, 1932 – 2003.**

My mother, Christina Rachel Geel, my loving wife, Lena Dorkas Geel,
Byron Shane Geel, my son and Janice Lucinda Geel, my daughter.

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Research is a creative and scholarly endeavour ... (Gay and Airasian, 2000: ii).

I would like to thank God, my Creator, for wisdom and good health during this creative and scholarly endeavour.

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Then God commanded “*Let there be light*” – and light appeared

Genesis 1: 3

Source: Holy Bible – Good News Edition 1988

Change is the one constant in life.

Rosa Guy – 1928

Source: Microsoft Encarta Premium Suite 2004

Time would pass, old empires would fall and new ones take their place ...
before I discovered that it is not quality of goods and utility which matter, but movement;
not where you are or what you have, but where you have come from,
where you are going and the rate at which you are getting there.

C.L.R James - (1901 – 1989) Beyond a boundary

Source: Microsoft Encarta Premium Suite 2004

It is only the wisest and the stupidest that cannot change.

Confucius (551BC – 479BC)

Source: Microsoft Encarta Premium Suite 2004

ABSTRACT

The fragmented and unequal system of technical and vocational education and training in South Africa is a consequence of the apartheid era. Since 1994 comprehensive legislation has been introduced to create a transformed system of Further Education and Training (FET) guided by the principles of redress, equity and lifelong learning and aimed at producing graduates who can contribute to making South Africa a key player in the global economy. In particular, the Technical College sector requires transformation. This in turn demands new knowledge, attitudes and skills from college managers and educators. Therefore, relevant staff development programmes is a key instrument of change in colleges. Against this background this study examines the management of staff development programmes in FET colleges in Gauteng Province by means of a literature study and an empirical investigation. The former addresses the management of change, human resource management, staff development and organisational development with an emphasis on the application of chaos/complexity theory. Moreover, the dynamic FET landscape in South Africa is sketched and FET policies and legislation since 1994 are discussed. The empirical investigation adopts a qualitative approach using focus group and individual interviews, observation and document analysis to gather data from a small sample of participants: educators and members of senior and middle management. Participants were selected by purposeful sampling from three former Technical Colleges (one previously advantaged and two previously disadvantaged) in Gauteng, which have recently merged to create a new multi-campus college, the Tshwane North College. The findings of the interviews present the experience of participants according to six themes: the management of change; communication during change; stakeholder involvement in change; the impact of FET legislation; human resource management and the role of staff development programmes in this process. These findings were integrated with observations of staff development programmes and their management and analysis of key documents. It was concluded that people are complex and may resist change; during change effective communication, stakeholder participation, adequate funding for staff development and its effective management are essential. Recommendations for the improvement of practice are presented based on the findings of the literature and empirical study.

Key terms

- Staff development
- Further Education and Training
- Change agent
- FET College
- Change management
- Human Resource Development
- Human Resource Management
- Professional development
- Organisational Development
- Chaos / complexity theory

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ACRONYMS

COTEP	Committee On Teacher Education Policies
DoE	Department of Education
DoL	Department of Labour
ELRC	Education Labour Relations Council
FET	Further Education and Training
GDE	Gauteng Department of Education
HOD	Head of Department
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information Communications Technology
INSET	In-service Education and Training
MIS	Management Information Systems
NCCG	National Curriculum Co-ordinating Groups
NCHE	National Commission on Higher Education
NQF	National Qualification Framework
OBE	Outcomes-based Education
OBA	Outcomes-based Assessment
OD	Organisational Development
PRESET	Pre-service Education and Training
RPL	Recognition of Prior Learning
SACE	South African Council for Educators
SDF	Skills Development Facilitator
SAQA	South African Qualifications Authority
SETA	Sector Education and Training
TNA	Training Needs Analysis
TQM	Total Quality Management
UNISA	University of South Africa
WAN	Wide Area Network
QWL	Quality of Working Life

CHAPTER ONE

ORIENTATION TO THE RESEARCH, RESEARCH PROBLEM AND AIMS

1.1 INTRODUCTION

The fragmented and unequal system of technical and vocational education and training in South Africa is a consequence of the apartheid era. Since 1994 comprehensive legislation has been introduced to create a transformed system of Further Education and Training (FET) guided by the principles of redress, equity and lifelong learning and aimed at producing graduates who can contribute to making South Africa a key player in the global economy.

Kraak (1999a: 1) explains that in the past decade profound social, economic and political changes have taken place worldwide which have thrust the FET sector onto centre stage. The FET band, which in the past was marginalized from the educational mainstream, is now positioned to become a central instrument for societal reconstruction in many societies across the globe. This new role has arisen primarily because of the transition worldwide towards a knowledge or information-based economy.

The FET band in South Africa is both unique and complex. This is because the senior secondary phase of formal schooling has been incorporated within the FET band. This is not the case internationally where senior secondary schooling remains located within the general education band. As such, FET in South Africa is exceptionally broad and all-inclusive (Kraak and Hall, 1999: 1).

1.2 CONTEXT OF THE PROBLEM

1.2.1 The need for a new FET system

If an organisation is to survive, it must respond to changes in its environment. When competitors introduce new products or services, government agencies enact new laws, important sources of supply go out of business, or similar environmental changes take place, the organisation needs to adapt. Efforts to introduce work teams, decentralized decision making, and new organisational cultures are examples of planned change activities directed at responding to changes in the environment. Since an organisation's success or failure is essentially due to the things that

employees do or fail to do, planned change also is concerned with changing the behaviour of individuals and groups within the organisation (Robbins, 1997: 255).

Nkoe (2002: 1) points out that the current state of FET in South Africa needs to be transformed in order to enable South Africa to compete in the global market of the new millennium. This demands that a new process towards a new balanced learning experience that will provide flexible access to further education, lifelong learning, higher education and productive employment should be attempted. The Department of Education (DoE) (1997:132) adds that if the legacy of the past is to be overcome and the challenges of reconstruction and development are to be met, the FET system must be realigned into a planned and co-ordinated system. This co-ordination will help to:

- Overcome the fragmentation, inequalities and inefficiencies that characterise the present system;
- Facilitate the development and articulation of a range of institutional and programme offerings through a co-ordinated system; and
- Improve the flexibility and responsiveness of FET to social and economic needs in general and labour market opportunities.

DoE (2002a: 39) indicates that FET must address shortcomings inherited from the past and at the same time prepare the country to face up to the challenges of the twenty-first century. For South Africa to be a player in the global economy, high quality education programmes should be developed within the FET band. The curricula provided by schools and FET institutions should also be internationally comparable and must respond to the demands of the local, regional, national and international needs.

According to Kraak (1999b: 1), FET in South Africa faces a multiplicity of problems. However, three are definitive. These are: educational deficiencies within FET itself; the collapse of the labour market, particularly for the young and out-of-school; and lastly, the dual pressures of globalisation and democratisation, which are having a profound impact on the character of the FET system.

Crucial to transformation is the need to determine what *forces drive current provision* and what it would take to create *better-suited institutional forms*, which are based on a structured re-organisation and development of staff and facilities. This perspective of development refers to *people-centred principles, policies, strategies and processes* that are required to advance a coherent and sustainable FET system (DoE, 1997: 132).

DoE (2001: 1) points out that in the years since the democratic government was elected, the Ministry of Education has outlined a new vision and framework for the FET sector. The framework seeks to transform the Technical College sector in order to promote lifelong learning and workforce development. The transformation of the FET sector will require a major paradigm shift concerning what is expected from educators. Educators could be helped to make the paradigm shift with the aid of effective staff development programmes.

1.2.2 Staff development as a change agent

Kimbrough and Burkett (1990:131) explain that change is a deliberate effort to alter the status quo by influencing or modifying the functions, structure, technology and/or purpose of an organisation. Megginson, Joy-Matthews, and Banfield (1995: 102) add that change is part of life, one might almost say, a defining characteristic of life. The period we are living in is characterised by many opportunities for managers to use change creatively and constructively.

Calitz, Van Schalkwyk and Van Wyk (1986: 76) point out that every institution, by virtue in an ever-changing world, is a dynamic entity. People themselves are also dynamic, and they are in a constant state of development and adjustment. Erickson and Carl (1982: 86) assert that change is, however, not easy to handle. Inherent in change is conflict.

Megginson *et al.* (1995: 103) explain that all change seems to generate a sense of loss: it means giving up something, which, even if it was not highly valued, was at least familiar. When the familiar thing is wrenched away from us then our response is often intense and may lead to a lengthy and complete disruption of our ability and/or our willingness to contribute. One implication of this is that there is a strong case for always helping staff to take ownership of the change process, so that they can continue functioning effectively while it is taking place. Another implication is to be aware of the feelings which change engenders.

Emerson and Goddard (1993: 209) point out that change is a complex process because it is dependent upon people and it often requires an attitudinal shift from them. If that is to be brought about, the people involved must understand and accept the reasons for change. People's resistance to innovation is lowered when they know why the reform is being introduced and the benefits, which it will bring. They must also have an opportunity to influence the change. Virgilio and Virgilio (1984: 347) add that change is a complicated process that requires thorough strategic planning in order to reach prescribed goals.

Meggison *et al.* (1995: 103) indicate the phases of change and the associated feelings in Figure 1.1.

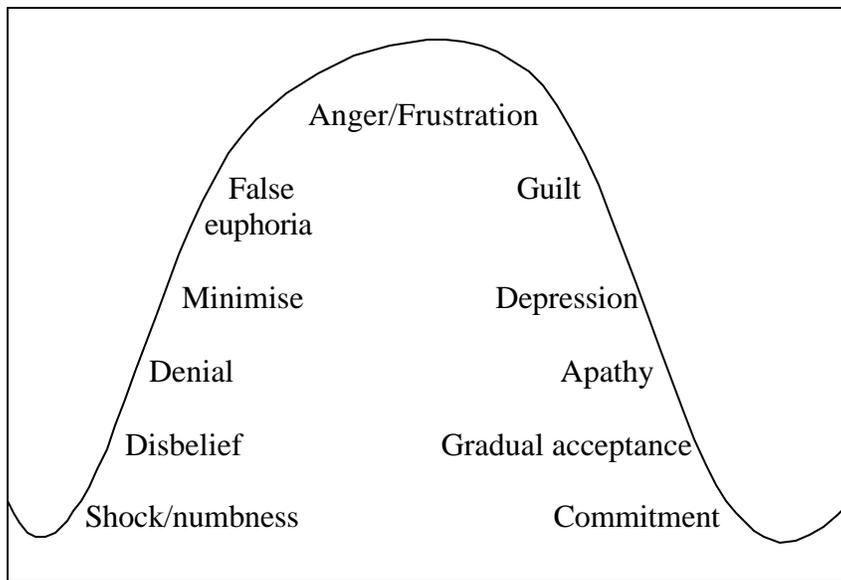


Figure 1.1: Phases of change and associated feelings (Meggison *et al.* 1995: 103)

Authors like De Villiers (1989: 10) and Walker and Vogt (1987: 44) are in agreement that no change in a school will be successful without the positive and active support of the teaching corps. Even when the teaching corps give their support to the change process, there still have to be opportunities for staff development measures. Thomson and Mabey (1994: 235) state that key ways in which human resource development can contribute to the management of organisational change is through organisational development, career development and training and development.

Well-planned and designed staff development programmes will definitely contribute towards effective management and co-operative tendencies of the FET sector. Most leaders remain

obstinate and negatively critical about allowing staff members' involvement in development and empowerment because they fear a challenge (Nkoe, 2002: 35-36). It is of no use to have an idea of well-planned and designed staff development programmes. The problem lies in how staff development programmes will be managed and offered to educators at FET colleges.

1.3 STATEMENT OF THE PROBLEM

South Africa is in global competition with countries, which have accepted the reality of continuous and rapid change in fields of technology, information, energy, service and production/work patterns. The institutions we envisage for the future must therefore be vehicles for staff development and be organised and supported to manage change without being constrained by narrow institutional forms. In other words, if we are to move towards being a learning nation, a fundamental review and realignment of existing organisation and practice are urgently needed (DoE, 1997: 132).

Murphy (1985: 1) points out that traditionally and historically, educators have been recognised as agents of educational change. For this reason, there is a need for staff development. Tipton (1990: 3) adds that well-trained staff will be better able to provide quality services. No matter how complex staff development may be, it remains a necessary professional responsibility.

FET colleges are required to provide staff with relevant on-going staff training to help them become facilitators of learning and give learners appropriate levels of support. This staff development will be part of the systematic development undertaken in National Curriculum Co-ordinating Groups (NCCGs) of colleges, specifically set up in partnership with Sector Education and Training Authority (SETAs) and other key strategic partners (DoE, 2002a: 40-41).

According to Connacher (1988: 4), the needs of professional development and the methods of meeting those needs should be generated within the staff group itself with the principal acting as the catalyst and facilitator. This is not to suggest that the principal should not identify staff development needs but rather that he/she should create a climate where he/she is not the only person to identify and address staff development needs.

The need for a coherent, well-planned training programme is never so clear as in a time of great change, and that is exactly the situation in colleges today. Senior educators are often heard to say

that their educators are their most valuable resource. It is necessary, surely, to provide planned opportunities to develop that resource so that it becomes even more effective (Emerson and Goddard, 1993: 101).

Various management theories have been implemented at FET colleges to manage staff development programmes with the aim of developing educators in a changed organisational structure, but with limited success. Research of this nature is therefore, necessary to reduce existing problems of staff development management that are currently being used at FET colleges that are leading to limited staff development success.

1.4 AIM OF THE STUDY

The aims of the study are to:

- i. Investigate the essentials of effective and efficient management of staff development programmes within a changed organisational structure at FET colleges;
- ii. Examine the perceptions of educators at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges;
- iii. Examine the perceptions of management at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges;
- iv. Determine how the new FET policies will influence the roles and competences of educators at FET colleges; and
- v. Develop guidelines for the effective management of staff development programmes within a changed organisational structure at FET colleges.

1.5 SIGNIFICANCE OF THE STUDY

According to DoE (1998a: 22), the new FET system is expected to provide access to high-quality education and training within a differentiated system, which will offer a wider range of learning options to a diverse range of learners, including school-going young people, out of

school youth, young adults and the larger adult population. The new curriculum for FET is anticipated to overcome the outdated divisions between 'academic' and 'vocational' education as well as between 'education' and 'training'.

Colleges have a role to support young people and adults to adapt to change through learning. Colleges will create these learning opportunities through developing partnerships with local industries, communities and non-profit-making organisations as well as working in collaboration with other providers of education and training. This will include possible progression routes to higher education and employment, including self-employment. Colleges will then be carrying out their mandate of promoting access to lifelong learning (DoE, 2002a: 34-35).

In the light of the above, it becomes imperative that all the educators at FET colleges be orientated, trained and supported in the changed organisational structure. The purpose of this proposed research is to study the management of staff development programmes as a change agent within a changed organisational structure in FET colleges. The findings of this research may enable the researcher to develop guidelines for the management of staff development programmes for the new FET institutions.

This in turn may result in the improvement of the management of staff development programmes that is offered to educators at FET colleges. Moreover, this may enable educators to make the paradigm shift from the old FET system to the new FET system.

1.6 RESEARCH QUESTIONS

In view of the context of the problem as discussed in the preceding paragraphs, the main research question is the following:

How can staff development programmes be managed effectively and efficiently as a change agent in FET colleges?

The sub-questions are the following:

- i. What constitutes effective and efficient management of staff development programmes within a changed organisational structure at FET colleges?

- ii. What are the perceptions of educators at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges?
- iii. What are the perceptions of management at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges?
- iv. What are the development needs of educators due to the new FET policies?
- v. What should managers do to improve the management of staff development programmes within a changed organisational structure at FET colleges?

1.7 RESEARCH METHODOLOGY

1.7.1 Research method

Qualitative research is a loosely defined collection of approaches to enquiry, all of which rely on verbal, visual, tactile, auditory, olfactory and gustatory data. These data are preserved in descriptive narratives like field notes, recordings or other transcriptions from audio and videotapes, other written records, and pictures or films (Thompson, 1994: 141).

According to Leedy and Ormrod (2001: 147) qualitative research encompasses several approaches to research that are, in some respects, quite different from one another. Yet all qualitative approaches have two things in common. Firstly, they focus on phenomena that occurs in natural settings, that is, in the 'real world' and secondly, they involve studying those phenomena in all their complexity, which is an in depth study.

Fraenkel and Wallen (1990: 367-368) indicate that many researches are more interested in the *quality* of a particular activity than in how often it occurs, or how it should otherwise be evaluated. Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as *qualitative research*.

As the proposed research study is aimed at studying the quality of the management of staff development programmes that may be used as a change agent in a changing organisational structure at FET colleges, a qualitative approach is used in this study.

1.7.2 Data collection

When a conclusion is supported by data collected from a number of different instruments, its validity is enhanced. This kind of checking is often referred to as triangulation (Fraenkel and Wallen, 1990: 380).

The triangulation technique is used in this study, and the data collection methods employed is a literature study, a focus group interview, individual interviews, observations and documents.

1.7.2.1 Literature study

Primary as well as secondary literature sources are studied to gather information on human resources, change management, staff development, organisational development and activities involved in it. The purpose of the literature review is to explore the dynamics of effective and efficient management of staff development programmes within a changed organisational structure from both a South African and an international perspective.

1.7.2.2 Interviews

Information gathered from the literature study is used to enrich and influence the interview schedule, as well as the analysis of the data. Both individual and semi-structured focus group interviews will be conducted. Participants who are going to be interviewed include five senior management members, four middle management members, and five educators from all the delivery sites of Tshwane North College. A focus group interviews will be conducted with three educators and individual interviews will be conducted with two educators, four middle management members and five senior management members. Audiotapes are going to be used during the interviews to store the data and later the recorded data will be transcribed verbatim.

Leedy and Ormrod (2001:196 – 197) indicate that in qualitative research studies, interviews are often quite open-ended, perhaps revolving around one or a few central issues but otherwise going in different directions for different participants. In a **semi-structured interview**, the research may follow the standard questions with one or more individually tailored questions to get clarification or probe a person's reasoning. Rubin and Rubin (1995: 5) add that in semi-

structured interviews the researcher introduces the topic and thereafter guides the discussion by asking a few specific questions.

1.7.2.3 Observations

It may seem common sense that, if one wants to know something, one goes out and has a look. To know what works requires careful observation, the systematic recording of those observations and the attempt to generalize from them (Pring, 2000: 33). Participant observation is when a researcher participates in the activities of the group being observed in the same manner as its members, with or without their knowing that they are being observed (Kumar, 1999: 106). Participant observation is used during the study. Staff development programmes, staff meetings as well as strategies that the college management is using to manage the change process will be observed. The researcher of this project is a staff member at the Tshwane North College, and is an insider; therefore participant observations will be used as a data collection instrument. Observations will be in the form of both semi-structured and unstructured observations.

1.7.2.4 Documents

There are many sources of qualitative data, including observation, interviews, photographs, documents, drawings and e-mails. Often multiple sources are used in a study (Gay and Airasian, 2000: 232). Documents such as memorandums, College newsletters, staff development policy documents minutes of meetings and relevant documentation will be studied and analysed in order to determine how staff development programmes are managed at the college.

1.7.3 Sample selection

De Vos (1998: 191) indicates that a sample comprises of the elements of the population considered for actual inclusion in the study. Or it can be viewed as a subset of measurements drawn from a population in which we are interested. We study the sample in an effort to understand the population from which it was drawn.

Leedy and Ormrod (2001: 29) point out that in purposive sampling, people or other units are chosen, as the name implies, for a particular *purpose*. For instance, we might chose people who we have decided are ‘typical’ of a group or those who represent diverse perspectives on an issue.

The main criterion is to gather data where the source is rich. Silverman (2000: 104) adds that purposive sampling allows us to choose a case because it illustrates some feature or process in which we are interested. However this does not provide a simple approval to any case we happen to choose. Purposive sampling demands that we think critically about the parameters of the population we are interested in and choose our sample case carefully on this basis.

In this study the target population is FET colleges in the Gauteng Province, since it would be too cumbersome and costly to conduct the study nationwide in all the nine provinces. The colleges and the participants will be selected purposefully. Participants targeted in this study include Senior Management, Middle Management and educators at FET colleges.

1.7.4 Data analysis

Marshall and Rossman (1995: 111) indicate that data analysis means to bring order, structure and meaning to the mass of data and it is a time-consuming, creative and fascinating process. They further assert that qualitative data analysis is a search for general statements about relationships among categories of data, that is, it builds grounded theory. Hence, analytic procedures fall into modes such as organising the data; generating categories, themes and patterns; searching for alternative explanations of the data and writing the report.

The first steps of qualitative analysis are made during the process of data collection. This process follows a cyclical path that goes from data reduction to data organisation and interpretation of the data (Sarantakos, 1998: 315). The cyclical process of data analysis is used in this study to analyse the collected data.

1.8 DEMARCATION OF THE STUDY

This thesis is limited to the management of staff development programmes as a change agent at FET colleges in the Gauteng Province. The study seeks to identify how the roles and competences of educators will be influenced due to the new FET policies as a result of the staff development programmes.

The study also seeks to identify the essentials of effective and efficient management of staff development programmes that can be used to develop educators within a changed organisational

structure at FET colleges, in order to develop and prioritise measures necessary for effective management of staff development programmes in South Africa in general and in Gauteng in particular.

1.9 CLARIFICATION OF THE KEY CONCEPTS

Different authors define the following key concepts differently. In order to avoid ambiguity the key terms are defined.

1.9.1 Management

Authors, such as Stoner and Freeman (1992: 6) and Ivancevich, Skinner and Lorenzi (1994: 54) describe management as a continuous cycle of planning, organising, leading and controlling the efforts of other members of the organisation and, of using all other organisational resources to achieve stated organisational goals.

Van der Westhuizen (1990:57) defines management as the type of work, which encompasses a variety of manageable educational tasks, carried out by a person in authority, in order to promote educational training. FET management falls within the latter management version.

1.9.2 Human Resource Management

Gerber, Nel and Van Dyk (1995: 16) describe Human Resource Management (HRM) as a purposeful action of the human resources department aimed at assisting functional managers in the optimal application and utilisation of the human resources under their control, in accordance with official organisational policy as well as HRM policy and application in practice, in order to achieve the goals of the organisation.

1.9.3 Change

According to Kimbrough and Burkett (1990: 131) change is a deliberate effort to alter the status quo by influencing or modifying the functions, structure, technology and/or purpose of an organisation. Stoner and Freeman (1992: 408) define planned change as the deliberate design

and implementation of a structural innovation, a new policy or goal or a change in operation philosophy, climate or style. This definition of change is adopted for this study.

1.9.4 Development

Meggison *et al.* (1995: 10) define development as a long-term process designed to enhance potential and effectiveness.

Development is defined as the ability of institutions, professions and individuals to respond to change as different organisational forms and capacities are required for the future. These changes would include changes from basic human skills to those which can deal with advances in technology, so ensuring transformation of current institutions both as organisations and as normative practice (DoE, 1997: 132).

1.9.4.1 Staff development

Lee (1990:108) points out that staff development primarily concerns an individual, and it is defined in terms of the activity, which the individual undertakes to keep abreast of innovation through advanced study.

Burger (1994: 2) defines staff development as the sum total of, *inter alia*, aspects of organisational development and professional development which includes instructional development, community development and personal development. The development of these components inevitably leads to development in the various departments, as well as the college as a whole.

A staff development programme is a planned process of development, which enhances the quality of learning by learners by identifying, clarifying and meeting needs of staff within the context of the college as a whole (Oldroyd and Hall, 1991: 192). This definition of staff development is used in this study

1.9.4.2 Human Resource Development

According to Craig (1996: 59), Human Resource Development (HRD) is the integrated use of training and development, organisational development, and career development to improve individual, group and organisational effectiveness. Thomson and Mabey (1994: 7) add that HRD as part of HRM calls for regular analyses of job content in relation to organisational objectives and individual skills, to enable employees to manage their own careers.

1.9.4.3 Organisational Development

Gray and Starke (1988: 597) describe Organisational Development (OD) as a *long-range* effort to improve an organisation's *program-solving and renewal processes*, particularly through a more effective and *collaborative management of organisation culture*. Special emphasis is laid on the culture of *formal work teams* with the assistance of a *change agent* or catalyst, and the use of the theory and technology of applied behavioural science, including *action research*.

1.9.5 Further Education and Training

Further Education is that education, which translates industrial imperatives into professional rhetoric and thus becomes a misnomer, which acts to legitimise the 'training' process through which young workers are instructed in the cognitive and effectual skills deemed appropriate to their position within the industrial hierarchy (Gleeson and Mardle, 1980: 3).

Kraak and Hall (1999: 1) define FET as that band which provides learning programmes between the levels 2 – 4 on the National Qualifications Framework (NQF).

1.9.6 Educator

Fraser, Loubser and Van Rooy (1991: 15) state that an educator is an adult who has superior knowledge and insight, which he/she teaches a learner who has inferior knowledge to become intellectually independent and socially responsible.

Hawkins (1990: 166) describes an educator as anyone who trains people's minds and abilities so that they acquire knowledge and develop skills.

According to the South African Council for Educators (SACE) (1999: par. 1), educator means any person who teaches, educates or trains other persons or provides professional therapy at any school, technical college or college of education or assists in rendering professional services or performs education management services or educational auxiliary services provided by or in a department of education, and whose employment is regulated by the Educators' Employment Act, 1994, and any other person registered with the Council.

In this study, educator refers to any person who teaches, educates or trains other persons at a Further Education and Training College in the Gauteng Province and whose employment is regulated by the Educator's Employment Act of 1994.

1.10 RESEARCH FRAMEWORK

1.10.1 Chapter one

Chapter one describes the context of the problem, the statement of the problem, aims and objectives the researcher hopes to reach, the research questions that the researcher hopes to answer, the methodology of the thesis, the demarcation of the thesis, clarification of the key concepts, the division of chapters as well as a concluding paragraph.

1.10.2 Chapter two

An in-depth literature study is done in this chapter to gather information on management of change, staff development, HRM, HRD, OD and related activities and establish a theoretical framework based on OD theories.

1.10.3 Chapter three

Chapter three covers a focused literature study on FET policies and frameworks, DoE policies with regard to the duties and responsibilities of educators, SACE policies, Education Labour Relations Council (ELRC) documents, Committee On Teacher Education Policies (COTEP) and other relevant documents related to the roles and competencies of educators. This forms a point of departure for developing the thesis.

1.10.4 Chapter four

This chapter is devoted to the research methodology and strategies used in developing the thesis. It indicates the sample used for the individual and focus group semi-structured interviews, the type of semi-structured interviews, open-ended questions and the context of the interviews. Procedures followed in using audiotapes during the data collection are also discussed.

1.10.5 Chapter five

Chapter five deals with data analysis, findings and discussion of the data obtained in the focus group interviews conducted. The research strategies and methodologies discussed in chapter four are related to the data analysis process in order to create a logical understanding of the findings afterwards. Instruments used in the analysis of data are also discussed in terms of reliability and validity.

1.10.6 Chapter six

Chapter six contains the researcher's comments on the thesis. It consists of a summary of the findings from both the literature study and the focus-group interviews. Conclusions and findings are made with regard to the management of staff development as a change agent at FET colleges in the Gauteng Province. Finally, recommendations, which are guidelines for the effective management of staff development, are made in this chapter.

1.11 SUMMARY

In chapter one an overview of the study was given to highlight the need for the effective management of staff development programmes as a change agent at FET colleges that may enable educators to make the paradigm shift within a changing organisational structure. The need for the study was motivated through exploring the changed organisational structure of FET colleges. The aims of the research were highlighted and the central concepts to the study were clarified. In chapter two an in depth literature study will be done on the management of change, staff development, HRM, HRD, OD and related activities.

CHAPTER TWO

THE MANAGEMENT OF CHANGE, HUMAN RESOURCE MANAGEMENT, STAFF DEVELOPMENT AND ORGANISATIONAL DEVELOPMENT

2.1 INTRODUCTION

The purpose of this chapter is to examine the dynamics of effective and efficient management of change as well as the management of staff development programmes in organisations from both a South African and an international perspective, which in turn may provide basic principles for the management of staff development programmes within a changed organisational structure at FET colleges. Theron (2002: 215) points out that education is engaged in a process of change worldwide. This is especially so in South Africa, where change dominates the profession and educators are expected to lead the transformation process.

There is widespread agreement in literature that change and renewal are two of the most important aspects of an organisation. When an organisation fails to change and develop, entropy sets in – the organisation stagnates and eventually declines. Consequently change and renewal can be regarded as essential for the development of an organisation (Theron 2002: 181). The implementation of the FET Act 98 of 1998 by the DoE is an attempt to transform the FET system in South Africa.

The transformation project, in FET will produce a whole batch of new roles and responsibilities concerned with devolved governance, strategic planning and more competitive funding arrangements. These developments place enormous pressures on middle to senior management and academic staff in FET institutions who are currently struggling to fulfil existing obligations given the severe resource and capacity constraints endemic to the sector (Kraak, 1999a: 22). Since the implementation of the FET Act, there has been a radical shift in what is expected from educators.

Gerber, Nel and Van Dyk (1995: 3) point out that labour (human resources) is the only resource in an organisation that reacts when acted upon. This means that with the exception of human resources, all resources of an organisation are static. Other resources derive their dynamic character from human resources. In the South African context, the efficient and effective management and utilisation of human resources cannot be overemphasised. Du Plessis and Smit

(1994: 119) add that human resources are the most complex of all resources because people constitute the only living thinking, creative and reactive resource. The importance of staff development cannot be overemphasized, if effectiveness is the goal. Because educators are creative and reactive resources, they sometimes resist changes that are implemented.

When change occurs, resistance and conflict necessarily follow. In addition to utilising their knowledge and skills in managing change, educational leaders also have to be able to apply negotiating skills to remove or reduce the resistance and conflict that accompany change (Theron, 2002: 215). The change process as well as the staff development programmes need to be managed, in order to help educators to make the paradigm shift in the new FET system.

2.2 ELEMENTS OF ORGANISATIONAL LIFE

In order to understand the management of a school, one needs to understand the basic tenets on which the contemporary school is founded (Badenhorst, 1997:330). Schools are not merely buildings where people disconnected from each other come and go from day to day. In every school there are particular elements, which make up that organisation, and each of these needs to be functioning healthily for the whole to be healthy. Any unhealthy element will have a ripple effect throughout the whole system (Davidoff, Kaplan and Lazarus, 1999: 103). FET colleges are also not just merely buildings where staff members disconnected from each other come and go from day to day. Organisations such as FET colleges also consist of various elements that need to function effectively.

Davidoff, Kaplan and Lazarus (1999: 106) explains that a further, perhaps ‘overriding’ element of schools as organisations that should be taken into account, but is often under-emphasized in organisational development work, is the broader ‘contextual’ element. The micro-context of a school refers to the location of the college within the broader education system, while the macro-context refers to the location within broader South African society. The elements of organisational life are indicated in figure 2.1.

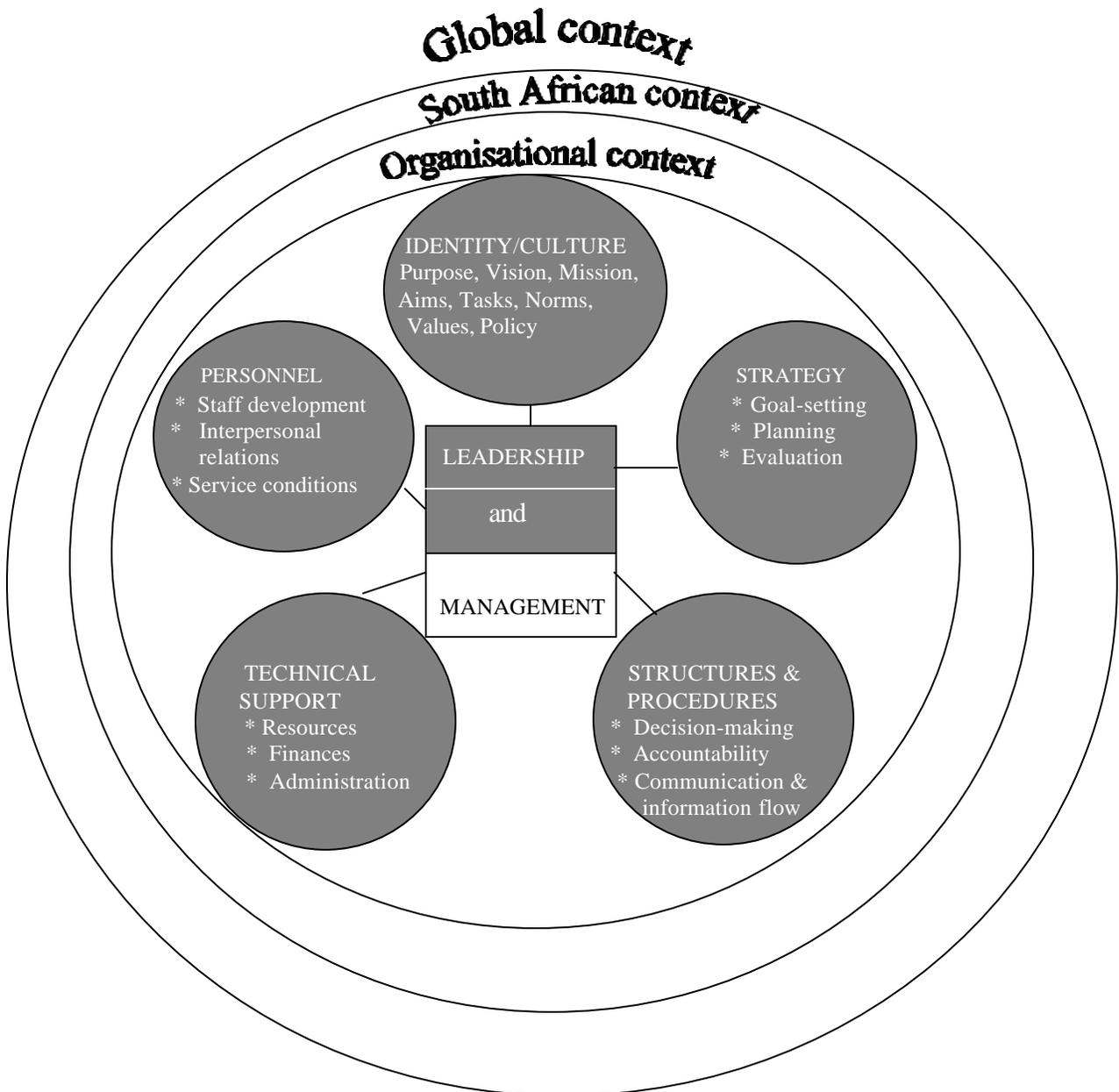


Figure 2.1: Framework for understanding organisations: elements of organisational life
(Davidoff *et al.*, 1999: 107)

Badenhorst (1997: 332) points out that according to the tenets of chaos theory, the college may be seen as a complex structure. Functioning structures can be divided into two groups, namely *mechanical* structures and *complex* structures. *Mechanical* structures are man-made and function according to identifiable mechanical laws. Mechanical structures contain a high degree of order. *Complex* structures, in contrast to mechanical structures, are life forms of varying complexity. People can be seen as the most complex life forms.

Organisations consist of people who work in them, and are real, living systems. All living systems have the capacity to self-organise, to sustain themselves and to move forward toward greater complexity and order as and when needed. They can respond intelligently to the need for change, and they organise and subsequently re-organise themselves into adaptive patterns and structures without any externally imposed plan or direction. Self-organising systems possess what leaders crave for, the ability to respond timeously and continuously to change (Pellissier, 2001: 78-79).

Ndhlovu, Bertram, Mthiyane and Avery (1999: 128 – 129) indicate that *culture* is the foundation of school life and thus needs to change if organisational change is to be implemented. The five *components* of an organisation – *identity, strategy, structures/ procedures, technical support* and *human resources* are embedded in the relevant culture and support it. The entire organisation is encapsulated in the *context*, which is differentiated on the micro-, macro- and global levels.

On the 11 September 2001 Technical Colleges in South Africa were merged to form large multi-site FET colleges as an attempt by the DoE to address the human resource needs of the country. The large multi-site FET colleges were formed when state colleges (former black, disadvantaged institutions) and state-aided (former white, advantaged institutions) were merged. Before the merging process was initiated all the technical colleges had their own culture that consisted of functioning structures, namely mechanical and complex structures (people). Technical colleges were complex organisations.

Tshwane North College in the Gauteng Province consists of a merger between two former state colleges, namely Mamelodi College and Soshanguve College and one former state-aided college, Pretoria College. Due to the merger between these colleges a new organisational culture must now be formed. FET colleges will be more complex than technical colleges used to be. The transformation process needs to be well managed in order to form a new culture successfully at FET colleges. Mamelodi, Soshanguve and Pretoria Colleges are indicated in pictures 2.1, 2.2, and 2.3.



Photo 2.1: Mamelodi College

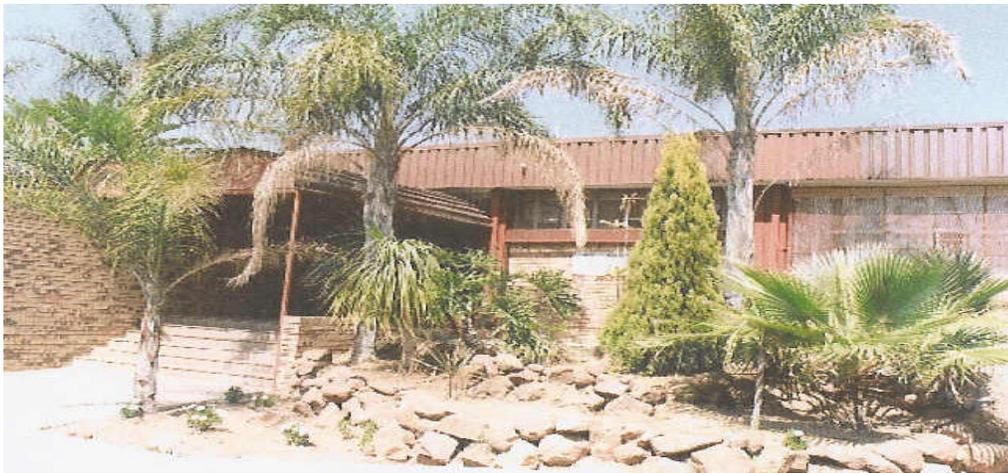


Photo 2.2: Soshanguve College

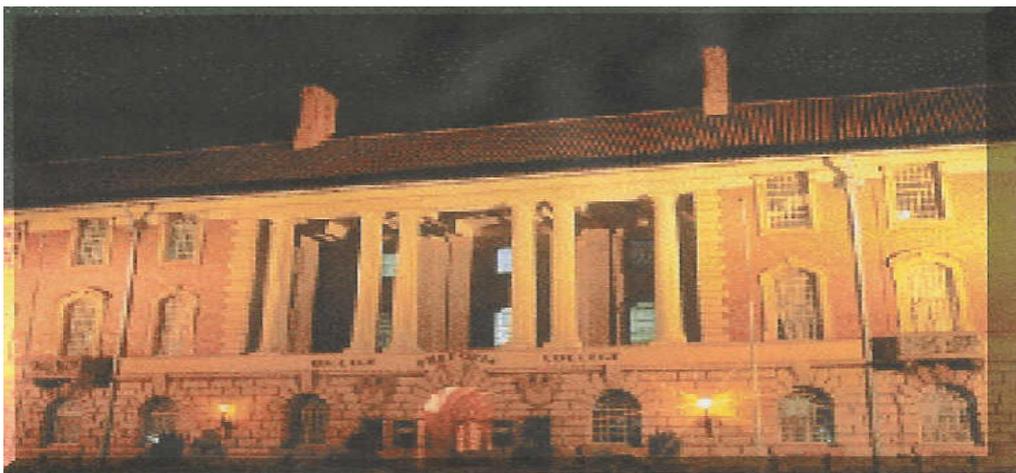


Photo 2.3: Pretoria College

2.3 MANAGEMENT

Management in colleges is not very different from management in other areas of our lives or, for that matter, in business. A managed process is one that starts off with a set of considered objectives or desired outcomes. We create a proper plan to achieve these and then follow up with the implementation of that plan (Kramer, 1999:155).

According to Clegg and Birch (1998: 14), there are two models on which management can be based: the army and the family. The first relies on absolute focus on task. The individual simply does not matter; the soldier (worker) is just another resource. Such a management approach assumes that the workforce needs detailed instructions to carry out any task and a complicated bureaucracy to support management activity. The prime motivator is the stick – get something wrong and you are in serious trouble.

The second approach is driven entirely by people. Instead of prescriptive management, we see inspirational leadership, setting an example and broad principles, but not attempting to give detailed instructions. Individuals are considered to be just that, and are given considerable freedom to find their own way of working and make best use of their talents. The prime motivator is the carrot – get it wrong and you learn from your mistakes, get it right and enjoy the praise.

2.3.1 The traditional viewpoint of management

According to Pather (1995: 36), the key elements in the definitions of management are objectives, resources, people and processes. Hence it may be summed up that management can be regarded as a process through which an organisation's objectives are achieved, by the effective use of all the available resources, in a co-ordinated manner. Central to the process is the development of human resources within an organisation.

Eksteen (1996: 4-2) points out that management is the process used to achieve the goals of the organisation through planning, organising, leading and controlling people and other resources at the disposal of the organisation. Cronje, Hugo, Neuland and Van Reenen (1996: 74) add that these terms used to define the fundamental tasks of management, *planning*, *organising*, *leading* and *controlling* are linked up in a certain sequence. They would not make sense in any other

sequence, for managers cannot decide to do something unless they know what should be done; they cannot order a task to be done until they have decided how it should be done, and they cannot check the results before the orders have been given. The fundamental management tasks (*planning, organising, leading and controlling*) are linked up in a sequence as indicated in figure 2.2.

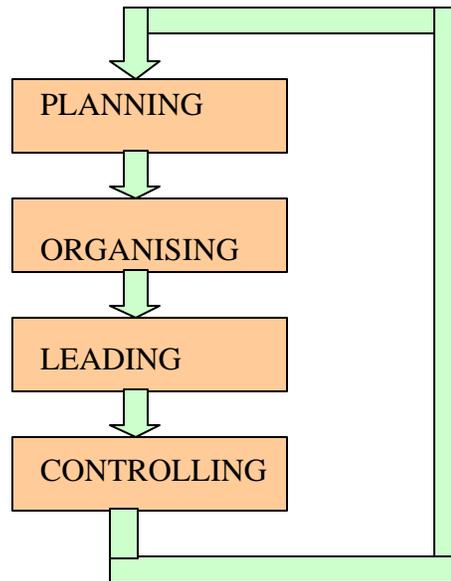


Figure 2.2: The four fundamental management tasks (Cronje *et al.*, 1996: 75)

According to Eksteen (1996: 4-5), the fundamental management tasks of *planning, organising, leading* and *controlling* involve the following:

- *Planning*: the selection of missions and objectives according to anticipated future trends and determining the best strategies and tactics to achieve the objectives of the organisation.
- *Organising*: the establishment, development or design of a formal structure of roles in a formally organised enterprise.
- *Leading*: influencing or motivating people to strive voluntarily and willingly towards the achievement of the group goals of the organisation.
- *Controlling*: checking and correcting the performance of activities of staff to assure that the set of objectives and plans are accomplished.

According to Daft and Marcic (2004: 7), there are two important ideas in the definition of management: (1) the four functions of planning, organising, leading and controlling, and (2) the

attainment of organisational goals in an effective and efficient manner. Managers use a multitude of skills to perform these functions.

2.3.2 Newtonian paradigm

Management philosophies and organisational forms change over time to meet new needs. The workplace of today is very different from what it was 50 years ago – indeed from what it was even 10 years ago. Many managers may dream of working in an organisation and world where life seems relatively calm, orderly, and predictable. This management theory is based on the Newtonian paradigm (Daft and Marcic, 2004: 20-27).

Pellissier (2001: 27) explains that the work of Sir Isaac Newton (1642 – 1727) laid the foundations for the Industrial Age, since he established the basic laws according to which this age functioned. Newtonian science is rooted in physics and mathematics – rule-bound disciplines that require data up front in order to operate. The core of the Newtonian paradigm is the law of motion, which suggests that the world is a well-behaved machine, existing in a predictable and well-behaved universe. This paradigm is based on the belief that relationships between cause and effect are simple, clear and linear. Newton's three laws of motion are as follows:

1. Everything will continue in its state of rest or of uniform (un-accelerated) motion in a straight line except in so far as it is compelled to change that state by impressed force.
2. The rate of change is proportional to the impressed force and takes place in the line in which the force acts.
3. Action and reaction are equal and opposite.

Of particular importance is the second law of motion, namely rate of change. The masses Newton investigated remained constant during their motion; i.e. he posited a regular, predictable rate of change. The third law deals with the effect of change, and states that the result of any change, be it radical or otherwise, is in magnitude as great as the change itself. This equally implies predictability, logic order and regularity.

2.3.3 The chaos paradigm

Organisations are learning to value *change* and *speed* over stability and efficiency. The fundamental paradigm during much of the twentieth century was a belief that things can be stable. In contrast, the new paradigm recognizes change and chaos as the natural order of things.

Events in today's world are *turbulent* and *unpredictable*, with both small and large crises occurring on a more frequent basis. In the face of these transitions, managers must rethink their approach to organising, directing, and motivating workers (Daft and Marcic, 2004: 19).

Pellissier (2001: 78 - 79) points out that organisations consist of the people who work in them, and therefore they are real, living systems. All living systems have the capacity to self-organise, to sustain themselves and to move forward toward greater complexity and order as and when needed. They can respond intelligently to the need for change. They organize and subsequently re-organise themselves into adaptive patterns and structures without any externally imposed plan or direction.

Durrance (1997: 26) states that organisations are made up of people and are therefore highly complex, non-linear systems. Chaos in this sense can be described as complex, unpredictable and orderly disorder, in which patterns of behaviour unfold in irregular but similar forms.

Today's best managers give up their command-and-control mindset to embrace ambiguity and create organisations that are fast, flexible, adaptable, and relationship-orientated. *Leadership* is dispersed throughout the organisation and managers empower others to gain the benefit of their ideas and creativity. The model of managers controlling workers no longer applies in the workplace where employee brainpower is more important than physical assets (Daft and Marcic, 2004: 19 – 20).

The central tenet of the new science is the encapsulating fact that chaos and order are not, as classical scientists proclaims, opposites from which to choose. On the contrary, they are two perennially intertwined aspects of the very same reality. The special kind of leadership that can function effectively within such perceptions are referred to as chaotic management (Pellissier, 2001: 213).

2.3.4 Total Quality Management

Daft and Marcic (2004: 40) explain that the Total Quality Management (TQM) approach infuses quality values throughout every activity within a company, with front-line workers intimately involved in the process. Four significant elements of quality management are employee involvement; focus on the customer, benchmarking, and continuous improvement.

The area of customer satisfaction is the cornerstone of TQM. It may be hard to relate the term ‘customer’ to an educational context. In the definition of TQM the customer is simple: the customer is anyone to whom a product or service is provided. The *most important* and obvious customer in the college is the *learner* (Badenhorst, 1997: 337).

Employee involvement means that TQM requires company wide participation in quality control. All employees are *focused on the customer*; TQM companies find out what customers want and try to meet their needs and expectations. *Benchmarking* refers to a process whereby companies find out how others do something better than they do and then try to imitate or improve on it. *Continuous improvement* is the implementation of small, incremental improvements in all areas of the organisation on an ongoing basis (Daft and Marcic, 2004: 40).

2.3.5 Management strategies

There are many management strategies but only those that are relevant to this study will be discussed. The management strategies that will be highlighted are participatory and strategic management.

Eksteen (1996: 4-2) points out that previously managers acted as authoritarians, as bosses. Today, management styles take the approach of guiding and coaching employees with the emphasis on teamwork and cooperation rather than discipline and giving orders. Managers are more inclined to mix with employees and customers and to work more closely with employees in a team effort to accomplish common goals.

Management in education is not an end in itself. Good management is an essential aspect of any education service, but its central goal is the *promotion of effective teaching and learning in colleges*. Management should not be seen as being the task of the few; it should be seen as an activity in which *all members* of educational organisations engage (DoE, 1999: 3-4).

2.3.5.1 Participative management

Erasmus and Van der Westhuizen (2002: 246) indicate that under a system of participative management, employees (educators) participate in the management of the school and in making decisions that affect them and their jobs. This implies that educators may participate in decision-

making either as individuals or as a group. The former refers to informal participation, and the latter to formal participation. Ramphela (2000:30) adds that a participatory management of an effective team offers the greatest opportunity to ensure that two-way communication takes place, rather than followers being told what has been decided.

The participative (democratic) style is group centred. The facilitator makes decisions only after discussions and participation by members of staff, whose feelings and reactions are given full weight. The facilitator (principal) shares his knowledge and encourages initiative on the part of his subordinates. He tries to keep as many members as possible personally involved in problem solving and aware of goal progress (Mampuru, 1992: 25).

Managers do make some decisions as individuals, but decision-makers more often are part of a group. Indeed, major decisions in the business world rarely are made entirely by an individual. Effective decision-making often depends on whether managers involve the right people in the right ways in helping them solve problems (Daft and Marcic, 2004: 202).

Participative management is totally different from the traditional approach where the principal is supposed to know everything. Participation in management does not mean that the principal may neglect his / her responsibilities as far as a decision-making is concerned. Principals who adopt a participative management style have to evaluate staff members in order to identify their skills to create a management team with diverse skills and capabilities (Erasmus and Van der Westhuizen, 2002: 246).

According to Daft and Marcic (2004: 257), the participative strategy relies on an experimental mindset. People are encouraged to try new things, and failure is accepted. Managers realize that problems and decisions present new learning opportunities, and they encourage employees to step outside the comfort zone and take risks. In a learning organisation, the people closest to the problem are given the authority and responsibility for decision-making. Because people at all levels are intimately involved in making decisions, this allows strategy to emerge bottom up as well as top down.

2.3.5.2 *Strategic management*

Erasmus and Van der Westhuizen (2002: 249) state that strategic management has the following components:

- The vision of the organisation – strategic overview of the direction in which the organisation is moving over the next few years;
- The mission of the organisation – the main reason for the existence of the organisation;
- The aims of the organisation;
- A Strengths Weaknesses Opportunities and Threats (SWOT) analysis (strengths and weaknesses are internal determinants and opportunities and threats are external determinants);
- Objectives, measured against the Specific, Measurable, Attainable, Realistic and Traceable (SMART) principle; and
- Action plans – action steps, persons involved, target dates, and feedback.

Pellissier (2001: 85) explains that the traditional business organisation is not designed for change, but rather for stability and the creation of predictable and measured results. Within the stable environment of the previous wave, i.e. the Second Wave, this proved satisfactory. However, it is almost impossible for these solid and immobile blocks of stone to accept large changes, of the sort required by advancing technologies and the concept of re-engineering. The need for change in the Digital Age has become constant and unavoidable. This necessarily involves periods of instability, so an organisation must transform itself, both to adapt to the changing circumstances and to make future changes easier. The latter is because change is more or less continuous in the Digital Age, and businesses will continue to be pressured to change after the first transformation.

Management approaches that were mostly used in technical colleges, and are still being used, are suitable to use in a stable and predictable organisation. But in this fast changing technological world, these management approaches may not be effective to manage FET colleges.

FET colleges consist of people who work in them; colleges are therefore highly complex and non-linear organisations. The Chaos management approach is an effective approach to use in complex and non-linear organisations.

2.4 THE CHAOS / COMPLEXITY THEORY

The very expression ‘chaos theory’ is misleading. According to Murphy (1996: 96), some researchers prefer labels like ‘non-linear dynamics’, ‘bifurcation theory’, ‘change theory’ or ‘self-organising theory’. Although it incorporates elements of chance, chaos, Murphy believes, is not random disorder, and chaos theory attempts to understand the behaviour of systems that do not follow a linear pattern or show conventional cause and effect over time. When viewed as a whole, however, these systems exhibit definite patterns and structures. But at no single point can their future behaviour be predicted from the past. In this sense, chaos is far from completely random, and therefore chaotic systems can simultaneously be both determinate and unpredictable. Such systems can organise and renew themselves, with periods of order broken by sudden transformations in a direction that has elements of chance about it and it cannot be reversed.

In the world of self-organising structures, everything is open and susceptible to change. But change is not random or incoherent. Instead, we get a glimpse of systems that evolve to greater independence and resiliency because they are free to adapt, and because they maintain a coherent identity throughout their history. Stasis, balance, equilibrium – these are temporary states. What endures is process – dynamic, adaptive, creative. If an open system seeks to establish equilibrium and stability through constraints on creativity and local changes, it creates the conditions that threaten its survival (Wheatley, 1992: 98).

Complexity theory is of recent origin. While a specific date of inception is not possible to identify, it can be deduced that certain occurrences led to its beginnings during the early and mid 1970’s. One such occurrence was the development of non-linear mathematics, which, with the aid of powerful computers allowed mathematicians to study the complex actions of smoke curling, water cascading, milk mixing turbulently in coffee. “All of these have high degrees of randomness in them; their patterns are neither fully predictable nor repetitious” (Doll, 1989: 66).

“Chaos-generating equations have the property of being non-linear. In a linear equation, you can guess ahead. For instance, consider a road lined with telegraph in a drawing. If you are given two or three poles, you can easily draw the rest for yourself. But now people realize that nature draws itself differently, using non-linear equations. Imagine a river running along the road: the river has flat bits and bumpy bits. But however many of the characteristics of the river are given, there

is no way for you to know where the next flat bit or bumpy bit of the river is going to be. If one could extend this scenario further and imagine that you are looking from an air balloon on to the river, you will see that part of the bumpy bits look relatively flat. Put your face close to the water and you will notice that the flat bits contain relatively bumpy bits” (Stoppard, 1995: 11).

Wheatley (1992: 76) explains that, “In classical thermodynamics, equilibrium is the end state in the evolution of isolated systems, the point at which the system has exhausted all its capacity for change, done its work, and dissipated its productive capacity into useless entropy. Entropy is an inverse measure of a system’s capacity for change. The more entropy there is, the less the system is capable of changing. At equilibrium, there is nothing left for the system to do; it can produce nothing more”.

“Clouds themselves are self-organising, changing into thunderstorms, hurricanes, or rain fronts with the influx of atmospheric energy or foreign particles. We are capable of similar transformations when we trust that new thoughts and ideas can self-organise in the environment of our minds and our organisations. We would do well to take clouds more seriously. They are spectacular examples of strange and unpredictable systems; structured in ways we never imagined possible” (Wheatley, 1992: 99).

Mossberg (1993: 54) indicates that chaos theory provides leaders with a philosophy and science of practical optimism that transforms what look like problems into integral parts of the surviving (and thriving) systems whole. It provides a scientific base for objectives in terms of creativity, growth, survival, a working context in which to establish and promote policies aimed at producing an atmosphere in which difference is allowed to flourish and exposure to difference is made possible and encouraged.

Fullan (2001: ix) mentions that the more complex society gets, the more sophisticated leadership must become. Complexity means change, but specifically it means rapidly occurring, unpredictable, non-linear change. Moreover, the pace of change is ever increasing. This is a dilemma. On the one hand, failing to act when the environment around you is radically changing leads to extinction. On the one hand, making quick decisions under conditions of mind-racing mania can be equally fatal. Fullan (2001: xiii) adds that the leadership required in a culture of change, however, is not straightforward. We are living in chaotic conditions. Thus leaders must be able to operate under complex, uncertain circumstances.

FET colleges are complex organisations and, we are also living in a time of chaotic conditions. The environment is radically changing, and technological changes are taking place daily. Knowledge and application of the chaotic management approach as well as knowledge of the change process may enable the leadership of FET colleges to manage these organisations successfully.

2.5 THE MANAGEMENT OF CHANGE

Venter (2002: 2) indicates that one of the impacts of change – *and change is all around, certainly in education* – is that it has to be managed. Management at the best of time is difficult in schools, far more than in a business. Robbins (1997: 256) adds that change is a natural state and managing change is a continual process.

Authors like Rowley, Lujan and Dolence (1997: 6) are in agreement that change does not occur in a vacuum. Thus, the choice for a college or university is either to shape change or have it dictated by external forces. Colleges are therefore compelled to address issues related to quality. These include elements such as the strengths of the institution, its path-finding programmes, its areas of excellence, its programmes of opportunity, its role and how resources should be allocated to enhance redefined quality.

The total abandonment of outdated products, policies, and practices can be a two-edged sword. If we embrace change too rapidly, we may lose programmes and products that only need fine tuning to gain new relevance. The willingness to submit to change should not be used as an excuse to contribute regularly to the trash heap of abandoned ideas, programmes, or materials. Being willing to abandon virtually any effort means facing the reality that change management will be well integrated into the processes and cultures of the organisation (Craig, 1996: 42).

Pather (1995: 135) indicates that change is a process and not an event: delivering a programme at a course is an event but the process through educator support of various types can take a long period. As people accomplish change, the individual (educator) should be the focus of attention and his/her autonomy and security should not be threatened; moreover, improved practice can only take place in a supportive college environment, which may also have to change.

Hannagan (1998: 31) points out that the purpose of change is to move an organisation from its present point to a different one, which is more desirable in meeting its objectives. In managing

this process the gap between the starting point and the desirable conclusion needs to be identified. The usual steps are:

- **Vision** – a process of reminding everybody and clarifying to everybody the direction of the organisation; ‘where we are going’.
- **Strategy** – outlining how this is to be achieved through the development of objectives and goals, ‘how we are going to get there’.
- **Monitoring change** – progress is measured in order to observe and encourage change; ‘this is how far we are now’.

Some authors like Fullan and Miles (1999: 80) state that visions are necessary for success, but few concepts are as misunderstood and misapplied in the change process. Visions come later for two reasons. First, under conditions of dynamic complexity, one needs a good deal of reflective experience before one can form a plausible vision. Vision emerges from, more than it precedes, action. Even then it is always provisional. Second, shared vision, which is essential for success, must evolve through the dynamic interaction of organizational members and leaders. This takes time and will not succeed unless the vision-building process is somewhat open-ended. Visions coming later do not mean that they are not worked on. It is just the opposite. They are pursued more authentically while avoiding premature formalization.

The management of change in an organisation is an area of potential conflict because of these inherent issues of understanding and communication. Management actions to facilitate change can easily be misunderstood because the procedures and processes already in existence appear to be perfectly good. These days the management of change is the most important management skill because it can be seen as a constant process of setting up working methods to meet changing circumstances (Hannagan, 1998: 25).

We are living in a rapidly changing world, where old skills are in most instances no longer relevant to rapidly changing demands. Today’s workplace is characterised by global competition, cultural diversity and technological and management processes that require workers to think critically, solve problems and communicate effectively (Nkoe, 2002: 1). Global competition and technological changes are examples of external driving forces for change in the FET system.

2.5.1 Driving forces for change

Organisations have both influences encouraging change and other influences acting to keep the organisation in a state of equilibrium. Those forces, which oppose change, can also be seen to be supporting stability and the status quo. In force-field theory, any behaviour can be seen as the result of equilibrium between driving and restraining forces, with the driving forces pushing one way, the restraining forces the other (Hannagan, 1998: 27). The force-field diagram is indicated in figure 2.3.

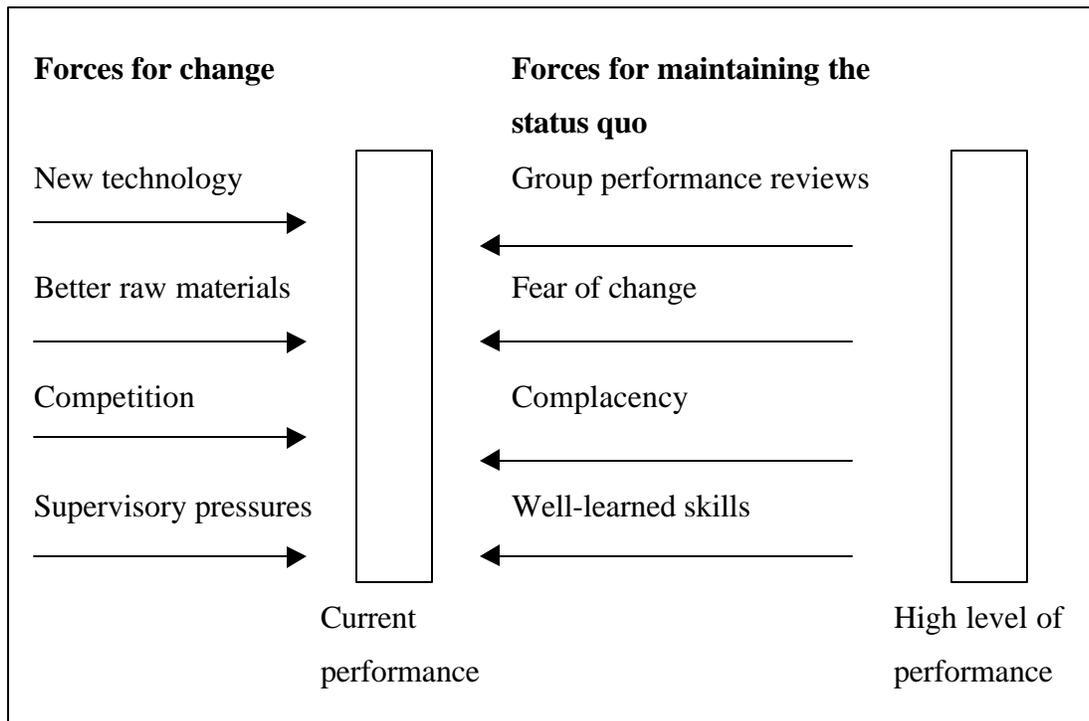


Figure 2.3: Force-field diagram (Hannagan, 1998: 28)

Robbins (1997: 258) states that one of the most well documented findings from studies of individual and organisational behaviour is that organisations and their members resist change. In a sense, this resistance is positive. It provides a degree of stability and predictability to behaviour. If there were not some resistance, organisational behaviour would take on characteristics of chaotic randomness. Resistance to change can also be a source of functional conflict.

2.5.2 The change process

In order to engage in successful change, we need to develop a way of thinking about change based on a thorough understanding of the processes involved. Such knowledge, once obtained, is far more powerful as a resource than a memorized list of specific steps that we should follow. The fundamental goal for planners is to achieve a feel for the change process and the people in it, which entails a blend of research and experiential knowledge (Fullan, 1997: 213).

According to Fullan (1997: 209) the most beneficial approach consists in our being able to understand the process of change, locate our place in it, and act by influencing those factors that are changeable and by minimizing the power of those that are not. All of this requires a way of thinking about educational change that has not been characteristic of either planners or victims of past change efforts.

Change is not a fully predictable process. The answer is found not by seeking ready-made guidelines, but by struggling to understand and modify events and processes that are intrinsically complicated, difficult to pin down, and ever changing (Fullan, 1997: 213).

2.5.2.1 The 'Calm Waters' simile

Some authors are of the opinion that an organisation is like a large ship travelling across the calm Mediterranean Sea to a specific port. The ship's captain has made this exact trip hundreds of times before with the same crew. Every once in a while, however, a storm will appear, and the crew has to respond. The captain will make appropriate adjustment – that is, implement changes – and, having manoeuvred through the storm, will return to calm waters. Implementing change in organisations should therefore be seen as a response to a break in the status quo and needed only in occasional situations. It is described as the *Calm Water simile* (Robbins, 1997: 255 - 256).

Until very recently, the Calm Waters simile dominated the thinking of practising managers and academics. It is illustrated in Kurt Lewin's three-step description of the change process. According to Lewin, successful change requires *unfreezing* the status quo, *changing* to a new state, and *refreezing* the new change to make it permanent (Robbins, 1997: 256). The description of the change process is indicated in figure 2.4.

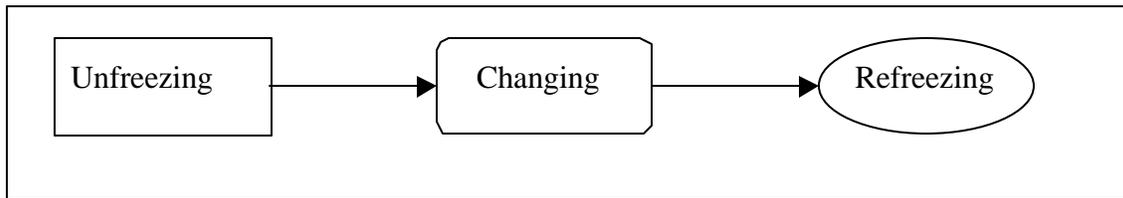


Figure 2.4: Lewin's description of the change process (Robbins, 1997: 256)

Lewin's three-step process treats change as a break in the organisation's equilibrium state. The status quo has been disturbed, and change is necessary to establish a new equilibrium state. This view might have been appropriate to the relatively calm environment that most organizations faced in the 1950s, 1960s, and early 1970s. But one can argue that 'calm waters' no longer describe the kind of seas that current managers have to negotiate (Robbins, 1997: 257).

2.5.2.2 The "White-water Rapids" simile

The second view of the change process Robbins (1997: 256) is described as "The organisation is more akin to a forty-foot raft than to a large ship. Rather than sailing a calm sea, this raft must traverse a raging river made up of an uninterrupted flow of permanent white-water rapids. To make things worse, the raft is manned by ten people who have never worked together, none have travelled the river before, much of the trip is in the dark, the river is dotted by unexpected turns and obstacles, the exact destination of the raft is not clear, and at irregular frequencies the raft needs to pull to shore, where new crew members are added and others leave. Change is a natural state and managing change is a continual process. This is known as the 'White-water Rapids simile'".

Few organizations today can treat change as the occasional disturbance in an otherwise peaceful world. Even these few do so at great risk. Too much is changing too fast for any organization or its managers to be complacent. Most competitive advantages last less than eighteen months. A firm such as People Express was described in business periodicals as the model 'new look' firm, and then went bankrupt a short time later. As Tom Peters aptly noted, the old saw: "If it ain't broke, don't fix it" no longer applies. In its place, he suggests: "If it ain't broke, you just haven't looked hard enough. Fix it anyway" (Robbins, 1997: 258).

In the past, managers could treat change as an occasional disturbance in their otherwise peaceful and predictable world. Such a world no longer exists for most managers. Today's managers are

increasingly finding that their world is one of constant and chaotic change. In this world, managers must continually act as change agents (Robbins, 1997: 271).

The most important role of leaders is to lead people through the transition from the Industrial Age to the Digital Age or Systems Age, i.e. from the neatly ordered world of Newton to the world of chaos. This process entails letting go of the past and coming to terms with what is lost. Workers have to trade their safe, predictable world of work for an unstable, unpredictable and highly ambiguous one. In the new order, workers are expected to identify and solve problems, make decisions, experiment, generate perpetual novelty and continually learn new skills and behaviours. Leaders will have to help workers understand the extent and reality of the dramatic changes that are taking place and generate a sense of urgency about the need to move forward differently from the way they did in the past. This will specifically focus on attitudinal and behavioural changes, and appropriate rewards and incentives (Pellissier, 2001: 215).

The world around us is not predictable; therefore changes that are taking place at FET colleges cannot be treated as an occasional disturbance in a peaceful and predictable world. The environment of FET colleges is characterized by constant and chaotic change that takes place on a continued basis. This is known as the '*White-water Rapids*' simile.

2.5.3 Resistance to change

The reasons for resistance to change are complex and diverse. They are closely linked to the inherent nature and uniqueness of every individual who is affected by the change. That is why individuals' responses to change can be divided into various reactions or phases. How resistance to change is dealt with or managed is very important. The successful implementation of change depends not only on insight into the factors that give rise to the reactions to change, but also on how this resistance is managed (Van der Westhuizen and Theron, 2002: 240).

According to Hellriegel, Jackson and Slocum (2002: 325) people resist change when they do not understand its implications. Unless quickly addressed, misunderstandings and lack of trust build resistance. Top managers must be visible during the change process to spell out the new direction for the organisation clearly and what it will mean for everyone involved. Getting employees to discuss their problems openly is crucial to overcome resistance to change.

Resistance to change does not necessarily surface in standardized ways. Resistance can be overt, implicit, immediate, or deferred. It is easiest for management to deal with resistance when it is overt and immediate. The greater challenge is managing resistance that is implicit or deferred. Implicit resistance efforts are subtle-loss of loyalty to the organisation, loss of motivation to work, increased errors or mistakes, increased absenteeism due to ‘sickness’ – and hence difficult to recognize (Robbins, 1997: 258).

There are a number of different types of resistance to change that can occur in an organisation. These are indicated in figure 2.5.

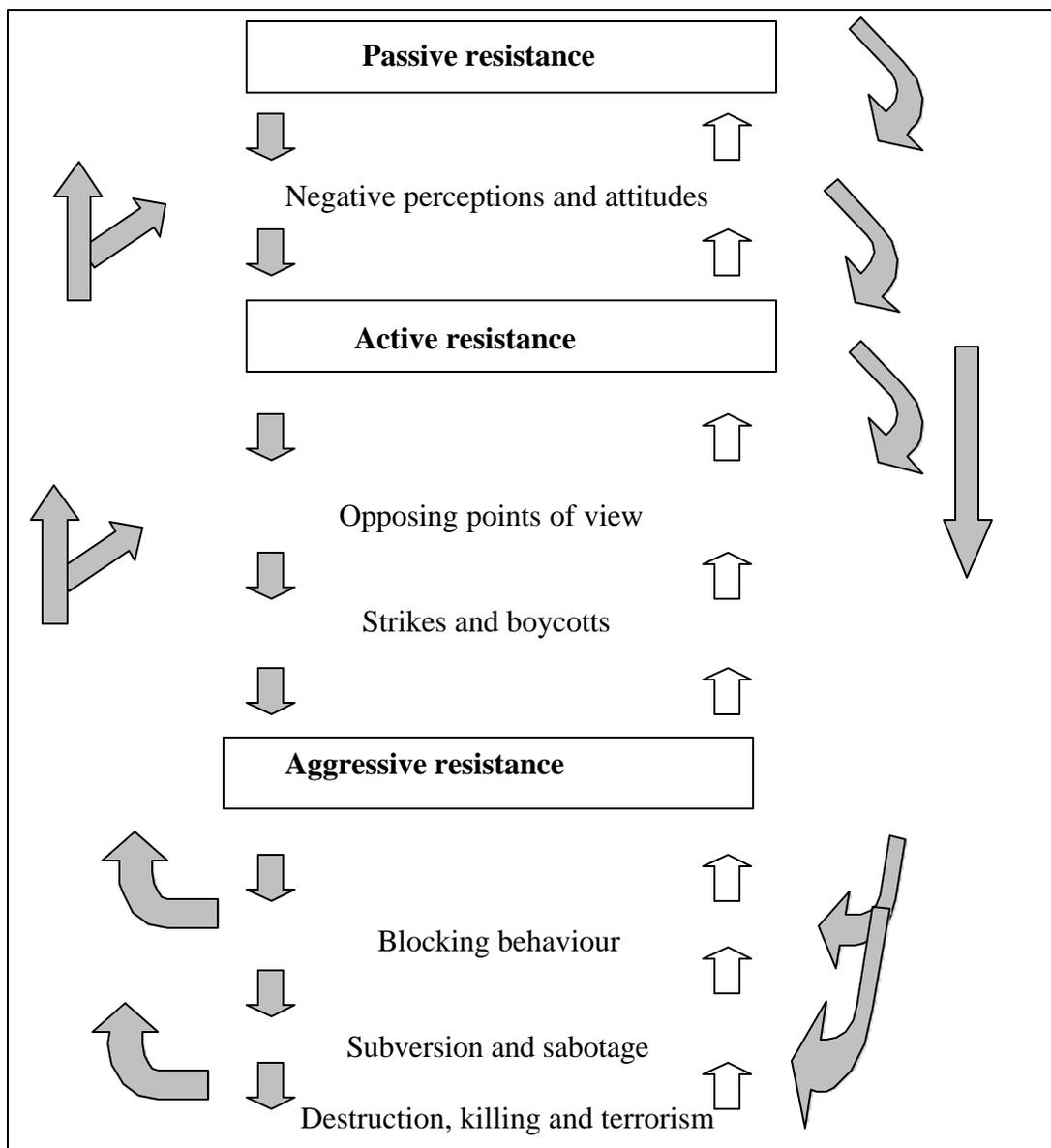


Figure 2.5: Types of resistance to change (Van der Westhuizen and Theron 2002: 219)

Hellriegel *et al.* (2002: 324) explain that to be able to reduce resistance to change, managers first of all must not be afraid of resistance. Thereafter, they must help employees not to be afraid of change or its consequences. Some people resist change because they fear that they will be unable to develop the competencies required to be effective in the new situation. Van der Westhuizen and Theron (2002: 221) add that research conducted shows that resistance to change is an important factor for school principals to consider when implementing change. It would appear that this resistance stems from a variety of factors.

Van der Westhuizen and Theron (2002: 235) indicate that college principals can follow the following guidelines if the envisaged change is to succeed and simultaneously decrease the resistance to change (*and, more specifically, passive resistance to change*):

- Analyse the college in respect of the present situation, problems and the forces that could be responsible for the problems, the importance and urgency of the problems, and the type of change to be made.
- Identify and analyse the factors that may play a role in the envisaged change. In the final analysis, the focus should fall on questions such as: who is likely to offer resistance to the change; why might there be resistance; how intense is the resistance likely to be; who has the information essential for planning the change; whose cooperation is needed for implementing the change; and what is the position of the college principal in respect of authority, trust and other aspects affecting interaction?
- Decide on a strategy based on the preceding analysis and the tempo of the change, and consider the amount of planning, degree of involvement of other individuals and methods to be utilised to manage the various individuals and groups.
- Monitor the change process and evaluate the success of managing resistance. Even though the strategy and methods are painstakingly selected, there can still be unforeseen circumstances (resistance) during the implementation of the change that can only be dealt with by means of careful monitoring and management.

2.5.4 Changes in the FET system

According to DoE (2002a: 10), the merging of the public FET colleges provides a new institutional base. The 50 FET colleges have created a FET college landscape that will provide a

flexible and responsive curriculum to support the social and economic developments of the country. Asmal (2003a: 2) adds the launch of the 50 new FET colleges in 2003 was a major victory, a holistic achievement and a first in the history of education in this country.

According to Asmal (2003a: 4) real change, after all, lies not in changing the names of institutions or altering their legal persona through mergers or legislation, but in changing the nature of the enterprise – the teaching and learning, the learner support services and the educational and cultural environment, that are at the heart of the colleges' life.

One of the most interesting aspects of an organisation is that different groups of people are noticeably different; each smaller grouping has its own qualities and characteristics in spite of the members belonging to the same larger group. No two universities are the same, no two Methodist churches, not even two Mark & Spencer's. A culture can be described in terms of behaviours, relationships (sometimes called 'structures', which are descriptions of relationships) common assumptions, rituals and symbolic patterns of behaviour, and myths (which are symbolic forms of assumptions). Climate can be described in terms of values, attitudes and dispositions. Perhaps values are fundamental characteristics of organisation, the essential substance of cohesion (Kingsley, 1993: 45).

There are major transformation challenges and imperatives that call for the complete overhaul of the current teaching and learning practices in schools and colleges and the development of new curricula. This calls for a proactive approach to ensure the creation of learning experience which all learners can relate to and find rewarding (DoE, 2002a: 11).

According to Kraak (1999b: 1) the idea of a single FET band is new to South Africa. The four diverse components that are viewed as making up the FET band – senior secondary schools, technical colleges, industry trainers and private providers - do not currently constitute a meaningful 'system'. There has never been a tradition of co-ordination and planning across these four major components to forge a sense of 'system'.

On 15 April 2002, the Council of Education Ministers (CEM) approved the implementation of Outcomes-based Education (OBE) into grades 10, 11 and 12 in 2004, 2005 and 2006 respectively. This departs from the original plan to implement OBE into the FET in 2003 (DoE, 2002b: i).

According to DoE (2002a: 40) the introduction of outcomes-based learning requires teaching staff to challenge traditional approaches to teaching and learning. Teaching staff, college councils, academic boards and college management also need to be creative and innovative in developing a curriculum each year that is relevant and realistic.

The new FET band consist of the National Qualifications Framework (NQF) levels 2 to 4 as indicated in table 2.1.

Table 2.1: The NQF structure (Assessment College of South Africa, 2002: 25)

Education band	NQF Level	Qualification	Institutions
↑ Higher	8+ 8 7 6 5	Doctor's degrees, post-doctoral research Masters Honours and four-year degrees First degrees Higher certificates	Universities, technikons colleges, private providers, in house/ workplace training
Further	4 Gr.12, N3 3 Gr.11, N2 2 Gr.10, N1	Further Education and Training Certificate	Schools, colleges, private providers, training centres, NGOs, in-house / workplace training
General ↓ Open-ended	1 Gr.9 Gr.1 Pre-school	General Education and Training Certificate ABET levels 1 to 4 Early Childhood Development	Schools, ABET providers, independent schools, NGOs, nursery schools, private providers

Fullan (1997: 209) explains that change is full of paradoxes. Being deeply committed to a particular change provides no guidelines for attaining the change, and may blind us to the realities of others that would be necessary for transforming and implementing the change effectively. Having no vision at all is what makes for educational bandwagons.

Wrong solutions to complex problems nearly always make things worse (worse than if nothing had been done at all). So, what is this new language for harnessing the forces of change? Table 2.2 contains eight basic lessons arising from the new paradigm of dynamic change. Each one is somewhat of a paradox and a surprise relative to our normal way of thinking about change. They

go together as a set, as no one lesson by itself would be useful. Each lesson must benefit from the wisdom of the other seven (Fullan, 1993: 21).

Table 2.2: Eight basic lessons arising from the new paradigm of dynamic change (Fullan, 1993: 21)

Lesson One	You Can't Mandate What Matters (The more complex the change, the less you can force it).
Lesson Two	Change is a Journey not a Blueprint (Change is non-linear, loaded with uncertainty and excitement and sometimes perverse).
Lesson Three	Problems are Our Friends (Problems are inevitable and you can't learn without them).
Lesson Four	Vision and Strategic Planning Come Later (Premature visions and planning blind).
Lesson Five	Individualism and Collectivism Must Have Equal Power (There are no one-sided solutions to isolation and groupthink).
Lesson Six	Neither Centralization Nor Decentralization Works (Both top-down and bottom-up strategies are necessary).
Lesson Seven	Connection with the Wider Environment is Critical for Success (The best organisations learn externally as well as internally).
Lesson Eight	Every Person is a Change Agent (Change is too important to leave to the experts, personal mind set and mastery is the ultimate protection)

2.5.5 Planning for organisational change

Understanding why most attempts at educational reform fail goes far beyond the identification of specific technical problems such as lack of good materials, ineffective in-service training, or minimal administrative support. In more fundamental terms, educational change fails partly because of the assumptions of planners and partly because some 'problems' are inherently unsolvable (Fullan, 1997: 205).

Herman and Herman (1994: 4-5) point out that the following questions have to be answered to determine the readiness for change in the school and the individual:

- Does the school have a clear picture of what is currently in existence, and of what its quality is?

- Are internal or powerful external forces clamouring for change?
- Does the school collect data on the result of its programmes and determine the impact of its efforts?
- Does the school view the future with a clear and positive vision, make immediate and continuous plans to achieve this vision, and use past and present achievements as a basis for improvement?
- Do individuals in the school have a share in the vision for the school?
- Do the individuals in the school enjoy new challenges and new ways of doing things, and are they willing to contribute to positive change?
- Do the individuals in the school look forward to taking part in new working and learning opportunities?
- Do the individuals in the school look toward the future, plan for it in the present, and use the past and present as a basis for improvement?

According to Fullan (1997: 206) one of the basic reasons why planning fails is that planners or decision-makers of change are unaware of the situations that potential implementers are facing. They introduce changes without providing a means to identify and confront the situational constraints and without attempting to understand the values, ideas, and experiences of those who are essential for implementing any changes.

Some authors like Hellriegel *et al.* (2002: 322-323) are of the opinion that a strategic plan for change should be the blueprint for action. For major change efforts, the organisation's strategic plan can be quite complex and not easily understood by the workforce because it includes proposals for all levels and all units involved in the change effort. However, in an organisation structured by functional department, each department should develop a more focused plan based on the overall strategic plan; in an organisation structured by region, more detailed plans for each region should be developed, and so on. Regardless of the approach used, the strategic plan should be adopted only after considering the full range of alternative methods for fostering change. A strategic plan for change articulates the goals for change and describes the specific measures to be used to monitor and evaluate progress toward those goals. Finally, the strategic plan provides a timetable for implementation and evaluation. An example of a plan for organisational change is indicated in figure 2.6.

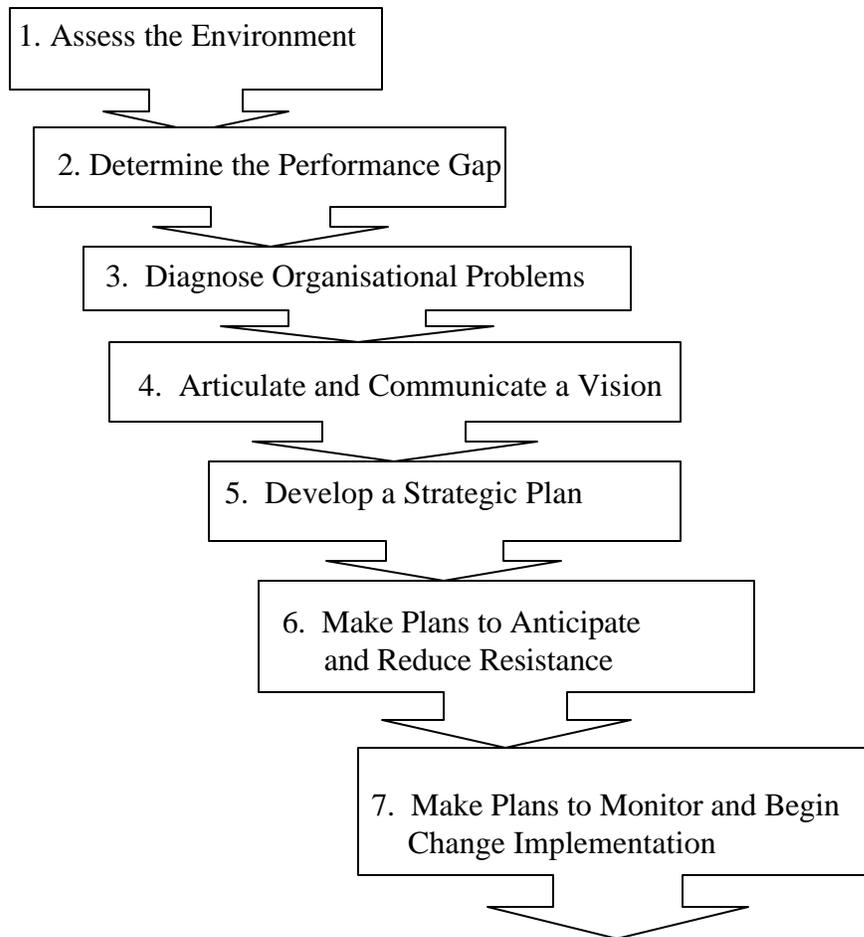


Figure 2.6: Planning for organisational change (Hellriegel *et al.*, 2002: 321)

The goal of strategic planning is to produce a stream of wise decisions designed to achieve the mission of the organisation. Emphasis shifts from product to process. Just as the planning process builds in flexibility for adaptation to changing conditions in and out of the organisation, it also accepts the possibility that the final product may not resemble what was initially intended (Fullan, 1997: 213 - 214).

Fullan (1993: 24) believes that change is a journey, not a blueprint because it is non-linear, loaded with uncertainty, and sometimes perverse. Change is also a never-ending proposition under conditions of dynamic complexity. Another reason why you can not mandate what matters, is that you do not know what is going to matter until you are into the journey. If change involved implementing single, well developed, proven innovations one at a time, perhaps it could be blueprinted. But school districts and schools are in the business of implementing a bewildering array of multiple innovations and policies simultaneously. Moreover, restructuring

reforms are so multifaceted and complex that solutions for particular settings cannot be known in advance. If one tries to match the complexity of the situation with complex implementation plans, the process becomes unwieldy, cumbersome and usually wrong.

The transformation process at FET colleges is so multifaceted and complex that solutions for particular settings cannot be known in advance. Policies that are implemented also result in changes that are not predictable. These changes are also taking place in a dynamic and complex environment; therefore these changes can be described as a journey and not a blueprint.

2.5.6 Methods for creating change

Having decided that change is needed, managers have available to them many methods that they can make it happen. Four major methods are depicted in figure 2.7 (Hellriegel *et al.*, 2002: 327).

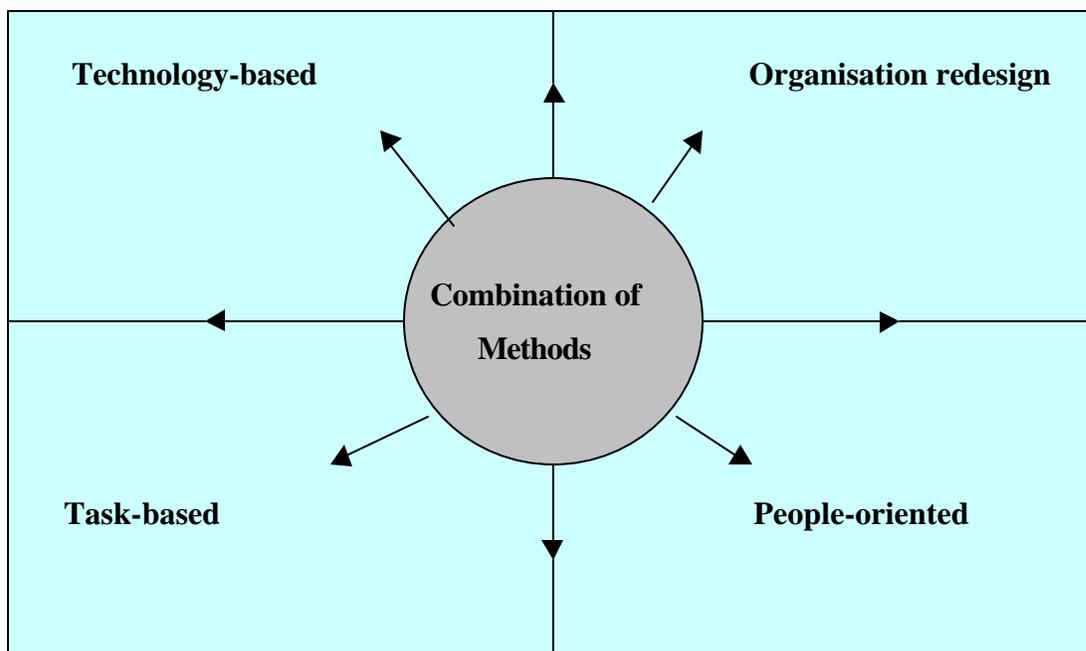


Figure 2.7: Methods for creating change (Hellriegel *et al.*, 2002: 327)

When an organisation chooses the **technology-based method** for creating change, it focuses its attention on workflows, production methods, materials, and information systems. The **organisation redesign method** emphasizes internal structural changes: realigning departments, changing who make decisions, and merging or reorganising departments. The **task-based method** concentrates on changing specific employee job responsibilities and tasks. Whenever a

job is changed – whether because of new technology or a redesign effort – tasks also change. The **people-oriented method** includes a wide range of activities intended to improve individual competencies, attitudes, and performance levels. Organisational change is a complex undertaking. Usually, large-scale change efforts involve the use of a combination of methods (Hellriegel *et al.*, 2002: 327-330).

2.5.6.1 Assessing organisational change

Fletcher (1998: 29) explains that logic would suggest that a change programme in any organisation must begin with assessment to establish a starting point. The change process is a continuous process consisting of the following components:

- **Where are we now?** By establishing key issues for change – and the required components of that change – action can be taken. This action must be continually reviewed and evaluated.
- **How are we progressing?** Measures of progression must themselves be based on an ultimate goal.
- **Where do we want to go?** We have to indicate where we want to be after the change process.

The assessment of change is therefore a continuous process as indicated in figure 2.8.

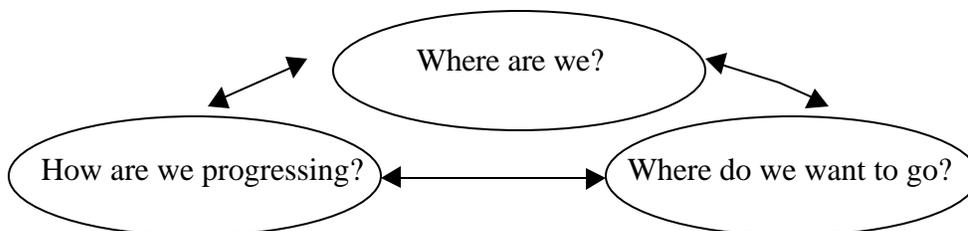


Figure 2.8: Change is a continuous process (Fletcher, 1998: 29)

It is possible to recognise certain characteristics in the process of change. These include uncertainty about the causes and effects of change, unwillingness to give up existing practices, and awareness of problems in the change process. These characteristics arise from a natural reaction to deny that the change is necessary, to resist any change whatever its merits and, if necessary, to avoid changes when they are introduced. Managers have to determine the actual

causes of resistance to change and remain flexible enough in their approach to overcome them in an appropriate manner (Hannagan, 1998: 29).

Fletcher (1998: 110) states that the change cycle illustrates the stages that change agents have to go through in order to bring about value-adding change. Changing processes, organisational structure and the skills and attitudes of people are the three areas, which are specifically identified as the targets of change as indicated in figure 2.9.

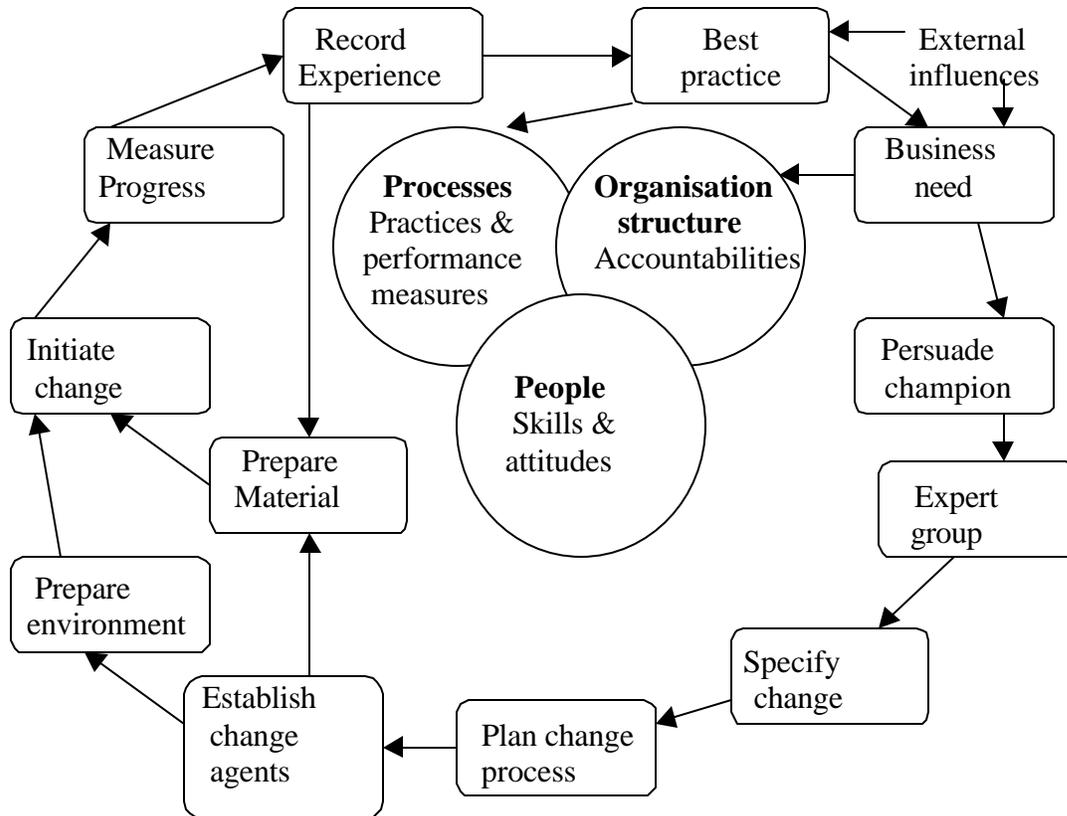


Figure 2.9: The change cycle (Fletcher, 1998: 110)

2.5.7 The effective management of change

According to Fullan and Miles (1999: 83) change initiatives do not run themselves. They require that substantial effort be devoted to such tasks as monitoring implementation, keeping everyone informed of what is happening, linked multiple-change projects (typical in most schools), locating unsolved problems, and taking clear coping action.

Clearly, change agents have to understand the external influences that affect both best practice and their organisation's business needs. While many businesses will be affected by the same external influences, such as those which impact the economic environment generally, change agents will also be expected to appreciate factors that specifically impact their organisations (Fletcher, 1998: 111).

According to Hannagan (1998: 31) different stages of changes require different strategies. At the denial stage, information has to be provided, time given in order to explain this information and suggest action. At the resistance stage, managers have an acceptance of people's responses and encourage support. If people tell managers how they feel, the manager can be helped to respond effectively. In the exploration stage there can be a concentration on priorities, training can be provided and planning take place. There is then a commitment stage where long-term goals can be established with a concentration on team building, as indicated in figure 2.10.

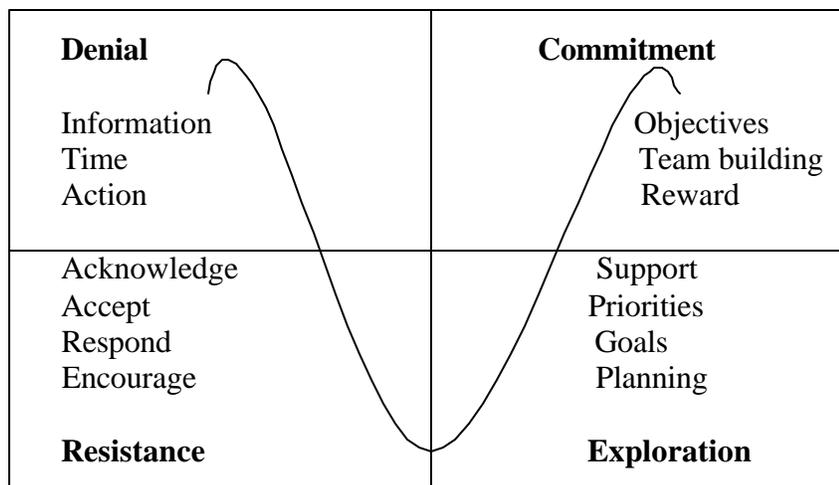


Figure 2.10: Managing change (Hannagan, 1998: 31)

The management of change cannot, in itself, be divorced from general management theories. The management style within any organisation will directly influence the success of change programmes. Management style is influenced by the underlying values of an organisation. It is important, therefore, to match style culture and values to the objectives and process of change (Fletcher, 1998: 21).

For change to be effective, goals should be set before the change effort is started. If possible, these should be (1) realistically attainable, (2) stated in clear and measurable terms, (3)

consistent with the organisation's overall goals and policies, and (4) attainable (Hellriegel *et al.*, 2002: 323).

Hannagan (1998: 26) points out that when faced with change in their organisation, it has been observed that people will often attempt to deal with the situation by searching for areas of change they can understand and cope with in terms of the existing culture. They will attempt to minimise the extent to which they are faced with uncertainty by looking for what is familiar.

Few planned organisational change efforts go as smoothly as managers would like. Most run into some amount of resistance. To deal successfully with resistance, managers must learn to anticipate it and then head it off, if at all possible (Hellriegel *et al.*, 2002: 324).

Hellriegel *et al.* (2002: 320) indicate that organisational change can be unplanned and somewhat chaotic or planned and relatively smooth. By its very nature, chaotic change is difficult to manage. Nevertheless, large-scale organisational changes seldom occur without a bit of chaos. Organisations usually strive to minimize it by imposing some order on the change process. Change is most likely to be orderly when it has been planned.

Herman and Herman (1994: 3) explain that the following are prerequisites for successful management and implementation of transformational change:

- There should be a commitment to the change by the leaders and by a critical mass among the stakeholders.
- There should be a clear and desirable vision of what the school will be like once the change is complete.
- There should be clear-cut strategic goals to be reached as the organisation undergoes the change process, and milestones should be established to guide the path of change.
- Detailed tactical plans should be decided upon and made available in understandable language to all who are to participate in the change process.
- Training should be provided for those individuals who are to initiate and / or manage the change, if they do not possess the requisite knowledge or skills.
- Adequate time, finance and material and human resources must be provided to enhance the probability of successful change.

- High-quality, comprehensive and frequent two-way communication should take place throughout the entire change process.
- Adjustments to the tactical or strategic plans should be made during the formative period of the change process, if changes are required during the initiation and implementation stages of change.
- The leader should give recognition to all who do good work, and he / she should attend group celebrations every time an important milestone is reached.

Fullan and Miles (1999: 83) state that there appear to be several essential ingredients in the successful management of change. These include the following:

- The management of change goes best when a cross-role group (consisting of, say, educators, department heads, administrators, and often – learners and parents) is allowed to take part in the management of the change process. In such a group different worlds collide, more learning occurs, and change is realistically managed.
- Such a cross-role group needs legitimacy – i.e. a clear licence to steer. It needs an explicit contract, widely understood in the school, as to what kinds of decisions it can make and what money it can spend.
- Even empowerment has its problems, and co-operation is required to solve them. Everyone has to learn to take the initiative instead of complaining, to trust colleagues, to live with ambiguity, to face the fact that shared decisions mean conflict. Principals have to rise above the fear of losing control, and they have to hone new skills: initiating actions firmly without being seen as ‘controlling’, supporting others without taking over for them.

Successful change management requires problem-finding techniques like ‘worry lists’ and regular review of problem solving decisions at subsequent meetings to see what happened. Since circumstances and context are constantly changing, sometimes in surprising ways, an embedded spirit of constant inquiry is essential (Fullan and Miles, 1999: 80).

2.6 HUMAN RESOURCE MANAGEMENT

Ivancevich (1998:5) contests that HRM is the function performed in an organisation that facilitates the most effective use of people (employees) to achieve organisational and individual goals. Ivancevich (1998:9) points out the following as objectives of HRM:

- Helping the organisation reach its goals;
- Employing the skills and abilities of the workforce efficiently;
- Providing the organisation with well-trained and well-motivated employees;
- Increasing to the fullest, the employees' job satisfaction and self-actualisation;
- Developing and maintaining quality of work life that makes employment in the organisation desirable;
- Communicating HRM policies to all employees;
- Helping maintain ethical policies and socially responsible behaviour; and
- Managing change to the mutual advantage of individuals, groups, the enterprise and the public.

Middlewood and Lumby (1998: 9) point out that HRM approaches typically contain the following features. They:

- Measure actions against the objectives of the organisation as a whole;
- Emphasise the central importance of the line manager;
- Advocate customise, individual responses to intervention;
- Focus on positive motivation rather than negative control;
- Use process rather than standardised procedures;
- Are considered proactive rather than reactive;
- Are fully integrated into the day-to-day management of the organisation;
- Encourage purposeful negotiation and the resolution of potential conflict between manager and managed.

2.6.1 Human resources

According to Nkoe (2002: 46) human resources are vitally important to the organisation's success, and the HRM function must be involved in all aspects of an organisation's operation.

Employees must perform at an optimal level so that overall strategy and goals can be achieved. The human resources make everyday contributions to the organisation, thus HRM programmes must be comprehensive, adapted to the organisation's culture and responsive to the employee's needs.

2.6.2 The role of Human Resource Management (HRM) within the organisation

According to Hellriegel *et al.* (2002: 344) HRM encompasses the philosophies, policies, and practices that an organisation uses to affect the behaviours of people who work for it. Included are activities related to staffing, training and development, performance review and evaluation, and compensation.

Even if a company hired only the very best qualified people available, it would probably still need to invest in training and development. These activities can range from a one-day orientation session to creation of a personalized, long-term career development plan. Different approaches generally are used to achieve different purposes (Hellriegel *et al.*, 2002: 357).

With relatively simple tasks, the main emphasis was historically on control – even through simple and overt oppression. However, with the complex tasks modern organisations have to perform, these controls are no longer sufficient or effective. It has become necessary to redesign an organisation's processes, together with the tasks within them, while maximising the efficiency of the machine process, i.e. the machine performing the manufacturing and the people operating the machines (Pellissier, 2001: 156).

Although a college is formally organised and structured, it is people, that is, the staff and learners, who make it a structure with life. Because people are complex structures having both orderly and chaotic aspects, a college will also have chaotic aspects (Badenhorst, 1997: 343). Human resources are regarded as the most complex live form, because they have the ability to organise and re-organise themselves. In order to achieve greater success with the human resources, the HRM component should manage human resources as complex living systems and not as a machine.

2.7 THE MANAGEMENT OF STAFF DEVELOPMENT

Without ongoing programmes and processes to encourage and support staff development, colleges will lose touch with educational trends, and educators will lose that sense of renewal and inspiration, which is such an essential part of a meaningful education. In South Africa many educators assume that pre-service training is adequate training for their entire teaching career. Little emphasis has been placed on the need for ongoing educator development (Davidhoff, Kaplan and Lazarus, 1999: 103).

Staff development in education has many facets, as is evident from the numerous terms found in the literature. Such terms include In-service Education and Training (INSET), professional growth, continuing education, on-the-job training, human resource development and staff improvement (Webb, Montello and Norton, 1994: 234).

Pather (1995: 36) points out that one of the objectives of managing an education department is the improvement of learning by ensuring that educators are competent throughout their career. Whilst it is easy to evaluate whether an objective of a business venture has been successful, it is more difficult to do so in an education system.

Bureaucratic management styles do not generally create a climate and an environment that support and nurture change. As education departments are essentially bureaucracies, problems that arise at macro-management levels can have serious effects on changes that INSET programmes are designed to achieve (Pather, 1995: 13).

According to Van der Westhuizen (1994: 273), effective management implies the ability to get things done by *people*. For that reason an ideal school principal is constantly aware that the educational and teaching task of his/her school can only be carried out with continued, dedication and, co-operation on the part of his/her entire staff corps, *teachers and non-teaching staff alike*.

Hargreaves and Javis (2000: 24) explain that professionals are aware that recent rapid technological innovation has caused an increase in the likelihood of professional obsolescence, which must be avoided by continuous learning. Staff, particularly professionals and other skilled staff, is accustomed to learning informally and formally using a number of different methods and

employing many different sources, including local colleges, higher education institutions and other commercially orientated organisations. Professionals are also more aware of the opportunities for these types of development than many other grades, but staff developers do need to make other staff equally aware of the opportunities that their employers can provide for them. Organisations need to undertake the following activities in order to help staff achieve their full potential and they should:

- Promote equal learning opportunities for staff;
- Help staff to develop strategies to adapt to change;
- Promote creativity and innovation; and
- Help create a learning culture in the organisation.

2.7.1 What is staff development?

Staff development is a vehicle for the management of change. It is the means whereby colleges or corporations ensure that they have an appropriately trained responsive staff capable of helping the organisation meet the objectives in its strategic plan (Castling, 1996: 73).

2.7.2 Duties of staff developers

Hargreaves and Jarvis (2000: 5) explains that staff developers often take responsibility for the whole training department, deciding on the resources to be made available for staff education and training, for example a library or computers for training. Sometimes training initiatives will be organised in-house either at the workbench or desk or by means of internally run or externally run courses or other initiatives. Castling (1996: 73) adds that staff development personnel, as key figures in the staff development process must be seen as agents of change. Their role is predominantly to empower staff by helping them cope with internally and externally generated change.

Hargreaves and Jarvis (2000: 5) point out that depending on the size of the employing organisation, staff developers will often be required to do the following:

- Discuss strategic business and training plans with management teams or directors;

- Act as training consultants;
- Make training decisions;
- Plan and co-ordinate staff development activities according to staff and organisational needs (including health and safety initiatives);
- Act as a catalyst for training and learning;
- Provide a focal point for learning activities;
- Provide training-related communication channels between various levels of staff and management within the organisation;
- Design training events; and
- Support staff involved in external or distance learning schemes.

2.7.3 The management of staff development programmes

Adler and Reed (2002: 2) points out that since the mid-1980's, in-service professional development (INSET) has been part of the educational landscape in South Africa, but has it fulfilled its promises of educational improvement and educational change? This is a critical question for all involved in INSET, and one particularly relevant in the current educational context in South Africa, where 'fiscal constraints' are prominent on the government's agenda. Given the limited resource pool, educators need to be able to justify the resources spend on INSET programmes. We thus need to identify, and then describe and explain, the kinds of programmes that are beneficial, or in the language of finance, add value.

The effective management of INSET mainly involves a sound policy, rationale, clear objectives, adequate funding, support through structures and resources, a wide range of effective models and methods, suitable locations and the understanding of the processes of the change. The efficacy of an INSET service can be affected if managers limit models and methods. This could be attributed to a lack of theoretical background to INSET models or inadequate knowledge of the range of models and strategies that are available (Pather, 1995: 136).

Pather (1995: 64) indicates that those who manage INSET should have a thorough grounding in the theory of model construction, knowledge of the conceptual models as well as a working knowledge of various models extant in the field. Such knowledge will enable the providers of

INSET to ensure that the most suitable models are used to serve both the needs of the education system as well as the needs of the individual educator.

According to Pather (1995: 123-124), the success of INSET is based on the change paradigm rationale, which depends, to some extent, on the need for an education system to keep up with the anticipated changes in the wider society and for schools to relate to changes in their local communities. If INSET models and strategies are to be successful, teachers should adopt a positive attitude to change, and management should support change by providing a caring, supportive environment. Those managing INSET should also understand the theories of change.

Models and approaches that principals and educators could use in the school are also essential to improve the management of INSET. A sound theoretical knowledge of INSET models and approaches can also ensure a more effective management of INSET (Pather, 1995: 64).

The most important purpose of all forms of in-service training is to bring about the improvement and development of the *entire teaching corps* of a particular school. When all the members of a professional group regard this as an integral part of their task to keep up to date in the professional field, it will not only increase the individual professional's self-image, and, at the same time, his/her effectiveness in the classroom, but will also heighten the status and esteem of the entire occupational group in the eyes of the community (Van der Westhuizen, 1994: 275).

According to Hargreaves and Jarvis (2000: 5), there are basically four main stages in a training model, which are the following:

- Finding out what the training needs are (for instance, do secretaries need to update their skills? How good is the quality of products? Are health and safety seminars required?);
- Planning a way to meet those needs, (for example, organising a course to be run in-house; sending people to the local college for training or designing a programme to be run in-house);
- Presenting a training event (or organising another professional to act as trainer, presenter or instructor); and
- Getting some feedback to see if a training event was successful in terms of what staff learned and if they could use their new skills at work.

2.7.4 Identifying staff development needs

Hargreaves and Javis (2000: 57) indicate that there are many different aspects to the deceptively simple problem of identifying training needs and matching them to a supply of training. These include:

- Planning a strategy;
- Specifying the standards required;
- Assessing the number of staff involved;
- How, where and when the training curriculum should be implemented;
- Resources needed (including funds which from time to time will need to be negotiated with line managers or the management team);
- Planning a timetable of training events;
- Putting the training into operation; and
- Deciding on the evaluation strategy.

Information on the needs of the organisation and the individual can be obtained from a number of sources, for example, from appraisal forms, from discussions with members of the management team, line managers, project managers and individual staff. A need analysis entails interviewing staff and managers to determine which courses or other training initiatives are likely to be of benefit to them or their groups, teams and, departments (Hargreaves and Javis, 2000: 88).

According to Hargreaves and Javis (2000: 105), one of the most vital aspects is to match training needs with supply, ensuring that staff are trained at the right time to certain standards so that not only can they do their job efficiently and effectively but also so that they can develop their own capabilities and opportunities for self-advancement. This requires the application of several aspects:

- Maintaining good public relations;
- Negotiating for sponsorship and funding;
- Negotiating for other resources;
- Deciding on training options;

- Hiring consultants to give in-house training;
- Selecting or confirming participants for courses;
- Compiling a calendar of training events; and
- Marketing training initiatives.

Thomson and Mabey (1994: 30) explain that a training needs analysis (TNA) is basically a process of collecting data that allows an organisation to identify and compare its actual level with the desired level of performance. Performance here can be interpreted as the skills, knowledge and attitudes necessary for staff to do the job effectively. Usually the process consists of collecting data on current levels of performance and comparing these with the current desired levels of performance and the desired level over the long term. The shortfall in each comparison reveals both immediate and long-term training needs.

From observing, asking and listening, a manager or Human Resource specialist actually conducts a **performance analysis**. There are a number of specific steps used in a performance analysis to determine training needs. These steps are outlined in figure 2.11 (Ivancevich, 1998: 423).

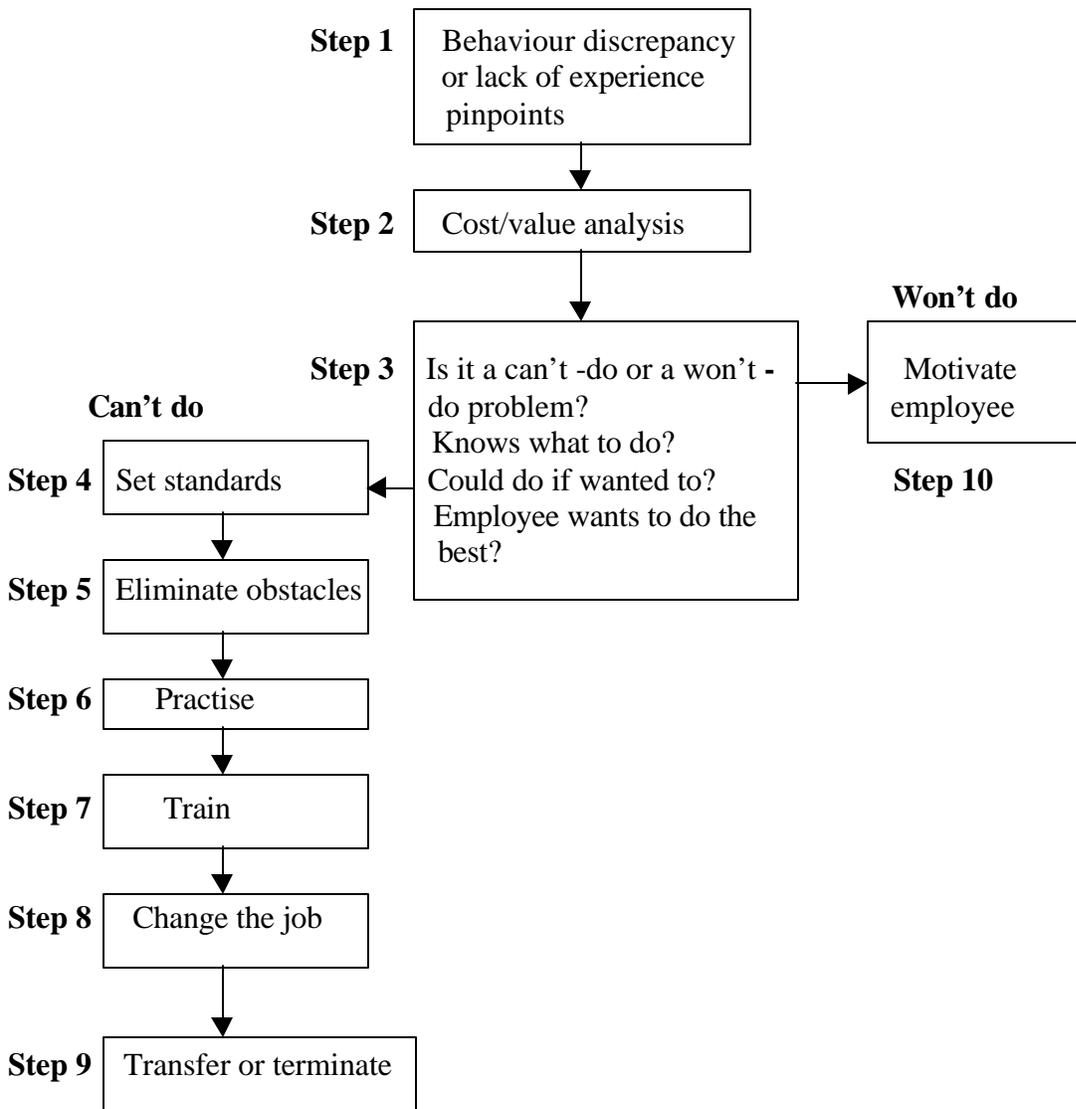


Figure 2.11: Performance analysis: Training needs (Ivancevich, 1998: 424)

2.7.5 Why does staff development sometimes fail?

According to Latchem and Lockwood (1998: 39) staff development can fail to achieve its purpose because of:

- Trainer's inadequate knowledge and skills;
- Poor preparation by the organisers or leaders;
- Inappropriate content or learning material;
- Random selection process of participants;

- The inappropriate duration of the event for the intended objectives such as expecting skills to develop in a workshop which is too short to provide practice and feedback;
- Erratic attendance by participants (especially when workshops are provided on-site and work demands interfere);
- Too long a time-lag between new learning and ‘real work’;
- Training content too remote from ‘real work’ needs or organisational realities; and
- Too little embedding of learning in the organisational context (lack of preparation and follow-up).

Thomson and Mabey (1994: 43) explain that common problems associated with HRD are poor diagnosis of original training needs, inappropriate nominations, ill-prepared trainees, outdated training content and methods, little participation by line managers in the development process, over-dependence on the training department, hit-and-miss learning transfer, minimal impact on organisational goals and ultimate withdrawal of funding for what is seen by senior managers as ineffective HRD.

2.7.6 Current staff development activities used at FET colleges

Staff development programmes, departmental / in-house programmes as well as privatised/ external programmes (Soshanguve Technical College, 2001. par. 5-6) that are currently been used at Tshwane North College for FET Soshanguve campus include the following:

- Seminars;
- Workshops;
- Courses;
- Membership of professional associations;
- Visits to other colleges;
- Job rotation;
- Mentor system;
- Bursaries for formal education courses;
- Management skills and organisational development;

- Industrial placement;
- Induction / Orientation;
- Task competencies and discipline – related skills (course design, assessment, teaching approaches computer skills, etc);
- Human skills (interpersonal skills, motivation, assertiveness, etc);
- Management skills;
- Specific training (first aid, financial management, labour relations, etc); and
- Organisational development (team building, strategic planning, etc).

2.7.7 Educator Development Strategy

DoE (2002b: 146) point out that the Strategy for Educator Development includes the facilitation of orientation and training workshops. These workshops should last three days with each day focusing on a dedicated focus. The focus for the three days could be summarised as follows:

Day 1: Generic issues;

Day 2: Subject-specific issues; and

Day 3: Developing exemplars of lesson plans and year plans.

The workshops could be repeated a number of times at similar or various levels of the system. But these need to be facilitated by the same mentors who attended the previous workshop and should be supervised by facilitators who facilitated the previous workshop(s). In this way continuity and continuous mentorship are ensured.

2.7.7.1 Three-tier model

According to DoE (2002b: 155) managing the transition, a three-tier model is followed. This entails:

1. National Orientation and Training to develop a national pool of mentors comprising of provincial officials, unions, associations, publishers, SAQA, Umalusi, sub-contracted trainers (from Non-Governmental Organisations, institutions, private sector and/or DoE).

2. Follow-up Training in provinces (self-sufficient and large) and clusters of provinces to increase the provincial pool of mentors, especially at district level.
3. A provincial pool of mentors train school-based educators (including Principals and Heads of Departments or members of School Management Teams) in districts and where possible, schools.

2.7.7.2 Mentorship

Educators at all levels of the system need knowledge and skills to meet the needs of an outcomes-based approach to education and training in the FET band. To ensure a successful introduction of an outcomes-based approach to education and training into the FET band, orientation and training of mentors will be expected to give a space in which to explore unexamined assumptions and identify with the requirements for the new curriculum (DoE, 2002b: 156).

2.7.7.3 Continuous professional development

DoE (2002b: 157) indicate that in order to overcome the challenges that faced the initial implementation of Curriculum 2005, the Educator Development Strategy recognises in-service training of educators as a process. It acknowledges that educators are not recipients but co-constructors of knowledge, skills, values and attitudes required for the transition to an outcomes-based educator in the FET band. To ensure this continuous process of co-construction of knowledge, this strategy promotes continuous professional development across and within the levels of the system.

2.7.7.4 On-going monitoring and support

The Educator Development Strategy can be only assessed through monitoring. The DoE at national and provincial levels will monitor the implementation of this Strategy. Through monitoring, areas requiring support will be identified. It would be the role of the DoE and members of the Consultative Forum to ensure on-going support to schools and educators (DoE, 2002b: 157).

2.7.8 Staff development policy

A policy governs the environment within which the college conducts its business. We need to know and understand policy as it develops around us, so that we can implement it constructively. We have *external policy*, which is given by the DoE (e.g. FET Act), which we have no direct authority to change. *Internal policy*, on the other hand, includes the policies and rules that the college assumes for itself and which govern the activities of the people in the college (Kramer, 1999: 156).

A college staff development policy should be included as an integral part of the Development Plan. Such a policy requires an effective mechanism for delivery including the designation of a suitably qualified member of senior staff with staff development as a major aspect of his remit. A prime function of the designated member of staff would be to ensure that the agreed priorities as set out in the staff development policy are met (GDE, 1996: 3).

The purpose of staff development at the Soshanguve campus of the Tshwane North College for FET as indicated in the staff development policy document (Soshanguve Technical College, 2001. par. 2) is:

- To empower staff in such a way that effectiveness is continuously improved and high standards are maintained;
- To optimise the productivity of each staff member;
- To enhance the quality of service and work;
- To provide equal opportunities for all staff within the framework of lifelong learning, and to develop their full potential by exposing them to appropriate development programmes;
- To enhance career development with relevant college-related courses; and
- To train and develop staff in such a way that they are capable of coping with the demands presented by internal and external changes.

2.7.9 Planning staff development programmes

Mathole (1996: 141) explains that the planning of a staff development programme can be complicated because it is during this phase that inputs from the environment (human resources,

financial resources, physical resources and information resources) have to be matched with the goals and the objectives of staff development. It also has to be determined how, where, when and by whom the other management processes of organising, leading and controlling are to be exercised. The various staff development models as well as the different approaches also have to be considered during the planning phase. Decisions also have to be made regarding the delivery systems, which will have to be implemented.

Educator's staff development needs, can best be addressed if they are involved in identifying their own priorities and plan collaboratively to meet those needs. The need for personal involvement, participation and commitment and therefore a participative style of management cannot be overemphasised. An organisational climate characterised by open communication, honesty, trust and respect remains essential during the planning phase (Technikon Pretoria, 2001a: 29-30).

Van Dyk, Nel, Van Z Loedolff and Haasbroek (2001: 84) believe that the assumption on which a training and development philosophy should be based, especially in the South African context, should be the following:

- An employee is not employed or trained so that he or she may leave the company after acquiring certain skills and experience;
- An employee must be selected on the assumption that he or she will become a lifelong member;
- An employee is an asset that appreciates in value for the company;
- A company is socially responsible for investing in employees by means of training and development thereby adding to the entrance value of an employee on behalf of society in general.

2.7.10 Five common phases of staff development

According to Purvis and Boren (1991: 16 –23), there are five phases of staff development namely: the preplanning, planning, implementation, evaluation and maintenance phases.

2.7.10.1 *The preplanning stage*

Before staff development programmes are planned, the manager should establish a steering committee composed of educators, educator assistants, administration staff and librarians. The first responsibility of the committee is to conduct a thorough needs assessment, including educators' needs – both for global and for specific groups of educators, individual college's needs, the district's needs and learners' needs.

The steering committee may obtain topics for staff development by soliciting input from all members of the college. Methods that could be used to obtain information include the following:

- Faculty meetings;
 - Brainstorming; and
 - Consensus building;
 - Informal discussions;
 - Structured interviews;
 - Questionnaires;
 - Departmental meetings;
 - Learner surveys; and
 - Community surveys.

2.7.10.2 *The planning stage*

The planning stage involves the details of the preparation, including setting goals and objectives for the programme, deciding who will lead the staff development activities, designating when and where the sessions will be held, deciding how the programme will be evaluated and designing a method for rewarding participants for attending.

2.7.10.3 *The implementation stage*

Several other factors must be considered when planning a staff development programme. First, the environment should be such that participants feel free to contribute and to ask questions. Secondly, the information should be presented in a clear and understandable manner. Finally, the

participants should be given time to practise new techniques and receive feedback on their performance during the programme.

2.7.10.4 *The evaluation stage*

Following the workshop, the staff development steering committee should review written and verbal evaluation material and determine whether or not the programme has achieved its goals. Suggestions for future programmes should be compiled and kept for future reference. A brief follow-up report should be sent to all educators and managers.

2.7.10.5 *The maintenance stage*

All too often, educators attend staff development programmes and learn new techniques, but do not use what they have learned in their job. Therefore, the staff development steering committee should periodically provide feedback on whether or not the techniques are being employed by educators who participated in the workshop.

2.7.11 Team building

Productive organisations simply cannot function without gathering individuals into groups and teams. But, as personal experience shows, group effort can bring out both the best and the worst in people. A marketing department meeting, where several people excitedly brainstorm and refine a creative new advertising campaign, can yield results beyond the capabilities of individual contributors. Conversely, committees have become the butt of jokes because they are all too often plagued by lack of direction and by conflict (Technikon Pretoria, 2001a: 199).

Teamwork has always been evident to varying degrees in families, sports businesses and schools, but in recent years it has become increasingly clear that teamwork is essential in all organization if they are to reach their highest potential (Garner, 1995:19). Senge (1994:51) adds that “people are more intelligent together than they are apart and if you want something really creative done, you ask a team to do it instead of sending one person off to do it on his or her own”.

Ivancevich (1998: 465) explains that in an organisation, team building followed this pattern:

- *Team skills workshop.* Production teams in the firm went through a two-and-a half-day workshop that included various experiential exercises.
- *Data collection.* Attitude and job data were collected from all teams (individual members).
- *Data confrontation.* Consultants presented data to teams. Facts were discussed, and problem areas were identified. Each team also established priorities.
- *Action planning.* Teams developed their own tentative plans to solve problems.
- *Team building.* The team's finalised plans to solve all the problems identified in step 4 and considered barriers to overcome them.
- *Intergroup team building.* The groups that were interdependent met for two days to establish a mutually acceptable plan.

We live in a world that is so extraordinarily diverse that we cannot help being aware of the complex nature of all that surrounds us. A system may be defined as something, which is made up of interconnected elements with a boundary, which separates the inside from the environment. When the system is open, the system interacts with its environment in a constant process where matter and energy can enter and leave the system. When a system is closed, energy, but no matter can cross its boundary. Sometimes a further distinction is made to indicate an isolated system where neither matter nor energy can cross its boundary (Clarke *et al.* 1995: 20-21). Fullan (2001: 111) adds that top-down strategies do not win too many ball games today. Experimentation, rapid learning, seizing the momentum of success works better. We need a different way to generate it.

Only when there is sharing of information and it belongs to everyone can people organise rapidly and effectively around shifts in customers, competitors or the environment. People need constant access to information in the widest sense, because often they cannot predict that they need a particular item of information until they need it (Pellissier, 2001: 79). Colleges are open systems, consisting of complex living systems, the staff. The involvement of staff in the management of staff development programmes may improve the effectiveness of staff development programmes.

2.8 HUMAN RESOURCE DEVELOPMENT

Human Resource Development (HRD) is precisely what it says it is – a process of helping individuals develop to their full potential – although the question remains as to for what ends (Hargreaves and Jarvis, 2000: 9).

According to Thomson and Mabey (1994: 218), there are two ways in which HRD plays a central role in managing organisational change. The first is by responding to a succession of externally driven changes at an organisational level, and to subsequent shifts in strategic direction, each of which has significant effects on development-orientated practices in the workplace. The second is that HRD *can* and should play an influential role internally by developing and shaping the appropriate competences, practices and attitudes that will help the organisation to deliver its products and services.

Thomson and Mabey (1994: 218-220) point out in Figure 2.12 that the key place of HRD is linking the human resource system and policies to the competitive capability of an organisation. This means that:

- The stimulus for change invariably comes from the external environment. This is the exposure of a business skill gap and the implications of these identified problems/opportunities affect the whole organisation rather than one sub-system within.
- Change affects a complex web of interrelated elements within an organisation, and trying to introduce change by addressing only one element in isolation, like structure, without taking account of its wider cultural context, and associated HRD activities within the organisation, is likely to lead to benefits that cannot be sustained.
- The risks of alienating people associated with the proposed changes are high. Changing working practices, installing a new computer system, attempting to shift the attitudes of the workforce, and even establishing new financial targets, all have immediate impact upon the different stakeholders in an organisation, and each will require slightly different HRD approaches to ‘bed them in’.

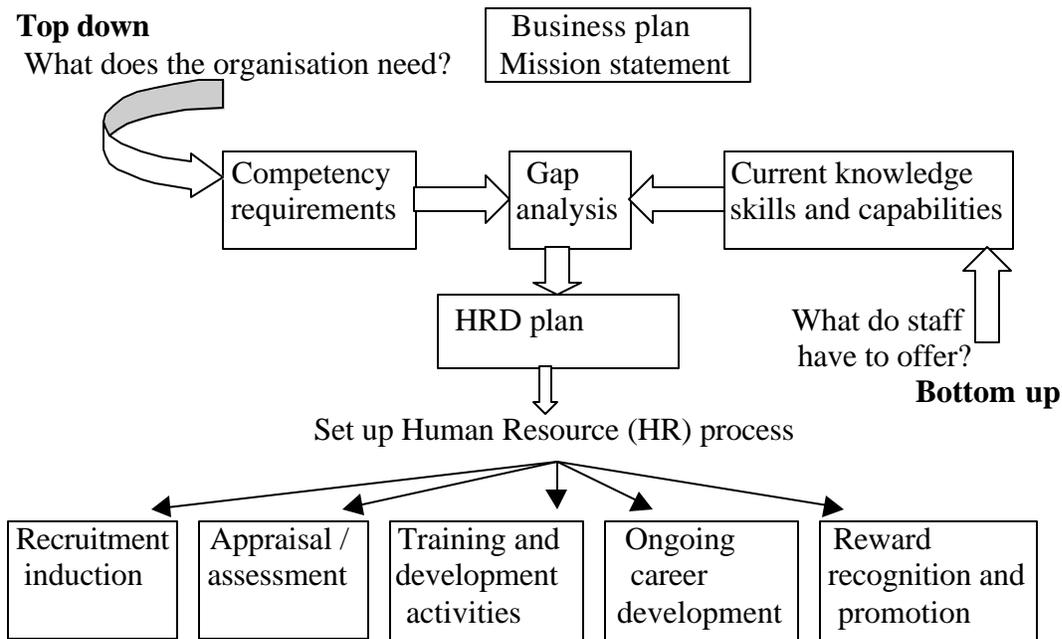


Figure 2.13: The steps in competency-based HRD (Thomson and Mabey, 1994: 34)

Rothwell and Kazanas (1994: 302) indicate that employee development is an extension of externally oriented instruction, because it helps employees of an organisation adapt to changes taking place externally. As the environment of the organisation changes, employees are affected. Employee development prepares people for these external changes.

HRD can be managed the traditional way, which is mostly a top-down approach, with minimum or no involvement from the staff. This approach could be applied successfully if organisations are linear mechanical structures. Organisations such as colleges are living dynamic complex systems. Greater success could be achieved with the aid of a chaotic management style.

Leaders should make a concerted effort to ensure that structures for sharing of ideas and research exist and that they can support the 'different' be it in methods, text, interpretations or priorities. Leaders can make use of chaos theory as an intellectual framework in dealing with social and academic issues in a positive manner (Van Niekerk, 1997: 203).

2.9 ORGANISATIONAL DEVELOPMENT (OD)

Hargreaves and Javis (2000: 10) describe OD as the way in which people are managed and organised in order to get jobs done. Often it involves a gradual change in structure, for example

updating a department or creating a new one, buying new equipment, or it may involve a change in culture that may lead to faster problem solving in a more open and relaxed atmosphere. Whatever the changes, they usually involve staff that will often be consulted about new work procedures and about any training required.

The essential purpose of *OD* is to improve the health and functioning of college organisations. *OD* is holistic in that it concentrates on the organisation more than on the isolated individuals or practices (Davidhoff *et al.*, 1999: 103).

Erasmus and Van der Westhuizen (2002: 242) indicate that the concept of *OD* certainly portrays organisations as being founded by and composed of people. The essence of *OD* is that it:

- Aims to maximise the rewards of both individuals and organisations;
- Requires full support at the top of the organisation;
- Is open-minded regarding the functioning and the nature of groups within organisations;
- Instantly deals with conflict;
- Is flexible; and
- Is not tied down to specific traditional procedures.

According to Herman and Herman (1994: 56) *OD* should be implemented by:

- Monitoring the current health of the organisation;
- Scanning the external and internal environments in order to determine trends in the organisation, and then projecting these trends into the future;
- Determining a vision for the organisation;
- Identifying the gaps between ‘what is’ and ‘what should be’ (needs); and
- Developing strategies that will assist management in achieving the ‘what should be’.

2.9.1 OD as a chain of facilitated processes

Erasmus and Van der Westhuizen (2002: 246) indicate that before Quality of Working Life (QWL) can be improved through participative management, the following requirements should be met:

- Educators should feel the need to participate in the decision-making process;
- The decisions in which educators are involved should be closely related to their own work environments;
- The principal has to share information with educators in order to empower them with enough background to come to a decision;
- Only educators who are directly involved, or educators who are knowledgeable about the issue under discussion, should be allowed to participate in the decision-making. Educators who have nothing to do with the problem will only be frustrated and will not be able to participate in a meaningful manner; and
- Educators will not participate in decision-making if the principal does not encourage them to do so.

2.9.2 Traditional organisational development

Many people-oriented methods for changing organisations are commonly grouped under the broad label of OD. OD is a planned, long-range behavioural science strategy for understanding, changing, and developing an organisation's workforce in order to improve its effectiveness. Although OD methods frequently include design, technological, and task changes, their primary focus is on changing people (Hellriegel *et al.*, 2002: 331).

The vast majority of OD intervention efforts have been directed at changing the attitudes and behaviours of organisational members through the processes of communication, decision-making and problem solving. This group of interventions could include corporate training programmes and management development, but OD has emphasized five specific people-focussed interventions: sensitivity training, survey feedback, process consultation, team building, and intergroup development (Robbins, 1997: 265).

Rothwell and Kazanas (1994: 250) indicate that there are problems with traditional OD efforts. To mention a few, managers:

- are sometimes unaware of OD's purpose;
- do not always realize how much organisational culture and/or group norms can affect productivity;

- have trouble seeing the contribution of OD to bottom-line considerations like profitability, return on investment, or market share;
- feel the need for OD most in crisis, so that OD interventions are often undertaken as a reaction to problems rather than in an anticipation of them;
- expect immediate, and sometimes dramatic, results from OD;
- refuse to participate in OD efforts (they may see an intervention as a 'quick fix strategy' geared to their subordinates only);
- associate OD with a few controversial intervention methods, like sensitivity training; and
- view OD efforts as ends-in-themselves rather than as part of a more comprehensive, unified Organisational Strategy for HRD.

2.9.3 Strategic organisational development

Unlike traditional OD, strategic OD is (1) comprehensive, (2) future-orientated, and (3) integrated with other components of Organisational Strategy for HRD (Rothwell and Kazanas 1994: 250).

Rothwell and Kazanas (1994: 251) point out that strategic OD consist of a series of steps in which managers and employees:

1. identify what group norms and organisational culture *should* exist to facilitate implementation of Strategic Business Plans;
2. assess future pressures favouring change;
3. assess existing pressures, and
4. carry out OD interventions to deal with future pressures favouring change and existing pressures impeding it.

The primary focus of organisational development is on changing people. But people are living systems and can organise themselves into adaptive patterns without any externally imposed plan or direction.

2.10 SUMMARY

We are living in a rapidly changing world, where old skills are, in most instances, no longer relevant to rapidly changing demands. Today's workplace is characterised by global competition, cultural diversity and technological and management processes that require workers to think critically, solve problems and communicate effectively. A well-founded FET system may be the solution to address the above crisis (Nkoe, 2002: 1).

The changes that are taking place in FET colleges require a major paradigm shift on the part of educators at these colleges. Educators could be helped to make the paradigm shift with the aid of the various staff development programmes. Failure to develop educators at FET colleges would have a negative impact on the success of the new FET sector. There are many management approaches and strategies that can be used by the college leadership to manage the staff development programmes.

FET colleges consist of educators that work in these colleges. They can be creative adaptive, resistive or react when acted upon. They are real living organisations and, have the ability self-organise and to move forward toward greater complexity and order as and when needed. Changes that are taking place are complex, unpredictable and can be rapidly occurring. These colleges can therefore be described as highly complex non-linear systems. In the face of these chaotic/complex conditions, the management of these colleges need to rethink their approach to the management of staff development programmes in order to help educators to make the paradigm shift that is required in the new FET colleges.

In this chapter, a conceptual framework for the management of change and the management of staff development programmes was established. The functions of management, management of change, HRM, management of staff development, HRD and OD were explored from both a South African and an international perspective.

The next chapter will be devoted to a focussed literature study on FET policies and frameworks, DoE policies with regard to the duties and responsibilities of educators, SACE policies and COTEP policies as well as other relevant documents related to the roles and competencies and staff development of educators.

CHAPTER THREE

TRANSFORMATION OF THE FURTHER EDUCATION AND TRAINING SYSTEM IN SOUTH AFRICA

3.1 INTRODUCTION

The aim of this chapter is to provide a backdrop for the research in order to make sense of the transformation of Technical Colleges in South Africa into FET Colleges. Key FET Legislation from the DoE will be studied, in particular the duties, responsibilities and competencies of educators required at FET colleges, as well as staff development policies and programmes that are currently used. A study of these documents may provide the foundation for the successful management of staff development programmes as a change agent in FET colleges.

Since the ushering in of the new democracy in South Africa, new challenges to further education and training have emerged. Previously separated and racially segregated economies of the country represented by the greater South Africa and its creations, Bantustans and self-governing states, have given way to a single united economy with all races equally represented. Further education and training has been called upon to dislodge itself from economies of the past and to interface with economies underpinning the reconstruction and development programmes aimed at transforming South Africa (Hoppers, Mokgatle, Maluleke, Zuma, Hlophe, Crouch, Lombard, Lolwana and Makhene, 2000: xviii).

Asmal (2001: 1) indicates that the greatest challenge for the Department since 1994 has been to improve the quality of schooling in our public schools. Asmal (2003b: 1) adds that in 2001 the Technical College system in South Africa was still characterised by the structures and ideology of the apartheid era. There was little understanding around the new concepts for lifelong learning and continuing education that had been ushered in by recent legislation. The funding and governance structures also perpetuated the inequities between the state-aided, formerly white, and state colleges, formerly black, institution. The vestiges of legal, financial and other differences inherent in this distinction between formerly advantaged and disadvantaged institutions were to be swept away with the introduction of these new FET colleges.

Policies for educator development lie at the heart of this challenge because educators are the most critical influence on quality teaching and learning. An investment on educator education

will enable the DoE to shape the rest of the education system. This investment is not peculiar only to our country but has been the most widely used strategy in most education reform initiatives in developing countries all over the world (Asmal, 2001: 1).

Asmal (2001: 2) points out that in the absence of a coherent educator development policy, we still have a highly diverse, overloaded and fragmented system of educator development. Some educator development providers still use unsuitable approaches to teaching and learning when training educators. Institutions offering educator development programmes have disparities across sectors and some are inefficient and costly.

Education policies most frequently referred to are the policies drawn up the DoE, whether it is the Provincial Department or the National Department of Education. This is so, probably because educators at school or college level are not directly involved in making such policies, yet they are expected to implement them (Technikon Pretoria, 2001b: 26).

Reform of the Further Education system is high on the priorities of the South African government, not to effect change for changes sake but to assist in the fundamental upskilling of the South African population and to assist in raising competitiveness in the global economy (DoE, 2003b: 4).

3.2 REVIEW OF FET POLICIES

In the new democratic society, the apartheid legacy of fragmentation and unequal provision of technical and vocational education necessitated a different vision to create a co-ordinated, accessible and responsive system. The Education White Paper 4 and FET Act (1998), set out a broad and long-term national framework for the transformation of curricula, learning and teaching, qualifications, funding, quality assurance and new institutional arrangements in the sector. Complementing the FET Act, the Skills Development Act (1998), aims to improve the skills base by increasing “the levels of investment in education and training in the labour market and to improve the return on that investment”. It seeks to achieve this by encouraging work-based education and training, and encouraging partnerships between the public and private sectors (DoE, 2001: 4). The above-mentioned policies, as well as the SACE Act, No. 32 of 2000 will be discussed.

3.2.1 Further Education and Training Act, No. 98 of 1998

The FET Act, No.98 of 1998 was passed to regulate further education and training; to provide for the establishment, governance and funding of public further education and training colleges; to provide for the registration of private further education and training colleges; to provide for quality assurance and quality promotion in further education and training; to provide for transitional arrangements and repeal of laws; and to provide for matters connected therewith (DoE, 2003b: 6).

The purpose of the FET Act, No. 98 of 1998 is to establish a national co-ordinated further education and training system which promotes co-operative governance and provides for programme-based further education and training (DoE, 1998b: 10).

According to DoE (1998b: 2) the preamble for the FET Act seeks to:

- Establish a national co-ordinated further education and training system which promotes co-operative governance and provides for programme-based further education and training;
- Restructure and transform programmes institutions to respond better to human resources, economic and development needs of the Republic;
- Redress past discrimination and ensure representation and equal access;
- Ensure access to further education and training and the workplace by persons who have been marginalized in the past such as women, the disabled and disadvantaged;
- Provide optimal opportunities for learning, the creation of knowledge and the development of intermediate to high level skills in keeping with international standards of academic and technical quality;
- Promote the values which underline an open and democratic society based on human dignity, equality and freedom;
- Advance strategic priorities determined by national policy objectives at all levels of governance and management within the further education and training sector;
- Respect and encourage democracy and foster an institutional culture which promotes fundamental human rights and creates an appropriate environment for teaching and learning;

- Pursue excellence, promote the full realisation of the potential of every learner and member of staff, tolerance of ideas and appreciation of diversity;
- Respond to the needs of the Republic, the labour market and the communities served by the institutions;
- Complement the Skills Development Strategy in co-operation with the Department of Labour (DoL); and
- Whereas it is desirable for further education and training institutions to perform specific functions within the context of public accountability and the national needs for intermediate to high level skills and knowledge and to provide access to work and higher education.

3.2.2 The Education White Paper 4

The Education White Paper 4 and the White Paper on Higher Education are the companion strategies of the Skills Development Strategy of the Ministry of Labour, all three of which are central features of the national Human Resource Development Strategy. Accordingly, the Education White Paper 4 provides close collaboration with the Ministry of Labour in sharing labour market information, providing career guidance through market training needs, building links between training and job placement, and sharing information on tracer studies of graduates (DoE, 1998a: 8).

The main function of the further education sector, crucial to the integration of the education and training system, will be to prepare individuals for the ‘world of work’ by developing a combined general academic-cum-technical curriculum (DoE, 1996: 29).

3.2.3 The Skills Development Act, No. 97 of 1998

DoE (1998c: par.2) points out that the purposes of the Skills Development Act are:

- (a) to develop the skills of the South African workforce-
 - (i) to improve the quality of life of workers, their prospects of work and labour mobility;
 - (ii) to improve productivity in the workplace and the competitiveness of employers;
 - (iii) to promote self-employment; and

- (iv) to improve the delivery of social services;
- (b) to increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- (c) to encourage employers-
 - (i) to use the workplace as an active learning environment;
 - (ii) to provide employees with the opportunities to acquire new skills;
 - (iii) to provide opportunities for new entrants to the labour market to gain work experience; and
 - (iv) to employ persons who find it difficult to be employed;
- (d) to encourage workers to participate in learnership and other training programmes;
- (e) to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- (f) to ensure the quality of education and training in and for the workplace;
- (g) to assist-
 - (i) work-seekers to find work;
 - (ii) retrenched workers to re-enter the labour market;
 - (iii) employers to find qualified employees; and
- (h) to provide and regulate employment services.

3.2.4 South African Council for Educators Act, No. 32 of 2000

According to DoE (2000c: par.2) the objects of this Act are:

- (a) to provide for the registration of educators;
- (b) to promote the professional development of educators; and
- (c) to set, maintain and protect ethical and professional standards for educators, by means of the functioning of the council.

The FET Act and the Education White Paper 4 sets out a broad and long-term national framework for the transformation of the FET System in South Africa. The Skills Development Act No. 97 of 1998 and the Education White Paper 4 are legislation that deal with the collaboration between the FET Colleges and the DoL. Ethical and professional standards of educators, registration of educators and the professional development of educators are regulated by the SACE.

Managing change effectively is difficult enough with its attendant uncertainties and the problems along the way. It requires an understanding both of what is and seems likely to happen and of how people react to change, and a skilful management performance. Change management is rather like conducting an orchestra. One must energize and motivate, build cohesion, create a sense of pace and timing, and provide a skilled performance while sustaining the performance of others (Carnall, 1999: 105).

The collaboration between FET colleges and the DoL as well as the regulation of ethical and professional standards of educators, registration of educators and registration of educators needs to be managed. FET colleges, DoL and the SACE are three different organisations having their own organisational contexts. The elements of organisational life consist of its *identity/culture, personnel, and technical support, structures and procedures, strategy and leadership/management*.

These departments consist of personnel (*people*) who work in them. People are real living systems and are the most complex life form; they have the capacity to self-organise and have the capability to move forward to greater complexity and order when needed. Therefore these departments can be described as complex structures because they consist of mechanical structures (*man-made structures*) and complex structures (*people*).

The success of the transformation of the FET system as well as the collaboration between the FET colleges, DoL and the SACE, will require effective management approaches in these departments in order to successfully manage the changes required by these departments.

3.3 THE TRANSFORMATION OF FURTHER EDUCATION AND TRAINING

DoE (1998a: 21) indicates that many of the challenges we face in building an integrated education and training system arise directly from the inequalities and distortions of our apartheid past. Others, however, are rooted in traditions and expectations that are common across the world. They reflect real differences in the mission, role and constituencies that different education and training sectors and institutions have historically served as modern industrial society has evolved.

Transformation and revitalisation of the FET band present a particularly complex set of challenges in terms of both policy formulation and implementation. The vision that government has put forward for the FET band locates it at the nexus of three key development sectors, namely: education, labour, and industrial and trade development. In order to ensure optimal articulation and integration (where required) among the policies emanating from the three state departments concerned – DoE, DoL and Department of Trade and Industries (DTI) – clear communication and collaboration between the following departments and structures will be required (South African Qualifications Authority (SAQA), 2003: 13-14).

Factors such as the inequalities and distortions in educational institutions from our apartheid past, globalisation, the Human Resource Development Strategy and changes in technology necessitated the transformation of the FET sector in South Africa. This is not a predictable process that can be managed with traditional management philosophies such as the Newtonian paradigm that is still been used by many leaders today, which is based on theories that organisational life is relatively calm, orderly and predictable. Organisations and events in the world today are *turbulent* and *unpredictable*. Change is also taking place at a very fast rate. Successful management of FET institutions requires a management approach that can be used successfully in an unpredictable fast changing organisation and external environment.

3.3.1 An overview of the Technical College sector

The Technical College system that was used in South Africa before colleges were declared FET Colleges consisted of 152, mostly small, institutions with an average of fewer than 1000 Full-time equivalent enrolments (DoE, 2001:16).

3.3.1.1 Staff and learner profiles

Staff profiles at colleges showed a very different picture to that of students: Nationally, 61% of teaching staff are white, as indicated in figure 3.1, with 74% of staff on Post Level 3 (middle and senior management) and higher being white and predominantly male (DoE, 2001: 10).

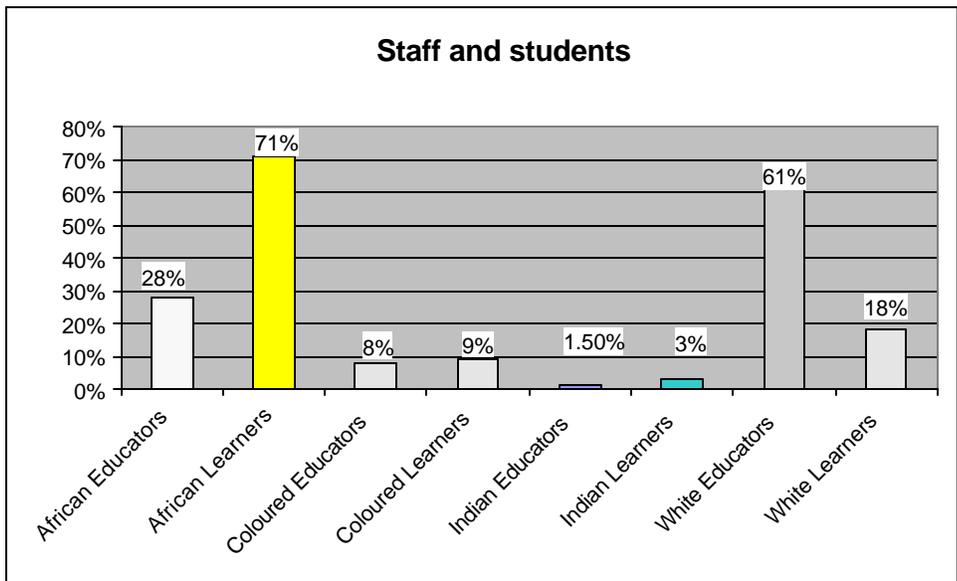


Figure 3.1: Staff and students (DoE, 2001: 10)

Apart from the issues of equity and representation raised by these statistics, a further serious concern is the ‘bottom-heavy’ post structure of the colleges, and the very small pool of senior post-holders available to provide the leadership and management that the new FET colleges will require as indicated in figure 3.2. (DoE, 2001: 11).

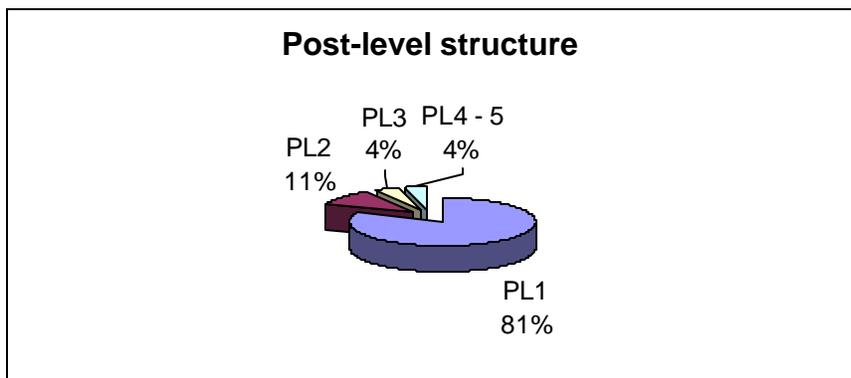


Figure 3.2: Post-level structure (DoE, 2001: 11)

3.3.1.2 Programme offerings

The range of programmes currently offered by Technical Colleges is extremely narrow and the opportunity for colleges to respond to new areas of need and to develop new markets remains relatively untapped. More than four out of five learners at Technical Colleges are enrolled either

in Engineering or Business Studies programmes, and programme offerings in other areas are extremely limited. This narrow range of programme provision contrasts with Technical and Advanced Further Education provision in Australia, which spans 13 different vocational fields with no single field dominating. Non-formal and enrichment programmes leading to community regeneration, and programmes other than approved DoE offerings, are very limited and will need to become more prominent in future (DoE, 2001: 11).

3.3.1.3 Staff development

The Review Committee on C2005 (2000: 61) indicates that orientation and training for Curriculum 2005 in the form of two to three-day courses appears to have reached a large number of educators. The duration of training was too short and the quality of trainers was inadequate. Training focussed more on terminology rather than on how and what to teach within an outcomes-based framework. As a result, there appears to be limited transfer to classroom practice. Follow-up training and support have not been forthcoming. Although there is evidence that training has improved with time and experience, the results of this review suggest that much more attention should be paid to:

- Strengthening and adapting the model/s of training and the duration of training;
- Addressing the quality of the trainers and training materials;
- Improving the quality of the content and methodology of training; and
- Providing for follow-up in-class support.

3.3.2 The new FET system

The concept of FET is broad and inclusive. It is designed to promote the integration of education and training, to enhance learner mobility and progression, which are the heart of the NQF. The purpose and mission of FET are to respond to the human resource needs of our country for personal, social, civic and economic development. A transformed, high-quality, responsive FET system is a vitally important investment in the future of South Africa and its people (DoE, 1998a: 14).

DoE (1998a: 26) indicates that FET comprises all learning programmed leading to qualifications above the proposed General Education and Training Certificate (or the current Grade 9 level) up

to and including the Further Education and Training Certificate (or the current Senior Certificate or Grade 12 level). The central features of the new system are:

- A new governance framework;
- A new framework for programmes and qualifications;
- A new quality improvement and assurance institution; and
- A new funding system that will provide an important lever for system change.

SAQA (2003: 17) states that the FET colleges face challenges inherited from the previous dispensation. Their staff/learner profiles are skewed, their quality-assurance systems are inadequate, their management information systems are not up to standard and in, and some instances, their infrastructure is poor.

Institutions have always worked individually, each with its single mission or programme of study. In future, as far as possible and as is appropriate, colleges will open their doors to all learners irrespective of their educational background. FET colleges might expand their mission and scope in terms of the curricula and programmes. They will have to operate during the day as well as in the evening, on weekends and during holidays to ensure effective utilisation of resources. Because of severe fragmentation, there is some overlap of the programmes provided by secondary schools, colleges, Non Governmental Organisations (NGO's) and Learning Centres in the same region. Co-ordination, the reduction of duplication and of the less cost-effective provision of some agencies must become part of the re-organisation process (DoE, 1997: 133).

The enhancement of the organisational capacity of the education departments is a prerequisite for successful implementation. Urgent attention will be given to building departmental capacity with respect to strategic planning, management information systems, financial management and programme development. The education departments will develop innovative strategies for providing developmental support to FET institutions, in partnership with the donor community, the private sector, Higher Education institutions, NGOs, experts and service providers (DoE, 1998a: 38).

DoE (1998a: 16) point out that the education and training sectors and the employment system are linked in many ways. In the market for education and skills, the Ministry of Labour operates

mainly on the demand side, while the Ministry of Education operates mainly on the supply side. The Skills Development Strategy of the Ministry of Labour provides a framework for determining the training needs in the labour market and the funding mechanisms for training. The FET policy framework provides, in the main, a strategy for suppliers of education and training to respond to labour market needs as identified by private and public employers.

SAQA (2003: 9 – 10) indicates that companies in the formal sector face increased levels of competition, fuelled by the pressures of globalisation. In addition to employer requirements in terms of FET graduates' mastery of theoretical knowledge and up-to-date technical and/or occupational skills, colleges will have to attend to the following general education components:

- Students' grounding in foundational knowledge, particularly English literacy and mathematics or mathematics literacy; and
- Key social and cognitive skills that are necessary for effective functioning within modern work situations, including the ability to work in teams, to innovate and to take initiative when appropriate.

The Skills Development Strategy of the Ministry of Labour and the new FET framework are complementary. To this end, the two Ministries must work in close collaboration in sharing labour market information, providing career guidance through advice about appropriate job paths, planning responses to labour market training needs, building links between training and job placement, and sharing information on tracer studies of graduates (DoE, 1998a: 17).

3.3.2.1 The merger of FE T institutions

The new institutional landscape for FET institutions has recently been established through the process of college mergers. All the Technical Colleges and a number of former Colleges of Education (some 160 colleges) are now consolidated into 51 merged institutions spread across the nine provinces, providing an infrastructure platform to develop the intermediate labour skills of the country (DoE, 2003b: 4).

In order to restructure the 32 technical colleges in the Gauteng Province, the technical colleges were declared Public Further Education and Training colleges by the Gauteng Department of

Education (GDE) on the 11 September 2001. This was done in terms of section 4 of the Education and Training Act 98 of 1998 (GDE, 2001: 1). The GDE also reduced the 32 FET colleges to eight multi-site FET colleges through a process of merging (DoE, 2001: 26).

Hoppers *et al.* (2000: 82-83) explains that merging of institutions requires amalgamation into new entities; this is likely to alter the *status quo* of the institutions. This implies the formation of a single staff establishment, with financial responsibility and legal entity under the management of a Principal, who is also the Chief Accounting Officer.

With the implementation of the FET Act, Soshanguve Technical College was declared a FET college, and was merged with Mamelodi and Pretoria Technical Colleges, in order to form the Tshwane North College for Further Education. (Geel, 2002: 6). The organisational structure of Soshanguve Technical College is indicated in figure 3.3. The other two mentioned colleges each had their own organisational structure before the merging process.

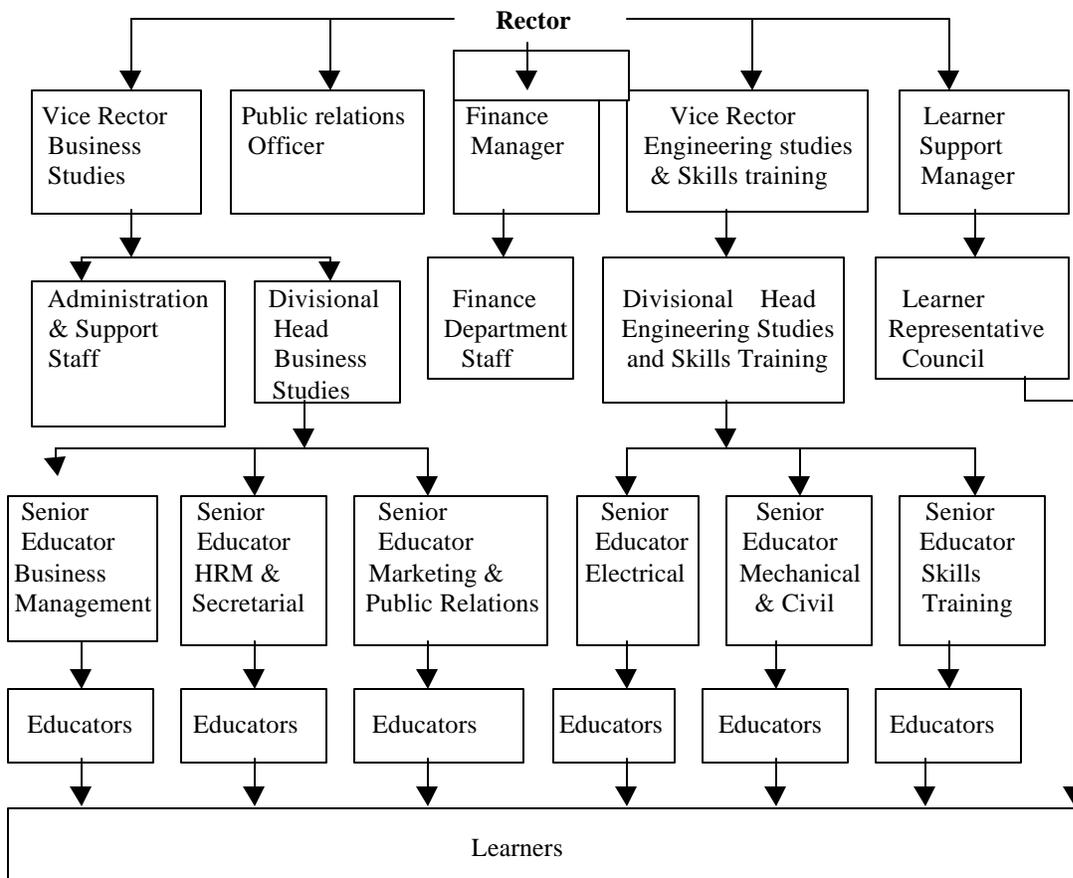


Figure 3.3: The organisational structure of Soshanguve Technical College (STC) (Soshanguve Technical College, 1999: 4)

3.3.2.2 Redress and equity

In order to redress the historical imbalances generated by inequalities in education provision, the Ministry of Education and the provinces will ensure that resources are allocated and deployed according to the principle of equity so that the same quality of learning provision is achieved for all our people. Opportunities for training and advancement, especially in relation to scarce skills will be provided by FET Colleges to reverse the current, skewed under representation of blacks, women and the disabled (DoE, 2001: 7).

A central theme which has underpinned the social, economic and political changes underway in South Africa since the first-ever democratic elections of April 1994 has been the theme of effecting substantive redress for the injustices done to the black majority under apartheid. This theme now pervades all policy propositions of the new democratically elected government. In FET, it relates to the establishment of representivity in the staff composition of institutions, to equitable access to learning for all learners, to equitable funding arrangements, to effective staff development programmes for those denied career opportunities previously, and to capacity-building and reengineering processes for those FET institutions denied proper resources and responsibilities under apartheid (Kraak, 1999b: 6).

The establishment of new organisational structures at Tshwane North College for FET is an attempt to address equity issues in the staff composition at the institution, a draft of the Executive Management organisational structure, which will be filled with representative staff composition. Certain staff members were selected to fill the positions in the structure. Staff members raised their concerns and indicated that structure was not filled with a representative staff composition. The organisational structure is indicated in figure 3.4.

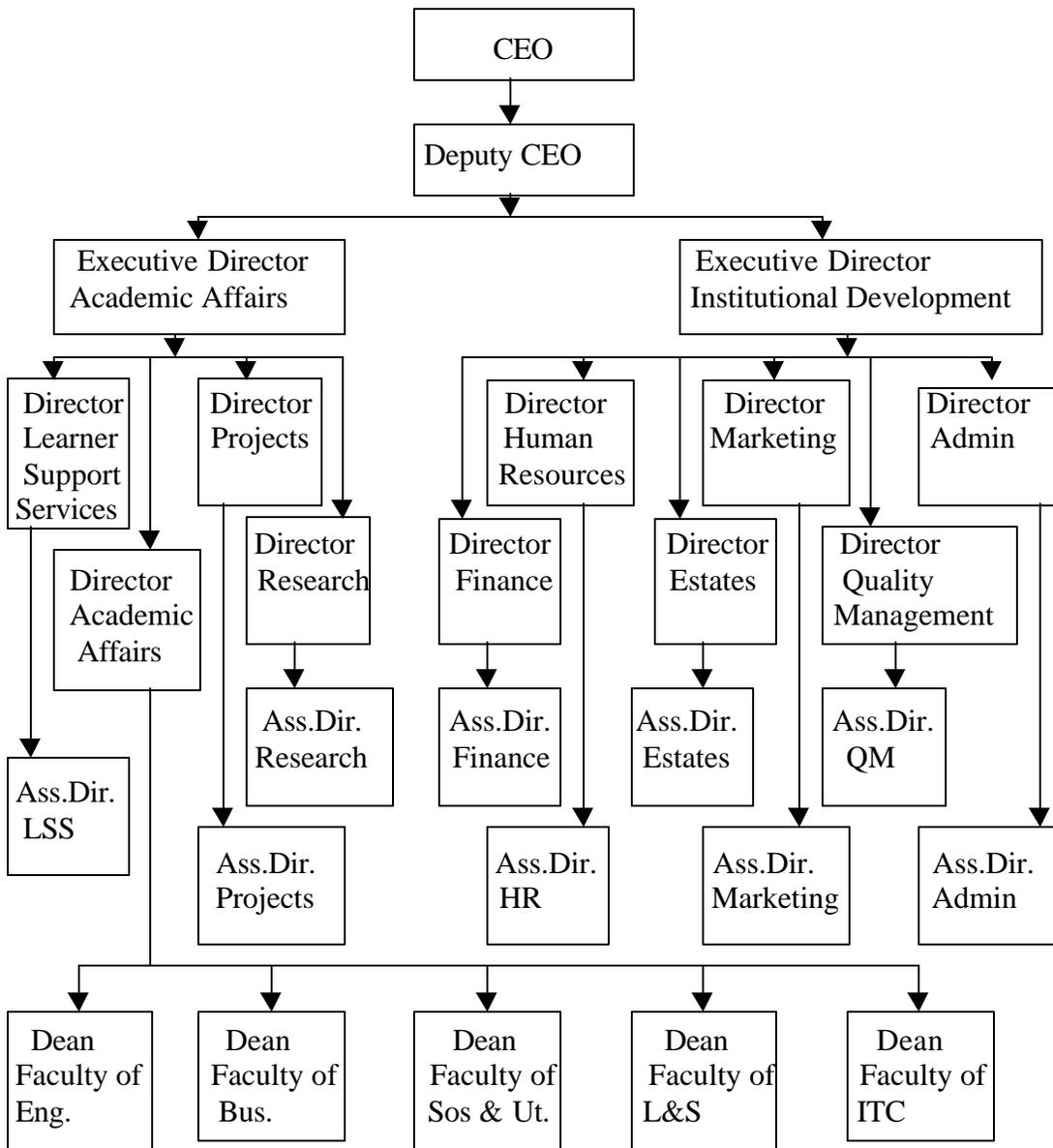


Figure 3.4: Draft Tshwane North College Executive Management (Bastiaans, 2003c: 4)

When the draft structure was presented to staff at Tshwane North College the following concerns emanated from the presentation of the new structure:

- The legitimacy of the forum from which the structure originated was questioned;
- Autocracy and imposition on professionals who should be properly consulted and involved in the decision-making;
- Was the GDE involved in the process of the proposed structure?
- Was the structure approved by the GDE?
- How many wrong structures are we going to have before a professional legitimate structure is drawn and accepted by all people?

Educators are the only resource in the college that are living, thinking, creative and reactive and they need to be consulted or they may resist changes. Changes that are taking place at FET colleges are not a fully predictable process where the answers can be found by seeking ready-made guidelines or answers. These changes can be described according to the *White-water Rapids*' simile. Greater success can be achieved in the management of such changes with the aid of the chaos management style.

After the concerns were raised about the structure indicated in figure 3.4 a new structure was presented and it was indicated that it was not post driven but competent staff members were selected to perform operational functions as indicated in figure 3.5 below.

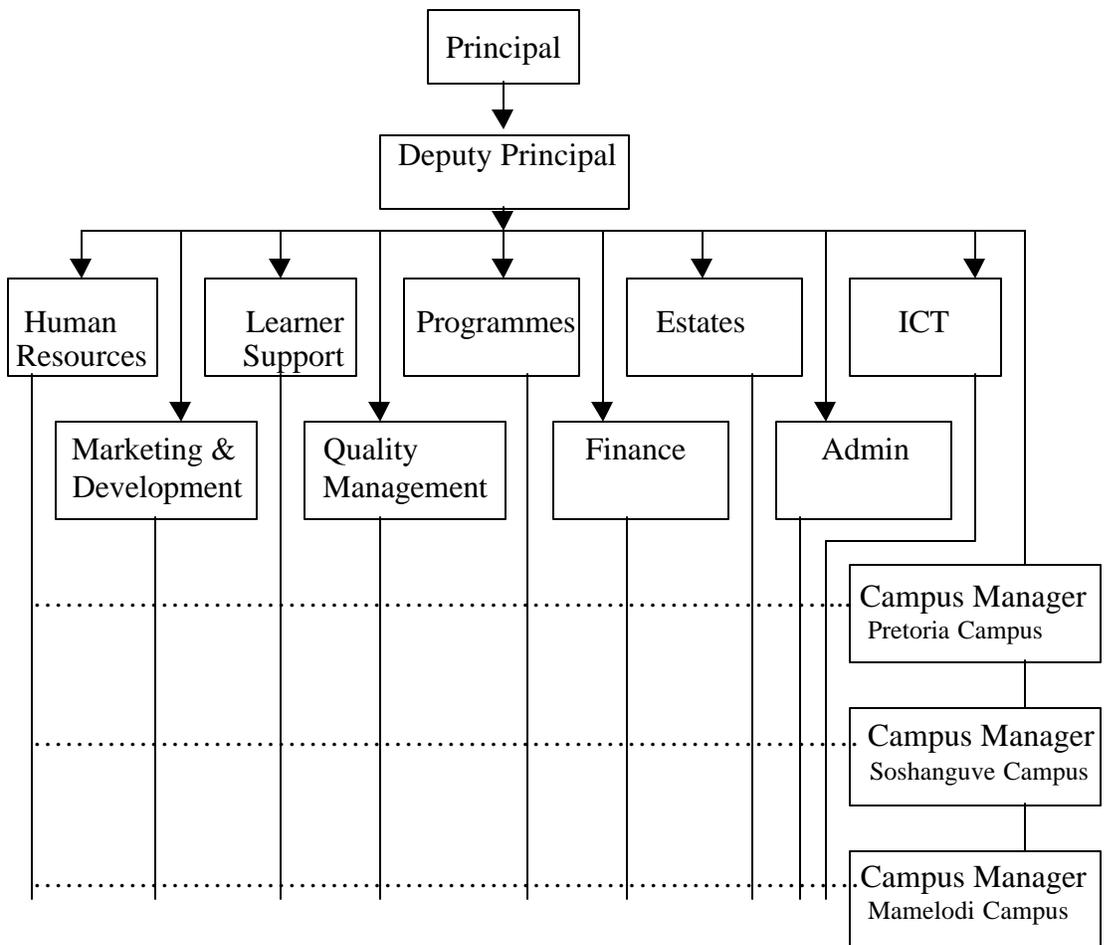


Figure 3.5: Line function diagram (Tshwane North College, 2004a: 1)

3.3.2.3 Changing learning and teaching

DoE (1998a: 29) states that the reconstruction and development of our nation after decades of colonial and apartheid rule confront our national education and training system with many new and urgent demands. These include redress of past discriminatory practices; the nurturing of a responsible citizenship grounded in the democratic Constitution and the development of the knowledge and skills base of the economy and society. When these are combined with the international cultures of Lifelong Learning and the Knowledge Society, the implications for the development of a new learning system, and in particular for curricula and qualifications, are dramatic.

The implementation of the FET policy will place new demands and responsibilities on the education departments. Current organisational arrangements and line responsibilities will be reviewed to ensure that dedicated and high-level management capacity is committed to take forward this vital undertaking (DoE, 1998a: 38).

DoE (1998a: 29) points out that the learning and teaching system must undergo urgent change for it to meet the challenges, and to develop into 21st century learning and teaching system that the country needs. The National Qualifications Framework (NQF) is designed to promote the integration of education and training, offer multiple entrances and exit points to learners and ensure learner mobility and the portability of credits. The NQF provides the framework for the development of a new, integrated FET curriculum, which will offer a flexible mix of fundamental, core and elective learning to meet the needs and requirements of learners, employers and Higher Education institutions.

The new curriculum will overcome the outdated divisions between ‘academic’ and ‘vocational’ education, and between education and training and will be ‘characterised not by the ‘vocational isation’ of education, but by a sound foundation of general knowledge, combined with practical relevance. The curriculum will offer learner flexibility and choice, whilst ensuring that all programmed and qualifications offer a coherent and meaningful learning experience (DoE, 1998a: 30).

A successful FET system will provide diversified programmed offering knowledge, skills, attitudes and values South Africans require as individuals and citizens, as lifelong learners and as

economically productive members of society. It will provide the vital intermediate to higher-level skills and competencies the country needs to chart its own course in the global competitive world of the 21st century (DoE, 1998a: 14).

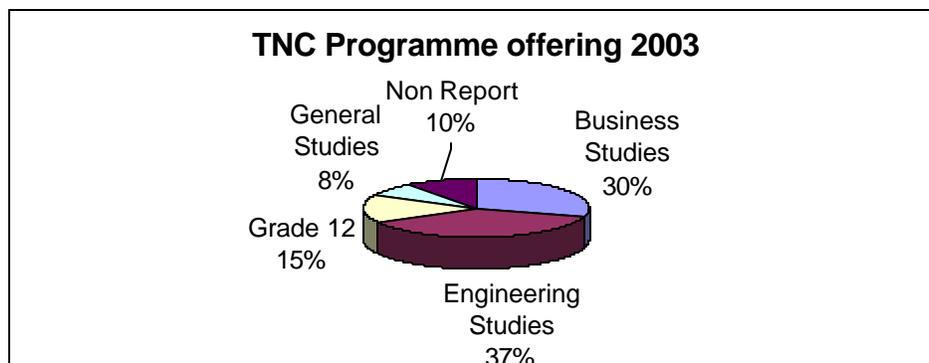


Figure 3.6: TNC programme offerings 2003 (Bastiaans, 2003b: 4)

3.3.2.4 Recognition of prior learning

In collaboration with the Ministry of Labour, Sector Education and Training (SETA's), interested NGO's and academic institutions, a framework will be developed for the recognition of prior learning (RPL), so that those who have been denied formal opportunities for learning and who have developed their knowledge and skills through self-study or work experience, can be assessed, given credit where due and proceed to obtain a qualification without unnecessary duplication of effort, expense or wastage of time (DoE, 1998a: 41).

3.3.2.5 New Curriculum Framework

DoE (2001: 18) points out that in order to meet the HRD needs of the country, FET colleges must also expand to new fields of learning that were not offered at Technical Colleges historically. Curriculum development, as well as programmatic innovation and diversity, will be encouraged and supported. New areas of learning will be introduced to meet the needs and aspirations of learners, communities, industry and the nation. Examples of these fields will, among others, include:

- Food Technology;
- Avionics, aircraft maintenance;
- Sports and recreation;

- Arts, performing arts and music;
- Travel and tourism;
- Agriculture;
- Local Government; and
- Literacy and numeracy.

DoE (2001:12) indicates that the core mission of colleges must remain FET and the problem of ‘mission drift’ into higher education must be avoided. Taking into account that, in broad terms, N1 to N3 represent the vocation-specific equivalents of Grades 10 to 12 in the schooling system, and N4 to N6 being the vocation-specific equivalents of post-Grade 12 training, almost half of the enrolment in colleges are, currently, at N4 to N6 levels. A number of colleges have 80% or more of their enrolments at N4 to N6 levels. DoE (1998a: 32) adds that the national public examinations for existing N4 to N6 courses will be maintained until such time as they have been incorporated into the new Higher Education accreditation and quality assurance frameworks.

Nkoe (2002: 78) points out that the Further Education and Training Certificate (FETC) marks the highest level of the FET band and hence is pegged at level 4 of the NQF. It is imperative to mention that the intention of the DoE is that all FETC qualifications must enable progression along valid career path and hence should enjoy equal value.

According to SAQA (2003: 22), key challenges in FET curriculum development relate to improving the relevance of curricula and removing barriers to effective learning. College staff will be required to take direct responsibility for curriculum development and attend to the following priorities:

- The shift from national examinations to NQF- compliant qualifications;
- The introduction of new programmes and study fields to make colleges more responsive to the needs of the economy and local community;
- The design and introduction of learnerships to provide in all fields with an optimal mix of theoretical knowledge, practical skills and exposure to workplace applications;
- The inclusion of bridging courses and qualifications in the curriculum that will enable learners – including many who have failed matric – to overcome barriers to further learning resulting from inadequate basic school education in key areas such as English literacy, maths and science: and

- The inclusion of relevant general education components in curricula to provide learners with a good grounding in key skills required by employers, to prepare learners for citizenship, and to keep pathways to higher education open.

3.3.2.6 Outcomes-Based Education

The decision to replace Apartheid Education by an Outcomes-based Education (OBE) in the General and Further Education and Training Bands was taken by the Council of Education Ministers (CEM) on 26 February 1997. On 15 April 2002, the CEM approved the implementation of OBE into grades 10, 11 and 12 in 2004, 2005 and 2006 respectively. This departs from the original plan to implement OBE into the FET in 2003 (DoE, 2002b: i).

Planning a lesson according to an OBE model requires, firstly, formulating an outcome; secondly, establishing a method to assess the outcome; and thirdly, planning the means by which the outcome will be achieved. Such a structure immediately highlights the point that outcomes and assessment are the most important aspects of OBE (Workman, 1998: 30).

According to SAQA (2003: 24) college- and school-based educators need to consolidate the application of OBE in their teaching of existing and new fields of study. Experience in the school sector has shown that superficial compliance with OBE is relatively easy to secure, but fundamental shifts in educators' thinking and attitudes towards the experiential require much more in-depth and longer-term INSET and sustained support.

OBE makes enormous demands on educators. To use the favoured cliché, 'OBE requires a major paradigm shift on the part of educators'. Given the poor quality of educator training in this country, intensive teacher development is a priority if we are to develop the calibre of educators required by OBE. Educator development should, therefore, be a national priority. Educators have to be trained to understand the new curriculum and its challenges, including how to plan learning programmes in an integrated way, how to facilitate learning using new methodologies and how to use a variety of methods to assess whether outcomes have been achieved (Potenza and Monyokolo, 1999: 237). The differences between the 'old' content based and the OBE teaching approaches are indicated in table 3.1.

Table 3.1: Differences between the ‘old’ and the ‘new’ teaching approaches (Vermeulen, 1997: 41)

The old approach	The new approach (OBE)
Passive learners.	Active learners.
Exam driven.	Learners are assessed on an on-going basis.
Rote-learning.	Critical thinking, reasoning, reflection and action.
Syllabus is content based and broken down into subjects.	An integration of knowledge; learning relevant and connected to real-life situations.
Textbook/worksheet-bound and educator centred.	Learner-centred; educator is facilitator; educator constantly uses group work and teamwork to consolidate the new approach.
Sees syllabus as rigid and non-negotiable.	Learning programmes seen as guides that allow educators to be innovative and creative in designing programmes.
Educators responsible for learning.	Learners take responsibility for their learning.
Motivation depends on the personality of the educator.	Learners motivated by constant feedback and affirmation of their worth.
Emphasis on what the educator hopes to achieve.	Emphasis on outcomes – what the learner becomes and understands.
Content placed into rigid time frames.	Flexible time frames allow learners to work at their own pace.
Curriculum development process not open to public comment.	Comment and input from the wider community is encouraged.

3.3.2.7 Assessment

DoE (2002b: 11) indicates that assessment is one of the most important educational processes. This is as true for OBE as for any other educational approach. For this reason, there are comprehensive guidelines provided for assessment, at both provincial and national levels. The assessment management process has the following three main stages:

- *Collecting evidence.* We need to plan when to assess and what assessment methods we will use at each point;
- *Recording assessment.* This involves deciding the standards (in other words, how well learners should learn and how this will be assessed) and what assessment instruments or tools we will use to evaluate (in other words and to assign value) or score the assessment. It will probably also involve developing or adapting assessment instruments;
- *Reporting.* This involves consolidating (or bringing together) all the evidence into a statement of achievement that allows decisions to be made logically.

Assessment has two distinct but related objectives. Firstly, it must provide valid and reliable information about the achievements and competencies of learners. Secondly, assessment must be developmental and formative, providing learners with feedback and guidance on their progress and performance. The Ministry of Education's approach to assessment has two elements. The first flows directly from its broader approach to institutional autonomy and responsibility. Other than at key certification points, assessment in FET institutions will be primarily an institutional responsibility, within the framework of approved curricula, outcomes and quality assurance mechanisms. Arrangements will be made to ensure the validity and reliability of the assessment process through external monitoring and moderation (DoE, 1998a: 31).

3.3.2.8 Learnerships

The training of apprentices was regulated by the *Manpower Training Act, 1981 (Act 56 of 1981)* and according to this Act an apprentice is a person trained by an employer under a written contract of apprenticeship in a trade designated by the Minister of Manpower. A trade can be described as the work normally performed by an artisan or craftsman, such as a carpenter, electrician, fitter or turner (Behr, 1988: 148).

Behr (1988: 149) indicates that during apprenticeship training, apprentices are required to attend part-time classes at a technical college. Where such an institution is not within easy reach, the apprentice must follow a correspondence course in the subjects related to the trade for which he is indentured. Facilities also exist for apprentices to attend full-time classes for a continuous period of approximately 13 weeks during each year of their apprenticeship. This is called the block-release system. An employer is required to provide an apprentice with practical training particular to his trade. The training must be under the regular supervision of a journeyman qualified in the trade in question.

SAQA (2003: 22) indicates that apprenticeships appear to work well in occupations where the required knowledge and skills are specific and clearly defined, but are not effective for the development of generic vocational competencies that are not grounded in a particular job or context. The Business Administration apprenticeship is cited as an example of a study that is characterised by such 'occupational rootlessness'. Such concerns have been raised across other industrialised countries as well. Learnerships constitute a key curriculum innovation that holds much promise in terms of making the FET curriculum more relevant for individual learners and

for the country's socio-economic development. This is an area where South Africa can learn a great deal from the international experience in industrialised countries, and in Africa.

A learnership is a mechanism aiming at promoting the level of skills of South Africans, through facilitating the linkage between structured learning and work experience in order to obtain a registered qualification that signifies work readiness. It could also be described as a more flexible and modern form of apprenticeship (DoE, 1998a: 50).

DoE (1998c: par. 16) explains a learnership as follows:

- (d) consists of a structured learning component;
- (e) includes practical work experience of a specified nature and duration;
- (f) would lead to a qualification registered by the South African Qualifications Authority and related to an occupation; and
- (g) the learnership is registered with the Director-General in the prescribed manner.

It can be seen that achieving change requires us to manage effectively in circumstances, which include problems of organisational culture, organisational politics and the need to help people to cope with the pressures and anxieties created. All this creates great uncertainty (Carnall, 1999: 115).

Senge (1999:5) explains that current management literature is full of practical advice and suggestions; but it lacks a way to organise diverse insights effectively. Like the *portolans* and *rutters* (hand-drawn charts describing specific routes during European Renaissance) of yore, it can only orient people relative to a pre-determined path and destination, not relative to a broader terrain.

Changes that are taking place in the FET Sector such as new programme offerings, OBE, Outcomes-based Assessment (OBA), Continuous Assessment, Learnerships and RPL require a great paradigm shift from educators at FET Colleges. Educators could be helped to make the paradigm shift with the aid of well-managed staff development programmes.

3.4 MANAGEMENT INFORMATION SYSTEMS

The Technical College sector is serviced countrywide by a management information system software package developed by a private company, Coltech. The decision to make use of Coltech resides with each college as it entails significant human resource development and financial investment by the institution. Coltech offers many management benefits. In effective institutions, it is used for recording information on finances, learners, learner progress reports, class lists, examination permits, study cards, stock taking, staff records and wages. Electronic databases of this sort allow for very easy strategic planning and financial management (Kraak, 1999c: 7 – 9).

Using Coltech has a definite down side, and this is why so many institutions use it sub-optimally or not at all. It is very costly and needs highly skilled person power to use it. Coltech is Disc Operating System driven (Dos) which excludes many Personal Computer (PC) users who are only comfortable with Windows environments. However, many college managements believe the system to be highly advantageous especially for financial and strategic planning. They argue that Coltech would be best optimised if it were used in partnership across colleges, provinces and with the National Department of Education. This would allow for regional and nationally comparable data flow. At the moment Coltech is not centrally linked up, and as a result, there is no adequate national Management Information Systems (MIS) database in the country and province for the technical colleges sector (Kraak, 1999c: 10).

DoE (2003b: 223) explains that in order to manage information at merged colleges campus sites need to be linked via a Wide Area Network (WAN). Each campus site should have access to its own server. The business and administrative system should be used to capture relevant information in connection with:

- Students;
- Finance;
- Administration; and
- Fixed assets management.

The effective management of information at FET colleges will depend on the selection of one MIS Software package and the installation of a WAN that will be used by the FET colleges in order to link colleges and create a national MIS database in the province and in the country.

Highly skilled staff will be required to manage the MIS at FET colleges. All staff members who manage and use the information systems may need development to be able to manage and use the information systems effectively. Staff development programmes can be used to develop the staff in this regard.

3.5 EDUCATOR ROLES AND COMPETENCES

The Norms and Standards for Educators are the key foundation stone in the transformation of teaching in South African schools. They provide directions and guidelines for the pre-service and in-service development of professional and competent educators (DoE, 2000a: 1).

DoE (2000b: 3) points out that the new Norms and Standards for Educators present a completely new way of designing and delivering of educator education in South Africa. The cornerstone of the new policy is the seven roles for educators and their associated applied competence that should be integrated into the purpose and exit level outcomes of the qualification. The institution has the freedom to design and deliver their learning programmes in a flexible manner that will lead to the attainment of the learning outcomes or educator competences.

According to DoE (2000a: 1) the Norms and Standards for Educators Policy define seven roles that an educator must be able to perform and describe in detail the knowledge, skills and values that are necessary to perform the roles successfully. The seven roles are:

- Learning mediator;
- Interpreter and designer of learning programmes;
- Leader, administrator and manager;
- Scholar, researcher and lifelong learner;
- Assessor;
- A community and pastoral role; and
- A learning area / subject / discipline / phase specialist role.

Together these roles are seen as constituting a picture of the knowledge, skills and values that are the hallmark of a competent and professional educator.

According to DoE (2000b: 17), the Qualifications for Educators in Further Education are the following:

- A study of one or more subjects or specialisations suitable for the phase;
- The study must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory;
- The above specialist requirements should carry the following credits:
 - Diploma in Education (DE) 36 credits at NQF 6, 60 credits at NQF 5 or higher.
 - Bachelor of Education (B Ed) 96 credits NQF 6, 108 credits at NQF 5 or higher.
 - Post-Graduate Certificate in Education (PGDE) 20 credits at NQF 6.

A needs analysis should be conducted in order to determine whether the educators at FET Colleges meet the minimum Qualifications for Educators in Further Education requirements as stated by the DoE. Development needs with regard to the seven roles of an educator should also be determined, so that staff development programmes could be arranged for the educators that do not meet the minimum requirements, thereby assisting educators that do not need the minimum requirements.

3.6 STAFF DEVELOPMENT

Academic staff development, particularly in the technical college sector, is almost non-existent. Strategies will need to be developed to foster the professional development of educators in FET. Training in curriculum development, the development of learner materials and innovative teaching methodologies will all be priorities. Academic and management staff will also need assistance in acquiring the skills of forming partnerships and engaging in collaborative research and development with the private sector (Kraak, 1999a: 23).

According to DoE (1996: 61), the successful implementation of the new education framework will depend not only on a commitment to transformation, but also, to a crucial extent, on the development of human resource capacity to give practical effect to the new policies. The Ministry of Education agrees with the National Commission on Higher Education (NCHE) human resources will have to be enhanced at all levels in the system. In particular, the following areas need attention:

- Management, leadership and strategic planning at the national and institutional levels;

- Administrative skills and middle-level management skills to develop three-year rolling plans, facilitate admission of a diverse learner body and service learner councils, etc;
- Academic staff development – this includes upgrading qualifications;
- Improvement in the quality of teaching and learning processes which will involve developing resource-based learning materials, developing the most effective use of changing technology and dissolving the existing strict distinction between contact and distance teaching; and
- The development of skills for the maintenance and use of an updated management information system and performance indicators.

SAQA (2003: 28) points out that the limitations of non-formal staff training (short courses and workshops) as a stand-alone strategy have become very apparent in the rollout of C2005 in the public school system. Drawing on that experience, a holistic approach to staff development is proposed for teaching staff at schools and FET colleges:

- Short courses for the purposes of sensitisation and/or information dissemination: and
- Accreditation formal further studies for identified staff in high-priority study fields (e.g. mathematics, communication studies and entrepreneurship) and for target groups (black staff, women and disabled persons) in order to deepen their subject knowledge.

In addition to the above, many college educators will need training or retraining in the following aspects:

- Practical training provided on-site or in simulated settings for consolidation of newly acquired skills;
- Exposure to workplace practices and technologies, particularly in high-technology sectors;
- Programme design flowing from information gathered through environmental scans: and
- Specific training needed about the processes that are involved in the registration of qualifications with SAQA as well as management and leadership development.

DoE (1998a: 44) indicates that professional development programmes for educators must be initiated. The support of industry and the donor community will be sought to provide work-based training and exchange opportunities, as well as on-site development of college staff. The development of middle management will be accorded high priority.

Education and training programmes should support staff 're-tooling' at all levels and promote focus of capacity, skills and work culture at appropriate levels. Future FET programmes must improve on cooperative education systems, and on fast-developing international technological and institutional trends (DoE, 1997:149).

DoE (1998a: 44) explains that professional development programmes for educators must be initiated. The support of industry and the donor community will be sought to provide work-based training and exchange opportunities, as well as on-site development of college staff. The development of middle management will be accorded high priority.

In order to redress the historical imbalances generated by inequalities in education provision, the Ministry of Education and the Provinces will ensure that resources are allocated and deployed according to the principle of equity so that the same quality of learning provision is achieved for all citizens. Opportunities for training and advancement, especially in relation to scarce skills will be provided by FET Colleges to reverse the current, skewed under representation of blacks, women and the disabled (DoE, 2001: 7).

Kraak (1999a: 23) points out that management capacity must be developed; included in this category is the development of effective management and leadership skills particularly in the technical college sector and in the FET divisions of the Provincial and National Departments of Education. It also includes the development of MIS; the acquisition at the college level of skills in strategic planning and financial management; and the development of learner information, counselling, admissions and placement services.

3.6.1 Staff development policies

The devolution of greater authority to the FET colleges has considerable ramifications for how they are led and managed. More specifically, policies and systems regarding finance, administration, human resources and infrastructure will have to be put in place and managed. Currently, the majority of colleges do not have such policies and systems, nor are managers adequately skilled to manage them. In the disadvantaged colleges, provincial departments of education have historically carried out these responsibilities. The implications for education and training of these challenges are considerable (SAQA, 2003: 29).

The *Toolkit for Further Education and Training Colleges* has been devised in order to assist colleges with multi-campus management by gaining an improved understanding of the policies and procedures that are suggested to be in place for principals and campus managers and it is not intended to be prescriptive or rigid (DoE, 2003b: 4). Guidelines on the development of educators and performance evaluation at FET colleges, from the DoE are indicated in table 3.2 and 3.3.

Table 3.2: Staff development (DoE, 2003b: 161 –162)

Human Resources	Staff development
Purpose:	Staff development is based on the fundamental principle of life-long learning and development, to improve the quality of the staff members' work performance.
Responsibility:	<ul style="list-style-type: none"> • Staff development task team • Team educators
Timeline:	<ul style="list-style-type: none"> • Team building on a yearly basis • Development programmes throughout the year
Authorisation & review	Principal and campus managers
Documentation	Training attendance register
Centralised / decentralised	Centralised
Procedures	Action steps
Identification of a need	<ul style="list-style-type: none"> • A task team for staff development will identify a need through surveys, class visits, requests from staff or academic board. • When training programmes are compiled, the task team should determine if there is any funds available through: <ul style="list-style-type: none"> - Budgets; - Skills Development Fund; - Education, Training and Development Practices Sector Education and Training Authority (EDTP SETA) for a discretionary grant.

Development of training programmes	<ul style="list-style-type: none"> • A task team will compile staff development programmes for the year for different study fields, in accordance with the surveys and requests received back from the employees. • The training programmes must provide job training and continuing education to staff members. • Staff members need the following training to help them determine if students are competent or not: <ul style="list-style-type: none"> - Assessor training; - Moderator training; and - Skills development training. • The academic board of the college should benchmark their pass rate against the national pass rate. If the college pass rate is lower than 5% of the national pass rate, the following should be determined: <ul style="list-style-type: none"> • Are the text books of the learners up to standard; • Is there a problem with the educator or the subject; Were there any problems with the question paper?
Attendance of training programmes and team building	<ul style="list-style-type: none"> • Staff development programmes consist of training courses on specific days during the trimester or year • Team building programmes are held on a yearly basis to strengthen the relations between educators. • An attendance register will be completed for those staff members who attend a training or team-building programme. • All campus sites' staff members are invited to attend informal workshops, held by the college, because it is more cost effective.
Training costs	<ul style="list-style-type: none"> • The Principal can expect his/her staff members to attend a maximum of 80 hours training outside college hours. • The college can claim the training costs of council employees back from the Skills Development Fund.

Table 3.3: Performance evaluation (DoE, 2003b: 163 –164)

Human Resources	Performance evaluation
Purpose:	The aim of performance evaluation is to facilitate the personal and professional development of staff members in order to improve the quality of teaching practice and educational management and to prioritise areas for development and growth throughout a staff members' career.
Responsibility:	Staff members and his/her supervisor or manager
Timeline:	Throughout the year
Authorisation & review	<ul style="list-style-type: none"> • Supervisor or manager • Human Resource Manager

Table 3.3: Performance evaluation continued	
Documentation:	5 performance evaluation forms
Centralised/decentralised?	Decentralised
Procedures	Action steps
Goal setting	<ul style="list-style-type: none"> • Individual, departmental and institutional goal setting should be implemented and administrated. • Staff members set goals to determine their priorities for personal and professional growth. • Staff members and their supervisors / managers should agree upon their goals.
Performance evaluation and feedback sessions	<ul style="list-style-type: none"> • Staff members interpret and analyse the extent to which their performance meet their objectives or goals. • The performance evaluation process entails the following: <ul style="list-style-type: none"> ○ evaluation forms needs to be completed throughout the year, ○ evaluation form needs to be completed in March and send through to the Provincial Shared Services Centre. • Staff members and their supervisors / managers must complete the evaluation forms based on the outcomes achieved by the staff member. • For CS educators, performance evaluation is done through class visits.
Salary reviews	Staff members' salaries will be reviewed and adjusted in accordance with the ratings that they have received on their performance evaluation forms.
Performance reviews and counselling	<ul style="list-style-type: none"> • Regular performance reviews and counselling sessions should occur between staff members and their managers. • Based on staff members performance reviews, the following should be reviewed: <ul style="list-style-type: none"> ○ Job description ○ Responsibility grades ○ Salary range ○ Recognition should be given to staff members for good performances.

3.6.2 Staff development programmes

Tshwane North College has embarked on an exciting journey to merge the Mamelodi, Pretoria and Soshanguve Campuses into one effective and efficient unit. After a joint effort to develop a Strategic Plan for Tshwane North College for 2003 – 2006 several Strategic Objectives were identified. In order to obtain these objectives, areas of training were identified in association with

Facilitator: Strategic Planning Process and Appointed Service Provider by the NBI to enable all staff to engage mindfully in the organisational change process of Tshwane North College (Bastiaans, 2003a: 1). The training sessions are indicated in table 3.4 below.

Table 3.4: Training sessions (Bastiaans, 2003a: 2-3)

	Session Subject	Date	Time
1.	Information Session with all Consultants	22 November 2003	
2.	Council Induction All Relative Legislation & its impact on TNC	16 January 2004 17 January 2004	13:00-18:00 09:00-16:00
3.	Council Induction Governance & Organisational Development, Employment Equity	30 January 2004 31 January 2004	09:00-16:00 09:00-13:00
4.	Council Induction Policy Formulation & Implementation	7 February 2004	09:00-13:00
5.	Senior Management (Rectorate) Problem Solving & Conflict Management	19 November 2003 20 November 2003 21 November 2003	09:00-16:00 09:00-16:00 09:00-16:00
6.	Middle Management (All PL2 & 3) Problem Solving & Conflict Management	24 November 2003 25 November 2003 26 November 2003	09:00-16:00 09:00-16:00 13:00-16:00
7.	Roll out Strategic Plan & Communication Strategy: Senior & Middle Management Soshanguve - Post Level 1 Mamelodi - Post Level 1 Pretoria - Post Level 1	12 January 2004 13 January 2004 14 January 2004 15 January 2004	09:00-13:00 09:00-13:00 09:00-13:00 09:00-13:00
8.	Senior Management (Rectorate) Managing Diversity Effective & Authentic Communication	26 January 2004 27 January 2004	08:30-16:00 08:30-16:00
9.	Middle Management (All PL2 & 3) Managing Diversity Effective & Authentic Communication	28 January 2004 29 January 2004	08:30-16:00 08:30-16:00
10.	Middle Management (All PL2) Training on Operational Implementation of Tshwane North Strategic Plan	2 February 2004	09:00-12:00
	Middle Management (All PL3) Training on Operational Implementation of Tshwane North Strategic Plan	2 February 2004	13:00-14:00
11.	All Engineering & Business Studies HOD's, Senior Deputy, Deputy and Campus Managers Crafting of the Balance Score Card	3 February 2004	09:00-16:00

Table 3.4: Training sessions continued			
	Session Subject	Date	Time
12	All Utility & Social Studies HOD's Senior Deputy, Deputy and Campus Managers Crafting of the Balance Score Card	4 February 2004	09:00-16:00
13	Senior Management (Rectorate) Financial Management	9 February 2004 10 February 2004	08:30-16:00 08:30-16:00
14	Middle Management (All PL 2 & 3) Project Management Strategic Plan & Implementation	11 February 2004 12 February 2004	08:30-16:00 08:30-16:00
15	IEO & Deputy IEO's for Admin., HR, Academic, Marketing, LSS, Estates, Finance & Quality Management Crafting of the Balance Score Card	17 February 2004	09:00-16:00
16	Senior Management (Rectorate) Project Management People Management	11 March 2004 12 March 2004	08:30-16:00 0830-16:00

Because educators are reactive, creative and has the ability to self-organise, they rejected some of the training sessions that were organised. Reasons for the rejection of some of the training sessions were: the time of some of the sessions concurred with the College learner registration period when educators were busy with the registration of learners; course content did not address the needs of educators; and the facilitation style and media used were not appropriate. Due to the reasons indicated, some of the training sessions were cancelled and some of the facilitators were replaced. Change is a journey, not a blueprint. Moreover, because changes that are taking place at FET Colleges are non-linear and loaded with uncertainty, you do not know what is going to matter until you are busy implementing some of the changes.

A two-day staff development workshop in OBE and OBA was also arranged by the DoE. This workshop was arranged despite recommendations by the Review Committee on C2005 that the duration of two- to- three day training courses was too short. These training sessions are indicated in table 3.5.

Table 3.5: Training of college educators in OBE and OBA (DoE, 2003a: 2)

FETI	OBE TRAINING	OBA TRAINING 09:00-16:00	TOTAL NO. OF EDUCATORS
Ekurhuleni West	31 October 2003 12:00-16:00	01 November 2003	321
Sedibeng and Western	14 November 2003 13:00-17:00	15 November 2003	181
South West	28 November 2003 12:00-16:00	29 November 2003	320
Ekurhuleni East	01 December 2003 09:00-14:00	02 December 2003	275
Central Johannesburg and Technisa	03 December 2003 09:00-14:00	04 December 2003	475
Tshwane North and Tshwane South	16 January 2004 12:00-16:00	17 January 2004	350
			1922

DoE (1997: 148-149) explains that the success of a future FET system will depend heavily on acquiring the right levels and functional spread of staff competencies at institutional and governmental levels (national and/or provincial). Career-oriented education and training should be effectively provided as it builds capacity that will allow the system to work, and it is a strategy for redress and confidence-building. The range of staff development needs at all levels for a devolved, self-managing and responsive system is as follows:

- Policy, strategy and system management;
- Learner assessment, placement, support and development;
- Curriculum development;
- Management information systems;
- Staff management, especially equity and equal opportunity;
- Community liaison and partnership building with private and public sectors (especially for learnerships); and
- Action research capacity concerning; trends and needs in job creation through community, private and public sector enterprises.

There is a range of human resource implications. In order for this system to be put in place, there is an urgent need for intensive capacity building for the different categories of staff in the institutions. It will be necessary to devise a re-training programme for all staff involved in the

provision of FET as each existing institution has evolved its own tradition of teaching and learning. This will seriously affect the way in which a new FET system is implemented. A new system may well require that training personnel become multi-skilled and are required to be competent in administration, education and technology (DoE, 1997: 158).

Existing curricula, teaching plans and materials are familiar to educators and provide a sense of security. They possess the knowledge and skills to teach the existing curriculum, and deep inside they are not quite sure if they would succeed in teaching the new curriculum. Furthermore, it will take time to develop new material and lesson plans to teach newly developed aspects of the proposed curriculum (Technikon Pretoria, 2000: 33).

After the acceptance of change educators should receive in-service training to prepare them for new aspects of the proposed curriculum. In-service training should be planned as part of the overall plan and not as an afterthought. The education departments in collaboration with universities and colleges should organise the training of educators and learners (Technikon Pretoria, 2000: 33).

3.7 SUMMARY

Transformation of the FET Sector in terms of curricula, learning and teaching, qualifications, funding, quality assurance, new institutional arrangements, registration of educators, ethical and professional standards for educators and professional development of educators is explained in policy documents such as the FET Act, No. 98 of 1998, Education White Paper 4, Skills Development Act No. 97 of 1998 and the SACE Act, No. 32 of 2000.

The seven roles that an educator must be able to perform were described in the Norms and Standards for Educators Policy as the following:

- Learning mediator;
- Interpreter and designer of learning programmes;
- Leader, administrator and manager;
- Scholar, researcher and lifelong learner;
- Assessor;
- A community and pastoral role; and

- A learning area/subject/discipline/phase specialist role.

If FET colleges were linear systems, with static internal and external environments and had human resources that were not reactive or creative, then it would have been easy to manage these organisations. But FET colleges are made up of people and are therefore highly complex and non-linear systems; therefore managers need to rethink their approach to organising, directing and motivating staff. Using wrong solutions to complex problems may make things worse. Effective management approaches are needed in order to manage the change process at FET colleges.

The transformation of the FET colleges presents a complex set of challenges in terms of the policy implementation, because the implementation of change in organisations such as the FET colleges is not a fully predictable process. Change can be described as a natural state and the management of change is a continuous process.

Changes that are implemented at FET colleges will require a major paradigm shift on the part of educators, because educators need to offer the new curricula using new teaching and assessment methods. Educators are a living resource that is reactive and creative and they have the ability to self-organise toward greater complexity or order.

Well-managed staff development programmes are needed to help educators make the paradigm shift required in the new FET colleges as well as to develop educators in terms of the seven roles described in the Norms and Standards for Educators Policy. Development of educators in the areas mentioned in FET Policies may result in the successful transformation of FET colleges.

In this chapter an attempt was made to put the transformation of the FET system in South Africa into perspective. The next chapter will be devoted to the research methodologies that will be used by the researcher.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter one forms an important background to the thesis. The aim of this study was to investigate the management of staff development programmes at FET colleges in the Gauteng Province.

In chapter two an in-depth literature study was conducted on the roles and theories of management, the management of change, HRM, the management of staff development, HRD and OD, which provided a theoretical background to the management of staff development programmes.

Chapter three presents a detailed description FET policies and the transformation of the further education and training system in South Africa, which formed a point of departure for the development of this thesis.

This chapter is devoted to a detailed description of the research design and methodology that was used in the study. Data collection strategies, validity and reliability of the research, sampling techniques, sample size used and data analysis are discussed in this chapter.

4.2 RESEARCH AIMS

As it was stated in Chapter one, the aims of this study are to:

- Investigate the essentials of effective and efficient management of staff development programmes within a changed organisational structure at FET colleges;
- Examine the perceptions of educators at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges;
- Examine the perceptions of management at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges;
- Determine how the new FET policies will influence the roles and competences of educators at FET colleges; and

- Develop guidelines for the effective management of staff development programmes within a changed organisational structure at FET colleges.

4.3 RESEARCH DESIGN

When research is conducted, researchers are often faced with a choice of whether to use a qualitative, quantitative or a combination of both approaches. Vermeulen (1998: 10) explains that in social sciences two main approaches to research are distinguished. *Qualitative* research or post positivist research involves the study of cases and makes very little use of numerical data or statistics, but relies very heavily on verbal data and is based on subjective meaning given by participants, *quantitative* research or positivist research involves the study of samples and populations and relies heavily on numerical data and statistical analysis.

Gay and Airasian (2000: 16) mention that “qualitative research seeks to probe deeply into the research setting in order to obtain understandings about the way things are, *why* they are that way, and *how* the participants in the context perceive them. There are many approaches to qualitative research. For the most part, however, many qualitative research approaches use similar methodologies to examine different aspects of social contexts and their inhabitants”.

4.4 QUALITATIVE RESEARCH

Qualitative research is interactive *face-to-face* research, which requires relatively extensive time to systematically observe, interview, and record processes as they occur naturally. Data collection strategies focus on what the phenomenon means to participants (McMillan and Schumacher, 2001: 428).

According to Gall, Borg and Gall (1996: 767) qualitative research is an enquiry that is grounded in the assumption that individuals construct social reality in the form of meanings and interpretations, and that these constructions tend to be transitory and situational. The dominant methodology is to discover these meanings and interpretations by studying cases intensively in natural settings and by subjecting the resulting data to analytical induction. Gay and Airasian (2000: 10) add that qualitative research typically studies many variables intensely over an extended period of time to capture the richness of the context and the personal perspectives of subjects.

Sowell (2001: 22) further points out that qualitative methods refer to an array of strategies used by researchers to gather mostly verbal data in natural settings, usually over a relatively long time period. Researchers gather data during recurring cycles of collection, analysis and interpretation. These strategies are intended to provide researchers with holistic perspectives about the phenomenon under investigation.

In qualitative research “investigators are closely associated with the processes and participants in the study. Because their purpose is to understand social phenomena, researchers usually have opportunities not only to observe the situation, but also to converse with the participants within the setting” (Sowell, 2001: 8).

According to Creswell (1994: 150) some of the advantages of qualitative research are the following:

- Information can be recorded as it occurs during observation;
- Unusual aspects can be noted during observation;
- The interview is useful when the participant cannot be directly observed;
- The participant can provide historical information; and
- The researcher can control the line of questioning in an interview.

4.4.1 Validity

Sowell (2001: 5) states that the validity of research refers to the degree to which outcomes are accurate and grounded in data. For example, did the data collection processes provide accurate data for analyses and were the analyses suited for answering the problem? Valid outcomes result from the selection and application of procedures that produce truthful answers to research questions.

Cohen *et al.* (2000: 105) explain that although essentially demonstrating that a particular instrument has, in fact, measured what it was purported to measure, validity takes on numerous guises. A qualitative study may be deemed valid if it addresses the richness, scope, depth and honesty of the captured data. The extent to which the researcher has been able to remain objective, as well as the participants who were approached, contributes to the overall validity of the study.

4.4.2 Strategies to enhance design validity

In qualitative research, validity rests on the data collection and analysis techniques. Qualitative researchers use a *combination* of any of ten possible strategies to enhance validity: prolonged field work, multi-method strategies, participant language and verbatim accounts, low-inference descriptors, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review, and negative cases (McMillan and Schumacher, 2001: 407). This is indicated in table 4.1 below.

Table 4.1: Strategies to enhance design validity (McMillan and Schumacher, 2001: 408)

Strategy	Description
Prolonged and persistent field work	Allows interim data analysis and corroboration to ensure the match between findings and participant reality
Multi-method strategies	Allow triangulation in data collection and data analysis
Participant language and verbatim accounts	Obtain literal statements of participants and quotations from documents
Low-inference descriptors	Record precise, almost literal, and detailed descriptions of people and situations
Multiple researchers	Agreement on descriptive data collected by a research team
Mechanically recorded data	Use of tape recorders, photographs, and videotapes
Participant researcher	Use of participant recorded perceptions in diaries or anecdotal records for corroboration
Member checking	Check informally with participants for accuracy during data collection; frequently done in participant observation studies
Participant review	Ask each participant to review researcher's synthesis of all interviews with the person for accuracy of representation; frequency done in interview studies
Negative cases	Actively search for, record, analyse, and report negative cases or discrepant data that are an exception to patterns or that modify patterns found in the data

4.4.2.1 Participant language and verbatim accounts

Informant interviews, phrased in the participants' language, are less abstract than many instruments used in other designs. To elicit participants' names for events and objects in their daily experiences, one avoids use of the more abstract social science language. Verbatim accounts of conversation, transcripts, and direct quotes from documents are highly valued as data. Researchers present in their studies extensive direct quotations from the data to illustrate participants' meanings (McMillan and Schumacher, 2001: 409).

4.4.2.2 Mechanically recorded data

Tape recorders, photographs and videotapes may enhance validity by providing an accurate and relatively complete record (McMillan and Schumacher, 2001: 410).

4.4.2.3 Low-inference descriptors

Concrete, precise descriptions from field notes and interview elaborations are hallmarks of qualitative research and the principle method for identifying patterns in the data. *Low-inference* means that the descriptions are almost literal and are those used and understood by participants (McMillan and Schumacher, 2001: 409).

4.4.2.4 Multi-method strategies

The construction of a research instrument or tool is the most important aspect of a research project because anything you say by way of findings or conclusions is based upon the type of information you collect, and the data you collect is entirely dependent upon the research instrument. The famous saying about computers – 'garbage in, garbage out' – is also applicable to data collection. The research tool provides the input into a study and therefore the quality and validity of the output, the findings, are solely dependent upon it (Kumar, 1999: 121).

Gall, Gall and Borg (1999: 296) point out that in collecting data, qualitative researchers use whatever methods are appropriate to their purpose. They might begin a case study with one method of data collection and gradually shift to, or add, other methods. They might use multiple methods to collect data about the same phenomenon in order to enhance the soundness of their

findings – a process called triangulation. Leedy (1997:169) adds that triangulation is used in all types of qualitative approaches; it refers to the process of using multiple data collection methods, data sources, analysts, or theories to check the validity of the findings. If similar themes are noted in data collected from a variety of sources, the credibility of the interpretation is enhanced.

Multi-method strategies permit *triangulation* of data across inquiry techniques. Different strategies may yield different insights about the topic of interest and increase the credibility of findings (McMillan and Schumacher, 2001: 408).

4.4.3 Reliability

According to Gay and Airasian (2000: 169) the term reliability means dependability or trustworthiness. The term means the same thing with respect to measurements. *Reliability* is the degree to which a test consistently measures whatever it is measuring. Bryman (2001: 70) adds that reliability refers to the consistency of the measuring of a concept, and that there are three prominent factors involved when considering whether a measure is reliable. These factors are *stability, internal reliability and inter-observer consistency*. Babbie, Mouton, Voster and Prozesky (2001: 119) indicate that reliability is determined by whether a particular technique, applied repeatedly to the same object, would yield the same results each time.

Sowell (2001: 5) further explains that the reliability of research refers to the degree to which outcomes are dependable or trustworthy. For example, are there sufficient data to ensure their dependability? Can the data be replicated? Reliable outcomes result from consistency in the selection and application of research procedures.

In order to enhance the validity and reliability, a variety of instruments can be used to collect the data. This technique is often referred to as triangulation (Fraenkel and Wallen, 1990: 380).

4.4.4 Ethical measures

4.4.4.1 Informed consent

In every discipline it is considered unethical to collect information without the knowledge of participants, their informed willingness, and expressed consent. Informed consent implies that

participants are made adequately aware of the type of information you want from them, why the information is being sought, what purpose it will be put to, how they are expected to participate in the study, and of how it will directly or indirectly affect them (Kumar, 1999: 192).

Sowell (2001: 143) points out that before any data collection takes place, however, researchers must negotiate for permission to do so with the persons in charge of the institutions or settings where they want to collect data. These individuals may include principals, educators, governing boards, or other supervisors. Cohen *et al.* (2001: 50) add much social research necessitates obtaining the consent and co-operation of subjects who are to assist in investigations and of significant others in the institutions or organisations providing the research facilities.

4.4.4.2 Confidentiality and anonymity

Information obtained about the subjects must be held confidential unless otherwise agreed on, in advance, through informed consent. This means that no one has access to individual data or the names of the participants except the researcher. Confidentiality can be ensured if the data cannot be linked to individual subjects by name (McMillan and Schumacher, 2001: 198).

4.4.4.3 Privacy

Certain kinds of information are more personal than others and may be more threatening. The greater the sensitivity of the information, the more safeguards are called for to protect the privacy of the research participant (Cohen *et al.*, 2001: 61).

4.5 DATA COLLECTION STRATEGIES

4.5.1 Sampling strategies

Sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a *population*. The purpose of the sampling is to gain information about the population by using the sample (Gay and Airasian, 2000: 121).

Sowell (2001: 52) indicates that sample sizes may be smaller in qualitative inquiries than in quantitative studies. Although single cases provide the information-richness needed for some studies, other studies require multiple participants. The factors that affect sample size in quantitative studies are largely unimportant in qualitative studies because the data gathered are of a different type and serve a different purpose. However, the number of participants chosen must be adequate to provide reliable, consistent data.

According to Gay and Airasian (2000: 140) qualitative research uses sampling strategies that produce samples that are predominantly small and non-random. This is in keeping with qualitative research's emphasis on in-depth description of participants' perspectives and context. The nature of data collection limits the number of research participants who can be accommodated in qualitative studies, typically leading to purposive sampling to ensure that the 'best' participants are included.

Cohen *et al.* (2001: 103) explain that in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs. As the name suggests, the sample has been chosen for a specific purpose.

Purposeful sampling is done to increase the utility of information obtained from small samples. It requires that information be obtained about variations among the subunits before the sample is chosen. The researcher then searches for *information-rich* key informants, groups, places, or events to study. In other words, these samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating (McMillan and Schumacher, 2001: 401).

Sowell (2001: 57) mentions that qualitative researchers may use purposeful samples that provide data relevant to a particular purpose. These are preferred over convenience samples in which researchers choose cases based on availability. Qualitative researchers usually use relatively small sample sizes, compared to those in quantitative projects. McMillan and Schumacher (2001: 404) indicate that purposeful samples can range from an $n = 1$ to $n = 40$ or more. Typically a qualitative sample size seems small compared with the sample size needed for representativeness to generalize to a larger population.

4.5.2 Data gathering approaches

Kumar (1999: 104) explains that there are two major approaches to gathering information about a situation, person, problem or phenomenon. Sometimes, information required is already available and need only be extracted. However, there are times when the information must be collected. Based upon these broad approaches to information gathering, data are categorised as:

- Secondary data; and
- Primary data.

Information gathered using the first approach is collected from *secondary sources* whereas the sources used in the second approach are called *primary sources*. Methods of data collection are indicated in figure 4.1 below.

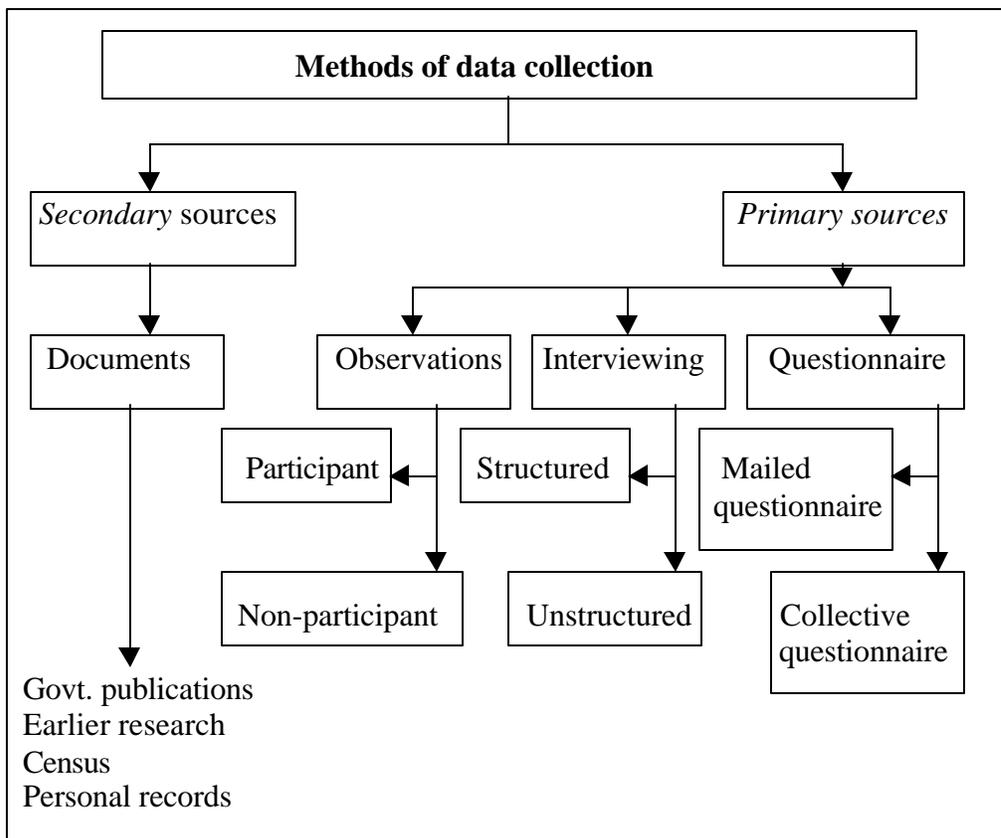


Figure 4.1: Methods of data collection (Kumar, 1999: 104)

4.5.3 Interviews

Talking with informants enable researchers to gather diverse types of information - the informants' patterns of thought, abilities, moral values, interests, ambitions, plans, judgements of other people, and recall of events. Interviews may be conducted directly -face to face- or via telephone, two-way radio, or via electronic computer for the purpose of data collection. Interviews have several advantages over printed questionnaires. Unlike questionnaires, interviews permit the researcher to rephrase questions that respondents do not understand, and interviews allows the respondents to elaborate their ideas to length (Thomas, 1998: 12).

Formal interviews are sometimes called 'structured', 'semi-structured', or 'in-depth' interviews. They are structured in the sense that the researcher is 'in charge' of leading the interview, there is a set time established for the interview, and they are most often recorded on tape. They are semi-structured because researchers come to the interview with guiding questions; they are open to following the leads of informants and probing into areas that arise during interview interactions. They are in-depth in that they are designed to go deeply into the understandings of the informants (Hatch, 2002: 94).

In an *unstructured interview*, also known as an in-depth interview, the interviewer develops a framework, called an *interview guide*, within which to conduct the interview. Within this structure the interviewer formulates questions spontaneously during an interview. Unstructured interviews can be carried out in a one-to-one situation or collectively with a group of respondents (called group interviews or focused group interviews). In a structured interview the investigator asks a pre-determined set of questions, using the same wording and order of questions as specified in the interview schedule. An *interview schedule* is a written list of questions, open or closed-ended, prepared for use by an interviewer, in a person-to-person interaction (Kumar, 1999: 109).

An interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person. Interviews permit the researcher to obtain important data that cannot be obtained from observation (Gay and Airasian, 2000: 219).

Kumar (1999: 116-118) emphasises that the form and the wording of questions is extremely important in a research instrument as they have an effect on the type and quality of information

obtained. Both open-ended and closed-ended questions have their advantages and disadvantages in different situations. To some extent, their advantages and disadvantages depend upon whether they are being used in an interview or in a questionnaire and on whether they are being used to seek information about facts or opinions. As a rule, closed-ended questions are extremely useful for eliciting factual information and open-ended questions for seeking opinions, attitudes and perceptions.

De Vos (1998: 314) explains that the word *focus* implies that the discussion that takes place in the group will be limited to the specific theme under investigation. A focus group is thus conducted as an open conversation on a specific topic, in which each participant may make comments, ask questions of other participants or respond to comments by others, including the moderator. Marshall and Rossman (1995: 84) add that focus groups are generally composed of seven to ten people who are unfamiliar to one another and have been selected because they share certain characteristics that are relevant to the question of the study.

Some of the advantages of focus group interviews as pointed out by De Vos (2001: 324) are that it:

- Can be conducted with limited finances;
- Can be done within a relatively short period of time;
- Can validate data obtained in the workshops and the questionnaire;
- Permits considerable probing and exposes participants' worldviews;
- Can shed light on phenomena about which little is known;
- Facilitates group interaction and enhances data capturing;
- Is a flexible technique that can explore unanticipated issues;
- Allows participants to build on the responses from others; and
- Can provide speedy results.

De Vos (2001: 325) explains that although the focus group technique may appear straightforward to use, it also has some disadvantages. These are indicated as the following:

- One group can vary considerably from the other;
- Overcoming the obstacles of transport and time available;

- Gathering the right people to participate;
- The raising of irrelevant issues and detours must be avoided;
- The data can be difficult to analyse, thus researcher bias and subjectivity should be eliminated, if possible;
- Sensitive issues can give rise to questions of confidentiality;
- The group is a very small sample and information is not generalisable;
- The facilitator needs group dynamics training and interview skills; and
- The environment must facilitate discussions that are not always logically possible.

4.5.4 Participant observations

Blaxter, Hughes and Tight (2001: 178) point out that the observation method involves the researcher in watching, recording and analysing events of interests. A range of different approaches is possible in observation studies:

- The events may be recorded, either at the time or subsequently, by the researcher, or they may be recorded mechanically;
- The observation may be structured in terms of a predetermined framework, or may be relatively open;
- The observer may also be a participant in the events being studied, or may act solely as a 'disinterested' observer.

Gay and Airasian (2000: 211 - 212) explain that observation can take many forms in qualitative research, depending on the involvement of the observer. The observer can be a participant observer who engages fully in the activities being studied but is known to the participants as a researcher. Alternatively, the observer can be an external or non-participant observer of the activities of the group being studied.

A *highly structured* observation will know in advance what it is looking for (i.e. pre-ordinate observation) and will have its observation categories worked out in advance. A *semi-structured observation* will have an agenda of issues but will gather data to illuminate these issues in a far less pre-determined or systematic manner. An *unstructured observation* will be far less clear on what it is looking for and will therefore have to go into a situation and observe what is taking place before deciding on its significance for the research (Cohen *et al.*, 2001: 305).

Hatch (2002: 22) indicates that researchers often enter the field with specific interests and/or specific questions that concentrate their studies. Considerable time in the field is required to do participant observation studies well. Heckroodt (2002: 124) adds that considerable time is necessary for a participant observer to develop an insider view of exactly what is happening in the setting under study, therefore, it is difficult to determine how long participant observation will last.

4.5.4.1 Recording of observations

The principal data generated through observation take the form of field notes. Observers need to make a record of what they observe in the settings they are studying, and these records usually take the form of raw field notes that are written on the spot while the researcher is in the setting. Raw field notes are usually descriptions of contexts, actions, and conversations written in as much detail as possible given the constraints of watching and writing in a rapidly changing social environment. Raw field notes are converted into research protocols through a process of ‘filling in’ the original notes. Research protocols are filled-in field notes organized in a consistent format in preparation for analysis (Hatch, 2002: 77).

Field notes capture as much of the actual verbal and nonverbal communication as possible. For each entry, the notes are organized chronologically by date, time, and place. These notes provide detailed descriptions that use specific language for what was heard or said, including verbatim communications among participants and with researchers, whenever possible. Field notes often include maps, diagrams, or pictures of the field site to aid researchers in organizing events (Sowell, 2001: 144).

Researchers take notes about what they see and hear within research settings; these notes serve as detailed descriptions of the interactions among people, events, or behaviours observed in particular locations. Notes are arranged chronologically with the date, time, and place on each entry. Insofar as possible, notes are exact recordings of words, phrases, and actions. Concrete details and verbatim comments are included. Nonverbal communications, tone and gestures are also included. As this description suggests, researchers must be skilled in making observations and in recording them in ways that permit analyses (Sowell, 2001: 347).

4.5.6 Documents

Bogdan and Biklen (1992: 135) explain that bureaucratic organisations have reputations for producing a profusion of written communication and files. McMillan and Schumacher (2001: 502) emphasise that documents are *records of past events*. They are written or printed materials that may be official or unofficial, public or private, published or unpublished, prepared intentionally to preserve a historical record or prepared to serve an immediate practical purpose. Documents may be letters, diaries, wills, receipts, maps, journals, newspapers, court records, official minutes, proclamations, regulations, or laws.

4.6 DATA ANALYSIS

Analysing qualitative data is a formidable task for all qualitative researchers, especially those just starting their qualitative careers. Unlike the quantitative researcher whose data produces numbers that can be organised and ‘crunched’ in fairly routine ways, the researcher must find his/her own, idiosyncratic path to the meaning of the data (Gay and Airasian, 2000: 237).

McMillan and Schumacher (2001: 461) indicate that qualitative data analysis is primarily an inductive process of organising the data into categories and identifying patterns (relationships) among the categories. Most categories and patterns emerge from the data, rather than being imposed on the data prior to data collection. Analytic styles among researchers vary from structured ones to more emergent intuitive ones. There are, however, general processes and some techniques that are common. Most qualitative researchers employ an interpretive/subjectivist style rather than a technical/objectivist style.

Sowell (2001: 145) explains that the preparation of data for analysis, or handling procedures, involves at least two important tasks: the transformation of raw participant data into forms for analysis and the establishment of systems for organizing and storing data. Both are labour-intensive processes that require the researchers’ expertise. McMillan and Schumacher (2001:462) add that qualitative analysis is a relatively systematic process of selecting, categorising, comparing, synthesizing, and interpreting to provide explanations of the single phenomenon of interest. Qualitative data analyses vary widely because of the different research foci, purposes, data collection strategies, and modes of qualitative inquiry.

Cresswell (1994: 154) indicates that the information from transcripts, which appears in large volumes, is first reduced to themes or patterns and later converted to categories. This is achieved by means of a 'reduction' and 'interpretation' process.

4.7 DESIGN OF PRESENT STUDY

The research design of the present study followed a qualitative approach. Data collection strategies used were individual interviews, focus group interviews, observations as well as the study of documents. McMillan and Schumacher (2001: 428) in section 4.3.1 explain that in qualitative research, data collection strategies focus on what the phenomenon means to participants.

4.7.1 Choice of qualitative methodology

Qualitative research enables researchers to obtain understandings about the way things are, why they are that way, and how the participants in the context perceive them as elaborated by Gay and Airasian (2000: 16) in section 4.3. The current study is aimed at understanding the interpretations and meanings that participants attach to the management of staff development programmes at FET colleges in the Gauteng Province. The study is also aimed at obtaining understandings about the way staff development programmes are managed and why they are managed that way. Therefore, a qualitative approach was selected as the most suitable approach to conduct the study. In section 4.4.7.1 Kumar (1999: 192) explains that it is considered unethical to collect information without the knowledge of participants. Therefore, the researcher applied for permission to conduct the research. Appendix E is a copy of the letter.

4.7.2 Internal validity

During the present investigation four of the ten strategies as described by McMillan and Schumacher (2001: 407) in section 4.4.2 were used to enhance the validity of the study. Multi-method strategies (section 4.4.2.4), participant language verbatim accounts (section 4.4.2.1), mechanically recorded data (section 4.4.2.2), and low-inference descriptors (section 4.4.2.3) were used. Interviews were conducted in a language that the participants use daily. Audio tape recorders were used to record all the interviews that were conducted, and the recordings were later transcribed verbatim. The interview transcripts, observation schedules as well as the

documents that were studied were described as literally as possible. The triangulation technique of data collection was used to collect data. It included a focus group interview, interviews, observations as well as the study of documents, and this is indicated in figure 4.2.

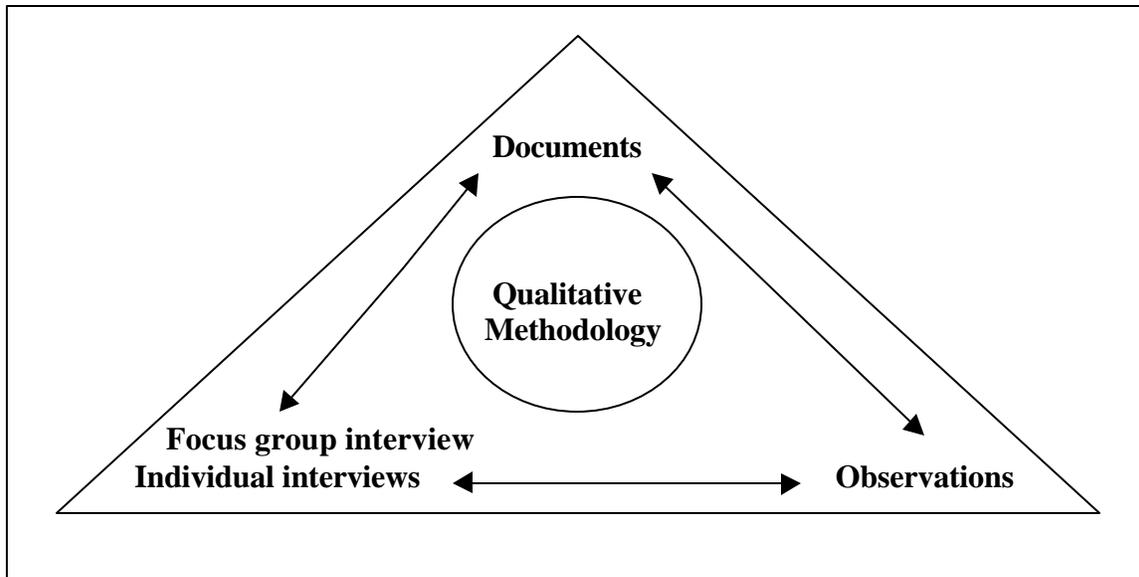


Figure 4.2: Triangulation technique used during the study

The validity of the study was further enhanced with the selection of a purposeful sample that is rich in information in the topic under investigation. The researcher addressed individual bias by comparing the data collected during the observations of the staff development programmes with data collected by a fellow researcher and the researcher also continually engaged in self-examination in order to ensure that his own biases and stereotypes were not influencing the interpretations of the findings.

4.7.3 Reliability

The researcher constantly checked that nothing had been overlooked in order to ensure the reliability of the study. Selecting a purposeful sample further increased reliability of the study. Participants were familiar with the issues under discussion and they were able to answer the questions that were asked. The researcher also ensured that the questions used during the interviews were relevant, clear and comprehensible.

4.7.4 Ethical measures

4.7.4.1 Gaining access

Before the researcher started to conduct the research, he applied in writing to the CEO of Tshwane North College for permission to conduct the research. Appendix E is a copy of the letter that the researcher used to apply for permission to conduct the research. A positive response, granting permission to conduct the research was received in writing. It is included as Appendix F. Participants were informed in advance of the purpose of the present investigations. They were also informed that they have the right to refuse to answer any question and to discontinue participation at any time during the process as indicated in the opening remarks of Appendixes A and B. All participants gave their permission to be interviewed.

4.7.4.2 Confidentiality

All participants were given assurance of full confidentiality and anonymity. This is indicated in the opening remarks of Appendixes A and B. No personal identifiable information was revealed; neither were any specific department within a specific campus identified. Codes were used in the place of names of participants in order to ensure confidentiality and the anonymity of participants who took part in the investigation. Participants were assigned codes such as ED1 for an educator, MM1 for middle management and SM1 for senior management.

4.7.4.3 Other ethical aspects

The researcher also considered the following ethical aspects during the study:

- The researcher acknowledged all assistance received;
- All sources quoted in the report were acknowledged by means of complete references and a bibliography; and
- The research findings were presented without distortion.

4.7.5 Pilot study

Prior to the main research study a pilot survey was conducted. It was done in order to evaluate and improve the effectiveness of the interview guide. The pilot survey was conducted with a group of three persons with similar levels of seniority to the participants of the main study. One senior management, one middle management and one educator were included in the pilot study. The selected participants were interviewed, the interview questions were discussed with them and alterations were then made to the interview schedule after the discussions. An example of one of the questions that were changed after the pilot study is the following:

How do you experience changes that are taking place at your college?

Probe: *Changes in the following area:*

- *Leadership / management*

The question was changed to the following:

How do you experience changes that are taking place at the college?

Probe: *How do you experience the change in leadership or management during the change process?*

4.7.6 Sample

The college where the study was conducted as well as the participants were selected purposefully as elaborated in section 4.5. All the delivery sites of Tshwane North College were selected. This college consists of a merger between formerly advantaged (state-aided colleges, formerly white) and disadvantaged (state colleges, formerly black) institutions. The purposive sample consisted of a sample that comprised five senior management, four middle management and five educators at Tshwane North College. Participants were selected because they are knowledgeable about the FET sector, the change process as well as staff development programmes. The interviews from the sample resulted in one hundred and four transcribed pages.

4.7.6.1 Gender and race of participants

The purposive sample that was selected consisted of four females and ten males. Four of the participants were Whites and ten were Blacks. Some of the participants were part of the *Tirisano fellowship*, who had travelled overseas to conduct investigations on the FET system in other

countries. Other participants were from management and others were educators. They were selected because they were information-rich key informants.

4.7.7 The role of the researcher

4.7.7.1 Researcher competency and relationship with participants

The researcher of this project is a staff member at the Tshwane North College, has been in the FET sector for the past eight years and is therefore an insider. Duties of the researcher included lecturing, college assets database administrator and Information Technology (IT) technician. The tasks that the researcher performs require considerable commuting between the different campuses and there is a lot of interaction with most of the staff members at the college. The researcher has completed substantial graduate level study in research methodology and has conducted qualitative research within the context of educational management with a sample similar to the present one. On that basis, the researcher maintained a healthy relationship with all the participants and shared a high degree of trust throughout the study.

Prior to the merging process at the college, the researcher was a member of the staff development team. As a staff member the researcher attended most of the staff development programmes that were arranged. The experience that the researcher had previously gained in qualitative research as well as the interaction that he has with most of the staff members, enabled him to gather data effectively from all the participants, consisting of males, females, different race groups as well as different hierarchical levels.

4.7.7.2 Language used during the interviews

Participants who were interviewed in the present study included educators and members of management who use English daily in their work environment as medium of communication. Interviews were conducted in English, and all the participants could understand the questions and answer them. The researcher is also proficient in three other official languages, Afrikaans, South Sotho and Northern Sotho, and would have been able to explain to participants or understand participants who are not proficient in English.

4.7.8 Data gathering

Both secondary and primary data collection sources were used during the study, which is elaborated in figure 4.1. Secondary sources that were used are documents and the primary sources were interviews and observations.

4.7.8.1 Focus group interviews

The only focus group interview conducted consisted of three educators from the Tshwane North College. A senior educator with more than ten year's experience as well as two educators with experience of four and five years were selected for the focus group and, the sample was selected purposefully. Critical questions that would elicit in order to reach the objectives of the study were identified. Questions that were used during the focus group interview are indicated in Appendix A.

4.7.8.2 Individual interviews

In order to overcome some of the disadvantages of focus group interviews, individual in-depth interviews were conducted with two educators, four middle management members and five senior management members from Tshwane North College, eleven individual interviews in total. Appendix A is an example of the interview guide that was used during the individual interviews of educators. Open-ended questions were used during the interview. The aim of the questions was to determine the perceptions of educators at FET colleges with regard to the management of staff development programmes within a changed organizational structure at FET colleges. This information may enable the researcher to develop guidelines for the effective management of staff development programmes.

A total of eleven individual unstructured (in-depth) interviews were conducted as follows: five members of senior management, four members of middle management as well as two educators. Participants were selected from all the delivery sites of Tshwane North College. Interview guide (Appendix A) was used during the interviews of the educators and interview guide (Appendix B) was designed for middle and senior management. Due to the fact that the duties and responsibilities of management and educators differ, the contents of the guides also differ. The interview guide was also designed to address the aims of the study as indicated in section 1.4.

The questions that were used in the study were not intended to probe into the private affairs of participants, but rather to determine the views of the participants with regard to change management as well as the management of staff development programmes at FET colleges.

4.7.8.3 Observations

Four staff development programmes, five staff meetings as well as the strategies that the college management is using to manage the change process were observed. The observations for the staff development programmes and the strategies that the college management is using to manage the change process were in the form of semi-structured observations as indicated in section 4.4.5 by Cohen *et al.* (2001: 305). An example of the chronological description of the OBE and OBA staff development workshop that was observed by the researcher is indicated in Appendix C. The guidelines for successful management of change by Herman and Herman (1994: 3) and Fullan and Miles (1999: 83) in section 2.5.7 were used as observational categories during the observations of the strategies that the college management is using to manage the change process. The observations of the staff meetings were in the form of unstructured observations (section 4.4.5), and the researcher was a participant in the events. Results of the observations will be discussed in chapter five.

The researcher as an educator at an FET college, has to attend all the staff development programmes for educators, arranged by the Gauteng Department of Education as well as those arranged by the FET college, as well as staff meetings. Attending these staff development programmes enabled the researcher to observe the staff development activities. Whilst attending these staff development programmes and staff meetings, the researcher made field notes. These notes provided significant reference and background material. Appendix C is an example of the form on which the raw field notes were recorded during the study. Being at the college as an employee enabled the researcher to observe the strategies that the college management is using to manage the change process as well.

During the observations of the staff development programmes, staff meetings and strategies that the college management is using to manage the change process, the researcher recorded the data as raw field notes. The raw field notes were filled in on the spot and included descriptions of contexts, actions, and conversations. These notes were written in as much detail as possible as the researcher was also a participant of the activities, arranged chronologically with the date,

time, and place on each entry. Raw field notes were later converted into research protocols, Appendix D is an example of the research protocol that was used.

4.7.8.4 Documents

The researcher collected data from sources such as memorandums, staff development policy documents, documentation generated for staff development programmes, College newsletters, minutes of meetings, notices of staff development programmes, as well as reports generated by working groups.

4.7.9 Analysis of data

The steps indicated in the cyclical process of data analysis as indicated in table 4.2 were followed in order to analyse the data during this study.

Table 4.2: The cyclical process of data analysis (Sarantakos, 1998: 315-316)

Stage 1: Data reduction	In qualitative research, reduction involves careful reading of the recorded material, identification of the main themes of the studied process, behaviour, etc., and categorization of the material for the purpose of analysis or presentation.
Stage 2: Data organization	This is the process of assembling information around certain themes and points, categorizing information in more specific terms and presenting the results in some form.
Stage 3: Interpretation	This involves making decisions and drawing conclusions related to the research questions. Identifying patterns and regularities, discovering trends and explanations are aspects of this process.

4.7.10 Presentation of data

Data were obtained by the four data collection strategies, namely: focus group interview, individual interviews, documents and observations of staff development programmes, staff meetings as well as the strategies that the college management is using to manage the change process. Data are presented in the form of categories and sub-categories of the major themes in chapter five. Finally, in chapter six the conclusions that are drawn from the findings of the study and the recommendations for the effective management of staff development programmes at FET Colleges are presented.

4.7.11 Limitations of present study

The present study was limited to a merged college consisting of two previously disadvantaged colleges and one previously advantaged college in the Gauteng Province. Individual interviews and focus group interviews were conducted with educators and management at Tshwane North College for FET in order to determine the perceptions of educators and management concerning the management of staff development programmes at FET colleges within a new organisational structure. The study focussed mainly on staff development programmes that were offered to educators and not to the programmes that were arranged for other staff members at the college. This is a limitation because the success of the college depends on the development of all the staff members, especially the HR Department staff members because it is their task to manage the staff development programmes that are offered to all the staff members.

4.8 SUMMARY

This chapter outlined and addressed the rationale for qualitative research methodology. Data collection strategies, strategies to ensure validity and reliability, the pilot study, sample selection and data analysis were discussed.

The next chapter deals with the presentation and analysis of the data. The main categories and emerging themes will be discussed.

CHAPTER FIVE

PRESENTATION AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The research strategy and the various methods in which the participants were identified and interviewed to gather data were addressed in chapter four, section 4.7. During the process of the study of the management of staff development in FET colleges in the Gauteng Province, four sources of data collection strategies, namely a focus group interview, individual interviews, documents and observations of staff development programmes as well as the management of the change process were utilised. Results of the data analysis are presented in this chapter. Conclusions and recommendations are presented in the final chapter.

5.2 DATA ANALYSIS

Gay and Airasian (2000: 239) explains that data analysis takes place simultaneously with data collection, the first step in data analysis is managing the data so they can be studied. Once the data are organised, data analysis begins in earnest. The researcher cannot interpret data until the data are broken down and classified in some way, so the analysis itself requires four iterative steps: reading/memoing, describing, classifying, and interpreting. This cyclical process focuses on:

1. Becoming familiar with the data and identifying main themes in it (reading/memoing);
2. Examining the data in depth to provide detailed descriptions of the setting, participants, and activities (describing);
3. Categorising and coding pieces of data and physically grouping them into themes (classifying);
4. Interpreting and synthesizing the organised data into general conclusions or understandings (interpreting).

Data from the focus group interview and individual interviews were transcribed and were analysed with the field notes from the observations and data collected from documents. The cyclical process of data analysis as described by Gay and Airasian as well as Sarantakos in table 4.2 was used to analyse the data.

5.3 PRESENTATION OF DATA

The presentation of the data is divided into four sections. The first section deals with the analysis and discussion of data from the interviews. In the second section the data from the observations are presented. The third section is devoted to the discussion of data collected from documents. Finally, the fourth section presents a summary of the results.

5.3.1 Emergence of major themes

After reading the field notes, transcripts and documents, the research results were structured into major themes and categories and sub-categories related to those themes. Six major themes regarding the management of staff development programmes at FET colleges were identified.

The six major themes are the following:

- Theme 1: The management of the change process.
- Theme 2: Communication and information flow.
- Theme 3: Stakeholder involvement: lack of ownership.
- Theme 4: FET legislation.
- Theme 5: Human Resource Management.
- Theme 6: The role of staff development in the change process.

5.4 VIEWS OF PARTICIPANTS

In this section, the aim is to give a presentation of the perceptions of educators, middle management as well as senior management at FET colleges of the management of staff development programmes at FET colleges within a changed organisational structure. This section address the research objectives chapter one, section 1.4 it is restated below.

The aims of the research are to:

- vi. Investigate the essentials of effective and efficient management of staff development programmes within a changed organisational structure at FET colleges;
- vii. Examine the perceptions of educators at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges;

- viii. Examine the perceptions of management at FET colleges about the management of staff development programmes within a changed organisational structure at FET colleges;
- ix. Determine how the FET policies will influence the roles and competences of educators at FET colleges; and
- v. Develop guidelines for the effective management of staff development programmes within a changed organisational structure at FET colleges.

5.4.1 The change process: two views

In chapter two, section 2.5.2, two views about the change process namely the ‘Calm Waters’ and the ‘White-water Rapids’ similes were explained. The “calm waters” simile is characterised by a relatively calm, orderly and predictable organisational environment, where only occasional disruptions to the status quo occur. Managing change according to the ‘Calm Waters’ simile requires *unfreezing* the status quo, *changing* to a new state, and *refreezing* the new change to make it permanent (see section 2.5.2.1).

M & A Capital Solutions, LLC (2003: 2) mentions that the ‘White-water Rapids’ simile is consistent with uncertain environments and the dynamics associated with moving from an industrial society to a world dominated by information and ideas. Stability and predictability do not exist in such situations. Nor are disruptions to the status quo occasional and temporary. Many of today’s managers never get out of the rapids. They face constant change, bordering on chaos. They are playing a game they have never played before, governed by rules that are created as the game progresses. Change is a natural state and managing change is a continual process. Too much is changing too fast for any organisation or its managers to be complacent (see section 2.5.2.2).

Senior management at the college view any change as a continuous process. Whether it is in a merger situation, any change is a continuous process that happens throughout life, and it is a fact of life for every staff member and any organisation. Because the world outside is continuously changing, staff members also have to adapt continuously and develop and grow as change progresses.

The college can be described as a complex non-linear system that consists of two groups, namely mechanical structures and complex structures. Mechanical structures are all the fixed and movable assets at the college and function according to identifiable laws. Complex structures are the staff members who are life forms of varying complexity. Staff members, as human resources are regarded as the most complex resource within the college. They have ability to self-organise and to move toward greater complexity (see section 2.2). In section 2.4 it is indicated that in the world of self-organising structures, everything is open and susceptible to change. Stasis, balance and equilibrium are temporary states, what endures is process, which is dynamic, adaptive and creative.

The latter change approach emerged as a much more useful way of interpreting the way changes are taking place at the college. In the following sub-section the views of the participants about the management of the changed process and staff development within a new changed organisational structure are presented and interpreted.

5.4.2 Theme 1: The management of the change process

5.4.2.1 Changes in FET Colleges

When the change process started, the campus managers were responsible for the change management within their own campus. There is a belief among some of the senior management that change comes from the mind, the way you see things, the perspective, and the place where change is coming from. Miller and Swinney (2001: 2) assert that the holistic mind is a complex dynamic system. As mentioned in section 2.3.3 staff members can respond intelligently to the need for change. They have the ability to organise and subsequently re-organise themselves into adaptive patterns and structures without any externally imposed plan or direction. People are capable of transformations when they trust new thoughts and ideas and can self-organise in the environment of their minds and their organisations (see section 2.4).

It was pointed out by management that the change process is managed with great difficulty. The approach that is taken to manage the change process is firstly to create awareness about the changes that are taking place in the FET sector by communicating them to the staff. Secondly getting all staff members involved in the change process, by the establishment of groups or teams. However, the majority of the educators indicated that it is difficult to adjust to the

changes that are taking place. Because most of the stakeholders do not actually understand what the change is all about, therefore they resist the changes that are taking place. As noted in section 2.5.3 top management must be visible during the change process to spell out clearly the new direction for the organisation and what it will mean for everyone involved. Getting staff members to discuss their problems openly is crucial to overcome resistance to change.

Perhaps the lack of understanding by the educators of the changes that are taking place is due to ineffective communication strategies that are being used by management, poor communication skills or a communication channel that is too long. It could also be as a result of a lack of the involvement of representatives from all stakeholder groupings within the college.

The majority of educators felt that the change process is a complicated process, especially the placement of staff in middle and senior management positions, in the new organisational structure. There is also a strong feeling that post-level one educator's are not considered for the positions. One participant indicated *"We feel that when it comes to black people, they are actually not considered. And the reasons are said that management are looking at post levels, and most of the staff that are having higher post levels are White"*. It is not clear to educators as to how staff members are selected for management positions. A number of participants also mentioned that they feel that the Department of Education should intervene and address the issue of equity and redress. The preamble of the FET Act. No. 98 of 1998 in section 3.2.1 seeks to redress past discrimination and ensure representation and equal access.

Ineffective communication or lack of communication from the management as well as the criteria that were used to select participants into positions in the new organisational structure could be the cause of the educators' suspicions. Some educators are acquainted with the preamble of the FET Act. No. 98 of 1998 and know that management should address these issues. This could raise suspicion among educators about whether management is addressing issues that are not known to them.

The Human Resource Department is in the process of identifying the college needs in terms of the changes that are taking place. As explained in section 2.5.6.1 changes that are taking place in any organisation must begin with assessment in order to establish the starting point. Another approach that is taken to manage the change process is to engage external service providers to develop top and middle management, so that middle management can cascade the change

management downwards. Staff development personnel, as key figures in the staff development process must be seen as change agents, with the role of empowering staff by helping them to cope with internally and externally generated change (see section 2.7.2).

Management is of the opinion that it is important to appoint good change agents or to identify good change agents within the organisation. Change agents can be individuals who understand the vision, the change process as well as the transformation process. They should be used as vehicles not only to motivate but also facilitate change within the operational level of the organisation. M & Capital Solutions, LLC (2003: 2) state that outsiders as change agents are at a disadvantage because they usually do not fully understand the organisation's culture, history, operating procedures, and personnel. In addition, they may initiate overly drastic changes, since they do not have to live with the repercussions. In contrast, inside change agents may be more thoughtful or cautious because they have to live with the effects of the changes they implement.

Resistance to change is one of the biggest challenges that management is facing during the change process. Some of the reasons for the resistance are that changes have caused confusion as to the future of staff members. Staff members are not sure whether they are going to retain their positions. The changes also brought about certain instability in the management. It was mentioned in section 2.5.3 that reasons for resistance to change are complex and diverse. They are closely linked to the inherent nature and uniqueness of every individual who is affected by the change. It is also the view of the majority of management that the management of change is a duty, which is not just management's function; it is also part and parcel of every staff member's duty.

Sound communication is the key approach that management uses but success is not always achieved in terms of making sure that every stakeholder group within the organisation always understands what the strategies on strategic level and the impact of those strategies are going to be. Management mentioned that communication is the vehicle to facilitate major change. Clutterbuck (2004: 2) asserts that information sharing is effective when systems and network managers and employees have the right information at the right time to do their jobs share opinions and discuss ideas, and to circulate best practice and learn from each other.

It seems reasonable to assume that confusion about changes that are taking place and uncertainty about job security in the new structure are some of the reasons why staff members are resisting the changes that are taking place at the college. Strategies that are used by management at the

college to reduce resistance to change are communication, external service providers to provide staff development and the use of change agents. The strategies that are being used do not always reach their objectives and the use of outsiders as change agents has the disadvantage that they usually do not fully understand the organisation's culture, history, operating procedures and personnel.

5.4.2.2 Changes in the identity / culture

Participants expressed different views about the changes in the identity and culture. Some staff members feel threatened, and that they might lose their identity or their posts. The change in identity and culture is still at an infant stage because the campuses are still operating as if they are separate colleges. But there are certain functions that have been centralized. The college is still in the process of moving away from three separate identities and cultures to one identity and culture. Another view suggested is that the college already has developed a new identity, and people are buying into it.

It was also indicated that Soshanguve and Mamelodi Colleges, the two formerly disadvantaged colleges, have lost their identity and have had to accept the identity of the previously advantaged college, Pretoria College. An educator described the change in identity as follows, *“The changes in culture are not changes for the better, but they are changes for the worst. As for the identity, especially that of Soshanguve campus and the Mamelodi campus, I think it's completely lost. Two campuses have lost their identity”*. A number of the participants are not yet sure what is happening with regard to the identity as well as the culture of the new FET institution as one participant indicated. *“At the moment to me as an individual, as an employee I am not clear as to the type of identity that this college has really been coming up with”*. The identity can be described as a particular dimension of the college including characteristics such as the purpose, vision, mission, aims, tasks, norms values and policies as indicated in figure 2.1. As it was explained in section 2.5.4, a culture can be described in terms of behaviours, relationships, common assumptions, rituals and symbolic patterns of behaviour and myths.

It was also the view of some of the participants that all the campuses of the new college should lose their former culture, so that a new culture can be formed. A problem with regard to the culture of the college is that one campus does not want to lose its unique culture and should not merely expect the other two campuses to become part of its culture.

The different views about the identity and the culture could be due to a lack of communication, ineffective communication strategies, lack of stakeholder involvement in the change process and a lack of ownership.

5.4.2.3 New strategies

There is a belief among a number of participants that the strategic plan was formulated through a collective process; only two components, namely the Council and the learners, were not involved in the process. The participative (democratic) style is group centred. The facilitator makes decisions only after discussions and participation by members of staff, whose feelings and reactions are given full weight (see section 2.3.5.1). Some participants assert that the strategic team, consisting of senior management with the help of external consultants formulated the college's new strategic plan during a strategic planning meeting. The traditional viewpoint of management is the process used to achieve the goals of the organisation is through planning, organising, leading and controlling people and other resources at the disposal of the organisation (see section 2.3.1). A manager mentioned that the management team consisting of the senior management of the three campuses formulated the strategic plan. Another view is that it was actually the external consultants who formulated the new strategic plan.

A new vision and mission was adopted. The approach that was taken to create the new vision and mission was to involve representatives from all the stakeholders, learners, Post level one and two educators, administration staff and management of the three campuses.

An outside company was used to help in the development of a balanced scorecard, which would act as a performance management measure. A balanced scorecard was designed for each of the management areas, as well as an overall balance scorecard for the CEO and for the college as an entity. All of the operational balance scorecards are used as a measurement of performance that has been set for the year. There is a quarterly review that is used to see whether everybody is more or less on target, and which risk elements might be preventing the college from reaching specific targets at a particular point in time.

Different views expressed by the participants with regard to the formulation of new strategies could perhaps be due to poor or a lack of communication at the college. There are also indications of a lack of the involvement of representatives from all stakeholder groupings. It

could also be argued that senior management with the help of external consultants are mainly taking decisions. Moreover, participants seemed to have different views on the management style that is being used at the college.

5.4.2.4 New structures and procedures

The majority of participants raised their concerns about the change in the organisational structure, especially the placement of staff members in the new structure. A participant expressed his views as follows, *“It’s still a point of concern because in the past we at TNC at one stage happen to be given a structure, which was initially proposed by the strategic team, the Governing Council was also included in there. Which for whatever reason was not endorsed by GDE, and it actually left a bit of a concern to the staff members, as it did not reflect the demographics and reflection of the college itself. Black people were left in the air, of course, not even being included in the structure”*.

A problem that is experienced by a number of participants with the new management structure is that it does not represent the demography of the institution. The college consists of ninety-eight percent Black learners; however the structure comprises ninety eight percent White staff members. This is an indication that management are not prepared to heed the preamble of the FET Act, which includes principles such as equity and redress. One of the participants is of the opinion that there was no consultation when campus managers were appointed in the first structure. Some participants felt that, because the structures are still new, they are still unsure how they operate. As explained in chapter three, section 3.1, in 2001 the Technical College system in South Africa was still characterised by the structures and ideology of the apartheid era.

Senior management assert that there is difficulty managing the new organisational structure because of the moratorium that has been placed on promotional posts for four and a half years by GDE. The appointments of management in terms of equity and transformation cannot be accelerated. Currently the structure is not representative and this situation is a challenge to the management in terms of implementing the organisational structure.

A number of structures were designed. The first was not effective and the DoE had it suspended. The second structure was not implemented. A functional management system was adopted at the college. Departments that were created under the new system include the following: Marketing,

Finance, Human Resource, Curricula, Information Technology, Skills and Administration. Some of these functions have been centralised while others have been decentralised. With regard to new structures, participants pointed out that not all of the new college procedures and regulations are in place yet.

Participants were also suspicious as to why the Chairperson as well as the Deputy Chairperson of the College Council resigned. A participant had the following to say, *“And one would wonder as to what are the reasons behind that. But given the background of this structure being changed from time to time and management changing one document to another in a very short space of time. That suggests that’s just the tip of the iceberg. In that case there are many problems underlying the process”*.

There is some confusion about the duties and responsibilities of campus managers and functional managers in the new organisational structure. A participant explained, *“I don’t even know what my job is as a campus manager. Because my strongest belief is that, anybody who is within the four corners of this campus, must reports to me. And the line function has to be so clear, so that staff member can understand it. But it seems as if I do not have anybody that I am controlling within the campus, I only control my own PA, or my own secretary. Let me put it simple, then there is a serious problem. That you find that the Engineering studies reports to somebody who sits at Head Office, the Business Studies reports to somebody who sits at Head Office, the Finance reports to somebody who sits at Head Office, who come and take them as they wish to the Head Office. You are not even told at times”*.

There must be recognition of seniority and a proper line function, which has to be respected. Currently the HOD’s are more senior than campus managers. Campus managers do not know whom they are managing or where they feature on the organogram, because at times they are below the CEO and at times, they are marginalised. The line function is not clear.

The responses of the participants suggested that there are many problems regarding the new structures and procedures and the problems mentioned are just a tip of the iceberg. There is also an indication of suspicion and uncertainty as to how the new organisational structure was designed and how staff members are selected for positions in the structure. Uncertainty also exists about the position of campus managers in the new structure. The problems regarding the

new organisational structure and the suspicion and uncertainty that exist could be due to a lack of communication, stakeholder involvement and ownership.

5.4.2.5 Technical support

In terms of financial resources, educators mentioned that they do not know how finances are allocated, therefore they are unable to comment on whether they are managed effectively. They pointed out that finances are not balanced in terms of campuses; one campus would benefit more than the other in terms of its geographical position.

Middle management stated that currently finance is a big problem. Moreover, the centralisation of funds is also creating problems. When funds are needed at a campus, staff members at the specific campus have to apply for funds from the central office, and this takes a long time. At times when the staff members at the central office are not aware of events on the ground level, they sometimes decline some of the applications. This is creating problems at the campuses.

Finances at the college have been centralised. Assistant managers, at campus level co-ordinate finance functions with the central office. Some senior managers indicated that resources are not the same at the different campuses and the previously disadvantaged campuses need to be upgraded to be on par with the previously advantaged campus. There is also a feeling that learners who are attending the previously disadvantaged campuses are further disadvantaged because they have to pay the same fees as the learners who are attending the previously advantaged campus.

Senior management further pointed out that resources are very limited and the gaps that have been identified in the organisation because of the merger are considerable. Management will have to be very creative in addressing the limitations in terms of resources. The college is in a secure position with regard to operational issues, such as the day-to-day running of the college. But finances are not adequate for further development, growth and equalisation. Adequate time, finance and material and human resources must be provided to enhance the probability of successful change (see section 2.5.7). Issues such as uncertainty, lack of communication, suspicion and a lack of stakeholder involvement could be identified with regard to technical support at the college.

5.4.3 Theme 2: Communication and information flow

The majority of managers indicated that the change in structures is managed with the aid of open communication and a participative management style. There is a very open management system. Inputs from people, as well as expertise are requested on a regular basis. Communication is one of the most difficult things to maintain at the college, but several strategies are in place to support the communication.

Management are making use of the following methods to communicate information to staff:

- The college newsletter, that is distributed to all campuses;
- The CEO addressing staff members in a joint forum;
- Memorandums;
- Meetings;
- Communication by the Marketing and Human Resource Departments; and
- Workshops.

It is important that staff should be made aware why there is necessity to change the college system. They need to understand that there is a paradigm shift. When the change process started, campus managers communicated, the reasons the Technical College system had to change to staff members.

A large number of educators feel that the communication channel is not effective; it is time consuming because it involves many people. There is also considerable fabrication of information, which distorts the communication. Sometimes documents are sent to some campuses and not to the other. There is a concern that something should be done in order to improve the communication process.

It was mentioned by the majority of educators that they did not know how the vision and mission of the college was formulated. One participant stated, *“I am unable to answer that one because it was not done at my level”*. Another one indicated; *“How were they formulated? I am not in a position in this point in time, to can elucidate or comment to that effect. As I mentioned earlier on the way in which the communication mechanism is being applied to this college, really makes it to be difficult for one to can even ellude to that. I don’t know really as to how it was*

formulated. It hasn't been put across to me as an individual, perhaps to some of the staff members".

Furthermore, educators explained that there is a lack of information about the change process because there is a big gap between management and the lecturing staff, and educators are not involved in the change process. One of the educators pointed out that, *"There was a breakdown in communication for us. For instance, the Principal once said to us that, she will always come and report to us after every meeting. But after that she never came back here, and she said to us, we should not listen to the campus managers whenever they take the message, the reason being that campus managers cannot communicate the message correctly. So you see there is actually no communication, there is no communication".*

A manager explained that information is communicated as follows, *"It comes as an instruction, and it is always communicated through memoranda. Each day we receive three or four memoranda. And one as a campus manager, one's job has changed so drastically, that one's job is to stand there and read memos everyday to the staff. And all of them would always say **with immediate effect**, this is an instruction from above and with immediate effect it must take place. Which is a worrying factor I must tell you. My basket is full of instructions, which everyday I have to stand and read it to people".* Gibbs (2000: 1) explains that combined with other good HRM techniques such as participative management, good communication with staff contributes to performance by providing everyone with a stake in what the organisation is doing. This sense of ownership builds morale and has a significant impact on the culture of the organisation.

Responses from participants indicate possible suspicion that campus managers distort the information when they communicate to their staff members, or that campus managers are not competent to communicate information to staff members at the respective campuses. This could be the reason that why the CEO decided to communicate the information personally. But it is very difficult for one person to communicate information to all the staff members on all the campuses. Moreover, information is mostly communicated by using memorandums, which is one-way communication.

5.4.4 Theme 3: Stakeholder involvement: lack of ownership

A number of managers feel that the best way of managing the changes that are taking place is to get staff members involved in the change process. By developing groups, teams will be developed which will focus on different aspects of the change process. Institutional Executive Officer (IEO) working groups were formed in an attempt to involve staff members in the change process at the college; these committees consisted of representatives from all stakeholders. The different IEO working groups formulated some of the new college policies and procedures. Some of the managers also indicated that representatives from all stakeholders together with an external facilitator created the vision and the mission of the college at a three-day workshop.

All the educators indicated that the college management formulated the new college policies and they were imposed on them. This was a top-down process, and they had no say in it. However, other participants pointed out that committees had been formed, in which staff members were given the opportunity to a certain extent to contribute towards the formulation of the new college policies.

An educator expressed the following, *“I would say the changes are not as one would have expected it to be. It is not yet convincing enough that we are really changing”*. Another participant mentioned, *“It is so difficult because there is a very big gap, between management and the lecturing staff, management doesn’t involve the lecturing staff, whenever they do any changes”*.

A participant mentioned *“The stakeholders actually fail to see or fail to realise the vision of the FET sector or the vision of the FET colleges”*. Participants are also of the opinion that the vision and mission would reach its objectives if stakeholders are involved in the drafting of the vision and mission statements.

Educators used to be involved in the staff development committee, but the committee does not exist anymore. Presently educators are not involved in the management of staff development programmes. As it was elaborated in section 2.3.5.1, managers make decisions as individuals, but decision makers more often are part of a group. Effective decision-making often depends on whether managers involve the right people in the right ways to help them solve problems.

The lack of involvement or limited involvement of stakeholders has resulted in a lack of ownership amongst the staff members, which affects their willingness to adjust to suggested changes.

5.4.5 Theme 4: FET legislation

FET Colleges are governed by different legislation like the Employment Equity Act, Skills Development Act and Labour Relations Act. This legislation is the driver of the new FET college policy. The emphasis in the former policies has not changed that much in the new policies.

Senior management mentioned that the new college policies are still in the process of development. The resources and the capacity of staff in terms of policy formulation are very limited in the organisation. Policies were formulated through stakeholder input in the working groups that were established. But the products were not very professional and did not concur entirely with current legislation. At this particular point in time, an outsourced individual has been appointed to assist with the alignment of the policies, to ensure that they comply with the operational requirements of the college and with recent legislation. It is important that the new policies at the college concur with the change that is required at the college.

Educators believe that management of the change process can be improved, if senior and middle management study FET policy documents and then manage the change according to those policies. One participant stressed, *“The only way management of change can be improved, is to take a look at Government policy. Because if the change is not in line with Government policy, then it’s no good”*. As noted in section 3.2.1 the Further Education and Training (FET) Act, No.98 of 1998 was passed to regulate further education and training; to provide for the establishment, governance and funding of public further education and training colleges; to provide for transitional arrangements and repeal of laws; and to provide for matters connected therewith.

The findings suggest that there is a feeling among educators that management do not follow the Government policies that regulate FET colleges. Furthermore, there seems to be suspicion as to how the changes are managed if management does not follow FET legislation. All staff members need staff development with regard to FET legislation.

5.4.6 Theme 5: Human Resource Management

Senior management expressed different views with regard to the competency of the Human Resource Department staff members. One senior manager mentioned, *“We have a fully fledged Human Resource Department. That is run by a Functional Manager ... a person well qualified to run such a department. And he has assistant managers as well. These are the people who were previously doing the same function before the merger. So these are the people, actually I would say they are, experienced in this vicinity they are operating in”*.

Another senior manager indicated, *“It is very difficult to manage staff development programmes at the college, because the people who are responsible for Human Resources, ninety percent of them come from an educational environment. So they are teachers by profession, and are now challenged to do Human Resources. So once again, I think, if you are in the private business, you have the Human Resources staff that are trained as Human Resource managers. So it is the capacity building that needs a lot of focussing and emphasis”*.

Different views were expressed with regard to the competencies of educators. A manager responded as follows, *“Fortunately, the kind of staff we have, they are simply presently offering a drop of what they were trained to offer, simply a drop. There is still a bucket out there, which is unused. They are capable to offer new programmes. They don’t have to go to rigorous training whatsoever, because I would say they were taught principles and all those things”*. This viewpoint is an indication that some managers do not regard the development of educators as an important matter in spite of constant change.

A number of managers pointed out that the point of departure of management at the college is that each educator must meet certain minimum standards, in other words, management should only provide basic training. When educators meet the minimum requirements, management expect them to carry on studying, which suggests the lifelong learning concept. Since they are educators, they cannot expect the management to provide further training for them.

Section 2.5 indicated that we are living in a rapidly changing world, where old skills are in most instances no longer relevant to rapidly changing demands. In South Africa many educators assume that pre-service training is adequate for their entire teaching career. Little emphasis has been placed on the need for ongoing educator development (see section 2.7).

Another manager explained, *“Individual competencies that people need to perform certain areas of work are severely lacking. We do not have an in depth knowledge base, or competency base to perform all the various actions that should be done quality wise. So a lot of capacity is really necessary to bring us up to speed with what is really required of each, and I am talking about right across the board. We just do not have that technical knowledge and understanding and values that are needed to do the job quality wise. And I am talking about the whole range of jobs; from Finance right through to Marketing, it does not matter where. We don’t have enough people with enough knowledge and understanding”*.

The majority of educators indicated that there is a serious deficiency as far as HRM is concerned. Staff members are under-managed and they are under-utilized and to date no skills audit has been conducted. However, management indicated that the Human Resource Department is presently conducting a skills audit for the whole college, but currently there is no co-operation in this regard among the campuses.

There is also a feeling among educators that the placement of staff members in certain positions is not done democratically, because people were just randomly selected for certain positions. Educators also believe that if management does not like you, you will not be selected for positions in the new structure even if you have the potential to perform the task. Furthermore, certain staff members who are placed in new positions do not suit those positions. As a result, they are unable to excel in those positions and this affects the productivity of the institution. The previously disadvantaged staff members at the college are not represented in the new leadership structure. This is causing unhappiness and uncertainty because there is a lot of unfairness, no transparency, nor consistency in the whole issue.

Some managers are of the opinion that a current problem concerning HRM is the moratorium that the DoE has placed on promotional posts. Presently the leadership of the college is not representative. Due to the moratorium, it is difficult for management to address issues of equity and redress. Some staff members have been in certain positions for more than a year in an acting capacity. Moreover, in some areas there are people who are occupying certain leadership positions, but who lack leadership skills.

Management also indicated that human resources are difficult to manage and external consultants are used to conduct workshops, to offer staff development programmes such as

assessor and moderator training as well as support staff customer care in order to develop staff member at the college. It was mentioned in section 2.2 that people are the most complex life form. Some of the campuses are already in line as far as staff development is concerned because development of staff started before the change process started. An area where staff development is lacking is in the development of administrative staff.

A manager explained that, operational requirements dictate that staff members need to be re-deployed in certain cases. However, and redeployment, the change of venue of workplace or moving between the various functions is always problematic for some staff members. Staff members do not like to move out of their comfort zones and some offered resistance by refusing to be deployed. According to chapter two, section 2.5.3, reasons for resistance to change are complex and diverse. Resistance is closely linked to the inherent nature and uniqueness of every individual who is affected by the change.

The different views expressed by the senior managers concerning resistance to change may be due to a lack of communication as well as a lack of stakeholder involvement. It could also be due to incompetence of some managers. The lack of communication and of stakeholder involvement has caused educators to feel uncertain and unhappy, because they observe unfairness, no transparency, nor consistency in the whole process. It could be difficult to manage human resources because of a lack of HRM skills among the Human Resource Department staff and because of the complex nature of the staff members.

5.4.7 Theme 6: The role of staff development in the change process

5.4.7.1 New approaches to teaching, learning and assessment: general perceptions

OBE requires a major paradigm shift on the part of educators. Given the poor quality of educator training in this country, intensive teacher development is a priority if we are to develop the calibre of educators required by OBE (section 3.3.2.6). The view of the majority of educators was that OBE will help them a great deal with the implementation of the programmes anticipated by the DoE. But, unfortunately, the stakeholders themselves are not acquainted with the dynamics of OBE. No workshops were conducted prior to the changes regarding the merging of colleges.

Senior management disagreed and explained that prior to and during the merger and even at present, educators and those who need development in the areas of OBE and OBE assessment have been sent on courses because of the nature of the majority of the programmes which are not unit standard based and are still driven by examinations. The assessor's, moderator and verifiers staff development programmes to a certain extent did address the application of OBE assessment. The rationale for adopting OBE assessment or an OBE approach towards education and training is not fully realised by the staff members, because there is an examination at the end of a specific time: trimester, semester or year. In some cases the trimester system is used and this is very short, approximately ten weeks. Therefore, the methodology of OBE is not implemented because it is always examination driven and not competency driven. Educators are more concerned to prepare learners for the examinations.

Management pointed out that there is a Curriculum Management Committee at the college with the specific sub-division of teaching and learning. This has the key focus of training and the responsibility to see that staff members are trained in the OBE principles. At present, all educators have been trained in OBE principles and OBE assessment. The DoE also arranged OBE and OBE assessment training. Thereafter, continuous update and support of those individuals are needed to keep them on par with the latest developments. About 95 percent of educators at the college have been trained as assessors and some have been trained as moderators, which is in line with the new trend in training.

From the responses it can be argued that staff development training with regard to OBE and OBE assessment has been offered to the majority of participants at the college. But after educators have attended the staff development programmes, there is no environment where educators can apply their newly acquired skills.

5.4.7.2 Staff development programmes offered by the college and GDE

As far as the staff development programmes that were arranged by the college and the GDE are concerned, participants expressed different views. Middle management stated that educators are currently being developed specifically so that they can incorporate OBE into their teaching and learning activities. As explained in section 3.3.2.6, planning a lesson according to an OBE model requires, firstly, formulating an outcome; secondly, establishing a method to assess the outcome; and thirdly, planning the means by which the outcome will be achieved. The aim of the

development is to enable educators to adapt the current curriculum to a new unit standard that will fit in with the new unit standard system. All FET colleges have to move away from the current programme offering to a unit standard system. The planning of staff development programmes is done on an individual basis. Negotiations are held with each member to find out his/her personal goals and, these are co-ordinated with the goal of the college.

A senior manager disagreed with middle management and emphasized that the biggest problem with the staff development programmes that were offered is that all stakeholders were not consulted. A skills needs analysis was not conducted. This need was ignored by the GDE, which went ahead and decided what the skills needs of staff at colleges are. Thereafter, they proceeded to select people to attend these courses. As mentioned in 2.7.5, a common problem associated with HRD is the poor diagnosis of training needs.

Another senior manager stated that, *“The staff development programmes identified by the college (the assessment, moderator and verifier courses) are in line with the strategic plan that the college has developed. On the contrary, the training programmes that were initiated by the Department were a thumb suck and it was a little of a shot in the sky and not always in line with the strategic objectives of the colleges. Staff members benefited more from internal staff development than from external. Although there is always some value added, the impact could have been greater if staff development was aligned with the strategies of colleges”*.

A number of concerns were raised by the educators, with regard to staff development programmes offered either by the college or the GDE. It was indicated that when staff development programmes are organised, management does not look at education holistically. A participant pointed out, *“If I decide to study, for example, Psychology with UNISA, being an Engineering lecturer, they won’t pay for me. They will say that Psychology is irrelevant, so they do not consider education holistically. Psychology or Sociology is part of education. If I go and study Psychology or Sociology which is education, they must allow me and help me”*.

The views of a number of educators are that some staff development programmes were not organised, managed and presented effectively. One of the educators explained, *“The staff development offered by the Department, the OBE one at Pretoria West College. It was too short, lasted twelve hours I think. And it took too many people at the same time and, as a result, the facilitators couldn’t give individual attention to the trainees”*. It was also mentioned that the

staff development programmes offered were too basic because the staff development needs of educators were not considered; therefore the staff development needs were not addressed. It is indicated in section 2.7.5 that staff development can fail to achieve its purpose because of poor preparation by the organisers or leaders.

The majority of educators pointed out that a lack of communication between the GDE and the college was a problem that is affecting the effectiveness of staff development programmes offered by the GDE and the college. Sometimes there are overlaps in the staff development programmes or the GDE and the college offered the same programmes.

Half of the time participants consider staff development programmes that are arranged a waste of time. Most of the time staff members attend staff development programmes or workshops, but they do not have an opportunity to practise what they have learned in their working environment. A senior manager indicated, *“We went to a workshop on quality management, ... quality assurance, I do not have a place to do that. The Department took people on Tirisano, fellowship, in the UK, when they came back, and they went back to class. They don’t have an environment to practise what they have learned”*. Very little has been done to check if staff is implementing what they have learned at the staff development courses they attended. A time lag between new learning and the application of what was learned during staff development programmes is too long and could result in staff development programmes that will not achieve their objectives (section 2.7.5).

The importance of HRD was indicated in section 2.8 that it *can* and should play an influential role internally by developing and shaping the appropriate competences, practices and attitudes that will help the organisation to deliver its products and services. The view of a number of senior managers is that the staff development programmes that were arranged by the college and the GDE partly developed the roles and competences of educators. Other managers mentioned that the staff development programmes did not develop the roles and competences of educators. The HRD plan of the college at this point has many gaps because a skills audit has not yet been completed. Personal career path planning for individuals has not been done and a clear strategy has not been formulated.

It can be argued that the majority of staff development programmes are not managed effectively. Because no skills needs analysis has been conducted, there is a lack of communication between

the GDE and the college, stakeholders are not consulted and there is no opportunity for educators to apply what they have learned during the staff development programmes.

5.4.7.3 Staff development with regard to new programme offerings

Middle management stated that at the moment no new programme offerings are being introduced, except for the introduction of learnerships and Computer Aided Draughting training. A learnership is described in section 3.3.2.8 as a structured learning component that includes practical work experience of a specified nature and duration. What happened previously is that when educators had to offer new programme offerings, they themselves had to develop them. Another approach that is used to manage new programme offerings is to allow staff members to indicate their development needs as well as the external service providers who can provide the development programmes that are needed.

An educator felt that the possible failure to implement new programme offerings exists because the DoE prescribes that new programme offering should be implemented. But it does not describe the means of achieving these objectives and there is no indication if these programmes will be using OBE or another mechanism. The stakeholders are still confused with regard to which mechanism should be used for the implementation of new programme offerings. A shared vision, which is essential for success, must evolve through the dynamic interaction between organisational members and leaders. This takes time and will not succeed unless the vision-building process is somewhat open-ended (see section 2.5).

It is indicated in section 3.3.2.5 that new programme offerings will be introduced in FET colleges, to meet the needs and aspirations of learners, communities, industry and the nation. Participants mentioned that no staff development programmes have been offered currently in order to develop educators so that they may be able to teach new programme offerings. The introduction of new programme offerings goes with training of the staff members. Staff development is a vehicle for the management of change. It is the means whereby colleges or corporations ensure that they have appropriately trained responsive staff capable of helping the organisation meet the objectives in its strategic plan (see section 2.7.1). It is mentioned in section 2.7 that without ongoing programmes and processes to encourage and support staff development, colleges will lose touch with educational trends and lose a sense of renewal and inspiration.

Senior management explained that the increased pursuit of partnerships with industry, through SETA's and implementation of learnerships, forces staff to focus on the new approach to education. The college has a 60 percent target to reach within three or four years, in terms of unit standard based curriculum and, learnerships. A learnership is described in section 3.3.2.8 as a mechanism aiming at promoting the level of skills of South Africans, through facilitating the linkage between structured learning and work experience in order to obtain a registered qualification that signifies work readiness. Different views were expressed with regard to the development of educators in order to manage learnerships. A manager explained, "*There is a great lack of training in learnerships, and how to start learnerships, and what learnerships are*". Educators indicated that their development needs with regard to learnerships were addressed during the OBE and assessment course.

According to table 3.2, staff members need assessor, moderator and skills development training to determine if students are competent. Some participants emphasized that the majority of educators have been trained as assessors and have attended OBE and OBE assessment courses. Some have also successfully completed the moderator course. The OBE workshop that was arranged by the GDE as well as the assessment course did address the staff development needs of educators with regard to OBE, OBE assessment, RPL as well as the development of educator roles and competences. The courses that were offered concur with the new trend in training, which includes OBE assessment and unit standards. Other participants are of the opinion that the staff development programmes did not address the needs of educators.

Perhaps the confusion and the uncertainty that exist among some stakeholders are due to a lack of dynamic interaction between educators and management as well as between college management and officials from the GDE. There is also an indication that there is no clear strategy at the college to manage the implementation of new programme offerings at present.

5.4.7.4 Lack of financial assistance

Educators raised the concern of financial assistance when educators want to attend courses at other institutions. The financial assistance that they receive from the college is not sufficient. It was mentioned by a participant that whenever staff members needs staff development that is offered at other institutions such as universities, the only financial assistance that they receive is one percent of the course fees and the staff member has to pay ninety-nine percent of the fees. As

mentioned in section 2.7.2 it is required from staff developers to support staff involved in external or distance learning programmes.

According to middle management, lack of personnel and finance hamper the development of staff with regard to the teaching of new programme offerings. Currently the focus is mainly on assessor and moderator training. Moreover, not much has been done in fields such as Information Technology, skills development and the designing of new programme offerings. It is indicated in section 2.5.7 that adequate time, finance and material and human resources must be provided to enhance the probability of successful change. The effective management of staff development involves adequate funding and support through structures and resources (see section 2.7.3).

Thus, finances for staff development are limited. This could be due to a lack of partnerships between the college and industry. The latter could assist the college with staff development as well as funds.

5.4.7.5 The offering of follow-up training

Senior management mentioned that follow-up training was offered at the college. Some staff members first attended the assessors' course, thereafter they attended the moderators' course and some went on to complete the external verifiers' course. They explained that they did not know whether the GDE has offered follow-up training. When the staff were trained in OBE principles, the implementation of what they learned is important. The HOD or the senior educator who is involved with them should carry out class visits and check whether these principles are implemented correctly.

Middle management as well as all the educators stated that no follow-up training has been arranged yet, because there are no structures and procedures in terms of such training. No monitoring strategies are in place that can be used to determine whether the objectives of staff development programmes have been reached. There is also a lack of staff to manage follow-up training as well as a lack of funds. An assessment system should be put in place, to assess pre-training, training and post-training in terms of development. It was also mentioned that follow-up training was not yet offered because staff members are still busy with the assessment training. As pointed out in section 2.7.7.4, it should be the role of the DoE and members of the Consultative

Forum to ensure ongoing support for schools and educators. Possibly the DoE and members of the Consultative Forum are not performing their function or there might be a lack of communication between the different parties.

5.4.7.6 Knowledge of staff development facilitators

With regard to the knowledge of the staff development facilitators who were used, all participants indicated that some were competent to offer the development programmes. The staff development facilitators who offered the assessor and OBE courses were competent to offer those courses. A manager indicated, *“The facilitators were specialist, the one who was facilitating the strategic plan and the drafting of the vision and the mission, he did a good job. He knew his story. And the presentation of the assessors and moderator courses, I think the facilitators had adequate knowledge”*. Other facilitators were not competent because they were not adequately prepared, did not have the right attitude, and did not know enough about FET and about the college environment and the context of the college to be of any assistance during the facilitation process. Staff development can fail to achieve its purpose because of the trainer’s inadequate knowledge and skills (see section 2.7.5)

A concern that was raised by middle management is that there is no system currently in place at the college that can be used to assess the external service providers who provide staff development programmes at the college. Assessment of staff development programmes offered should be done through staff members who attended staff development courses. It is emphasised in section 2.7.3 that it is important to obtain feedback to determine if a training event was successful in terms of what staff learned and if they could use their new skills in the workplace.

Some of the staff development facilitators who were used during the staff development programmes were not competent to offer the staff development workshops. Reasons for this might be that there is currently no system in place at the college to assess external service providers. The assessment of external service providers may help HR staff members to select competent external service providers.

5.4.7.7 The management of staff development programmes at the college

The view of educators is that staff development programmes are badly managed, because they are organised in such a way that the dates and the times of the programmes do not suit the majority of educators who may be lecturing. According to section 2.7.4, the planning of a timetable of training events is an important aspect that needs to be taken into consideration during the planning of staff development programmes.

Educators on one of the campuses mentioned that there was previously a staff development committee at the campus, consisting of representatives from all stakeholder groups. The function of the staff development committee was the management of staff development programmes. The majority of committee members were discouraged, because their suggestions towards planning the budget of the staff development programmes were always turned down by management. The committee does not exist any more and educators are of the opinion that the committee ceased to exist because of decisions concerning the staff development programmes budget.

Management pointed out that the Human Resource Department is also in the process of establishing training committees at all the campuses, with the aim of having a central committee and to involve educators in the process. Currently the only way educators are involved is through the HOD's, who determine the staff development needs of educators in their departments.

There is also currently a budget for staff development at the college. But there is a lack of co-ordination between the college and the GDE as far as staff development is concerned. For example, the college organised assessment courses, the DoE arranged similar courses. As mentioned in section 2.5.2.2, workers are expected to identify and solve problems, make decisions, experiment, generate innovations and continually learn new skills and behaviours.

A manager explained that he does not know how staff development programmes are managed at the college because the Human Resource Department staff members, specifically at one of the campuses, are not competent to manage the staff development programmes effectively.

Management assert that staff development needs are identified using the following approaches:

- Conducting a skills audit;

- Evaluating staff;
- Asking HOD's to identify staff members in their department who need development and in which areas the development is required; and
- Asking staff members in which areas they need development.

One of the managers expressed the view that there should be someone who should be responsible for the facilitation of all staff development programmes at the college. The responsibilities of the staff development facilitator should include the identification of staff members' training needs, organising the consultants or training facilitators and organising venues. Staff members need to be encouraged to further their studies. The role of staff development facilitators as indicated in section 2.7.2 is predominantly to empower staff by helping them cope with internally and externally generated change. The Skills Development Facilitator (SDF) therefore needs to manage staff development programmes effectively.

Senior management indicated that the management of staff development programmes is done by the Human Resource Department in conjunction with an external consultant. It is also done by means of personal surveys. Such a survey has been conducted for the administrative staff. This started with a skills audit. The plan to determine the staff development needs of staff members with the aid of personal surveys and a skills audit, is a plan that is progressive, that has been formulated over a period of two years. At this point the Human Resource Department is quite representative. Surveys that are distributed by the Human Resource Department are done on an operational level and involve all staff members. It is not an isolated marginalized approach. It is an inclusive approach, which is extremely time consuming. The large component of staff members makes it extremely difficult, to do it on a larger scale with the limited resources in the Human Resource Department.

Reasons why staff development programmes are not managed effectively could be because of the lack of involvement of educators in the management of staff development programmes. Responses also indicate that the communication channel between the college and the GDE is ineffective. The different views that were expressed could be as a result of a lack of communication at the college.

5.4.7.8 Suggestions for the improvement of the management of the change process

This section is devoted to the presentation of suggestions for the improvement of the management of the change process that were suggested by the participants. Some educators feel that orientation and workshops on change management are required by senior and middle management to manage the change process more effectively. It was also suggested that management should listen to the concerns of the majority of the staff members and not just make themselves comfortable in their own positions.

It is important to compile a collective strategic plan at the college through a participative, inclusive process. If people do not share the vision and the dream of the college, no change management programme or process will be successful. Therefore it is imperative to set up a unified objective and vision for people to internalise and personalise and to make their own. To buy into that process, is the first point of departure. The movement from one sphere to another can be improved if it is done in consultation with all the stakeholders. It is important to determine whether staff members are ready to implement the changes. The management of human resources could also be improved through the slow process of negotiation and ensuring that people understand the direction of the change process. Communication strategies should be improved to ensure that staff members understand what the change is all about. The participative management style is group centred. The facilitator makes decisions only after discussions and participation by members of staff, whose feelings and reactions are given full weight (see section 2.3.5.1).

The starting point for management is to address the problems, fears and uncertainty of the staff members. It can be addressed by communicating the vision and the mission of the college, how the goals are going to be reached and how staff members are going to be accommodated in the new altered organisational structure. Management should also look at the changes that are taking place at FET colleges in their totality. Leaders will have to help staff members understand the extent and reality of the dramatic changes that are taking place and generate a sense of urgency about the need to move forward differently from the way they did in the past (see section 2.5.2.2).

The change process can be improved if the GDE can lift the moratorium that they have placed on promotional posts. Staff members on post level one and two with leadership and management

potential should then be identified within the broader organisation. They can then be developed with a personal growth and leadership programmes, and an organisational structure that complies with the preamble of the FET Act, No. 98 of 1998 can be implemented at the college. As mentioned in section 3.2.1, the FET Act seeks to redress past discrimination and ensure representation and equal access.

Finally, management should listen to the concerns of all stakeholders at the college. Ideas and information should be compared and shared with the other FET colleges in the South Africa. Sharing information with other FET colleges could help management not to make the same mistakes were made at other FET colleges. Management should also able to acknowledge their mistakes and correct them.

The problems, fears and uncertainty that exist at the college could be due to poor communication channels at the college and a lack of sharing of information with other FET colleges. It also seem that management at the college does not take the complex, uncertain conditions at the college, the complex nature of staff members into consideration when changes are planned or implemented.

5.4.7.9 Suggestions for the improvement of staff development programmes

Participants made the following recommendations in order to improve staff development programmes at the college. The capacity of the Human Resource Department needs to be seriously investigated and improved. The SDF at the college should be trained to conduct a skills needs analysis, and to organise relevant staff development programmes. Competent staff development facilitators should offer the courses. An increase in the staff development budget will also have a positive impact on the staff development programmes. The SDF should keep abreast with new developments in the management of staff development. It is also important to make sure that the staff development programmes are aligned with the vision and the mission of the strategic plan of the college and that each staff development programme is aligned with the staff member's job profile. Staff development personnel as key figures in the staff development process must be seen as agents of change (see section 2.7.2).

According to educators, staff members in the Human Resource Department should be developed in the field of HRM. They should be trained to determine the staff development needs

successfully and arrange programmes that will address the needs of the staff. Furthermore, a staff development team, consisting of all stakeholders from all the various departments and subdivisions should be established.

A strategic plan should be created for staff development programmes that will be offered to staff members in future. The goal of strategic planning (section 2.5.5) is to produce a stream of wise decisions designed to achieve the mission of the organisation. Prior planning of staff development programmes should be done a year in advance. Emphasis shifts from product to process. Just as the planning process builds in flexibility for adaptation to changing conditions in and out of the organisation, it also accepts the possibility that the final product may not resemble what was initially intended. There should be commitment from management, because managers that are committed to staff development normally produce good staff development. All stakeholders should be involved in the process of staff development. Funding should be made available in order to make the staff development facilitator post a full-time post at the college. After every staff development programme, there should be an evaluation of the programme by all members who attended it. And at the end of every year a report must be written about all the programmes conducted during the year. Staff development should be a continuous process, not something that just happens occasionally.

Staff development programmes can also be improved if a staff development team is established, consisting of staff members from all departments at the college. It is important to embark on a co-operative, participative way of managing the staff development programmes. If a number of people are involved in the process, they will be able to give their inputs. Staff would then be able to identify with whatever plans or vision and mission are developed. As a result the change process will be easier to manage because staff will own the process. An educator explained, *“Basically the bottom line is, if you want to start any programme, or you want to come up with a programme, disclose or disseminate this programme to the other people. Bring the people together, talk about the issue and let the people determine that it is of value to them. Then the people will accept it and the people will be active in that particular programme”*. Participatory management of an effective team offers the greatest opportunity to ensure that two-way communication takes place, rather than followers being told what has been decided (see section 2.3.5.1).

Educators also explained that a skills audit should be conducted by the Human Resource Department and staff members should also be given the opportunity to identify their own deficiencies. This would enable the staff development team to arrange relevant staff development programmes to develop the staff members. As mentioned in section 2.7.9 educators' staff development needs can best be addressed if they are involved in identifying their own priorities and plan collaboratively to meet those needs.

Staff members who need development should be identified and sent on development courses. The identification of such staff is currently a problem. One of the educators emphasized, *"It's like for instance, I am the CEO and I determine who must go for what programme development. That actually reminds me of the issue, that we were sitting with, things such as a principal going for a development programme in the study field of Light Current Engineering Studies Department, when he has never ever done anything pertinent to the light current in his life. Simply because of the fact this development programme is held in Japan, and he only wants to see Japan"*. Staff should also be assisted financially and given study leave in order to attend courses at universities. As explained in section 2.7.5, one of the reasons why staff development fails is the random selection process of participants who need staff development programmes.

More training should be arranged using outside staff development providers. This is happening, but this is not always effective, because external providers often view an organisation as a business, where products are produced. However, at the college the customers are learners and the product that is offered is educational. The management of the change process can also be improved if management comply with legislation.

Improvement of the staff development programmes relies mainly on the available resources. This implies that the human resources managing staff development programmes as well as the financial resources used for staff development should be adequate. The Education White Paper 4 and FET Act No 98 of 1998, set out a broad and long-term national framework for the transformation of curricula, learning and teaching, qualifications, funding, quality assurance and new institutional arrangements in the FET sector (see section 3.2).

It is reasonable to argue that the recommendations made by participants could result in the improvement of staff development programmes at the college.

5.5 DISCUSSION OF OBSERVATIONS

The researcher was a participant observer during the study and he engaged fully in the activities that were being studied. Observations were in the form of both semi-structured and unstructured observations as elaborated on earlier in section 4.4.5. Staff development programmes that were observed were the assessor training, moderator training, OBE and OBA training and Performance Management and Development Systems training.

5.5.1 Discussion of observation of staff development programmes

5.5.1.1 Assessor training

The researcher took part in the three-day workshop and observed the following tendencies. Tshwane North College made use of an external consultant. The facilitator who presented the staff development programme was competent to offer the assessor training course. During the staff development workshop relevant topics were covered and, the curriculum of the assessment training course is indicated in Appendix L. Communication skills of the facilitator were excellent. Fifteen people attended the staff development programme; all of them are post level one educators at FET colleges. The group was small enough, and the training facilitator did offer the participants individual attention. Duration of the assessment course was three days, from 8h00 until 16h00. Training were conducted in a large lecture room with an air conditioner and the environment was conducive to learning.

The facilitator made used of a number of teaching media such as an overhead projector, assessor training manual, flip chart and a tape recorder. Teaching methodology was the following: role-play, group work, assignments and lecturing. Reinforcement of learning took place because the facilitator gave participants a number of activities to do. Participants were very interested and were actively involved during the training programme. During the training sessions, the theoretical part of the course was covered, and role-play was used to practise the practical part of the course. The follow-up of the course is the moderator course. A number of educators have already attended the follow-up training.

5.5.1.2 Moderator training

The researcher as a participant during the two-day workshop observed the following during the workshop. The same external consultant who offered the assessor training was used for the moderator workshop. The facilitator who presented the workshop was experienced to offer the training and his communication skills were very good. Ten participants attended the workshop that was conducted in the boardroom. Because the group was small the facilitator could give individual attention to participants. Teaching media used were an overhead projector, flipchart, moderator training manual as well as assessment portfolios. Relevant topics were covered during the workshop in order to develop educators. Appendix K is an example of topics that were covered during the workshop. Duration of the moderator workshop was two days from 08h00 to 15h00. Participants were given a number of tasks in order to reinforce learning. The theoretical and the practical part of the training were covered during the workshop. Follow-up training for this course is the verifier course, which was offered to some educators.

5.5.1.3 Performance Management and Development Systems

The researcher observed the following during the staff development programme. Twelve administration staff members attended the workshop on Performance Management and Development Systems. The college used an external consultant to offer the workshop. Subject knowledge as well as communication skills of facilitator who offered the workshop were excellent. Duration of the workshop was four hours. The environment was conducive to learning because it was offered in the boardroom, which has an air conditioner. The group was small enough so that the facilitator could offer individual attention.

Teaching media that were used were a flipchart and training notes. The facilitator made use of a number of activities in order to reinforce learning. Participants were actively involved during the workshop. Only the theoretical part of the training were covered. The curriculum of the staff development programme is indicated in Appendix J. No follow-up training was offered.

5.5.1.4 OBE and OBA training

The researcher found the following during the observations. The OBE and OBA staff development programmes were arranged by the Gauteng Department of Education. It was

arranged in order to develop the 350 educators of Tshwane North and Tshwane South Colleges. Approximately 300 educators attended the training sessions that were held in the Hall of Tshwane South College. The Gauteng Department of Education made use of external consultants. Five facilitators presented the OBE and OBA staff development training. They were competent to offer the staff development programme, and their communication skills were good.

The workshop was structured over a period of two days, 12h00 to 15h00 the first day and 09h00 to 16h00, the second day. Teaching media that were used during the workshop were an overhead projector, OBE training manual and a flipchart. The OBE and OBA staff development programme consisted of 34 activities that the participants of the training programme had to complete. The curriculum of the OBE and OBA workshop is included as Appendix I. Participants were seated in groups of ten.

The environment was not conducive to learning because too many participants attended the workshop; it was not possible for the facilitators to offer individual attention. Participants who were seated at the back of the hall could not see what was written on the flipchart or what was displayed on the overhead projector screen. It was also difficult to communicate from the back of the hall. No follow-up training was offered after the workshop.

5.5.2 Discussion of observation of the strategies of college management to manage the change process

It was indicated in section 2.5.3 that the reasons for resistance to change are complex and diverse. People are the most complex life form and have the ability to self-organise and move towards greater complexity if they experience the changes meaningfully. This point is elaborated on in section 2.2. Thus, staff members can either accept or reject changes. Due to the change process the expertise of some members of staff was required at other campuses and some individuals resisted this move. Transfers to another campuses have financial implications because in some cases staff members have to travel longer distances to another campus. Resistance to the changes was also observed when some educators were removed from the classrooms in order to perform other functions in the Human Resource Department, Administration or Information Technology Department. Types of resistance that were observed are passive and active resistance as elaborated on figure 2.5.

Changes that are taking place in FET colleges have caused a lot of uncertainty amongst the staff. Fullan (1993: 24) in section 2.5.5 supports this point when he stated that change is a journey and not a blueprint because it is non-linear, loaded with uncertainty, and sometimes perverse. Educators in colleges are employed by the GDE as College Sector (CS) educators. These appointments refer to teaching staff. The appointments, which are the Public Servants (PS) staff, refer to support staff and management staff. Some of the educators who were removed from the classroom are currently performing support staff or management staff duties. Holidays and working hours of CS staff and PS staff are not the same and this is causing some uncertainty, because they are appointed by the GDE to perform either PS or CS duties and each type of staff has certain benefits. But the college has changed the duties and benefits in order to manage the change process. Staff members who have been moved into new positions do not have job descriptions and are uncertain as to their new duties. As pointed out in table 3.3 the performance evaluation of CS educators is done through class visits. The question can then be asked: How are the specific CS educators who are performing PS functions going to be evaluated?

Information is not always communicated to all staff members and this creates uncertainty among staff members. Moreover, a person from overseas was appointed at the college as an advisor (change agent). He started to question staff members about their duties and responsibilities and to give staff members instructions. This created unhappiness among staff members because it was never communicated to them that the person had been appointed by the college. Management only communicated to staff after they had refused to co-operate with the person, that he was employed for three months as an advisor. The management of change in an organisation is an area of potential conflict because of these inherent issues of understanding and communication (see section 2.5).

Change agents have to understand the external and internal influences that affect both best practice and the organisation's business needs (see section 2.5.7). Observations indicated that the advisor (change agent) who was appointed still had to study the college environment and external and internal influences. Table 2.2 indicated that every person is a change agent and change is too important to leave to the experts.

It was observed that although staff members attend staff development programmes and receive certificates, they do not get the opportunity to apply what they have learned in the work situation. The majority of educators attended an OBE and OBA workshop but they are still using

a content-based approach and not an outcomes-based approach and the assessment is mainly by examinations. To date the majority of educators, who attended the assessor, moderator or verifier courses, did not assess any candidate nor moderated or verified any process. According to section 2.7.3, it is important to seek feedback to determine whether a training event was successful in terms of what staff learned and if they can use their new skills in their working environment.

The notice of the OBE and OBA staff development programme indicated that the staff development programme was compulsory for all educators. It was observed that even some of the educators who completed their Master's and Doctoral degrees with specialisation in curriculum studies, which included OBE and OBA were forced to attend the two-day OBE and workshop. Were these educators further developed with regard to OBE and OBA during the workshop?

5.6 ANALYSIS OF DOCUMENTS

It was indicated in section 4.4.6 that bureaucratic organisations have a reputation for producing a profusion of written communication and files such as policy documents, memorandums, minutes of meetings, notices, letters, receipts and regulations. Documents that were analysed are documentation generated for staff development programmes, documentation made available by GDE, notices of staff development programmes, as well as reports and documentation generated by working groups or strategic teams at the college.

5.6.1 Balanced scorecards

Tshwane North College for FET is the first and only FET college, which has successfully completed the crafting of balanced scorecards for each management area. This magnificent measuring tool will enable management not only to measure individual performance but will also to identify areas of risk proactively and apply corrective measures to re-position the college when needed. It calls for continuous vigilance of all stakeholders to ensure that all staff as a collective team do not become misguided and miss the targets set for Tshwane North College (Tshwane North College, 2004c: 1). Measurements of progression are one of the steps of the change cycle as indicated in figure 2.9 and described in section 2.5.6.1. The balanced scorecard is used as a measurement of progression instrument at the college. It is used to determine

whether the goals as set out in the strategic plan of the college have been reached at certain intervals. Appendix G is an example of a balanced scorecard that is used by Functional Managers and the CEO of the college.

A balanced scorecard system was designed for each functional manager as an evaluation strategy at the college. Each balanced scorecard was developed in conjunction with each Functional Manager. An overall balanced scorecard was also developed in order to evaluate the CEO and for the whole college.

Four main areas of focus were identified for the balanced scorecards, which are the following:

- Financial perspective;
- Customer and stakeholder perspective;
- Internal business process perspective; and
- Learning growth and innovation perspective.

One of the functions of the Human Resource Department is the development of staff members. The Functional Manager of the Human Resource Department also use a balanced scorecard to measure performance of the Human Resource Department.

5.6.2 Outcomes-based Education

The researcher analysed a book entitled *Educator Guide to Phase OBE into FET 2002-2005*. The book was distributed to FET colleges in 2002 by the DoE. DoE (2002b: i-ii) explains that in order to address concerns with regard to OBE being phased into the FET sector, the Consultative Forum comprising the Departments of Education (national and provincial), the publishers' association, educator unions, educator associations, Umalusi, higher education and South African Qualifications Authority resolved that an Educator Guide be developed which will:

- Orientate grade 10 and N1 – N3 educators towards an outcomes-based approach to education and training as from 2002;
- Address knowledge inconsistencies that might be found between the different curricula.

The aim of the Educator Guide was to address above mentioned and to be used as an interim measure to deal with the transition requirements and focus on creating a positive and conducive atmosphere for change, ensuring informed participation and implementation and building

capacity to effect sustainable change. The table of contents of the guide is included as Appendix H.

Some of the activities included in the guide were useful in giving educators at FET colleges an orientation into the use of an outcomes-based approach. Most of the activities included in the guide were useful to help educators in schools to apply an outcomes-based approach in their classrooms. In the campuses where the study was conducted, copies of the guide were given to some of the senior educators, who had to make it available to educators. Some senior educators made it available to the educators in their departments, while others did not. Thus, the guide was not fully utilised.

Notices that were placed on the notice board at the college were also analysed by the researcher. When the notice of OBE and OBA staff development programmes (indicated in table 3.5) was placed on the notice board, it was mentioned to staff that attendance to the workshop was compulsory and all lecturing staff had to attend the workshop. The dates of the workshop were the 16 and 17 January 2004. However, on the 15 January another notice appeared on the notice board, indicating that educators who had completed the assessor training did not have to attend the OBE and OBA workshop. This observation suggests that communication as well as the information channel is not effective at the college. Some of the educators did not see the new notice and attended the OBE and OBA workshop even though they had completed the assessor course. It caused misunderstandings at the college. This could also be as a result of lack of communication or an ineffective communication channel between the GDE and the college.

5.6.3 Survey of FET College staff

The Department of Education conducted a skills audit of the human resources in the FET sector in September 2003. The survey questionnaire was analysed by the researcher. The questionnaire was used to collect the following data:

- College information;
- Participant information;
- Qualifications and work experience;
- Professional development;
- Skills demand and supply; and

- Utilisation.

The survey was designed to be a coherent audit of the human resources that are currently available in the FET sector; as well as a means to determine the staff development needs, including the new staff roles as set out in the FET Act. After the skills audit it was possible for the GDE to arrange the OBE and OBA workshops indicated in table 3.5 in order to develop educators with regard to OBE and OBA.

5.7 SUMMARY OF THE FINDINGS

5.7.1 The management of the change process

5.7.1.1 The change process at FET colleges

The ‘White-water Rapids’ simile can be applied to the interpretation of changes that are taking place at the college. Participants view the changes at the college as a continuous process that is affected by the outside world, which is always changing. Staff members therefore have to adapt continuously and develop and grow as change progress. In the past, managers could treat change as an occasional disturbance in their otherwise peaceful and predictable world. Such a world no longer exists for most managers (see section 2.5.2.2).

It is difficult for educators to adjust to the changes that are taking place at the FET college because it is a complex and multifaceted process; therefore the management of the changes within the college is a difficult process to manage. The changes have brought about fear, confusion and instability in the management. As indicated in section 2.5.2 change is not a fully predictable process. Management does not view management of change as its function, but sees it as the duty of all the staff members. Some members of senior management believe that change is determined by mental attitudes, the way you see things, your perspective, and the origin of change. The complexity of human beings is discussed in section 2.2, which mentions that people are self-organising systems who have the ability to respond timeously and continuously to change, when they experience it as meaningful.

5.7.1.2 Approaches used to manage the change process

The approach that management is taking to manage the change process is to appoint or to identify change agents within the organisation and use them as vehicles to facilitate the changes. Every person is a change agent, therefore change is too important to leave to the experts (see table 2.2).

Secondly, management is managing change by communicating the changes to the staff members and involving them in the change process. Observations also indicated that management appointed an advisor but did not communicate this to staff members. The researcher found that communication is the key word, although success is not always achieved in terms of making sure that every stakeholder group within the college understands the strategies on strategic level and the impact of the strategies. Technikon Pretoria (2001a: 137) mentions that communication takes place and yet, it may not always be effective, or stated differently, communication can take place and yet the desired effect may not be achieved. Other strategies that management use to manage the change process are to engage external service providers to develop top and middle management. The Human Resource Department is also in the process of identifying the college needs in terms of the changes that are taking place.

5.7.1.3 Communication and information flow at the college

With regard to communication and information flow at the college the participants expressed different views. Management explained that they manage the change in structures with the aid of open communication and a participative management style. It was also mentioned that an open management system is being used at the college. Inputs from all staff members, as well as their expertise are requested on a regular basis. It was admitted by management that effective communication is one of the most difficult things to achieve at the college, but several strategies have been put in place to support the communication process. Information is communicated to staff by verbal and written communication. According to Technikon Pretoria (2001a: 130 – 131), the advantage of verbal communication is that it is a two-way process. The major disadvantage of verbal communication surfaces when a message has to be passed through a number of people, because the message tends to be distorted or filtered as it passes from one person to another. The advantages of written communication it is permanent and provides records and references. Disadvantages are that it does not provide immediate feedback.

Even though management explained that they are using open communication, educators experienced a breakdown in communication at the college. At one stage the CEO mentioned that campus managers should not communicate information to the staff and that she will personally address staff after every meeting, but this did not materialise. They also feel that the communication channel is not effective; it is time consuming because it is a very long channel. Moreover, fabrication occurs which distorts communication. It happens that documents are sent to some of the campuses and not to the other campus.

There is a concern that something should be done to improve the communication process. Furthermore, a lack of information about the change process occurs due to the large gap between management and the lecturing staff, and educators are not involved in the change process. Another concern that was raised by a member of management is that information is communicated as instructions. Observations of strategies that management use during the change process also indicated that information is not always communicated to all the stakeholders. Moreover, the communication channel between the college and GDE as well as the DoE is not effective. Gibbs (2000: 7) asserts that poor communication is often a reliable symptom of some underlying disorder in the organisation or in relationships between staff.

5.7.1.4 Stakeholder involvement: lack of ownership

Today, management styles take the approach of guiding and coaching employees with the emphasis on teamwork and co-operation rather than discipline and giving orders (see section 2.3.5). Educators mentioned that there was a big gap between management and the educators since management does not involve them whenever they plan or implement any changes. Some of the changes are a top-down process, and educators are only involved to a certain extent by participation in the committees that were formed. Educators also explained that the new college vision and mission would only reach its objectives if all stakeholders were involved in the change process.

Management expressed different views about the involvement of stakeholders in the process. Stakeholders were not involved in some of the processes, which were top down processes. Management in other processes through the various forums involved representatives from all stakeholders, working groups and committees.

5.7.1.5 Resistance to change

Resistance to change is one of the biggest challenges that management faces during the change process. It is pointed out in section 2.5.3 that how resistance to change is dealt with or managed is very important. The successful implementation of change depends not only on insight into the factors that give rise to the reactions to change, but also on how this resistance is managed. Educators are resisting the changes that are taking place because they do not understand what the change is all about. They are unclear as to how staff members are selected for management positions, because Post level one educators and black staff members are not considered for placement in middle and senior management positions. There is a feeling that the DoE should intervene and address the issue of equity and redress. People resist change when they do not understand its implications (see section 2.5.3).

5.7.1.6 Staff development programmes

Some managers are of the opinion that educators are capable of offering new programmes and that they do not have to be developed. Another view expressed by other managers is that individual competencies that educators need to perform certain areas of work are totally lacking. Educators do not have an in-depth knowledge or competency base to perform all the various actions that should be done to ensure quality.

The majority of educators have attended OBE and OBA, assessor's, moderator's and verifier workshops, which are in line with the new trend in training. Currently no new programme offerings have been introduced, therefore no staff development programmes in this regard have been offered. Previously when educators had to offer new programme offerings they had to develop themselves. The current approach is to allow staff to indicate their development needs and to identify external service providers offering the required development programmes.

5.7.1.7 Concerns about the management of staff development programmes raised by participants

The majority of staff members who are responsible for the Human Resource Department come from an educational environment. They are educators by profession and are now required to manage the human resources. There is a serious weakness, with regard to HRM. People are

under managed and under-utilized. There is unfairness no transparency, nor consistency in the management of human resources. Human resources are a significant issue. If people are not managed effectively, they will not give their maximum performance.

Resources at the college are limited. However, the college is in a secure position with regard to finances, in terms of operational issues, the day-to-day running of the college. But finances are not adequate for further development, growth and equalisation. The centralisation of the Finance Department is also creating problems at the campuses, because the process that must be used to apply for funds from the central office is not effective. It is also explained that finances are not balanced in terms of the three campuses. Participants also indicated that the financial assistance that educators receive for staff development is not sufficient.

Whenever staff development programmes are organised by the college for educators, management does not look holistically the programmes that are organised. Follow-up training is not always offered after staff development programmes. Currently there are no monitoring strategies in place, to determine whether the objectives of staff development programmes were reached.

It seems as if the concerns raised by participants are just the tip of the iceberg, and that there are many problems underlying the process. Possibly, most concerns raised by the participants are due to a lack of information and stakeholder involvement in the process. This could result in uncertainty, suspicion and a lack of ownership; this in turn has the effect of increasing the resistance to the changes that are taking place.

5.8 SUMMARY

When one talks about organisations, one refers to a complex set of patterns and regulations (Lane's World, 2001: 1). From the analysis and discussions of the findings of this study, it became clear that the college could be described as a complex structure consisting of both mechanical issues (logistics) and living systems, the staff members. Mechanical issues such as logistical affairs, financial matters and enough facilities can be managed in a top down manner. Mechanical issues contain a high degree of order (see section 2.2). However as living systems, staff members have the capacity to self-organise, to sustain themselves and to move forward toward greater complexity. They can also decide whether to accept or resist the changes that are

taking place unlike mechanical things. Baskin and Sigmond (2001: 1) assert that as complex adaptive systems human beings are autonomous and, therefore, act as autonomous agents within organisations. For this reason, managers should not expect to control the behaviour of others effectively in the command-and-control sense.

It was revealed that all the stakeholders were not always involved in the change process at the college. Concerns were also raised that the communication channel is not effective and results in the distortion of information. As mentioned in section 2.5.3 people resist change when they do not understand its implications. A lack of stakeholder involvement and an ineffective communication channel have resulted in a lack of ownership, uncertainty and resistance to the change. Resistance to the change is a major problem that management is facing during the change process. The majority of participants (educators, middle management and senior management) highlighted the importance of communication and the involvement of representatives of all stakeholders at the college as a means of reducing or eliminating resistance to the changes that are taking place. The fact that top management and sometimes middle management did not distinguish effectively between mechanical devices and people, living agents, exacerbated the resistance to change.

In this chapter data were presented and analysed. The cyclical process of data analysis was used to analyse the data. Presentation of the findings consisted of a detailed discussion of the seven major themes, namely the management of the change process, communication and information flow, stakeholder involvement, FET legislation, human resource management, staff development improvement of the management of staff development programmes as well as findings from the observations and the document analysis.

Chapter six provides the conclusions and recommendations based on the findings of the study, possible areas for further research and limitations of the study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this last chapter, a general overview of the study is given in order to indicate that the aims stated in chapter one, section 1.4 have been addressed. This is followed by conclusions that are drawn from the findings of the study. Recommendations for the effective management of staff development programmes as a change agent at FET colleges are suggested. Finally, possible areas for further research are identified and limitations of the study conclude the chapter.

6.2 OVERVIEW OF INVESTIGATION

This section firstly presents a summary of the study; it provides a general overview of the contents of each chapter. Secondly, the section highlights and relates the major themes that emerged from the findings and literature reviews, in order to find ways in which weaknesses that were identified in the study can be addressed.

6.2.1 Summary of the research

In chapter one, the background of the thesis was set out. This included the statement of the problem, aims of the study, research questions, research methodology, demarcation of the study, clarification of key concepts and the research framework (sections 1.2-1.9). In general the thesis deals with the need for effective management of staff development programmes as a change agent in FET colleges within a changed organisational structure, as indicated in the aims of the study in section 1.4. The traditional view of management (section 2.3.1) is no longer sufficient to manage organisations in a fast changing world. In the world of self-organising structures, everything is open and susceptible to change (section 2.4). There is a need for an effective management approach to manage the staff development programmes and the change process.

Chapter two provided a literature review on the management of change (section 2.5), human resource management (section 2.6), staff development (section 2.7) and organisational development (2.9). The purpose of the literature review was to examine the dynamics of

effective and efficient management of change and the management of staff development programmes in organisations from both a South African and an international perspective.

In chapter three, a focussed literature review was conducted on key FET legislation from the DoE. FET policy documents that were studied are the following: FET Act, No.98 of 1998, Education White Paper 4, Skills Development Act, No. 97 of 1998 and SACE Act, No.32 of 2000 (section 3.2). Other literature that was studied includes staff development policies as well as other relevant documents, indicated in sections 3.2 and 3.6.1.

Chapter four is devoted to the research methodology. A qualitative approach was used during the empirical investigation of the study. The strategy that was followed during the entire study was in two phases. Firstly, the development of a theoretical framework was done in chapters two and three. Secondly, in the empirical investigation, the researcher established the perceptions of educators about the management at FET colleges by means of interviews, through observations of the workshops and the study of relevant documents (see section 5.5). Afterwards the perceptions, observations, the study of documents and theoretical framework were integrated in order to establish meaningful relationships. Finally, in chapter six a summary of the findings, conclusions and recommendations are provided.

6.2.2 Summary of main findings emanating from literature study and empirical investigation

From the literature review and the findings of the empirical study, it became apparent that colleges are functional structures, consisting of mechanical structures, which are man-made structures and complex structures, that is, staff members at the college who are the most complex life form. Staff members as living systems can respond intelligently to the need for change. They organise and subsequently re-organise themselves into adaptive patterns and structures without any externally imposed plan or direction (section 2.2). This links to the tenet of the chaos/complexity theory as described by Wheatley (1992: 99) in section 2.4 and Durrance (1997: 26) in section 2.3.3. During the interviews, staff members responded intelligently expressing their views. The effectiveness of the management of the change process as well as the management of staff development programmes could be improved if complexity of the human resources is taken seriously.

As complex structures, staff members have the ability to accept or resist changes that are taking place. Fullan (1993: 23) in table 2.2 is in accordance with these views where he stated that you cannot mandate what matters. The more complex the change, the less you can force it. Findings indicated that some staff members are resisting the changes due to various reasons. Resistance to the changes is therefore a major problem that management is currently facing. The literature review revealed that the reasons for resistance to change are complex and diverse. They are closely linked to the inherent nature and uniqueness of every individual who is affected by the change as explained by Van der Westhuizen (2002: 240) in section 2.5.3. People resist change when they do not understand its implications. Unless quickly addressed, misunderstandings and lack of trust build resistance. Top managers must be visible during the change process to articulate clearly the new direction for the organisation and what it will mean for everyone involved. It is also important that they have the ability to distinguish between living and mechanical systems when managing change. This may enable people to take ownership of the new changed organisation. Getting employees to discuss their problems openly is crucial to overcome resistance to change (see section 2.5.3).

The importance of communication and the involvement of representatives of all stakeholders at the college as a means of reducing or eliminating resistance to the changes that are taking place were highlighted in the findings. The literature study in section 2.5.7 as indicated by Fullan and Miles (1999: 83) show that change initiatives do not run themselves. They require that substantial effort be devoted to such tasks as monitoring implementation, keeping everyone informed of what is happening, linking multiple change projects, locating unsolved problems and taking clear coping action. Hannagan (1998: 31) in section 2.5.7 also pointed out the importance of communication. Different stages of changes require different strategies. At the denial stage, information has to be provided and, time given in order to explain this information and suggest action. Van der Westhuizen and Theron (2002: 235) in section 2.5.3 explain that the degree of involvement of other individuals and methods to be utilised to manage the various individuals and groups are important components of the strategy to reduce resistance to change.

The study showed that management communicated information about the change process to educators to a certain extent. However, the communication channel was not effective; it was too long and time consuming. Sometimes information that reached educators was distorted due to fabrication (section 5.4.3).

The findings indicated that about ninety percent of the personnel in the Human Resource Department are educators by profession, thus capacity building is needed in the area of HRM (section 5.4.6). Hellriegel *et al.* (2002: 344) in section 2.6.1 explains that HRM encompasses the philosophies, policies and practices that an organisation uses to affect the behaviours of people who work for it. Included are activities related to staffing, training and development, performance review and evaluation and compensation. The Human Resource Department staff members lack skills in the management of staff development programmes and change management in the college.

6.3 CONCLUSIONS

Based on the research questions and aims as indicated in chapter one, the following conclusions are drawn from the study.

6.3.1 Human resources as complex structures

Staff members, as human resources are the most complex of all resources within the college, because they have ability to self-organise and to move toward greater complexity. As living systems they are able to respond intelligently, either to accept or resist changes (see section 5.4.1). There is a feeling that human resources are under managed. Staff members who are responsible for HR Department lacks training regarding Human Resource Management (see section 5.4.6). The way in which changes at the college are managed has caused uncertainty amongst staff members (see section 5.5.2). The conclusion is that human resources have not been managed effectively during the change process.

6.3.2 Staff resistance to change

The majority of educators do not actually understand what the change is all about. Therefore, they resist changes that are taking place at the college. Resistance to change is one of the biggest problems that management is facing (section 5.4.2.1). Observations as pointed out in section 5.5.2 indicated that staff members who were transferred to other campuses resisted the changes because some had to travel longer distances with financial implications. Issues of equity and redress have not been addressed and this has resulted in resistance to the changes (see section 5.4.2.1). A lack of communication about the appointment of an advisor (outside change agent) as

well as the criteria used in his appointment also caused resistance to the changes (see section 5.5.2). Information from the responses as well as observations indicates resistance to the changes at the college. This should be minimised or removed in order to manage the change process successfully.

6.3.3 The importance of the communication channel

If a clear, unambiguous flow of information does not occur, then change could not be facilitated effectively. Management is using communication as a vehicle to facilitate change (section 5.4.2.1). Communication takes place through workshops, the college newsletter, communication by the Marketing and Human Resource Departments and the campus visits of the CEO, when the CEO addresses staff (section 5.4.3). However, communication channel is not effective because the channel is too long and communication is time consuming. Thus, communication is sometimes distorted (sections 5.4.3). The communication channel between the DoE and the college is not effective (section 5.4.7.2). The conclusion is that communication is used during the change process but the communication channel is not effective.

6.3.4 Limited involvement of educators in the process

Educators feel that there is a lack of involvement of educators in the change process (section 5.4.4). However, management indicates that staff members are involved in the process through the establishment of groups or teams (section 5.4.4). Different IEO working groups at the college consisted of representatives from all stakeholders (section 5.4.4). It can be concluded that educators were involved in the process to a certain extent. Limited involvement affected the level of ownership of suggested changes.

6.3.5 Insufficient financial assistance for staff development

Finances are not sufficient and the centralisation of the Finance Department creates problems at the campuses. Finances are not balanced in terms of campuses (section 5.4.3). Financial assistance that staff members receive for staff development is not sufficient (section 5.4.7.4).

6.3.6 Failure of staff development programmes to reach objectives

Participants perceived that about half the staff development programmes arranged are a waste of time (section 5.4.7.2). Some facilitators who were used during staff development programmes were competent while others were not (section 5.4.7.6.). The importance of development of staff is not realised by all managers (section 5.4.6). A manager indicated that the educators are capable to offer new programme offerings and therefore do not need training. Some of the staff development programmes observed were effective and achieved their objectives (sections 5.5.1.1, 5.5.1.2 and 5.5.1.3). Others did not (section 5.5.1.4). It can be concluded that staff development did not always achieve objectives.

6.3.7 Ineffective management of staff development programmes

Educators are of the opinion that staff development programmes are badly managed (section 5.4.7.7) Management finds it difficult to manage staff development programmes (section 5.4.6). No system is currently in place to assess service providers that are used to offer staff development programmes (section 5.4.7.6). Management does not look at education holistically when they plan staff development programmes (section 5.4.7.2) and they are therefore not managed effectively. The difference between living systems and mechanical issues are not taken into consideration when changes are planned or implemented.

6.4 RECOMMENDATIONS

This section is devoted to the discussion of the recommendations with regard to the study.

6.4.1 The potential applicability of the chaos/complexity paradigm

Human resources are the most complex of all resources because people constitute the only living, thinking, creative and reactive resource (sections 2.1 and 2.2). Events in today's world are *turbulent* and *unpredictable*, with both small and large crises occurring frequently. Change initiatives do not run themselves. They require that substantial effort to be devoted to such tasks as monitoring implementation, keeping everyone informed of what is happening, linked multiple-change projects (typical in most colleges) locating unsolved problems, and taking clear coping action (Fullan and Miles, 1999: 83). In the face of these transitions, managers must

rethink their approach to organising, directing and motivating workers. Organisations are made up of people and are therefore highly complex, non-linear systems. Chaos in this sense can be described as complex, unpredictable and orderly disorder, in which patterns of behaviour unfold in irregular but similar forms (section 2.3.3). The more complex society gets, the more sophisticated leadership must become. Complexity means change, but specifically it means rapidly occurring, unpredictable, non-linear change (section 2.4). Fullan (1993: 21) explains that you cannot mandate what matters. The more complex the change, the less you can force it. Change is non-linear, and loaded with uncertainty, therefore change is a journey and not a blueprint. This approach suggests that managers should in principle adopt a more flexible mindset towards change, which will allow for a great extent of participation.

Fullan and Miles (1999: 78) explain that productive educational change can be located somewhere between over control and chaos. There are fundamental reasons why controlling strategies do not work. The underlying one is that the change process is uncontrollably complex, and in many circumstances 'unknowable'. The solution lies in better ways of thinking about, and dealing with inherently unpredictable processes. As it was mentioned in chapter five (section 5.4.8.1), the management of human resources could be improved through the slow process of negotiation and making sure that people understand the change process and its aims. Greater success could also be achieved, if a management approach that is based on non-linear dynamics is adopted.

6.4.2 Reduction of resistance to change by management

The problems, fears and uncertainty of staff should be addressed in the following ways:

Forces such as group performance reviews, fear of change, complacency and well-learned skills are forces that resist change (figure 2.3). Reducing the resisting forces will result in a reduction of tension and conflict, and the organisation will move to a higher level of performance. Management can reduce the resisting forces by listening to the concerns of all stakeholders and addressing the fears and uncertainty of staff members. It is mentioned in section 2.5.3 that top managers should be visible during the change process to spell out the new direction for the organisation clearly and what it will mean for everyone involved. Getting staff members to discuss their problems openly is crucial to overcome resistance to change. The strategy of using communication to reduce resistance to change can be used if the source of resistance lies in

misinformation or poor communication. As indicated in figure 2.5 there are different types of resistance to change that can occur in an organisation. Knowledge of the different types of resistance to change and how to manage it is essential to be able to reduce resistance to change.

The guidelines mentioned by Van der Westhuizen and Theron (2002: 235) in section 2.5.3 could also be used to reduce resistance to change. The guidelines are the following:

- Analyse the college in respect of the present situation, problems and the forces that could be responsible for the problems, the importance and urgency of the problems and the type of change to be made.
- Identify and analyse the factors that may play a role in the envisaged change. In the final analysis, the focus should fall on questions such as: who is likely to offer resistance to the change; why might there be resistance; how intense is the resistance likely to be; who has the information essential for planning the change; whose cooperation is needed for implementing the change; and what is the position of the college principal in respect of authority, trust and other aspects affecting interaction?
- Decide on a strategy based on the preceding analysis and the tempo of the change, and consider the amount of planning, degree of involvement of other individuals and methods to be utilised to manage the various individuals and groups.
- Monitor the change process and evaluate the success of managing resistance. Even though the strategy and methods are painstakingly selected, there can still be unforeseen circumstances (resistance) during the implementation of the change that can only be dealt with by means of careful monitoring and management.

6.4.3 Removal of barriers to effective communication

Formal communication channels are created primarily by the organisational structure, through systems of delegating responsibility and work. An excessive hierarchy within an organisation creates distance between staff members. From the Line function diagram of Tshwane North College (see figure 3.5), it can be seen that messages sometimes have to pass through a number of levels. Due to the levels that the message has to travel, the chances of loss or distortion of information is bound to occur.

Management should improve their communication strategies. As mentioned in section 5.7.1.2 communication can take place yet it may be ineffective, or stated differently, communication can take place yet the desired effect may not be achieved. Technikon Pretoria (2001a: 137) indicates effective communication is the situation where the intended message is received just as the sender intended it. For effective communication to take place, the sender must ensure that the intended message is in the appropriate form (verbal or non-verbal) that will convey the message properly. The message must be formulated in a way that will be understood by the receiver and elicit from him/her the response that is envisaged by the sender.

The communication process could be improved if management shortens the communication channel at the college, thereby reducing problems of loss and distortion of information. Secondly, both upward and downward communication strategies should be used to ensure that feedback is provided, because communication is a two-way process. Participatory management of an effective team offers the greatest opportunity to ensure that two-way communication takes place, rather than followers being told what has been decided (see section 2.3.5.1). It is difficult for staff members to resist a change decision in which they participated. Finally, the communication channel between the DoE and the college should likewise be improved to allow for proper co-ordination.

6.4.4 Greater involvement of educators in change process

There are no one-sided solutions to isolation and groupthink, therefore individualism and collectivism must have equal power. Both top-down and bottom-up strategies are necessary, because every person is a change agent (Fullan (1993: 21). Fullan and Miles (1999: 82) add that there are two basic reasons why every person working in an enterprise committed to making continuous improvements must be a change agent with moral purpose. First, no one person can possibly understand the complexities of change in dynamically complex systems; therefore we cannot leave the responsibility to others. Secondly, formal leaders working by themselves cannot establish the conditions for the new paradigm of change. The management could embark on a co-operative, participative management style of managing staff development programmes. Educators could be involved in the process by the establishment of a staff development team that consists of representatives from all stakeholders at the college.

6.4.5 Increased budget for staff development

The budget of staff development should be increased. It could be increased with the aid of sponsors from neighbouring industries, and with the aid of partnerships that could be formed between the college and the industries. Bursaries from the DoE could be used for staff members that need development at universities, in order to assist them financially.

6.4.6 Development of personnel in the Human Resource Department

Human resources are regarded as the most complex live form, because they have the ability to organise and re-organise themselves. In order to achieve greater success with the human resources, personnel in the Human Resource Department should manage human resources as complex living systems and not as a machine (see section 2.6.2). Personnel in the Human Resource Department need development in the following areas:

- HRM theories and applications;
- The chaos / complexity theory, the chaos theory attempts to understand the behaviour of systems that do not follow a linear pattern or show conventional cause and effect over time (see section 2.4);
- Management of change, as mentioned in section 2.5 views change as a natural state and managing change as a continual process;
- Organisational development theories and applications;
- Management of staff development;
- HRD theories and applications;
- Performance appraisal and performance management methods;
- Techniques to assess external staff development service providers;
- Employee involvement strategies;

6.4.7 Need for a systematic approach to manage the staff development programmes

Castling (1996: 73) in section 2.7.1 mentions that staff development is a vehicle for the management of change. It is the means whereby colleges or corporations ensure that they have an appropriately trained, responsive staff capable of helping the organisation meet the objectives of the strategic plan. In order to manage staff development programmes more effectively

management should keep up to date with new developments in the management of staff development programmes. More staff development programmes by outside providers should be arranged. Management should view staff development as a continuous process, not just something that happens occasionally.

In an attempt to improve the management of staff development programmes, five common phases of staff development have been designed as a systematic approach to manage staff development. Purvis and Boren (1991: 16 – 23) in section 2.7.10 described five phases of staff development. Management at Tshwane North College could use these five phases as a systematic approach to manage staff development programmes.

6.4.8 Recommended management of staff development programmes model

The recommended model for the management of staff development programmes consists of six functions namely planning, communication, mechanical issues, human resources, changed organisational structure and resistance to change. The six functions are drawn from the recommendations of the study and is indicated in table 6.1.

Table 6.1: Recommended management of staff development programmes model

Recommended management of staff development programmes model	
Functions	Activities
Planning	<ul style="list-style-type: none"> • Enough flexibility need to be incorporated into the planning of staff development programmes at FET colleges; • Both top-down and bottom-up strategies are necessary during the planning stage; • Management should embark on a participative management style; • Educators should be involved in the planning of staff development programmes by the establishment of a staff development team that consists of representatives from all stakeholders at the college; • Staff development needs assessment should be conducted by the staff development team; • The staff development team should be involved in the selection of internal or external staff development programmes; • Staff development service providers should be assessed after staff development programmes;

Communication	<ul style="list-style-type: none"> • The number of levels through which a message has to travel must be reduced in order to prevent the loss or distortion of information; • Communication strategies should be improved; and • Both upward and downward communication strategies should be used to ensure that feedback is provided;
Mechanical issues	<ul style="list-style-type: none"> • Logistical affairs, financial matters and facilities for staff development programmes should be managed in a top-down manner; and • A systematic approach should be used to manage mechanical issues of the staff development programmes.
Human resources	<ul style="list-style-type: none"> • A management approach that is based on non-linear dynamics should be adopted; • Managers need to rethink their approach to organising, directing and motivating workers; • The chaos/complexity management paradigm should be used to manage human resources which are living, thinking, creative and reactive resources.
Changed organisational structure	<ul style="list-style-type: none"> • Change is non-linear, and loaded with uncertainty, therefore managers should in principle adopt a more flexible mindset towards change, which will allow for a great extent of participation.
Resistance to change	<ul style="list-style-type: none"> • The problems, fears and uncertainties of staff members should be addressed; • Communication should be used as a strategy to reduce resistance to change; and • Stakeholder should be involved in the management of the change process.

6.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The study attempted to address the question of the effective management of staff development programmes as a change agent in FET colleges, however some issues could not be examined. Further research could therefore be conducted by taking these issues into consideration. The issues are the following:

- Research could be conducted over a larger geographical area, thereby including a larger population. Officials from the DoE who deal with FET colleges and HRD could also be included in the sample;
- Research on staff development programmes offered to other staff members especially the Human Resource Department staff members at FET colleges;

- In-depth research on staff development programmes and theories could be conducted, as this study was limited to the management of staff development programmes;
- The findings could be enhanced by making a comparison of the management of staff development programmes at FET colleges and universities; and
- Further research could be conducted on the use of the chaos/complexity approach of managing staff development programmes in FET colleges. In developing context, this approach proves more humane and takes the environment, which is constantly in fluxes into consideration.

6.6 CONCLUDING REMARKS

According to DoE (2003b: 4) reform of the further education system is high on the priorities of the South African government, not to effect change for change's sake but to assist in the fundamental upskilling of the South African population and to assist in raising competitiveness in the global economy. Pandor *et al.* (1998: 1) explain that many people characterised the problem with our education system as purely a matter of financial resources, but increasingly it is becoming clear that the human element and its input into education may be a telling factor. Emerson and Goddard (1993: 209) in section 1.2.2 add that change is a complex process because it is dependent upon people and often requires an attitudinal shift from them.

Organisations are made up of people and are therefore highly complex and non-linear systems. Chaos in this sense can be described as complex, unpredictable and orderly disorder, in which patterns of behaviour unfold in irregular but similar forms (Durrance, 1997: 26). In order to assist educators in FET colleges to make the paradigm shift that is required in the new organisational structures, well planned and managed staff development programmes are required.

The study revealed that because the world around us is not predictable and this is affecting FET colleges. Changes that are taking place at FET colleges can be described according to the 'White-water Rapids' simile because the environment is characterised with constant and chaotic change that takes place at colleges. The changes are inevitable but happen in a non-linear way.

The management of staff development programmes at FET colleges is affected by both external and internal factors. Examples of external factors are changes in the external environment and government legislation. Internal factors that management at FET colleges have to take into consideration is that colleges can be regarded as complex structures that consist of mechanical issues such as logistics as well as living systems, that is, the staff members at the college. Staff members as living systems have the ability to self-organise and move to greater complexity. Therefore the management approach of command-and-control is not an effective strategy to manage living systems, because as indicated in the study, it leads to resistance to change. Greater success could be achieved with the application of the chaos/complexity theory.

Management at FET colleges is therefore required to have knowledge of the various aspects of staff development, external and internal factors affecting staff development programmes and the chaotic/complexity theory. Knowledge of these aspects may enable managers to manage the staff development programmes more effectively.

The contribution of the study lies in, the perspective with regard to the change process at FET colleges that it offers. Secondly, the various aspects of staff development as well as external and internal factors that are affecting the management of staff development programmes in the changed organisational structure were studied. Finally, guidelines for effective management of the change process as well as the management of staff development programmes that can be used by the management of FET colleges were developed.

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APPENDIX A: INTERVIEW SCHEDULE FOR EDUCATORS

PREAMBLE

This interview schedule was used in order to ensure that relevant data be collected during the interviews. The schedule did however not dictate what was to be discussed during the interview, participants were allowed to discuss aspects about the management of staff development programmes and change management at FET colleges at will.

OPENING REMARKS

- Welcomes participant/s.
- Confirmation of anonymity, confidentiality, and indicate to participant/s that his/her name will not be revealed in any way.
- Request permission from participants to record interview on tape.
- Informs participants that they can refuse to answer any question or discontinue at anytime during the interview.
- Brief explanation of research objective

QUESTIONS

1. THE CHANGE PROCESS

- **How do you experience changes that are taking place at the college?**

Probe:

How do you experience changes in the following areas:

- New organisational context;
 - ❖ Identity/culture (purpose, vision, mission, aims, tasks, norms, values and policy);

There use to be 3 Colleges with different identities and cultures that were merged to form one College with one identity and a different culture.

How do you experience the changes in identity and culture?

How were the vision and the mission of the college formulated?

How were the new college policies created?

- ❖ Strategy (goal setting, planning and evaluation);

How were the goal setting, planning and evaluation strategies designed?

- ❖ Structures and procedures (decision-making, accountability, communication and information flow);

How do you experience the change in structures and procedures?

What is your view on the communication channel and information flow?

- ❖ Technical support (resources, finances and administration);

In your view are the resources, finances and administration effectively managed during the change process? If the answer is yes or no then ask. How is it managed?

- ❖ Leadership/management;

How do you experience the change in leadership or management during the change process?

- ❖ Human resources;

How are human resources managed during the change process?

What is your development needs in the new FET College?

How are your development needs addressed?

How are the:

- ***New organisational structures managed?***
- ***New approaches to teaching and learning (OBA) managed?***
- ***New approaches to assessment (OBE) managed?***
- ***The teaching of new programme offerings managed?***

- **How can the management of the change process be improved?**

2. STAFF DEVELOPMENT PROGRAMMES

- **What is your view about the staff development programmes that were arranged by the college and by the Gauteng Department of Education?**

Probe:

What is your view about the planning of staff development programmes?

- *Does the staff development programmes address your needs in order to:*
 - ❖ *Develop your roles and competences;*
 - ❖ *Teach new programme offerings;*
 - ❖ *Develop you in terms of Outcomes-based education and Outcomes-based assessment;*
 - ❖ *Manage learnerships;*
 - ❖ *Be able to apply Recognition of prior learning;*
 - *Were any follow-up training offered after the staff development programmes?*
 - *What is your view about the knowledge of the staff development facilitators that were used during staff development programmes?*
- **How can staff development programmes be improved?**

3. THE MANAGEMENT OF STAFF DEVELOPMENT PROGRAMMES

- **How is the staff development programmes managed at the college?**

Probe:

How is:

- *Your development needs identified?*
 - *Staff development programmes planned?*
 - *Staff development programmes organised?*
- *Do you receive follow-up training?*
 - *To what extent are you involved in the management of staff development programmes?*
- **How can staff development programmes be managed more effectively at the college?**

APPENDIX B: INTERVIEW SCHEDULE FOR MANAGEMENT

PREAMBLE

This interview schedule was used in order to ensure that relevant data be collected during the interviews. The schedule did however not dictate what was to be discussed during the interview, participants were allowed to discuss aspects about the management of staff development programmes and change management at FET colleges at will.

OPENING REMARKS

- Welcomes participant/s.
- Confirmation of anonymity, confidentiality, and indicate to participant/s that his/her name will not be revealed in any way.
- Request permission from participants to record interview on tape.
- Informs participants that they can refuse to answer any question or discontinue at anytime during the interview.
- Brief explanation of research objective

QUESTIONS

1. THE CHANGE PROCESS

a. What is your view about changes in the FET sector?

- *Some managers treat change as an occasional disturbance in an otherwise peaceful and predictable world. How do you treat the changes at the college?*
- **How do you manage the change process at the college?**

Probe:

How do you manage the change process in the following areas?

- New organisational context;
- ❖ Identity/culture (purpose, vision, mission, aims, tasks, norms, values and policy);

There use to be 3 Colleges with different identities and cultures that were merged to form one College with one identity and a different culture.

How do you manage the changes in identity and culture?

How were the vision and the mission of the college formulated?

How were the new college policies created?

- ❖ Strategy (goal setting, planning and evaluation);

How were the goal setting, planning and evaluation strategies designed?

- ❖ Structures and procedures (decision-making, accountability, communication and information flow);

How do you manage the change in structures and procedures?

How do you communicate information about the change process to educators?

- ❖ Technical support (resources, finances and administration);

In your view are the technical support, resources and finances adequate in order to manage the change process effectively?

- ❖ Human resources;

How do you manage the human resources during the change process?

- ***How do you manage resistance to change?***

How do you manage the:

- ***New organisational structure?***
- ***New approaches to teaching and learning (OBA)?***
- ***New approaches to assessment (OBE)?***
- ***Teaching of new programme offerings?***

- **How can the management of the change process be improved?**

2. STAFF DEVELOPMENT PROGRAMMES

- **What is your view about the staff development programmes that were arranged by the college and by the Gauteng Department of Education?**

Probe:

What is your view about the planning of staff development programmes?

- *Does the staff development programmes address the needs of educators in order to:*
 - ❖ *Develop their roles and competences;*
 - ❖ *Teach new programme offerings;*
 - ❖ *Develop them in terms of Outcomes-based education and Outcomes-based assessment;*
 - ❖ *Manage learnerships;*
 - ❖ *Be able to apply Recognition of prior learning;*
 - *Were follow-up training offered after the staff development programmes?*
 - *What is your view about the knowledge of the staff development facilitators that were used during staff development programmes?*
- **How can staff development programmes be improved?**

3. THE MANAGEMENT OF STAFF DEVELOPMENT PROGRAMMES

- **How do you manage staff development programmes at the college?**

Probe:

How do you?

- *Identify staff development needs;*
 - *The plan staff development programmes;*
 - *Organising staff development programmes;*
 - *Arrange effective follow-up training;*
- *To what extent do you involve educators in the management of staff development programmes?*
- **How can staff development programmes be managed more effectively at the college?**

**APPENDIX C:
OBSERVATION RAW FIELD NOTES**

Observation raw field notes No. 4

Date: 16 January 2004

Duration of observation: OBE and OBA training

Venue: Tshwane South College Pretoria West Campus

Description of observation: Observation of OBE and OBA staff development programmes that was arranged by the Gauteng Department of Education.

Chronological description of observation

Time: 12H00 Mr S. Marias opens the proceedings and welcomes everyone present for attending the staff development programme, and extends a special word of welcome to Mr De Villiers from the Gauteng Department of Education. He announces that Mr Faruk Hussein from C.L.A.S.S Consulting is going to be the facilitator during the staff development programmes, and that Mr Hussein had been delayed therefore the course is going to be delayed by half an hour. Educators are seated in groups of ten in the college hall. There are approximately 300 educators from Tshwane South and Tshwane North colleges that are attending the staff development programme.

Time: 12H15 15-minute tea break.

Time: 12H30 Facilitator Ashanti introduces herself and Mr Faruk Hussein well as the other three facilitators. Mr Hussein as explains the format that the staff development is going take. It is going to be in the form of discussions, the completion of some activities on an individual basis as well as others in groups. The facilitator explain Critical outcomes, and give educators 12 minutes to complete activity number 3 in the OBE training manual. Facilitator explains questions in activity number 3 as well as what an outcome is in OBE. Facilitator knowledge about content is good.

Time: 13H00 Educators complete activities numbers 4 to 13. The sequence of events is that educator are given a certain time to complete activities, while the five facilitators move around to assist educators. When an activity is completed, one of the facilitators will discuss the activity. Media that was used during the staff

development programme was an overhead projector, OBE training manual and a flip chart.

Time: 15H00 The end of the training session for the first day.

**APPENDIX D:
OBSERVATION PROTOCOL**

STAFF DEVELOPMENT PROGRAMMES

Observation Schedule No. 4

Date: 16 and 17 January 2004

Staff Development Facilitator Code: 4A, 4B, 4C, 4D and 4E

Staff Development topic: OBE and OBA training.

Main Specific Outcome: The application of Outcomes Based Education and Outcomes Based Assessment by educators at FET colleges.

Duration of Staff Development Programme: Two days (10 hours).

- **Who is being observed?** FET college educators.
- **How many people are involved?** Approximately 300 educators.
- **What is the physical setting like?** It was hot in the hall. People at the back of the hall could not see what was written on the screen or flipchart. It was difficult to communicate from the back of the hall.
- **How are people seated, and where?** People were seated in groups of ten.
- **Subject knowledge of facilitators:** They were competent to offer the course.
- **Media used during course:** Overhead projector, OBE training manual and a flipchart.
- **Individual activities:** Completing some of the activities.
- **Group work:** Working in a group to complete a number of activities.
- **Follow-up training:** None.
- **Theoretical part of training:** Not sufficient, too many activities were offered during the 1 hours.
- **Practical application:** None.
- **Programme presentation:** Not all OBE and OBA basics were presented.
- **Sequence of activities:**
- **Reinforcement of learning:** No reinforcement took place.
- **Sequence of staff development:** Discussions, individual activities and groupwork.
- **Communication skills of facilitator:** Good communication skills.
- **Emotions expressed by participants:** Some were bored while other participants were interested.

APPENDIX: E
LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

Enq. Mr. P.A. Geel
Tel. (012) 793 1547
Fax. (012) 793 1383
Cell. 082 431 4217

Tshwane North College for FET
Soshanguve Campus
Private Bag X12
ROSSLYN
0200
10 May 2004

Chief Executive Officer
Tshwane North College
Private Bag
Pretoria

Dear Ms. Bastiaans

**CONDUCTING INTERVIEWS WITH MANAGEMENT AND EDUCATORS, AND
OBSERVATION OF STAFF DEVELOPMENT PROGRAMMES.**

I hereby apply for permission to conduct research on the **Management of staff development programmes** at Tshwane North College.

The Title of my **Thesis** is: **The Management of Staff Development Programmes at FET Colleges in the Gauteng Province.** I am a student at the University of South Africa (UNISA) for the Doctoral degree (D.Ed) and my Promoter is Doctor M.P. Van Niekerk.

The research will be conducted as from the 17 May 2004 to the 30 June 2004.

Thanking you in advance

Yours faithfully

Mr. P.A. Geel

APPENDIX F:
LETTER GRANTING PERMISSION TO CONDUCT RESEARCH

<p>OFFICE OF THE PRINCIPAL</p>	 <p>TSHWANE NORTH COLLEGE FOR FURTHER EDUCATION AND TRAINING <i>inspiring individuals</i></p>	
<p>13 May 2004</p>		
<p>Mr P A Geel TNC, Soshanguve Campus Privat Bag X12 ROSSLYN 0200</p>		
<p>Dear Mr Geel</p>		
<p style="text-align: center;"><u>INTERVIEWING OF MANAGEMENT AND EDUCATORS AND OBERVATION OF STAFF DEVELOPMENT PROGRAMMES</u></p>		
<p>This serves to confirm that you may proceed with the interviewing of members of staff in terms of the needs of your further studies.</p>		
<p>I wish you every success in your studies and the achieving of your further qualification.</p>		
<p>Yours sincerely</p>		
<div style="text-align: center;">  <hr style="width: 200px; margin: 0 auto;"/> <p>MARINDA BASTIAANS, PRINCIPAL TSHWANE NORTH COLLEGE FOR FURTHER EDUCATION AND TRAINING</p> </div>		
<hr style="border: 0.5px solid black;"/>		
 <p>MAMELODI CAMPUS 19403 Serapong Road Mamelodi East Private Bag 3502, Mamelodi West 0101 Tel: (012) 801 1010/1 Fax: (012) 801 1179 E-mail: mameodi@tnc.co.za</p>	 <p>PRETORIA CAMPUS 420 Church Street Pretoria P.O. Box 26193, Arcadia 0007 Tel: (012) 401 1400 Fax: (012) 326 5298 E-mail: pretori@tncorcollege.co.za</p>	 <p>SOSHANGUVE CAMPUS College Road, Block L Soshanguve Private Bag X12, Rosslyn 0200 Tel: (012) 793 1208/9 Fax: (012) 793 1283 E-mail: soshaco@worldonline.co.za</p>

**APPENDIX G:
BALANCED SCORECARD**

Table 5.1: Balanced scorecard (Tshwane North College, 2004b: 31 - 34)

BALANCED SCORECARD YEAR 2004				
TNC-Estates Department Year 2004				
<i>FINANCIAL PERSPECTIVE</i>				
Strategic Objectives	Measures	Targets 2004	Targets Achieved	Assumptions
Proper planning of Estates expenditure for all campuses	Monthly reports forwarded to Finance Department	August operational		Lack of co-operation
<i>CUSTOMER AND STAKEHOLDER PERSPECTIVE</i>				
Strategic Objectives	Measures	Targets 2004	Targets Achieved	Assumptions
Formation and implementation of Estates policies and procedures	Policies and procedures finalised and approved	August		Lack of input from stakeholders
<i>INTERNAL BUSINESS PROCESS PERSPECTIVE</i>				
Strategic Objectives	Measures	Targets 2004	Targets Achieved	Assumptions
Establishment of operational storeroom per campus	Each storeroom operational	September		
<i>LEARNING GROWTH AND INNOVATION PERSPECTIVE</i>				
Strategic Objectives	Measures	Targets 2004	Targets Achieved	Assumptions
Staff training on new Estates control programmes	Completion of Asset management, leadership and OHS course	November		Lack of finance from HR
_____	_____	_____	_____	
Position	Signature	Recommended by	Approved by	

**APPENDIX H:
TABLE OF CONTENT OF EDUCATOR GUIDE TO PHASE OBE INTO FET**

DoE (2002b: 1-169) content included in educator guide.

CHAPTER 1. INTRODUCTION INTO OBE

CHAPTER 2. GENERIC GUIDE

2.1 Purpose, Principles and concepts

- Purpose of this Guideline;
- Key Principles of the envisaged National Curriculum Statement Grades 10-12 (Schools); and
- Key Definitions.

2.2 Planning Teaching and Learning

- School-based Planning;
- Grade-based Planning;
- Classroom-based Planning; and
- Classroom Planning and Classroom Management.

2.3 Assessing Learning

- Notes on assessment policy for 2003;
- Understanding Assessment in OBE; and
- Assessment Methods in OBE.

2.4 Recording and Reporting

- Recording Assessment; and
- Reporting Assessment.

2.5 Preparing lesson plans, year plans or learning programmes for the classroom

2.6 Choosing and using appropriate learning support materials

2.7 Monitoring and support

CHAPTER 3. SUBJECT GUIDE

3.1 Mathematics guideline;

3.2 Languages;

3.3 Business, Commerce and Management

3.4 Human and social sciences

3.5 Arts and culture

3.6 Physical, life and agricultural sciences

3.7 Technical subjects

CHAPTER 4. FACILITATOR GUIDE

CHAPTER 5: EDUCATOR DEVELOPMENT STRATEGY

**APPENDIX I:
OBE AND OBA TRAINING TABLE OF CONTENT**

Topics that were covered during the OBE workshop as indicated in the Training Manual (C.L.A.S.S Consulting, 2003: 1 – 80) are:

- Assessment terms and definitions;
- Traditional and outcomes based curricula;
- The structure of the NQF;
- The South African Qualifications Act;
- What is a qualification;
- Making diversity in Learning Programmes;
- Lawton’s Cultural Analysis Model: Questions for Learning Programme Designers (LPDs);
- Competence in your lesson;
- Unpacking a Critical Outcome;
- Current Assessment methods;
- Changing from a culture of testing to a culture of Assessment;
- Assessment methods, tools and techniques; and
- Using Unit Standards to design Learning Programmes.

APPENDIX J:
PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEMS
TABLE OF CONTENT

Topics that were covered during the workshop as indicated in the study notes (GSSC, 2004: 1- 6) were:

- Policy Audit;
- Policy Amendment;
- Approving Authority;
- Performance Management Process;
- Principles of Performance Management;
- Performance Management System;
- Role of Stakeholders;
- Description of Ratings;
- Communication of evaluation results;
- Reward and Recognition;
- Dispute resolution;
- Addendum to the Policy; and
- Allocation of ratings.

**APPENDIX K:
MODERATOR TRAINING TABLE OF CONTENT**

As indicated in the Moderator Learners Manual (Assessment College of South Africa, 2001: 1 - 150), the curriculum of the Moderation training course consisted of the following headings:

- Review of NQF structures;
- Unit Standards and Qualifications;
- Introduction to Moderation;
- Functions of the Moderator; and
- Understanding Quality Assurance.

APPENDIX L:
ASSESSMENT TRAINING TABLE OF CONTENT

The curriculum of the Assessment training course as indicated in the Assessment Training Manual (Assessment College of South Africa, 2002: 1 - 88) consisted of the following headings:

- International and Local Background;
- National Qualification Framework;
- Related Concepts and Terminology;
- The Assessment Candidate;
- Rules of Assessment and Evidence;
- The assessment Process;
- Recognition of Prior Learning; and
- An introduction to Assessment systems.

**APPENDIX M:
INTERVIEW QUESTIONS AND RESPONSES**

Q = Question

P = Probe

S = Statement

ED = Educator

MM = Middle Management

SM = Senior Management

INT = Interviewer

FOCUS GROUP INTERVIEW:

DURATION OF INTERVIEW: 1 HOUR

EDUCATOR 2, EDUCATOR 3 AND EDUCATOR 4

Q: How do you experience changes that are taking place at the college?

ED2: Um especially at our college, umm we have got a lot of complications. And uh it is so desperate especially when it comes to umm the placement of lecturers in certain positions. We feel that uh ... especially when it comes to black people are actually not considered. And the reasons are said we are looking at post levels, and most of the people that are having better post levels are White. And so I feel the Department of Education should have intervened, to come and see to it that people who really need to be advantaged should be given the privilege to do so ... and having also being examined, since we know that uh people are busy improving their qualifications for that. We feel that uh black empowerment, we feel that a uh, what the intention of the Government must be met, especially where there is always change that is taking place.

INT: Do you agree with the statement that was just made, or do you have some thing to add?

ED3: Ja ... I agree in principle to what he just said uh I feel the changes are major, changes cannot easily be affected, co-ordinated or implemented and that is one of the reasons.

ED4: I experience the changes very difficult, because there is a lack of information. As I was saying it is so difficult, changes here because there is a very big gap, between management and the lecturing staff, so management doesn't involve the lecturing staff, whenever they do any changes. So I think this shows that they are not transparent and so that is how I experience it.

Q: There use to be three colleges and each college had a different identity and its own culture, now this was merged to form one college with one identity and a different culture from the three that use to be there. Now how do you experience the changes in the identity and the culture?

INT: For instance is it helping you, is it a better identity, is the culture that used to be there at this campus, was it better than the one that they want to form now. What is your experience about the old one and the new one?

ED4: If you look at this area of the culture. So maybe I can say according to the Department, what they wanted whenever they combined this colleges. They wanted us to be one culture, no more to say that this is college is at the township, so it must work with the culture of township people or what. So they wanted us to be able to share everything that we are having. So if ever everything was done according to the Department, I would say the combination was the right thing. But now because it is not done the way the Department see it to be done. So that is where we have to say we experience difficulty.

INT: The identity and the culture it is things like the vision the mission, the aims, the tasks that you perform, the norms and the values. In the past there use to be a vision for this campus, the other two campuses had their own vision. Also the mission, the aims was different. Now it must be one.

ED2: OK umm ... the mission and vision I, think they are good, they are excellent. Provided ... provided the people who uh the mission is intended to help are ... you know is done by the people itself. I mean it does not help if you want South Africans to achieve certain aims and uh people who are uh sort of you know, trying to make that happen is Americans. It is important that ... the ...the the very same people, whom are ... are being helped should be the very same people who are doing the work. And this situation, they want to help, they want to make one mission, to be one. But people who are trying to make that happen are different culture, it doesn't work, it is not going to ... to ... work out. It will take time, really it will take time.

ED3: Umm ... where I feel the changes in culture are not changes for the better, but they are changes for the worst. As for the identity, especially that of this campus and the Mamelodi Campus, I think its completely lost. Two campuses have lost their identity.

Q: How were the vision and the mission of the college formulated?

ED3: I am unable to answer that one because it was not done at my level.

INT. Any comment on that?

ED4: No comment.

Q: So actually what means, you were not consulted about the vision and the mission?

ED3: Umm.

Q: How were the new college policies created?

ED3: Similar to the preceding question, because the policies come down to us ... ha ... ha ...ha. I don't know about it.

ED2: Ja I think also those people who ... who are affected ... to give our opinion. So it is being done somewhere.

Q: The goal setting, planning and evaluation strategies was it formulated the same as the previous, the vision or do you know how they set the goals for the new college. Like the strategic plan of the college was it also formulated by certain people or were the educators consulted about it.

ED4: It was from the outside of the college.

Q: How do you experience the change in structures and procedures? Because there use to be old structures at the different colleges now there is a new structure. So how do you experience the changes in the structure as well as the procedures that have to be followed?

ED3: Most of the structures are still new, they are nor quite in place. They haven't been ... uh ... the implementation as yet is not complete. Uh as a result we uh are unsure of how it operates.

INT: So that applies to the procedures as well.

ED3: Ja even the procedures.

Q: What is your view on the communication channel and information flow? In this new college?

ED3: Communication channel? Is not effective, it is time consuming. Yea because ...uh ... it is a very long channel.

Q: Will that affect the information flow?

ED3: Yea.

ED4: And for an example there was a breakdown in communication for us. For instance the Principal once said to us that, she will always come and report to us after every meeting. But after that she never came back here, and she said to us, we should not listen to these

campus managers whenever they take the message. Because they don't give the true things. So you see there is actually no communication, there is no communication.

ED2: Umm ... communication flow you know, that flow where if you rely on information that is from someone, because umm ... whatever ... the high management is doing, they don't really want people who are below them. The seniors to know exactly the intention, so now, sometimes when you get information from the seniors or HOD. You may find it is not the real information that is from the Rectorate, so it seems there is a lot of fabrication, so communication is distorted.

Q: In your view are the resources, finances and administration effectively managed during the change process? Like the human resources and the other resources as well as the finances and the administration is it managed effectively?

ED2: Umm I ... I think it is almost now a year that uh the new management has been in place. But we haven't yet, got information reliable about the finance of this college. We never received any information that, that for six or for a year. This is what we received and then there is no explanation of how was the money budgeted into umm departments. That is we can say ... as far as finances is concerned, for us it is difficult to make sense of what is happening.

Q: And as you are a human resource, do you feel you are managed effectively as a human resource?

ED2: Umm I don't think I am managed properly. I am actually not participating in making decision making as a resource.

ED4: About human resource, what I can say is that always what they want is just to know my personal details. So there is nothing no more information that maybe, that they can give me that you know the Department wants this and this one. So I think we are not managed properly.

ED3: About financial resources I can say that, we don't know how they are allocated. As a result we are unable to say whether they are properly allocated or not. And about the

human resources, what we feel is not quite satisfied. Most of the uh placement of staff in new positions is not very democratic uh I can say.

Q: How do you experience the change in leadership or management during the change process?

ED3: Uh ... I feel certain people in certain new positions do not quite fit in those positions. And as a result they do not, they are unable to do their best, and that affects you know, the productivity of the institution as such.

ED4: So I can see that the problem is that the handpicking. Because to give people positions and they just handpick you. And then if they don't like you, even if you are having the ... the potential to do such work. They cannot take you, because you don't have the right thinking, that's the problems we have.

ED2: As far as leadership is concerned, to me it represents the previous regime, the apartheid regime. Because ... in a country of democracy we see the majority of the people not represented at all. And this is the situation we get from management, as you can see is only White and they are trying to delay or impede progress in people whom they don't even understand and know them properly. I think the management must start involving or putting people in leadership positions. Who will be able to ... to have excess to the people who are trying to help. So I think this leadership is only meeting their own umm needs. Not, they don't look at what the Government wants.

Q As a human resource what is your development needs in the new FET College?

ED2: I think what they got to do is, they got to take the people who do certain things and people who are ... will be able to interact with the people on the ground. They got to develop that, so that they can lead progress, that's about it.

ED4: I just support the statement, and just add that Post level ones need development.

ED3: No I am not able to comment on that.

Q: How can the management of the change process be improved?

ED3: I think the only way uh management of change can be improved, is to take a look at Government policy. Because if the change is not in line with Government policy then its no good.

ED2: Can I add on that? I like to say for them to have ... to have ... to improve that is to you know, look at what the advantage want. And then from there you can start working towards these goals. Looking at what the majority of the people want. Not to make themselves comfortable, they should look at what people want, then they will really try and work hard in order to except what umm the majority of the people want.

Q: What is your view about the staff development programmes that were arranged by the college and by the Gauteng Department of Education?

ED2: Umm ... I think uh they are doing better, they are better, but they should try and help that uh everybody does get development according to what the Department wants, and they should put everything on the notice board to notify everybody. And they should always use the Department of Education circulars. They should put it on the notice board so that people must know exactly that this is what the Department wants.

INT: You mentions the notice board, those dates that were on the notice board about the training that was arranged by the college. What is your view about those training programmes that were offered by the college?

ED2: Umm I some of those, are not sufficient are done in order to just, to say that we have done that. I think they should be done on the uh broader scope.

ED4: Ja I see the college doesn't develop the staff. Because if you can look that what the college says. We say maybe I am going to study a course and I want them to develop me. They will only give me only one percent of what I'm going to pay. So you see it is still the same, that I develop myself. So about the ... the development from the Department I can say that I am satisfied like that one of assessors course, I don't think it was for the college. Because the money is from the SETA, you see, so about it the Department is

developing the staff. Then I think they are trying very hard to make every staff to be in line with OBE. So I think the Department is doing well but not the college.

ED3: Uh ... about the staff development uh ... offered by the Department, well that will be the OBE one at Pretoria West College. It was too short, lasted twelve hours I think. And uh it took too many people at the same time and as a result the facilitators couldn't give individual attention to the trainees. But the idea itself was good because this uh OBE is just around the corner. The same applies to the assessors course, it was good, it's a good course. A lot of OBE is about to be implemented as you just mentioned it is not really offered by the college, because it is the SETA who pays at the end of the day. And as far as I know If I study ... if I decide to study for example a Psychology with UNISA being an Engineering lecturer, they wont pay for me. They will say that Psychology is irrelevant, so they do not consider education holistically. Psychology or Sociology as part of education. If I go and study Psychology or Sociology which is education, they must allow me and help me.

Q: What is your view about the knowledge of the staff development facilitators that were used during staff development programmes?

ED3: I think their knowledge was limited, because ... uh ... they ... did not consist of individuals from different departments. There is no one person who can know everything about all the departments.

ED4: Ja I think the knowledge of the facilitators ... I can say yes I was happy.

ED2: Umm ... well what we got from the facilitators was bits and bits and bits of different umm different programmes. Uh so ... it was only to give us an idea about what they were there for, it was difficult to, to, to say that exactly that their knowledge was excellent, it was a summary of everything.

ED3: I think we are not talking about the same people, are we talking about the people behind the staff development here or the facilitators at the assessors college?

INT: The staff development facilitators that presented the staff development programmes. Not the people that manage it at the college, the one's that were presenting it.

ED3: OK well at the Assessors College they were good, they were good I must say. Even the facilitators at Pretoria West, the one's that facilitated that OBE workshop. Except for the fact that the workshop itself was too short, and too many people were handled at the same time.

Q: How can staff development programmes be improved?

ED3: I think the staff development team itself must consist of people from various departments or sub-divisions and in that case I think we would get somewhere.

ED4: I think that people from the ground should form the team for staff development.

ED2: Uh enough time must be given to lecturers and they should be allowed to take courses at Technikon and University and do a Assisted financially. And then uh that will actually resist uh these local small programmes, which are offered at different institutions.

Q: How is the staff development programmes managed at the college?

ED2: Umm ... it is badly managed; it is badly managed because at times we find that lecturers cannot attend some other courses. Because they feel that if they go and attend those umm ... learners become sufferers. So now I think it will be better if management, if they arrange programmes uh development uh programmes for Engineering, they must first look at timeframe of the Engineering. Because at times, you may find that they will just say that there is a development programme offered at a certain place. And only to find they did not even look at whether the time suits the Engineering or the time suits the Business people. So I think it must be looked into.

ED4: I think there was a committee formulated here at the college about staff development. But what did discourage the committee is that the management doesn't want that committee. Because it doesn't want the input from the committee when it involves ... when it's coming to the budget of the staff development. So I think most of the problem here at the college is money. Once you come there and you want to talk about it, then you are going

to meet problems. So that is one thing that discourages the colleges that were formed here to develop.

Q: In those committees were there educators that were involved?

ED4: Yes they were there, so you find that once they will come and report to you that when it comes to take a decision concerning money. I'm not involve ... then they just report to you. You see I think it was the reason to make the committee to break. That committee doesn't exist anymore.

ED3: I think we lost one uh member of that uh staff development committee, when she resigned and went to another institution. But to this day she hasn't been replaced with another person; as a result, this indicates that the committee is not taken seriously.

Q: How can staff development programmes be managed more effectively at the college?

ED3: Well they can be managed more effectively if they consist of members from all the departments and sub-divisions or and all the levels even up to Post level one.

ED4: Ja it just gets into that one that I just answered. They may be there all the people. But the problem of this management is that once you get them there and you, and you talk about taking out some money, then there is a problem. So I think there is a problem of money inside of this college. So many things they fail because of money. So I don't see how, if ever, maybe the management is replaced, maybe something could be done. So that's how I see it, you can involve Post level ones like anyone. But if the people on top are still the same, we are still going to encounter some problems.

ED2: I think it is already been said that all different lectures and different departments and different post levels must be involved. It will be better if the very same people would say exactly, which field or which programmes or which subject to be developed. And uh I think if people decide about their future and the subjects or level they want to develop, then it is accepted and financed without any dictatorship it will be done properly and then people will be developed.

ED4: And then again we see ... I'm just talking about Soshanguve Campus. You see at Soshanguve Campus we are having two campuses. The Main Campus and the Satellite Campus. So if you can check the people who have been developed at the Satellite Campus and the people who have been developed at the Main Campus? You see ... will see that there is a lot of differences, just because of colour.

INDIVIDUAL INTERVIEWS:

DURATION OF INTERVIEW: 40 MINUTES

MIDDLE MANAGEMENT 3

Q: How do you manage the change process at the college?

MM3: How do I manage the change process at the college? Uh ... the process of dealing with change management is in threefold. Firstly at the college one thing is that uh ... we are approaching it in terms of identifying the needs in terms of change. Change related to operational changes, because we are a new FET now. They may relate to social changes in terms of ... uh in terms of cultural changes and cultural changes tolerances and again it may relate to the vision and mission adopted from the past three campuses to one college. You realize we had three different visions and missions and then we have now adopted one vision. So in dealing with that, what we did at strategical point, we have identified the approaches to deal with that. Firstly it is in terms of, the workshops envisaged, where we are to engage external uh ... service providers to help from top management even the Governance and also including the middle management. Than from the three levels, we can visage the middle management will cascade the change management downwards. And that also like I said, at operational level. That includes now in terms of dealing with the policies, which were existing in the three campuses. In terms of dealing with issues relating to change management. Well you will realize that we are governed by different legislation ... like Employment Equity, like the Skills Development Act, Labour Relations Act in dealing with either it be employment in terms of, either it be developing your staff, we need to be adherent to those three legislation. And in that it will be drivers to come up with policy documents that will be compliant to the legislation I have just

said that is how we deal with change management. I wonder whether it answers your question?

Q: How do you manage the change in structures and procedures?

MM3: In terms of structures you'll realize the individual ... uh ... campus structures had to fall of and we were to develop a new structure. And that meant what? You had to have a centralized office in terms of certain functions, and centralized functions. Pertaining on what is it that you centralized and what is it that you decentralize. And that in staff merited a different structure all together. From the individual campus structures, and if you look at what has been developed now, is that we have developed ... we have adopted the Function management system. Wherein you develop different departments, from Curricula, HR, Marketing, ... uh ... College Management, IT, uh Skill, uh Finance and Administration. You will realize that those are the major departments that comprise the college. And then in the development of the structure you have to develop structures, which will make all the eight ... uh department functional. And functional in the sense that ... uh ... certain ... some of these functions will have to be centralized. Maybe the strategic plan in terms of curricula will have to be centralized, but in the operational will have to be decentralized into the different campuses. I don't know whether I have answered your question.

Q: How do you communicate information about the change process to educators?

MM3: To educators ... uh ... I wouldn't say it is something that is happening now. Because one thing we are in the development phase. But ... uh ... we envisage in the process of communicating development change to, educators in the form of utilizing of two major components or departments. One is HR the other is Marketing, but in terms of HR there it involves the development of educators. In the form of organizing workshops for them. Wherein they are put in place in terms of strategies ... uh ... developed and strategies against what used to be ... wherein the reform process is what will be the workshop itself. So that they can be able to align, with the current changes and if you look at how it ... how that has been done. We have educators who have gone through the assessor training. Which is a new format of development and strategies, because one thing is that

we are OB oriented OBE oriented. That way of communicating this change to them in terms of those workshops. That they can align themselves to that.

Q: In your view are the technical support, resources and finances adequate in order to manage the change process effectively?

MM3: In my view I won't say they are adequate. Let me explain, technical support is vast. It may either be internal technical support or outside technical support. And in terms of external technical support we will maybe looking at what, the department itself, the Department of Education. They have the technical department within them, but I think currently, I don't think it has the muscle to be servicing all the tech uh FET colleges. As ... as it as it has proven, that up till now ... its only in the past two and a half months that they have indicated an interest in giving support in terms of development of staff in technical ... uhm FET colleges. And than that was, with the assessor training. Wherein the campus or not per college they wanted only five staff members who must cascade. And if you look at Tshwane North alone in terms of CS educators, we talking over four hundred staff members. And if you take five to cascade over four hundred staff members, its gonna take them more than a year. That I see in terms of external technical support is not adequate. And again external technical support has money or finance bearing. And if you look at service providers in terms of ... uh ... uh development of staff they quite expensive. And then when you talk change development, you talking something different, thus I'm saying in terms of technical support its just not sufficient. And when you now look at the financial muscle of it. What we receive from Government in terms of subsidy for staff development, I mean the ... a FET like ours, where anywhere you are talking about five hundred staff members. And you are given only three hundred thousand for a year as subsidy. That amounts to nothing, I mean there is very little that you can achieve in terms of change management or change development. Wherein you have to get it in line with what? With your strategies? And then that will relate to what? From top management, up to the last person on the ground. And with three hundred thousand for a year as subsidy we aren't going to be able to achieve anything. I think that will merit to say the technical and the financial ... uh support there is just not adequate. We should not lose sight of the fact that when you talk that change you should also include your Government. If you have a certain extent or a large extent, consist of what? Outside people, we must be getting to what your strategies are saying, OK.

Q: How do you manage the human resources during the change process?

MM3: How do you manage? ... Uh the strategic ...or strategies set in place are as follows. One we have given priority to ... uh ... change management as one of the key issues to relate to. And in that we have engaged a consultant. Both top management and middle management are busy to relate to staff. You will realize we are not to employ new people into posts; we still have to do with what we have. Because in terms of the change itself it will also relate to the functions. Thus the engagement of an external consultant, terms of ... from the strategy up to the operational level that we would be able to manage change. And that is supported by what? ... workshops in terms of other operations ... for example curriculum, in terms of the assessor training, moderator training and they're looking into ... in terms of the support staff, in terms of what? Customer care. Which in itself is a new venture altogether. And then when you look at management, you look now at what? The management of what? The management of what? Strategies and operational objectives. And the ones that we may not be delivering too much on it is change management in terms of social tolerances, is a key issue in South Africa that we cannot avoid.

Q: How do you manage, because the FET Act says that FET Colleges must now offer new programme offerings, so how do you manage the teaching of new programme offerings?

MM3: You realize that I am not curriculum orientated. I may not give much input into that. The person within management who deals with curriculum can give you more information on that. And from my knowledge is that, in terms of that we, we are gearing into the leadership processes, OBE. And ...uh ... I should think those are the key two issues in terms of transformation of the learning process in the technical colleges. Wherein the major objective is to make ... uh ... uh ... the subject offering to enable a learner to be marketable. And to be in line with what industry or the market needs. That's the OBE and the learnership processes to be followed, and then in that we have a department within the college which is strictly for ...uh ... uh research and development. This looks into what the market needs, what is the Department of Labour legislating in terms of the needs of ... uh the ... the country and industry and economy and then they work on those steps. In the work we manage it through the Research and Development Department within the college. If they come with recommendations ... and through recommendations

we in HR we do ... uh ...uh operate or maybe implement some of the ... uh ... the recommendations.

Q: How can the management of the change process be improved?

MM3: How can the management of?

INT: The change process be improved.

MM3: Uh how can the management of the change process be improved? One it can only be improved by compliance, to what? To legislation. Because one thing is that the change process is legislated. One through the Constitution, the Constitution accords every student of South Africa that right, and the first right is what? They have the right to have employment; they have the right to exist. And at the same time, it also goes further to say it prohibits what? Discrimination. And that by prohibiting discrimination with our history, what does it imply? In terms of allocation of jobs we should not look into either colour, creed, religion or any discriminatory factor. And at the same time, legislation also goes further to say that it wants to do what? Align the imbalances, belief me, that is why I say compliance. Then if you look at ... trying to balance the imbalances, I mean we are from a history, wherein about ... uh ... seventy to eighty percent staff is White. And if you look at the top management ninety-nine comma nine percent is White. It is not because of lack of skills within the Black community. And to give an example here you are, studying for a Doctorate isn't it, and does it mean that you did not qualify to be either a Post levels two or a Post levels three, no. Now we need to do what? Balance the imbalances in terms of what? We look at what? Employment Equity Act, it is legislated that is where in the ... terms of improving the process of change, we need to have tolerance and be able to comply with legislation. ... I wonder whether I have answered your question.

Q: What is your view about the staff development programmes that were arranged by the college and by the Gauteng Department of Education?

MM3: Uh the development programmes envisaged ... uh ... much as they are geared towards what the National ... uh ... uh ... Development Policy was, mind you they first looked

into IT, into OBE into ABET as priorities, and ... uh ... we as FET Colleges had to adhere to that. With an aim of what? Tapping on the funds from the SETA's. I believe one way or another it was sectional, it did not look at the broad spectrum, are you with me. Because one thing is that you look at it for FET, what about the support staff, it did not cater for them. Much as the programmes were clear programmes, well appealing programmes but one thing they were sectional. Most were developed by people who are sectional. I mean most of them are teachers they will only cater for what? For teachers. And then if you look at it you got to look at it broadly. I mean now we are only looking at one sector, that's the FET. But one thing they had to look at was the perspective at the primary level including ... uh ...uh the universities. That's my opinion.

Q: Were follow-up training offered after the staff development programmes?

MM3: Not to a large extent, in that I would say, we don't have structures in place. Or even formats in terms of procedures onto ...follow-up in terms of training. It's very minimal, very minimal. I don't know whether its because of lack of manpower or lack of funds because one thing in it self, it need to be budgeted for. And one thing put strategies and procedures in place, to say you been offered one, two, three. What was the pre-training, the outcomes what are going to be post-training outcomes and what are the expectations. And measure in terms of expectations. You remember with the educators, there is no system in place for evaluating them. There is one for PS staff, and here we are gearing too much on to educators in terms of evaluation. And if you don't have an assessment system in place. You are going to find it difficult to either assess pre-training or post training in terms of development. Now the weak point there is that if a system can be developed wherein educators can be assessed, then you will be able to say pre-training this was the situation, post training this is the outcome.

Q: What is your view about the knowledge of the staff development facilitators that were used during staff development programmes?

MM3: Ha ... ha ... ha ... uh ... I won't give a blanket opinion on that. I can only maybe give an assessment on those programmes that I say in. But not those of the other staff members, much as in the previous question, I have indicated to say we don't have a system in place. Which would give us an indication in terms of the assessment of even the service

providers. But ... uh ... the only opinion that I can give is that ... uh ... unless if we make an assessment through people went through the uh ... uh training programmes. I cannot be able to give an objective opinion.

Q: How can staff development programmes be improved?

MM3: Uh they can be improved in the following ways. Firstly, with continuous assessment of the same programmes, with continuous needs analyses. And then thirdly, with uh ... the objective within this programmes to be uh uh goal orientated. Because the essence of everything is that, whoever is be developed, must be marketable. It can be information and information but if ultimately whatever is given is not applicable, and is not ... putting a person to be marketable. Then we are not achieving anything. That's how they should be improved. You should know what the economy needs and in terms of improving towards the needs of the economy we become marketable. Either you as a lecturer or whoever you are developing as a learner. Because one thing is that you will be imparting in terms of what should be marketable.

Q: How do you manage staff development programmes at the college?

MM3: ... Uh one we as a college have appointed an SDF who is given the responsibility to look into the process of needs analysis. And secondly we are in the process of establishing training committees in the different campuses, with an aim of having one training committee, central one, which will look into that. We have in terms of managing the ... the staff development ... even allocated a budget for staff development. That's how we sort of manage it.

Q: To what extend do you involve the educators in the management of staff development programmes?

MM3: Up to now it doesn't happen ha ... ha... The only way that we involve them is through their HOD's. Wherein through their HOD's, we determine needs, to say in your department what are your needs. That's the only way. But much as I said in the previous question to say we are in the establishing what? Training committees, who will co-ordinate what are the needs. We will be giving them tasks, and then there will be a policy

within which they should operate. Wherein we will implant in the process, the process of assessment pre-training and post training and how follow-up should be done, do you understand. Unless if you have such committees, I mean you are not going to be able to get through some of this things. And one thing you cannot put all the functions on one person. That the establishment of training committees wherein we know with the training committees, on monthly basis they will be having meetings and they will be evaluating the situation at campus level. Which ultimately at the college level, will have consolidated information to say where are the gaps and how do we sort of close those gaps in terms of staff development.

Q: How can staff development programmes be managed more effectively at the college?

MM3: By compliance with the first one. In terms of, if at all you are to follow the Employment Equity, than it will demand of whoever have been an SDF for the college, to have a skills audit. I mean you should be knowing as to who has what, are you with me. And then be able to tap on people's skills. Like now, lets say for example you are moving to a Doctorate level, and I put you through the assessor training. Is it worth it, or is it a waste of time, you understand what I mean. Or are we doing staff development for the sake of staff development, wasting money. But with the compliance knowing what your skills are. Because one thing within your training programme of learning you went through assessor training which was part of your studies. Then we should look into something better, not to say you have got a paper we are not going to evaluate you, we got to evaluate. I mean I am looking at the total college. And we say we need people in research maybe we can make use of you more in what? In research then we can make use of you in what? In class. That is one way of enhancing the ... or efficiency of dealing with staff development. That is in trying to be compliant to legislation, and implementing the skills audit. Because it is easier to say, we know has what, but as long as you are still there with discrimination in terms of colour knowing that whoever ... and we are not able to say objectively we are to restructure, and transformation is another way of doing it. Throughout I haven't talked of transformation, and what I said related to what transformation ... and it needs a forum which will began towards transformation. ...Because in ... being efficient and effective in dealing with your staff development, you should be able to look at what? Your transformation objectives. Because you cannot transform without training. Like if at all we transform and say we have a person with

such qualifications and then embark to develop that person to a post level three in research, then we train that person to be getting to research. And when it comes to a push, we apply the person to that, and then we have a specialized person in that field. ... That's how we can effectively do that.

DURATION OF INTERVIEW: 45 MINUTES

SENIOR MANAGEMENT 3

Q: Some managers treat change as an occasional disturbance in an otherwise peaceful and predictable world. How do you treat the changes at the college?

SM3: Well umm I think change is a challenge, I take it personally as a challenge. And I also treat it as a personal growth opportunity. Not only for myself but also for individuals who are affected by change.

Q: So do you see it as something that you just manage now, and then its over because it is predictable or do you see it otherwise?

SM3: No it's a continuous process, and whether it is in a merger situation, any change is continuous. Because the world outside and the Globe is continuously changing, so we continuously have to adapt and develop and grow as change progress.

Q: How do you manage the change process at the college?

SM3: I think important is to appoint change agents or to identify good change agents within the organisation. Individuals who understand the vision and the change process and the transformation process. And to use them as vehicles not only to motivate but also facilitate change within the operational level of the organisation. And with a ... almost in guidance process of other people who are not so positive and so ready for change.

Q: How do you manage the change process in the following areas? The first one is the identity and the culture of the college. Because there use to be three colleges with different identities as well as different cultures. And it were merged to form one college.

Now this one college must have one identity and it must have a different culture from the previous three. So how is that process managed?

SM3: Pieter I think for me it was the most important thing was to compile a collective strategic plan and the college through a participative process an inclusive process. Uh that was the first point, if people do not share the vision and the dream of the college then I don't think that any change management programme or process will be successful. So to set up a unified dream or objective and vision for people to internalise and personalise and to make their own. To buy into that process, that was the first point of departure. And then obviously communicating that on a regular basis to all the stakeholders through campus visits on a quarterly basis, three months basis. Just to enforce uh that vision to make sure that people are still, have it near in their hearts.

Q: How were the vision and the mission of the college formulated?

SM3: How were they formulated, I think I told you we compiled a collective process Pieter, umm ... we had about twenty five representatives when we compiled the strategic plan and they were representative of the three campuses and also of all the stakeholder groupings in the college. Also students were included, the SRC was included, administrative staff, lecturing staff, management staff and even Council members. So everybody had their inputs in the formulation of the vision.

Q: How were the new college policies created?

SM3: Well we are still in the process of the development umm I think that the resources and the capacity of staff in terms of policy formulation is very limited in this organisation. So it was formulated also through stakeholder input in the working groups that were established. But the products are not all that professional and not so much in line with current legislation. So at this particular point in time, we have appointed an outsourced individual to assist us with the alignment of the policies, you know within a specific framework and also to touch hands with the relative legislation.

Q: How were the goal setting, planning and evaluation strategies designed?

SM3: The goal setting is part of the strategic plan so that was a collective process. And policy formulation that was the second one.

INT: The planning?

SM3: The planning process is very much operational, so through the different management committees. The operational plans are done within that specific management department with the relevant people who are currently and existing in that in those management positions or function, let me put it that way. And I think the ideal situation would also for the planning process to involve everybody that is directly involved in the planning process. But at this point in time, I think it was mainly done by the people who will be responsible for the management of that particular area.

Q: And this plan that was set up, how do you evaluate, if you are reaching what you planned?

SM3: We have crafted balanced score cards for each of the management areas. Each of the Function Managers, have a balance scorecard. We have crafted an overall balance scorecard for myself and for the college as an entity as a whole. And all of the operational balance scorecards will flow into, as a measurement of performance we have set for this particular year. And then there is quarterly reviews, the first review is now coming up on the forth of June. To see whether everybody is more or less on target, and which risk elements are at this particular point in time uh ... maybe preventing us from reaching specific targets. And identifying strategies of correcting those gaps.

Q: How do you manage the change in structures and procedures?

SM3: I think open communication umm ... participative management is the most ... the two key structures. We have a very open management system. Umm inputs of people, expertise are requested on a regular basis. And then communicating it, and I think communication is one of the most difficult things that we are experiencing in this particular college. But we put in several strategies to support the communication.

Q: In your view are the technical support, resources and finances adequate in order to manage the change process effectively?

SM3: Umm no, no I don't think so. I think uh resources are very limited, I think the gaps that have been identified in this organisation because of the merger is quite challenging. And I think we will have to be very creative in ways of how we are going to address the limitations we have in terms of resources. Finances I think, we are in a secure position with regard to finances. But in terms of operational issues our day-to-day running. The institution is in a healthy financial situation for day-to-day maintenance of the college. But for further development and growth and equalisation, we are challenged.

Q: How do you manage the human resources during the change process?

SM3: The centralisation of the Human Resource Department ... uh with different categories of focus have been identified. Specifically Human Resource Development is one aspect of it, Labour Relations is another one and then liaison with Provincial Departments is another aspect of the Human Resource Office. I think a great emphasis in the future is going to be placed on the career path and in the personal development and capacity building and the self-tracking of individuals in the organisation that never had the opportunity to be exposed to management areas and a great focus of Human Resources. But I think ultimately the centralisation of Human Resources and drawing the capacity together and now trying to in an umbrella effect uh to manage the development in human resources, will at the end of the day. In three years time we hope, result in a, in a very strong ... strong developed environment.

Q: When changes are implemented there is always some resistance to the change. How do you manage resistance to the change?

SM3: You fire the people ... ha ... ha ... ha, no. You know Pieter I think it is one of the biggest challenges but ... communication is the key word and ... umm ... I don't think we are always that successful in terms of making sure that every stakeholder group within the organisation understands always what the strategies on strategic level uh and the impact of those strategies are going to be. So I think from a personal perspective it would be to

improve communication strategies, uh to ensure that people know uh what the change is all about. And why the change, and what's the end result that we would like to achieve with the change. So communication for me is the vehicle to facilitate big change.

Q: How do you manage the new approaches to teaching and learning like OBE as well as the new way of assessment, which is OBA?

SM3: Umm we have a Curriculum Committee, Management Committee with the specific sub-division of teaching and learning, that has a key focus of training and uh responsibility to see that staff are trained in the OBE principles. And in this point in time, we are very proud to say almost hundred percent our staff has been trained in OBE principles and OBE assessment. And then it is just continuous update and support of those individuals to keep them on par, with the latest developments.

Q: And how you manage the teaching of new programme offerings? Because the FET Act states that we have to start to offer new programme offerings, so how is it managed?

SM3: Um I think once again, the appointment of learnerships and skills management structures that would ... in the past, it was just a sub-division of the Department now it has a specific focus. The increased uh pursuit of partnerships with industry, through SETA's and implementation of learnerships. Forces staff also to focus on the new approach to education. Umm this particular college has a sixty percent target to reach in three or four years time, in terms of umm unit standard based curriculum and, and learnerships. So it's managed basically from a curriculum point of view, with strong emphasis on learnerships and skills school to be developed.

Q: How do you manage the new organisational structure?

SM3: That's a difficult one, because you have to, at this point in time. I think that we are severely challenged by the bureaucracy of the employer, in terms of the moratorium that has been on promotional posts for four and a half years. We cannot accelerate the management appointments of umm of equity and transformative umm individuals in the organisation so you have to make do with what you've have. It's not a representative

picture and it challenges the management in terms of really implementing the organisational structure.

Q: How can the management of the change process be improved?

SM3: I think it's exactly Pieter what I said to you now. If we can get the moratorium lifted. If we can identify our individuals uh on post level one, two and within the broader organisation. With leadership and management potential and put those people immediately in a personal growth and leadership programme. I think it will fast track the process. But if you are hampered, by bureaucracy that you are not able to appoint people it make this extremely difficult. So at the moment we are managing it with identifying people that can understudy the existing management that we have, in a 2IC capacity. That's our strategy to at least have some sort of a fast tracking, but it is not adequate.

Q: What is your view about the staff development programmes that were arranged by the college and by the Gauteng Department of Education?

SM3: I am going to express myself first about the programmes that have been identified by the college. I think that they are sensible and that they are in line with the strategic plan that the college has developed. On the contrary I think that the training programmes that were initiated by the Department was a thumb suck and it was a little of a shot in the sky and not always in line with the strategical objectives per college. So umm from a beneficial point of view I think that staff benefited more from internal staff development than from external. Although there is always some value added, but I think that the impact could have been greater if it was aligned with the strategies of colleges.

Q: Does the staff development programmes address the needs of educators in order to develop their roles and competences?

SM3: No, I don't think so, I think that the Human Resource Development Plan of this college at this point in time have many gaps. Because a skills audit has not been completed yet. Umm personal career path planning for individuals has not been done yet. Umm a clear strategy hasn't been formulated; it's a process that we are still in. So no I think it's a limitation.

Q: Were follow-up training offered after the staff development programmes?

SM3: Umm it's a tricky one, I think you should ask that one for the Human Resource Manager as far as I know, the follow-up was operational. So if the people were trained in OBE principles then the prove of the pudding lies in the implementation in the classroom and the Head of Department or the Senior Lecturer who is involved with them obviously do class visits and see whether that is implemented correctly. But whether there is an identified programme I'm not so hundred percent sure of that.

Q: How can staff development programmes be improved?

SM3: For me I think the capacity of Human Resource Department needs to be seriously investigated and invested into. I also think that the external capacity or external uh support from every consultant or support services can be an option to align the Human Resource Development Programme in terms of what umm a skills audit will prove.

Q: How do you manage staff development programmes at the college?

SM3: Very difficult, because the people who are responsible for Human Resource, ninety percent of them come from an educational environment. So they are teachers by profession, and now challenged to do Human Resources. So once again I think if you are in the private business, you have the Human Resources that are trained as Human Resource Managers. So it is the capacity building that needs a lot of focussing and emphasis.

Q: How do you identify staff development needs?

SM3: As I said to earlier, I think it is through a skills audit, of what has achieved on their own professionally and personal development. And then from there aligning it to the specific needs of the college in terms of job descriptions and strategic areas where we need individuals to, to perform. And then to create job descriptions, and job titles and, and areas where those individuals can fit, and where there are shortages and gaps, to train and, and build the capacity.

Q: And how do you plan staff development programmes as well as how do you organise it?

SM3: Personally I am not responsible for it there is a Human Resource Development Department and we do it in conjunction with an external consultant. Umm it is also done through personal surveys, which I know at the moment, has been done for the administrative staff we started with that, with the skills audit. So it is a plan that is progressive, that has been formulated over a period of two years. And uh ja we'll take it from what we get out of that.

Q: To what extent do you involve educators in the management of staff development programmes?

SM3: I think in this point in time the Human Resource uh Department is quite well representative. And the surveys that are sent out from the Human Resource are done on an operational level and it involves all staff. So it's not an isolated marginalized approach. It is an inclusive approach; it is just extremely time consuming. And because of the large component of staff it makes it extremely difficult, with the limited resources in the Human Resource Department, to do it on a larger scale.

Q: How can staff development programmes be managed more effectively at the college?

SM3: Human Resources is always a problem, so the increase in, in, in Human Resources specialised services in Human Resources will definitely have a positive impact.