GUIDELINES FOR A TRAINING AND DEVELOPMENT PROGRAMME FOR MANAGERS AT THE HAVEN NIGHT SHELTER WELFARE ORGANISATION.

by

ANNE RUTH KAMFER

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DECLARATION

This is to certify that this script is my own production and that information from other sources have been referenced accordingly.

Ruth Kamfer 21/02/2005

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ANNE RUTH KAMFER   **DATE**

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ABSTRACT

The growth and expansion of the Haven Night Shelter Welfare Organisation has been accompanied by a pattern of emotional and negative dismissals and resignations of senior managerial personnel. The research project explores how the management capacity of the managers could be enhanced through training, development and maintenance functions of human resource management. The literature study focused on reviewing outcomes-based education, training and development methodology. The empirical study involved examining the biographical information of the research participants. It also sought to explore the organisational culture by identifying managerial competencies of skills, interpersonal relationships, management style, attitudes and beliefs. Investigating the knowledge base of participants, included exploring human resource management practices, training and development legislation and labour relations. The conclusions and recommendations are based on the findings of the survey as completed by the participants. The guidelines for a training programme include outcomes-based learning principles to raise morale, skill and knowledge.

Keywords: Management competencies, skill, interpersonal relationships, management style, attitudes, beliefs, knowledge, human resource management, labour legislation, outcomes-based education training and development.

OPSOMMING

Die groei en uitbreiding van die Haven Night Shelter Welfare Organisation het gepaard gegaan met   patroon van negatiewe afdankings en bedankings van bestuurspersoneel. Die studie was dit ten doel om ondersoek in te stel na die bevordering van bestuursvaardighede deur middel van opleiding en ontwikkeling, onderhoudende funksies van menslike-hulbron bestuur. Die teoretiese navorsing was grootendeels gebaseer op die besigtiging van uitkoms-gebaseerde opvoeding, opleiding en ontwikkeling metodologie. Die empiriese studie het die ondersoek van biografiese inligting bevat, asook die verkenning van die organisasie se kultuur deur identifisering van bestuursbevoegdhede soos bekwaamheid, interpersoonlike vehoudinge, bestuurstyl, houdings en geloofsoortuigings. In die ondersoek na bestaande kennis, was menslike-hulpbron praktyke en-beleid, opleiding en ontwikkeling wetgewing in arbeids-wetgewing, bestudeer. Die ontleding van die navorsings data, wat voltooi is deur die respondente, het bygedra tot die gevolg-trekkings en aanbevelings. Die daarop-volgende riglyne vir   opleidings program behels uitkoms-gebaseerde beginsels, om bekwaamheid, moraal en kennis te bevorder.

Sleutelwoorde: Bestuursbekwaamheid, vaardighede, interpersoonlike verhoudinge, geloofsoortuigings, kennis, menslike-hulpbron bestuur, arbeidswetgewing, uitkoms-gebaseerde opvoeding, opleiding en ontwikkeling.

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List of acronyms

AIDS	=	Acquired immune deficiency syndrome
BCEA	=	Basic conditions of employment act
CCMA	=	Commission for conciliation, mediations and arbitration
CEO	=	Chief executive officer
CVA	=	Cerebral vascular accident
ETD	=	Education training and development
HIV	=	Human immuno virus
HNSWO	=	Haven Night Shelter Welfare Organisation
HRD	=	Human resource development
HRM	=	Human resource management
HWSETA	=	Health and welfare SETA
MOU	=	Memorandum of understanding
NQF	=	National qualifications framework
NSA	=	National skills authority
OB	=	Outcomes-based
OBE	=	Outcomes-based education
SACSSP	=	South African council for social services professions
SAQA	=	South African qualifications authority
SETA's	=	Sector education and training authorities
TQM	=	Total quality management.

List of acts

Basic conditions of employment act (No. 75 of 1997)

Employment equity act (No. 60 of 1998)

Labour relations act (No. 66 of 1995)

National qualifications framework

National skills authority

National training and development policy

Non-profit organisation act (No 71 of 1977)

Skills development act (No. 97 of 1998)

Skills development levy's act (1999)

Skills development levy's fund

South African council for social services professions.

South African qualifications authority act (No. 58 of 1995)

Chapter 1

Guidelines for a training and development programme within the Haven Night Shelters in the Western Cape.

1.1   Motivation for study

Through insightful observation and objectivity the researcher became aware of an unhealthy turnover of managerial and supervisory personnel within the organisation of employment. Thus, every second year, a supervisor or manager is dismissed or resigns. The accompanying circumstances in regard to the departing personnel contained visible impairment of amicable labour relations with the management committees and/or expressed hurt, humiliation and self-depreciation symptoms within the departing personnel. The incidents of dismissals or resignations were periodically preceded by visits from the affected departing personnel to the researcher. During these consultations, the reflections of feelings of the troubled personnel indicated a possible measure of rationalisation on the part of the departing personnel. Thus, in accordance with psychology theorists, such as Meyer, Moore and Viljoen (2003: 65) the reasons given for employment disputes were not necessarily the real causes. For instance it was clear that the affected departing personnel seemed to lack sufficient knowledge of labour legislation, organisational policy formation, procedures for the code of good practise in disciplinary procedures, good report writing skills and leadership qualities in judgement and decision-making skills. The view on reciprocal determinism comes strongly into consideration in regard to the following; The traditional management style of control of the management committees could be at odds with the socio-political, historical, educational and economic policies of South Africa, internalised within the self of the departing personnel.

The researcher, employed as a social work executive manager in the organisation, became aware of affected managers' and supervisors '(hereafter referred to as managers) psychosocial conflict, borne out by obstacles in intra-

and inter-personal communication styles within the self and with the committee members. Brevis, Ngambi, Vrba and Naicker (2002: 373 – 377) stresses that (social work) managers should avoid ambiguous communication. That is misinterpretation, distinct perceptions, inability to self-expression, selective listening and language barriers amongst colleagues, subordinates and supervisors.

The management of power and power relations specifically with committee members could be at the base of most of the problems experienced by the managers. This in turn is closely related as to how the self-image and self-confidence would be influenced in how the managers assume the leadership position. Brevis et al (2002: 276 – 293) warn that managers must have the ability to influence others, otherwise the position becomes redundant, if the capability and broad knowledge on management responsibilities, principles and duties are lacking. This exploratory study is an attempt – in the enhancement of personal attributes of empowerment – in OB training and development of managers at the Haven Night Shelter Welfare Organisation (HNSWO). The researcher's employment environment serves as the direct initiative for the study.

The organisation, as a Non Government Organisation, has enormous influence in shaping Welfare legislation on vagrancy issues. The Haven Night Shelter Welfare Organisation is advancing its stance on human resource management. Traditional management practices around HNSWO top management style and organisational culture may act as the discriminatory stimulus in a collective unconscious – which maintain managerial problems. As observed, training programmes offered at HNSWO are inconsistent and offered on a crisis management basis only as no training and development policy exist. The programmes are also not consistent with outcomes based (OB) education, training and development (ETD) principles, as the outputs are not targeted for intermittent evaluation and assessment in the work place, by the management committees.

1.2   Background to the problem

The researcher noted from the personal consultations with departing personnel that all of the affected managers did not undergo induction and human resource management (HRM) training. The managers experienced educational training and development (ETD) programmes that did not include post-apartheid outcomes-based (OB) principles, inculcating equality, belief in the learning potential of all, and being learner centred and result orientated (Nel 2003: 469).

Universal human resource management (HRM) theory posited by Van Dyk (2003: 47-48) seems to uphold the ideal outcomes in training and development of managers. They are:

❖ The principle of respect for the individual uniqueness of human capital and the comcomitant value-laden contributions towards organisational progress.
❖ The aspiration to link interdependence between employees and organisations to the benefit of both parties.
❖ Ongoing motivation and support to managers and supervisors in regard to their tasks in human resources and the directing of personnel.

Apartheid policies were largely based on the notion of white supremacy, enacted by legislation on all societal spheres of citizenship. These included racial segregation in the education, health, housing suburbs, industrial, public recreational and amongst other, public ablution facilities. The areas, facilities and services to the black population groups were designed to be of a secondary nature, entrenching the then mindset of black inferiority. This invariably led to a lack of dignity which in turn bred self-doubt, lack of self-worth and gross submissiveness within scores of black persons. (Coetzer 2000: 133)

Post-Apartheid policies aimed at restoring a dignified existence to all (Amos and Ristow 1999: 60) and to repeal and outlaw discriminatory practises include the Employment Equity Act (No 60 of 1998). The Act purports to ;

❖ compel employers to eradicate all forms of unfair discrimination and thereby ensure the furtherance of equal employment opportunities and just principles in employment relations and activities .

Thus Amos and Ristow (1999: 61 - 62) postulate that the onus rests on human resources management of organisations to implement the provisions of the Act.

❖ Give effect to affirmative action by specified groups of employers to specified previously disadvantaged groups of employees. The latter include Blacks, women and the disabled employees/applicants who are competent to fit particular positions.

In order to align affirmative action and equitable employment principles, the vision of the National Training and Development policy of South Africa espouses the provision of a co-ordinated HRM plan in conjunction with the Skills Development Act (no 97 of 1998). It encompasses an integrated approach to training, development and education, so as to meet the country's economic and social needs, as well as the development and material aspirations of the individual (Erasmus & Van Dyk 1999: 10).

1.2.1   Outcomes-based education and training

In the work situation, education and training lies at the heart of HRM as prescribed by the Skills Development Act. The national and global approach to the psychology of learning is outcomes-based (OB) in accordance with training and educational practices worldwide. It is a democratic teaching mode exemplifying the principle of power sharing and choice making, thereby accelerating the raising of confidence and commitment to learning (Meighan 1986: 224).

Outcomes-based learning presupposes the intended outputs which the learner is to acquire in the form of competencies of skills, understanding and assimilation of information (Nel 2003: 468). Outcomes based training and development differ substantially in process, goals and skills attainment from the traditional teaching mode and the difference is discernible. There is an integration with the traditional teaching systems in certain instances, such as elements from the learner-centered, trainer-centered, criteria-referenced instruction, mentor-centered and competency-based training systems (Nel 2003: 468).

An outcomes alternative method is proposed as presented by Van Diggelen and Du Plessis (2003: 30) who report on Corporate or Industrial Theatre. This method is applied in the learning theory by businesses in Australia, UK, USA, and other European Counties. It is seen as the ideal tool in bridging the skills gap in Developing Countries and illiterate employees. The method is based on constructing learning objectives and outcomes in play format, with trainees being facilitated to participate fully. The content and process is focused on attaining practical skills, competence and knowledge in business related matters. Thus, the end-result is outcomes-oriented. It is also used as a tool in the transformation mechanism and reduces resistance to change. It is a learning process that influences mindsets, beliefs and behavior patterns. It is accordingly an outstanding communication tool to deal with complex issues in an entertaining, challenging and discerning manner – invoking the motivation to learn and adapt to a higher functioning of competence, skill and understanding (Van Diggelen & Du Plessis 2003: 30). Social work management theory would also therefore benefit from these methods as it can also be employed to ensure behavioural change, and can be applied to a diverse group of persons on an equality basis.

1.2.2 The need for education, training and development

Developmental training and education is at the core of this research project. It refers to support extended to identified personnel exhibiting the required

potential for the acquisition of managerial knowledge, disposition and skill. Amos and Ristow (1999: 112) emphasise the significant importance of self-awareness within managers during the training process. This would serve to act as a catalyst in attaining management improvement based on realistic self-knowledge of their weaknesses, strengths and personalities. This fits the conceptual cognitive-behavioural methodology of the researcher. Education, training and development (ETD) is essential for the efficacious operations and/or services of any organisation. It is compelling in keeping abreast of new technologies changing societal norms, occupations, global and domestic bench-marking. Jerling (1999: 13) quotes the Bill of Rights, section 32, which promulgates the right of all to equal access to fundamental educational/development and as far as reasonably, possible, within an appropriately suited language of choice. Jerling (1999: 13) connects the afore-mentioned provision with the observation that employers could possibly face civil action where ETD is unreasonably withheld or, where it is undemocratically and/or discriminately applied.

Burke (1995: 128) draws parallels between the self-awareness of self-interest and the interest of the organisation on a commitment in leadership management level. Top management has a crucial role in directing ETD, but has to constantly consider the needs of the organisation which includes it's sustainability, optimum service rendering and expansion. Burke (1995: 128) urges top management and managers to be pro-active in the changing environment of ETD policy. His exposition was mainly on lecturers which is interchangeably utilised by the researcher, as it is relevant to the sociological, educational and political policies of today. Burke's (1995: 129) observations, asserts that managers, may feel that training policy is imposed on them and apply "outward compliance" – getting the paper work right – with very little change. Hereby is meant that top management cannot enforce attitudinal change to ensure changes in practice, without collaboration with managers. The international perspective on management sees the control, leading and co-ordinating role of managers, changing to one of mentoring, leading, training and enabling. An attitude change towards ETD is being promoted and placed in the arena of HRM (Meyer, Mabaso & Lancaster 2002: 3).

Boudon (1974: 22) found that the attainment of educational achievement and development depend on the level of social class, personal and familial values. The effects of such findings need to be balanced if not eliminated by ensuring equal ETD principles are implemented to all and specifically in the work place. Most managers in South African are products of a previous era of inequality in ETD stretching from their formative years.

From a social work perspective, the researcher's linking of a developmental approach to ETD opportunities for managers at the HNSWO is reinforced by a deep sense of justice and an advocacy for individual development of self-confidence and self-concept enhancement (Gray 1998: 105). Thus the researcher finds a gap in the knowledge base of Post Apartheid theories and policies of oppressive racial practises, in that the psychological and social effects on individuals, communities and groups of persons at the workplace were not specifically targeted for restorative and healing intervention. The focus of the study is to establish how the managers could be enabled – via OB ETD model presented – to deal more effectively with power relations and to be motivated to acquire sufficient knowledge and skill.

1.3   Problem formulation

The research questions being posed for the study are derived from the afore-going review on ETD practices, and theories, specifically in regard to managerial personnel. The concise nature of the problem is that no comprehensive HNSWO management OB training programme exist to support and guide new and/or promoted managers. The researcher noted, that there is an exorbitant amount of attention to the development of organisational rules and regulations and less focus on developmental training for managers who were not exposed to OB ETD – after ten years of democracy. The researcher in retrospect presupposes that decades long racist educational policies could have resulted in the departing managerial personnel exhibiting a negative self concept and lack of self esteem at crucial times (Meyer *et al* 2002: 28 – 29). These traits could have been internalised

and surface as (a) indecisiveness, (b) lack of confidence, (c) lack of intrinsic motivation, (d) lack of broad-based managerial knowledge and skill, (e) the erosion of the self-esteem and, (f) an unsatisfactory degree of submissiveness. To render the research questions operational the following conceptual schema indicates the themes for systematic observation.

1)   How will outcomes based training and development of managers contribute to cultivate a culture of enhanced educational opportunities, skill, interpersonal know-how, preferred management style, positive attitudes, positive confidence levels and increased knowledge in HRM.

2)   How will the creation of an outcomes based training programme in management assist in the human resource management maintenance functions, to heighten knowledge in labour legislation, managerial requirements and labour relations.

3)   What are the elements which can be identified to establish the need to change internalised self depreciation in managerial personnel.

4)   What are the factors which will contribute towards the retention of key managerial staff and job satisfaction?

1.3.1   Unit of analysis

The unit of analysis are the individual managers employed at the Night Shelters. The variables under examination in the study would include the level of education, levels of self confidence, interpersonal know how, management skills, knowledge, attitudes and power stratifications.

1.4 Definitions/Clarifications

1.4.1 Attitudes

Attitude refers to values and beliefs inherent in the cultural environment of individuals and groups (Van Dyk 2001: 158).

1.4.2 Development

Development can be defined as the process whereby an employee is exposed to continuous opportunities for performance enrichment and improvement, to attain and maintain competence levels. It is focused more on the work environment and the competencies required in the world of production or service (Meyer *et al* 2002: 5). Distinctions can be found in that education is life-long learning, while training and development is occupational-based. In this study, training and development is used interchangeably.

Weinbach (2003: 152-153) posits that staff development has as its concentration identified problems and/or needs emerging from changes in service delivery standards or advancements in knowledge in the social work field.

1.4.3 Education

Education is the imparting of knowledge, understanding and the ethical, the intellectual and moral values essential in the development of humans in their life course. It is a comprehensive activity, encompassing all experiential spheres of livelihood and may incorporate elements of development and training (Nel 2003: 467). In contrast to training and development, education is not necessarily geared towards developing job-related skills (Nel 2003: 467).

1.4.4 Human resource management

Human resource management signifies a process of management whereby a sustained synergy is maintained between the employee, the assigned task, the organization and the environment. This is to ensure that organizational goals are attained and the employee achieves a competent level of performance and an agreeable degree of gratification (Van Dyk 2003: 19).

1.4.5 Manager

A manager is a senior person entrusted by an organisation to allocate, distribute and co-ordinate resources from the environment to attain organisational goals. These resources may be human, financial, physical and information gathering/dissemination. (Brevis et al 2002: 7).

1.4.6 Outcomes-based education

This is an integrated framework for learning instituted by the National Qualifications Framework (NQF) – to advance restoration of inequal educational policies. (Meyer *et al* 2002: 19). Outcomes based education refers to a method of instilling learning, whereby the outputs of the learning experience is rated as per the anticipated outcome. It thus refers to a result-orientated and learners-centered approach to education, training and development (ETD).

1.4.7 Power

This denotes the ability to perform any mental or physical tasks. (English Thesaurus new edition)

1.4.8 Self concept

This refers to the gestalt that the person has of him/herself and the self-worth attached to that perception of the self (Meyer *et al* 2003: 366).

1.4.9 Self Esteem

The peculiar value an individual places on the self, dependent on the perceived acceptance, love and approval from others, special characteristics and skills of the self and the degree of self-acceptance in comparing oneself to others (Louw, Van Ede and Louw 1999: 285).

1.4.10 Social Work

Social work denotes the designated professional body of knowledge that undertakes to encourage the advancement of social change and problem solving in human interaction. To this end, endeavouring to enhance human emancipation and the creation of emotional, psychological and physical well-being (International Federation of Social Work 2000: 3) Social work methodology is grounded in scientific theories of human behaviour and social construction strategies in an attempt to find a therapeutic best-fit between humans and their environment. Social work values are infused with principles of human rights and social justice (International Federation of Social Work 2000: 3)

HRM's underlying values and principles demonstrate a system of management, which considers human interest as paramount. Thus, its humane approach is closely aligned to social work principles and practice, which is distinctive in its aim towards a humanitarian and democratic social justice order.

1.4.11 Training

Training can be viewed as a process and a delineated programme geared towards altering employee attitudes, increasing knowledge and abilities via learning accomplishments to engender outcomes of efficiency and effectivity towards organizational goals (Nel 2003: 467). Training has a narrow focus

and is conducted to affect changes in behaviour, skill and attitude. (Meyer *et al* 2002: 5)(Van Dyk, Nel and Loedolff 1992: 148).

1.5   Research goals and objectives

The study sought to establish how a training and development programme could benefit the performance of the managers. The study was derived from the epistemological assumptions of an exploratory constructivist research approach. This entails an investigative study, which allows for interpretations to be inferred from logically presented reasoning. Thus it is a goal-oriented project, seeking knowledge on the cultural perceptions managerial personnel employ during the execution of their duties. **The objectives of the study are indicated as follows;**

1)   **To explore the prevalent culture of human resource management at the Haven Night Shelter Welfare Organisation, so as to determine the levels of skill, knowledge, beliefs and experience of the managers.**

2)   **To establish how outcomes-based education, training and development programmes will enhance management, labour relations, job satisfaction and the knowledge base of managers at the Haven Night Shelter Welfare Organisations.**

3)   **To investigate the personal attributes of the managers, so as to ascertain how to improve managerial competencies such as general management skills, interpersonal relations, attitudes, beliefs, management styles, power relations and knowledge on labour legislation and -relations.**

4)   **To be enabled to make conclusions and recommendations regarding the development of an outcomes-based education, training and development programme at the Haven Night Shelter Organisation.**

1.6   Feasibility of Study

The study was achievable as in scope and focus it was not too broad in variables and sample size. The variables were narrowed down to include only relevant study components (see page 14 paragraph 1.7.1). The latter, as respondents to questionnaires, were within easy access via transport, fax machines and telephones.

The study was definitely practical and had been accepted by the imminent respondents, who are co-operative and aware of the lack of HRM services and training and development to new and promoted managers and supervisors at HNSWO. The Board of management and CEO approved the proposed study, while the Haven Homes committee (where the researcher is employed) assisted with the fiscal requirements of the study. Every effort was made to prevent embarrassment to the organization by focusing on the development and transformation needed in the present socio-political climate. The eventual result of the study will be presented to the HNSWO for use.

1.7 Research methodology

1.7.1   Research Procedure

The research study included both a qualitative and quantitative research design. The proposed study utilised quantitative and qualitative methods to construct and explore the research questions. The qualitative research reverted to quantitative methods to ensure external validity, optimise objectivity through statistical symbolisation. The two approaches were used simultaneously to complement each other and lessen their limitations. A positivist approach in recording and analysing data heightened the validity criteria. (De Vos 2001: 17-18)

The types of qualitative research designs employed are ethnographic studies and historical research methods which proved to be relevant to the proposed

study. Thus, the study sought information on data related to the historical-social context in which members of the study group lived through socio-political and economic events. Royse (1992: 217) posits that the qualitative researcher's point of departure is to examine closely the subjective world and the meaning and live-style subjects attach to their life-worlds. The aim was to explore, know and understand social phenomena and the culture of the managers and organisations. Thus, components for investigations included power relations, attitudes, self-confidence, skills, indecision, leadership skills and qualities and management styles of managers. Data was collected and measured on proportional and interval scales. Objectivity was strongly emphasized and research conducted to verify, generalize or explore the problem (Thietart *et al* 2001: 78).

1.7.2 Research Design

The researcher utilized an **exploratory** research design to investigate whether a lack of out-comes based training and development have an adverse effect on the self concept and self esteem of managers at HNSWO.

Elements of **descriptive** research design was incorporated in the study as there was a determined effort to be accurate in the presentation of the data of the sample population (Rubin and Babbie 1993: 215). The ethnograph method would also be relevant in the exploration of the cultural perspective of the managers. The literature study proffered theories of various theorists on the democratising of the learning process. Nel (2003: 469) posits that OB training principles presupposes the equality of all learners to be given the opportunity to use their innate ability to learn to their full potential. Coetzer (2000: 19) in contrast, quote Theodore Roosevelt, who was vice president of America in 1900 – referred to Blacks, who as a race "are altogether inferior to whites… A perfectly stupid race can never rise to a very high place…" As has been mentioned *ad infinitum* by the researcher, that the inferior ETD policies accorded to a large section of the South African citizens, could have resulted in a subconscious, internalised, negative self-concept of the managers. Thus, the proposed study was of an **exploratory-descriptive** nature to examine

variables such as self-esteem, self-confidence, indecisiveness, level of education and age.

1.7.3 Sampling

The researcher embarked on a purposive non-probability sampling method – as all the respondents in the study were managers and supervisors employed at the HNSWO. The sampling consisted of ten participants which could be unrepresentative of the larger population of managers at HNSWO in the Western Cape as the researcher does not have access to the magnitude of the population of managers at the HNSWO in the Western Cape. (Royse 1992: 116). The sample size used include fifty percent of the population of managers at the HNSWO in the Western Cape.

1.7.4 Data collection and analysis

Data collection instrument included a standardised questionnaire and reviewing of documentation at the HNSWO. Care was taken of participant's anonymity by using pseudonyms so as to lessen the incidence of embarrassment and/or injurious working relationships, emanating from information furnished to complete this study (Rubin & Babbie 1993: 59).

Descriptive data were analysed by using graphic indicators to establish links between representations of dependent and independent variables. Thus, levels of indecision, power assertion, self confidence, knowledge base and communication techniques were identified and defined in categories to be measured and evaluated for similarities/dissimilarities on theoretical principles (Thietart et al 2001: 365)(Du Plooy 2002: 92).

1.8 Ethical considerations

Ethical considerations which is of specific relevance to this study included the following:

- Participation by participants must be done voluntarily
- Confidentiality must be maintained.
- Honest and open declaration of the study project to the relevant authorities and participants.
- The avoidance of emotional and physical harm to participants and the reputation of the organisation by using pseudonyms and not focus excessively on negativities.

The study is relevant to the present socio-political climate in making a difference in the development of managers in OB practises. An effort was made to promulgate the results in a manner that is accessible to other service providers to whom it may be relevant (Bless & Higson-Smith 2000: 12).

1.9 Limitations of research study

The researcher foresaw minor difficulties in the collection of data from respondents who retarded the process by not providing information timeously or not at all. There was an increase in the telephone cost to the researcher. The respondents chosen were however known to the researcher and highly accessible and willing to part-take in the study.

1.10 The Division of Chapters

Chapter one

Chapter one presents an introduction to the research study. Accordingly, the themes include, motivation for study, background to problem, OB education and training, the need for education, training and development, problem formulation, unit of analysis, definitions, research goals and objectives, feasibility of study, research methodology, ethical considerations and limitations of the research study.

Chapter two: Human resource in HNSWO

Chapter two provides an overview of the HRM culture present at the HNSWO and provides a synopsis of the demographic characteristic, and constitutional system of structure and services being rendered. The practices and policies of HRM within HNSWO were contrasted with the theoretical HRM principles.

Chapter three: Human resource Management Maintenance functions: Training and Development

Chapter three presents the theoretical discourse on aspects of training and development. It includes an overview on National ETD legislation and policies, the place and role of work-place OB training and development and theories on learning. Models of training programmes and training and development of managers in the South African context were expounded on.

Chapter four: Empirical study
Research methodology to explore the attitudes, beliefs and knowledge of managers.

Chapter four presents the empirical findings on the interpretation of data collected for exploration. Management competences were operationalized to give meaning to the experiential world of the skill, attitudes, beliefs and knowledge of the managers within the cultural climate of the HNSWO.

Chapter Five: Conclusions and recommendations

Chapter five provides the conclusions and recommendations derived from the empirical study. Guidelines for a training and development programme for the managers at the Haven Night Shelter Welfare Organisation were drawn from the findings and recommendations.

Chapter 2

2.   Human resource management at the Haven Night Shelter Welfare Organisation

2.1   Introduction

This chapter presents in-depth overview of the prevailing culture at the HNSWO – with specific reference to its human resources. The ultimate aim is to determine if and how the work environment contribute to the maintenance of inappropriate culture perspectives on management of the managers.

The HNSWO is the focus area of organisational study using standardised questionnaires for observational and qualitative evaluation (Rubin & Babbie 1993: 96 – 100). The HNSWO is a legal entity comprised of societal members who share a common purpose in achieving organisational goals. To this end the HNSWO embodies a structure enabling the enactment and adherence to specific rules and regulations as directed by its constitution. The HNSWO has evolved to adequately meet the supply and demand of societies within the Western Cape communities for labour and thereby ensure co-ordination of social welfare services to the homeless (Robbins 2000: 38).

Human resource management and its related concepts, activities and functions of training and development for managers at the HNSWO forms the central tenet of this research programme. Thus, in order to facilitate orientation of place, this division will explicate the organisational geographical area, history, objectives, structure, services and human resource management practises, within which the managers operate.

2.2   The structure of the Haven Night Shelter Welfare Organisation

The Head Office of the HNSWO is situated in Victoria Road, Woodstock. There are approximately 23 Night shelters in the Cape region. There is a progressive accumulation of Night Shelter's found in the Western Cape region

including the surrounding semi-rural areas of Paarl, Piketberg extending to George and Beaufort West. Several Night Shelters have gained total independence from the HNSWO, such as Bellville – Stellenbosch – Somerset West Night Shelters. The relationship between the Head office and Night Shelters can be noted from the organogram (Appendix C). The HNSWO is an organisation formally recognised as consisting of legal subjects, which – as a legal entity – strives to fulfil designated activities in pursuit of the stated objectives, using human and inanimate resources in order to meet the needs of the homeless societal members as efficiently and cost-effectively as possible (Brevis et al 2002: 7). To this end a structure exist which is goal-directed and indicates the centralised management levels. The hierarchical structure directs an administrative management bureaucracy with the main tenets on Max Weber's **rational-legal authority**. Thus, on the board of management and the company office bearers, members are selected and recruited on capabilities and knowledge in management, to attain performance, clear channels of communication, election of chairpersons, division of labour and a code of conduct (Wren 1994: 223 – 230)(Khan 2003).

The HNSWO organisational structure indicates a systems approach in interdependency and, interconnectedness between the Head Office and the affiliated Haven Night Shelters / Second phase facilities. Thus the top structure directs interrelationships with the external environment, the structuring of internal relationships, roles and activities as promulgated – in the HNSWO constitution (The Haven Night Shelter Constitution 2001).

2.3   History of HNSWO

In 1977 the concept of the HNSWO was founded by Father Roger Hickley (Catholic Priest) and the late Sam Gross (a lawyer). In 1978 the first Haven Night shelter was instituted. Mr. Peter Templeton, a social worker, acting as fundraiser, initiator and as director, in conducting the affairs of the new welfare venture. Initially the HNSWO had to ward off numerous attempts at closure by the Cape Town City Council on the demands of a large sector of the (white) population of Sea Point / Green Point, where the first Night Shelter was

housed in the former Sacred Heart Convent. The public objected to having "bergies" as neighbours. The homeless were believed to be crude, immoral and mainly substance abusers (Khan 2003).

Against this backdrop, the first Night Shelter was moved to Napier Street in Green Point – under a bridge. Most Night Shelters are still situated under a bridge – allocated by the City of Cape Town or they are at the very least situated a fair distance from residential suburbs. The researcher is employed at Haven Homes – since 1985 – the Second-phase facility, and has witnessed the progressive growth of the organisation and its changes from a reactive welfare model to a proactive, preventative and developmental human service delivery approach.

2.4   Culture at HNSWO

The text on the culture at the HNSWO is largely as observed by the researcher. The culture of the HNSWO pervades all the functions, activities and shared perceptions within the autonomously-run Night Shelters and has its roots in the founding stage. The culture of an organisation stems from the founding stages (Robbins & Coulter 1999: 81 – 89). Thus for instance the majority of managers selected were not formally trained, or experienced managers. They exhibited management potential, were middle aged and markedly religious. Some of these strains are still evident today. Committee members and senior staff were mainly white. Presently. depending on the geographic area of the Night Shelter, the culture has shifted to a mainly coloured population of board members and personnel. English is still the communication medium and tales of erstwhile crisis, such as labour court cases and client characters assist in present-day decision-making and in rejuvenating spirits.

The commitment to the cause is generally high, which is indicated by the length of service of committee members, and general staff. The turnover of managerial and social work personnel at particular Night Shelters are disturbingly high indicating a weak culture in that specific area. There is also a

culture of work overload, burnout and low salaries with non-existent stress management sponsored exercises. At most Night Shelters strains of male dominance in senior positions and on the Board of Management still exist.

Humane values permeates throughout the organisation which is indicative in terminology used to refer to the clients. The words "bergie" and vagrant are rejected by the clients and the HNSWO therefore ostensibly refer to clients as homeless destitute persons.

2.5   The objectives of the HNSWO

The raison d'tre of the organisation is to provide protective accommodation to the adult homeless street person in distress.

The mission placed this in its constitution (2001: 2 of 17) of the HNSWO is underscored by its main objectives that are:

- To assist destitute homeless persons who are in distress and in need of psychological and material care.
- To liaise with religious and secular institutions organisations, welfare bodies, local government departments, authorities and individuals concerned with the care of, and welfare of destitute homeless persons.
- To raise funds from the public, corporate business and other sectors in accordance with the prescriptions of the Non-profit Organisation Act (No. 71 of 1977) to be utilised for the aims and objectives pertaining to the proper and efficient administration of the organisation.
- To uphold the dignity of the destitute homeless persons at all times.
- To acquire, establish, promote and maintain development of Night Shelters and second-phase caring facilities for destitute homeless persons.
- To promote community awareness of the social ills emanating from such destitution and to encourage public participation in the management, alleviation and prevention of such social ills.

The mission and goals are enshrined in the constitution of the HNSWO. It is actively controlled by mechanisms in the execution of plans, performances and resources to ensure that no deviation there-of occur (Brevis et al 2002: 391).

2.6   The services at HNSWO

The HNSWO is a macro-enterprise, and open system interaction within the cultural political and socio-economic environment. It is a non-profit entity which has to be managed in order to ensure optimum service delivery as a component of business management within our country's economic system (Cronje, Neuland, Hugo & Van Reenen 1991: 15).

The text on services are derived from the observations of the researcher.
In its interaction with the external environment for sustainability the **inputs** at HNSWO can be classified as:

- Human (labour, clients, committee and donors)
- Financial (donations, funds, trusts, pledges, government subsidies and bequest)
- Physical (buildings, equipment, beds, blankets, meals, clothing, steel shipping containers).
- Information (state policies, welfare policies, social work policies, legal policies and methodology

The **outputs** at HNSWO refer to services, volunteerism, job opportunities and project promotions amongst other. Services range from residential 24 hour fulltime home care services, protective care, assisted living in the HNSWO facilities – to residential overnight care, day care, skills development and training programmes, basic hygiene principles, referrals to substance abuse rehabilitation centers, family conferences, encouraged visitation, re-unification of family members, to individual and group counselling aimed at, amongst other, strengthening coping skills and socialisation abilities. Referrals to hospitals, screening and assessments, evaluating psychological stress levels,

monitoring progress and development of physical health, procuring and administration of state grants, community outreach programmes via soup kitchens, bathing facilities and blanket distribution. Providing permanence and annual excursions in the second-phase facilities.

The services are extended on a non-discriminating basis in accordance with the national democratic disposition. There is an influx of the mentally ill which is compromising the structure and human resources employed as it is not geared towards care-giving for a high number of severely psychologically disturbed clients. The decision-making processes on admission or exclusion of clients are a major cause of conflict between committee members and managerial personnel.

Statistically there are forty to one hundred and twelve destitute homeless persons per Night Shelter/second-phase facility. The majority of the target population originate from the rural areas and 90% of these clients are from the coloured population. As of late, there has been an influx of white males – being in the late fifties age group – from Gauteng and Mpumalanga districts.

The clients' present psychological trends of post-traumatic stress symptoms, helplessness, distress, substance dependency, premature ageing, acute loneliness, submissiveness and a lack of material belongings, On a lesser degree schizophrenia, mood disorders and dementia is ever present in this population group.

2.7   Human resource management in the HNSWO

Human resource management and its related concepts, functions and activities form the central subject set for this section of the thesis. This section will be organised in two sub-sections to enhance fluidity and elucidation. The **theoretical foundation** of HRM, **practical application** or lack thereof and its process – at the HNSWO – will be meaningfully illustrated. The researcher will attempt to give an in-depth overview of the maintenance and **supply of human resources** at HNSWO.

2.7.1   The theoretical foundation of HRM

2.7.1.1   The South African perspective on HRM

The managers are entrusted to co-ordinate resources in the Haven Night Shelters. At particular Night Shelters, these tasks are primarily performed by the management committee members. Human resource management denotes all the methods, processes, programmed activities that an organisation utilize exclusively to train and develop workforce members so as to attain organisational goals. Human resource management is no longer concentrated only on personnel administration and training . It has evolved into a human service consultancy and support to the entire organisation in its striving for performance improvement (Meyer 2002: 2).

In South Africa and abroad, human resource development (HRD) has shifted to a more developmental approach. Thus, training and developmental methods are conducted in an outcomes-based education model which has specific learning objectives as its determinants (Meyer 2002: 2).

Human resource management faces various challenges in South Africa. One of the most important elements thereof being competitiveness on the global market to ensure increased productivity and economic advancements. Human resources in South Africa are still largely underdeveloped and a large portion of the adult population's potential is not utilised to its fullest. Thus the HRD component of people development should be of paramount importance in creating organisations that contribute to the South African economy (Meyer 2002: 1-2).

According to Meyer (2002: 4), it is the first time in South Africa that legislation governs the national HRD strategic plan. These serve as support to HRD interventions and include the Skills Development Act, Skills Development levies Act and the ETD Practises project and its outcome, the ETD standards.

Contemporary South Africa HRM requires a manager with the necessary know-how on theories of human behaviour and an integrative body of knowledge on various disciplines e.g. labour law, compensation and government legislation (Meyer 2002: 10). Social workers are well suited as human resource managers with their repertoire of values, knowledge and professional skills. They should internalise the need for life long learning and constantly update on new approaches, theories and legislated laws – specifically in a South African context where literacy, underdevelopment, inequal wealth distribution and inequity is rife (Weinbach 2003: 315). Human resource managements' underlying principles towards a humane labour environment is closely aligned with social work practice, which is distinctive in its aim to achieve best-fit social roles within the social surroundings of societal members (Kadushin 1983: 18).

2.7.1.2   The components of HRM

Human resource management and personnel management at the HNSWO.

Human resource management denotes a synergy between the employed, task, organisation and environment so that organisational goals attained and the workers attain competent performance and an agreeable degree of gratification (Van Dyk 2003: 19)(See Figure 2.1)

ENVIRONMENT
Economic
Social
Political
Technological

THE ORGANISATION
Size
Structure
Technology
Human resources
Policy
Culture

INDIVIDUAL
Abilities
Knowledge
Personality
Values

Fit

THE JOB
Challenge
Variety
Autonomy

The psychological contract:
Employee - organisation
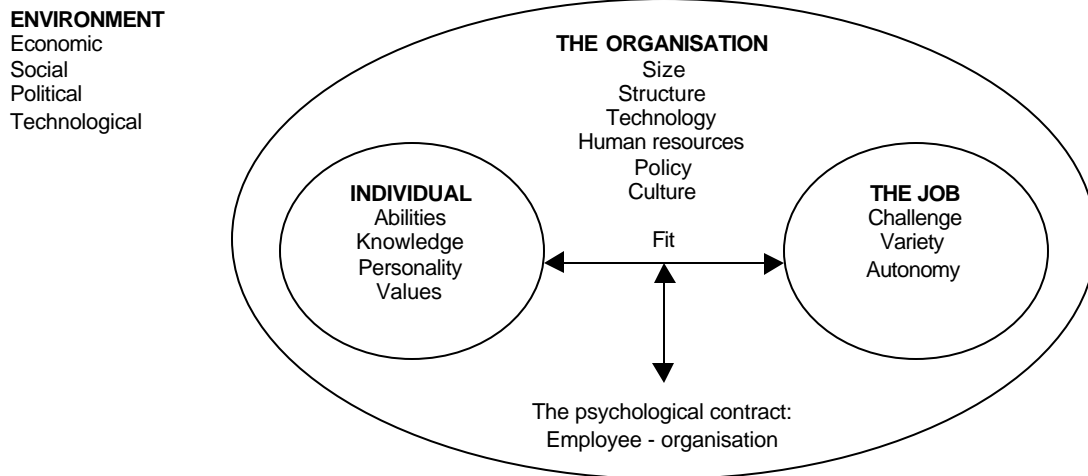
Figure 2.1 Components of human resource management.

(Van Dyk 2003: 19).

The illustration identifies four components of HRM, according to Van Dyk (2003: 19) they are:

- The worker

- The work

- The organisation

- The external environment

• The worker in the organisation as the most significant of the components, brings to the organisation values, personal traits, know-how and potential which can be enhanced so as to be personally enriching, reap rewards and ultimately contribute to job satisfaction and organisational success.

• The work refers to the ability and expertise the employee has in completing ascribed tasks as directed by an individual's job description. Human resource management seeks to maintain and raise work performance by gauging individual needs, motivation and autonomy in accordance with individual achievements.

- The organisation in relation to HRM refers to the harmonious integration of employees tasks, insofar as division of labour, specific functions, and authority lines and areas of responsibilities are concerned, to ensure the attainment of organisation goals.

The size, structure, technological skills utilized and culture of the organisation determines the human resource's inclination in selection and preference of potential job applicants. This assist in assuring that the personality of the organisation and the potential employees are in tandem and that the attainment of organisational and personal objectives are not compromised.

- The external environment refers to the economic, political, technological and social environment. These, respectively, refers to the following:

  - Funds, interest rates, inflation rates, competitors and degree of employment.

  - Laws, legislation

  - Skills

  - The needs, values, preferences, education, skills of clients and employees.

Thus, for example, the economic and social systems in Japan experienced economic gloom and the society unprecedented strain, with numerous companies cutting bonuses, overtime pay, salaries were suspended and all benefits terminated. The political system was in turmoil and fractured (Kunii, Oba and Tashiro 1996: 33), and it had a devastating effect on workers and companies. Changes in the 1994 South Africa context brought economical and social conditions of the HNSWO, in the granting of Governmental recognition of services and subsidisation of individual Night Shelters – encouraging sustainability and effectivity.

Personnel management can be distinguished from the HRM discussed above by its narrow focus on personnel services and statistics rendered within the organisation. The aim is primarily to group the workers as a working team in

the interest of the goals of the organisation. This seems to be the approach at the HNSWO. An effort is being made at Head office to initiate HRD practices but there is a largely administrative inclination to staffing issues.

Personnel management is not regarded as wholly managerial, is more operational and administrative in nature and serves as a go-between employees and the organisation (Price 1997: 7). HRM is a process which entails strategic management plans, implementation strategies and responsibilities which are enacted by managers. The researcher notes, that not sufficient attention is given to the historical, psychological and social experiences of managers with potential at the HNSWO. The performances are evaluated mainly on administrative ratings.

2.7.1.3   Human resource management from a systems perspective

The systems perspective postulates that a system is made up of interrelated parts, which forms an interdependent whole, striving in its endeavours towards maintaining an equilibrium and of which the whole is greater than the sum of its parts (Robbins 2000: 605). HRM as indicated by a systems model places emphasis on the employee as a subsystem within an organisation. The interrelatedness and interdependence with other subsystems in the organisation and environment is noted by the inputs the employee inject into the organisation and environment, the course of the throughput and the generation of outputs by the employee. The employee's inputs refers to his/her culture, personality, skills, experiences, needs and education – amongst other. The throughput refers to the stage of employment whereby the inputs are being applied in practice by HRM and other general management procedures (Van Dyk 2003: 56 – 57).

According to Van Dyk (2003: 57 – 58) a psychological contract between the organisation and individual conclude mutual agreement in the employment process. The individual thereupon enters the organisation as an employee. An individual as a subsystem has unique needs, personal goals, personality and expectations. The main reason for seeking employment at an organisation is

to satisfy needs, fullfil personal goals and expectations. This leads to motivation and co-operation in the organisation which also provides the opportunity for self-growth and development.

2.7.2 Practical application

2.7.2.1 The process of HRM at HNSWO

Alberts and Motlatla (2000: 112) refers to the holistic Ubuntu HRM approach. Thus it is the process of continuous development of employees, organisational structures, goods, services, markets, quality and successful outputs. The main aim being supporting the organisation in co-ordinating all systems and activities towards development and transformation and a desirable end result. Figure 2.2 depicts the basic principles of Ubuntu as applied in a humane approach in the HRM process. The process is depicted as inclusive of respect, dignity, solidarity, compassion and survival to form a moral, interdependent, meaningful whole.

UBUNTU

M = MORALITY
I = INTERDEPENDENCE
S = SPIRIT OF MAN
T = TOTALITY

RESPECT DIGNITY SOLIDARITY COMPASSION SURVIVAL
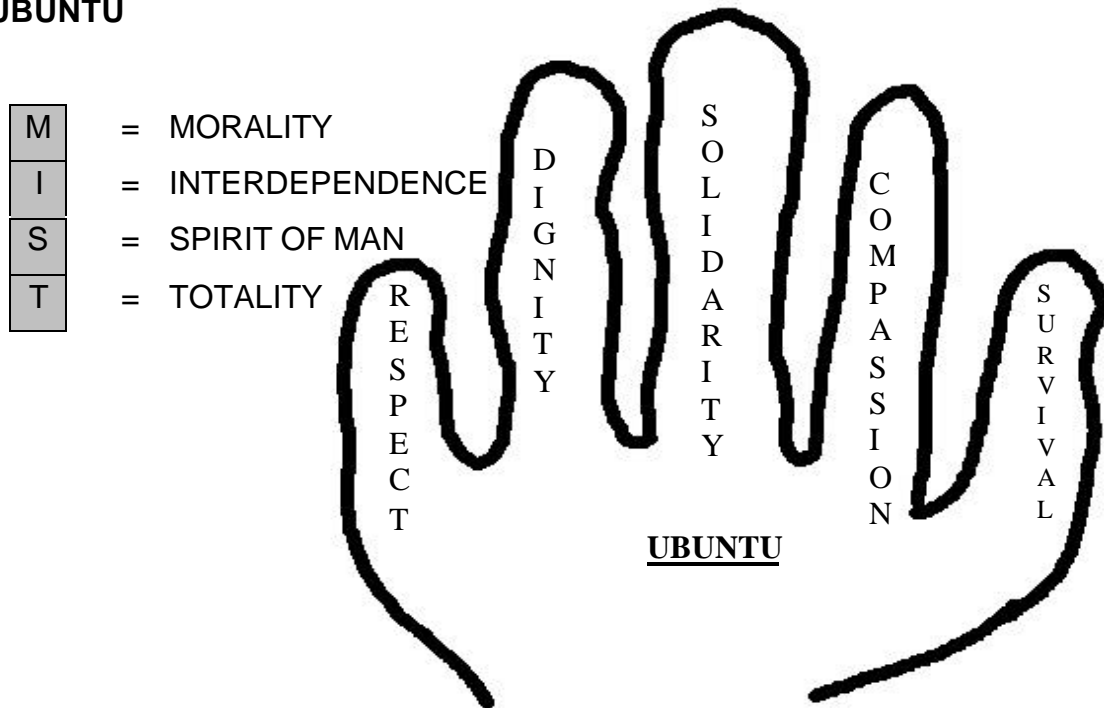
UBUNTU

Figure 2.2. - Alberts & Motlatla Ubuntu Model (2000)

The HRM is thus presented in the organisation as an intellectual system. Accordingly HRM in South Africa is seen as the system which should avoid technological apparatus and should concentrate on humans as South Africa does not have the resources. Economic transformation lies in the **development and improvement** of its people and wealth distribution to attract foreign and local investments. HRM is tasked with its central role in the organisation to advance unity in the diverse cultures found in people management and to be sensitive to the hardships and poverty of employees. (Alberts & Motlatla 2000: 115) A deviation from these principles will have a corrosive affect on equity in the workplace, and the transition to democracy, as a whole.

The aims of HRM are to ultimately give effect to the execution of the main strategic plan in the formation and continuation of the organisation. This is done through the installation of policies and procedures concerning the individual employee as a human being with physiological and psychological needs in a social context (Van Dyk 2003: 10). The principle of individual uniqueness and meaningful contribution of employees to effectiveness and efficiency is not widely internalised in South African organisations. The HNSWO does not express this principle in its vision or mission statement. Van Dyk (2003: 47) states that employees seem to be more devoted and employ a positive attitude towards performance where this principle is practised.

The researcher notes that strategic HRM is being initiated by the board of management at HNSWO. The differential salary scale, work conditions and contracts at individual Night Shelters were found to be undesirable and propelled the need for a strategic HRM indaba to harmonise the work environment and to give effect to the needs of the organisation. The present CEO at HNSWO is at the fore-front in establishing a HRM department. Mullins (1999: 684 – 685) avers that the functions of the human resource manager vary in accordance with the size, structure and geographic area of the organisation. There are agreed-upon functions and responsibilities in facilitating the HRM process, which include, acting as specialist advisor to other managers in their performance. Thus, the HRM managers' function is

mainly to foster team work, co-operation and consultation with departmental managers – who have the ultimate responsibility and authority over employees (Nel 2003: 496).

Swanepoel, Erasmus, Van Wyk and Schenk (2000: 204) state that the process of strategic planning and strategic HRM must occur side-by-side, interdependently, synchronising the overall management actions and formulae. Thus, the mission statement must include HRM planning. At the HNSWO this is not happening yet, which indicates there is no unified, planned selection, induction and recruitment of managers. The occurrence of the latter would equip HNSWO to establish an appropriate HRM structure. HRM managers are trained to evaluate managers' socio- psycho- political characteristics and maturity so as to gauge the ideology of the managers (Swanepoel et al 2000: 03).

The resignations or dismissals of managers at the Night Shelters are commonly accompanied by emotional chaos and insecurity of the affected departing personnel, committee members and residents. This can be avoided if there is a process of HRM which is consultative and based on a basic HRM principles of problem-solving amongst work teams, empowerment, and the accessing of internal and external information by all in the organisation. Thus Brewster, Dowling, Grobler, Holland and Warnich (1999: 56) identify basic principles of shared leadership, decision-making in strategic formulation processes and partnerships, even with external stake holders of the organisation – in regard to HRM. The HNSWO reflects a culture of hierarchical grouping in that ground managers are not included and aware of strategic top management planning or HRM taking place.

The tasks of the managers at HNSWO include HRM functions and responsibilities, facilitation of communication between local management committee members, staff and residents, compliance with law regulations in respect of employment requirements and the measurement of performance in relation to strategic objectives. Their functions and roles presupposes a trained, human developer viewed as a diagnostician, interpreting collected data, a competent planner, team builder, and effective all round communicator

on all organisational levels. The human resource managers should for instance investigate on individual cases of higher absenteeism, lower productivity and increased medical expenses, to ascertain whether senior (and other) employees are experiencing stress. Stress is emerging as one of the top ten health risks. Prolonged and long-term chronic stress can lead to cardiovascular disease, memory loss and eventual brain damage. It thus seem as if the functions indicate that a high degree of intellectuality should be employed and a genuine humane spirit (Van Dyk 2003: 49).

2.7.2.2 The development and supply of human resources in the HNSWO

In a welfare organisation, strategic human resources planning is participative, reviewing the organisation's plan of control, authority levels, and speculation on the impact of environmental factors. These are technological advancements, outsourcing of services, welfare and government legislation, economic recession, fundraising trends, potential terrorist threats, escalating crime and specifically subsidies allocation (Weinbach 2003: 90). At the HNSWO steps are being taken to form a managers forum where the above are being reviewed with the CEO. Top management is represented by the CEO. The Shelter managers have unique circumstances at their individual Night Shelters. Individual Night Shelters have a differential span of control, ranging from at Haven Homes 112 residents and 24 staff members, to 40 residents at Claremont Night Shelter and 3 staff members. Strategic planning and HRM planning evaluation workshops at Haven Homes are represented by committee members, members of the residents committee members, senior and ground staff members and shopstewards. At some Night Shelters only the committee members hold strategic planning workshops and at others, only the manager and committee members are present. There is no uniform, recognised HRM strategies at the autonomous Night Shelters.

Strategic **human resource supply** denotes the process whereby organisations elicit and obtain available employees to replenish the required number needed to attain organisational objectives. Thus, the human resource managers' primary function is to establish the ideal persons who would be

needed for the tasks and how to elicit willing and able applicants, and to select and place the chosen employee via induction methods as a worker in the organisation. The process of strategic human supply is thus enacted in stages of strategic planning, job analysis, recruitment, selection, placement and induction (Le Roux *et al* 1998: 158 – 159)(Marx 1998: 478)(Cronje, Du Toit & Motlatla 2000: 462).

Job analysis has recently been implemented by local committees and managers at most Night Shelters. No uniform recruitment policy exist at the HNSWO. It is mainly social workers post which are advertised in the media. Most managers were known to the management committees before being selected. Some managers were committee members who started in the days of the founders of particular Night Shelters.

Internal recruitment methods are the norm, or promotions are considered for current employees who have the necessary competency, skills or show great potential for development regarding the position (Schultz 2003: 228) Referrals are also common place at the HNSWO from the current workers. The drawback is that current workers refer potential workers who are similar to themselves. Leading to homogeneity which may be in conflict with the aims of affirmative action. Previously employed employees are from a profitable and advantageous source as they are known and become efficient sooner. It is also less costly and less time-consuming regarding interviews and induction programmes (Schultz 2003: 228). At times external recruitment methods such as advertising and Campus recruiting of final year social work students do take place. No formal induction takes place at the HNSWO, the new recruit has to find his/her feet speedily, as most vacancies are viewed as emergencies. The salaries of most managers are not market related in terms of span of control, unit of command and length of service.

2.3 Conclusion

The culture pervading the organisation is determined by the structure, history and objectives present in the organisation. This in turn set the tone and methods of management prevailing. In order to ensure organisational success and sustainability the internal environment of the organisation must reflect the changes in the external environment. This includes compliance with economical, political and social advances towards a more equitable and humane working environment. The process of HRM at the HNSWO is strategically initiated at board of management level and operationally at local committee level. Periodic emotionally-laden resignations and dismissals could indicate the lack of supportive HRM processes and policies in HRM. The top-down decision-making in strategic planning of HRM indicates the power base and is in contrast to mainstream consultative management thinking. The supply of human resources indicate a culture of internal recruiting.

An important component of HRM, ETD will be expounded on in the following chapter – as it forms the independent variable upon which the study is based.

Chapter 3

3   Human resource management maintenance functions: Training and development

3.1   Introduction

The concepts education, training and development in HRM will be clarified and a discursive explanation given, on the psychology of learning in respect of OB training methodology. An integrative view of the theoretical assumptions to the training and development of managers in the HNSWO context will be presented, so as to engender a formal analysis and findings in the ensuing chapters. This will be preceded by a macrospective on HRM and training in South Africa and training and development legislation in South Africa.

Jung (Meyer et al: 2003: 115) views optimal development as the synchronization of the self and the social reality. Thus, that humans become adroit in being proficient in their sexuality, parenthood, career and intra- and interpersonal complexities. Jung (Meyer et al: 2003: 115) continues by stating that this is not easy to achieve. The researcher is therefore of the opinion that the external environment must provide opportunities for the optimal development of the self. Outcomes based developmental methodology underscores the training and development principles presented throughout this chapter.

3.1.1 Education

Nel (2003: 467) cited De Cenzo & Robbins who describe education, as the methodological, purposeful endeavour to convey, elicit or gain values, knowledge, attitudes, abilities, perceptions and learning. Education denotes the enhancement of psychosocial learning, in advancing rational reasoning processes, logic, understanding and the art of purportive interpretation. It prepares the individual for a meaningful psychosocial life-world, not only in a

job-related context, but also in all social intra- and interpersonal relationships and activities.

3.1.2   Training

Training is the method whereby specific skills are transmitted to a worker so that he/she acquires the ability to execute particular tasks to enhance goal attainment within the organisation (Meyer 2002: 5)(Van Dyk, Nel & Loedolff 1992: 148). It is thus focused more on the ability to master and become adept in the performance of a particular craft. Training may be imparted when a need in the performance of the employee has been identified or a change in the advancement of technology necessitates re-training. Training has a narrow focus and is conducted to effect changes in behaviour and attitude, which will benefit management's objectives. As the most vital, indispensable resource, which must perform effectively, the change in behaviour must be measurable – according to organisational requirements and professional criteria. It must add value, increase goal attainment and internal effectiveness of the organisation.

3.1.3   Development

Development is directed at senior supervisory and managerial employees towards personal growth and goals of development. Thus development's main thrust in the working environment – is to maintain highly competent, able managers to counter obsolence in keeping abreast of the competitive global market strategies. This is essential in welfare organisations to ensure sustainability, effectivity and efficiency (Nel 2003: 468).

Developmental strategies are of short duration, intensive and have a narrow focus. Though targeting supervisors and managers, all staff seem to be inspired to learn new knowledge which may be of interest and shared by professionals and lay persons alike (Weinbach 2003: 152-153).

3.2 A Macrospective on Human Resource Development and training in South Africa

Training, education and development of human resources are regarded worldwide as a compelling source in the economic and social upliftment and prosperity of any country. It thus contributes to the advancement of the socio-economic status of a country. It is essentially a political discourse as it addresses economic development, degrees of unemployment, productivity and industry efficiency. Haasbroek (2003: 435-438) highlights the dependence of a country's growth, development and prosperity on training and developmental national policies.

3.3 A National Perspective

South Africa is celebrating the tenth anniversary of its young democracy (2004). All national policies are aimed at alleviating poverty, individual and organisational development, job-creation, equity and equality in wealth distribution, enhanced foreign industrial competition and trade, and fair and just labour relations amongst others. Thus reconciliation and development strategies are instituted, accompanied by supply-side methods such as training development and job-creation. Training and development occupy a centrist objective in the political arena of South Africa to propel empowerment, participation in the economy and sharing of all in the fruit of the South African economy (Haasbroek 2003: 439).

3.3.1 Vision of national training policy

The vision encapsulated in the national training, education and development strategy of South Africa stipulates the provision of a human resource plan, encompassing an integrated approach to training and education so as to meet the country's economic and social needs, including the development aspirations of the individual (Erasmus & Van Dyk 1999: 10).

It is clear that the vision was revised to target an acceleration of equal training and development practises and opportunities to all the sectors in the South African workforce. Social work managers strive to accord research methodologies and practice principles in the transformation of HRM activities.

3.3.2 Training and development legislation and policy in South Africa.

Post-apartheid South Africa heralded the transformation of training and development legislation and policy. The rationale of which will be expounded below. The various skills development directives were developed to ensure the operationalization of the training and development policy as a restorative tool to the previously disadvantaged (Zegeye 2001: 319).

3.3.3 Rationale for training and development legislation policy

The National training and development policy can be described as a strategy, embarked upon by the government, to equip its citizens with the required training and skills needed on all levels and sectors of the productive and service needs of the country's economy. The strategy is based on preplanned long-term outcomes based objectives and short-term strategic aims. The aim is towards highly competent, structured training which will ensure a well adapted, productive, professional workforce which will meet the qualitative and quantitative needs of the country's industries and service-providers (Van Dyk, Nel and Loedolff 1992: 44).

The National training and development management policy has the inference that a partnership exists between the state, research institutions and organized labour to support and provide job specific training and development as per labour supply and demand in the present and the future. The training itself should be easily conveyed, be inexpensive and the duration not drawn-out (Van Dyk et al 1992: 44).

3.4   The Skills Development Act (no97 of 1998)

The Skills Development act was erected to redress the historical imbalances in all spheres of life of the previously disadvantaged, with specific reference to the poor quality of general education. It also attempts to create self-employment schemes, <u>rendering of social services</u>, enhancement of productivity, effectivity and efficiency in the workplace (Haasbroek 2003: 455).

The Act also targets the creation of job opportunities for new entrance to the labour market, to promote the working environment as providing learning opportunities and to improve the quality of work life. The Act attempts to ensure greater responsibility towards relevant training, which will enhance high standards and quality – in its interconnectedness with the South African Qualifications Authority Act (1995) (SAQA).

The objectives of the Act and the Skills Development Levy's Act (1999) are attained by the construction of a strong institutional and financial body the National Skills Authority (NSA) which acts in an advisory capacity to the Minister of labour. Instituting and maintaining national skills development targets, plans, polices and all other requirements, the Sector Education and Training Authorities (SETA's) were enacted. An important function of the Seta's is the procuring and expenditure of the levy funds (Haasbroek 2003: 449-456).

The functions of the SETA's include the following (Haasbroek 2003: 456 – 457)

1) The erection of sector based skills inventories in line with the national skills development policy and plans.

2) The execution of its skills plan by:

   - Instituting learnerships

- Ratifying and upholding workplace training programmes
- Distributing training grants to employer organisations, training service providers, employee's.
- Oversee education and training in the sector.

3) Cultivate and advance learnership by:

- Elect suitable work environments for work practise.
- Encouraging the creation of learning materials/programmes.
- Enhancing or expediting the incidence of learnership.
- Mentoring learnership agreements.

4) Register and record learnership agreements.

5) Collect and distribute skills development levies in its sector.

6) Liaise and concur with NSA on national skills policy, strategy and programme.

7) Liaise with Department of Labour and education institutions on employment opportunities and between education and training providers and the employment state/private agencies in the dissemination of information of statistics and the labour market in general.

The afore-mentioned Act clearly demonstrate that the State encourages the development of the individual. This is in line with the social work perspective on enhancing the quality of life of all citizens. This also serves as a directive to HRM, which aims to create a productive, humane and just work place methodology, through formalized policies (Milikovich & Boudreau 1994: 4).

3.5   The Skills Development Levies Act (1999)

The main purpose of the Skills Development Levies Act is to develop a strong link between employment opportunities and occupational training and education. It acts as a regulatory framework for enforcing funding from employers to ensure a culture of training development and upliftment for all, in alignment with the vision of the Skills Development Act. The Levies Act requires an employer to submit 1.0% of its payroll with effect from 1 April 2001. The levies are paid to the SARS commissioner. At the discretion of the minister of Finance and the minister of Labour, funds may be surrendered directly to the specified Seta. The SETA's receive 80% of the levy's fund and the National Skills fund 20% (Haasbroek 2003: 457).

National and Provincial government departments and other national and provincial public entities are exempted from surrendering the levy, as they are bulletined to set aside 1% of their annual budget for skills development. Employers who are exempted for tax registration and those who have a salaries bill less than R250 000.00 are also exempted. So are religious and welfare organisations (Haasbroek 2003: 457). The levies are distributed to the Sector Education and Training Authorities (SETA's).

Burnette (2003: 116) in Finance Week affirms corporate business' commitment to state policy, by listing the three major objectives of a large company, Manning Salvage and Lee (MS & L). These are to: (1) target business growth and partnership with clients (2) enhance their reputation as business partners (3) attain staff development and continuously improve the level of skills, competences and professionalism.

The legislation and policies on training and development will be seen to serve no purpose, if commitment to training and development is not secured by the business community as well. Financial obligations which this Act prescribe must be seen as a partnership to the upliftment of all and the South African economy. Initially businesses viewed the Act as a forced penalty, possibly because Apartheid policies internalised a culture of preferential learning

opportunities to certain sections of the population only. By the very incidence of inequitable economic distribution – certain sections of the population could not access training and development opportunities. The Act intends to transform erstwhile inequalities in this regard (Haasbroek 2003: 455).

3.6 The National Skills Authority (NSA) and the Sector Education and Training Authorities (SETA's.)

The National Skills Authority acts in an advisory capacity to the Minister of Labour to create and maintain national skills development targets, plans and policies. The NSA receives 20% of the Skills Development Levy's Fund.

The Seta's institute sector based skills inventories, create and deliver on the National Skills plan, cultivate and encourage learnerships, record learnership agreements, procure and distribute skills development levies in its specific sector and liaise with the labour department and educational institutions on employment opportunities. The SETA's receive 80% of the Skills levies, at the discretion of the minister of finance and the minister of labour (Haasbroek 2003: 457).

The South African Council for social service professions (SACSSP) entered into a formal agreement with the Health and Welfare seta (HWSETA) – to form a partnership in training and development of auxiliary social workers. Thus, Professor Louw of SACSSP (2004: 11) developed a memorandum of understanding (MOU) between HWSETA and themselves whereby SACSSP will compile the curriculum and endorse its total quality management (TQM) and learners have to register with SACSSP. The results of this study essentially ascribe to social work management research and may be included as a theory in the HWSETA's learnership programme for HRM training and development for managers.

3.7   The National Qualifications Framework (NQF) and the South African Qualification Authority Act (No. 58 of 1995)(SAQA).

The NQF denotes the national framework for establishing accessible achievement standards. The SAQA in turn can be noted as the operationalization of appropriate, relevant quality training facilities and procedures (Haasbroek 2003: 458).

The NQF and SAQA were established to give credence to the maintenance of quality control to the training and development outcomes of all sectors at occupational settings. Prior recognition of employment experience are also sanctioned in accordance with set criteria. Ultimately, training and development opportunities for certification are more accessible to most employees, leading to an equitable quality of life for all.

3.8   Human resources management function of training and development from a microspective.

Training and development processes will now be studied, analysed, in a smaller unit – the organisation. Thus, it will be presented in the context in which it normally takes place.

3.8.1   The place and role of the training function in the organisation.

The organisation as a system is composed of various subsystems, which in turn may sub-divide into other sub-systems in accordance with units of operations and needs of the organisation.

Thus, the training and development department would be incorporated into the HRM department as a sub-system of planning, maintenance, labour relations and recruitment and selection for instance. The subsystem training and development may be further sub-divided into subsystems encompassing induction training, promoter training, adult learning and literacy, management development and specialist training (Erasmus & Van Dyk 1998: 32).

According to Erasmus & Van Dyk (1998: 32-33) training is a maintenance function of HRM as:

♦ The training function is a process whereby training needs are analysed and established, introduces training as an applied science, and alter the untrained into trained, productive workers in pursuance of organisational goals.

♦ Training causes the primary inputs of the training department to be transformed into outputs. This refers to identified training needs and unskilled workers (input) and trained workers (outputs) transformed by the training techniques.

♦ Training as a subsystem of the HRM system is influenced in its role, place and function by internal and external phenomena which include social-, political-, economic- and legal constructs (Erasmus & Van Dyk 1998:32-33).

3.8.2 Strategic training in an organisation.

Strategic Training refers to basic long term training goals and plans formulated, which, taking into account the intended actions and resources available to meet the goals of the organisation. This definition was developed by Chandler (1962) as early as the sixties according to Van Dyk et al(1992: 56).

According to Van Dyk et al (1992: 56) Thompson & Strickland (1980) proposed that strategic training serves:

1) As a guidance to the course of action and conduct of workers
2) Adds to integration of organisational sub units
3) Fair distribution of organisational resources

4) A proactive response to problems.

Strategic training is geared towards inculcating an interest and an environment of learning for all employees, in contrast to creating a training department only to erect the development of people in the organisation (Nel 2003: 473).

Strategic training – in the current era – could refer to the advanced approach, which raise the concept of virtual training. Virtual Organisations depict organisations, which are result-centred and employ future work principles to remain one step ahead of its competitors. Virtual Organisations take rational risks, forms partnerships, outsource, decrease costs and attempt new, innovative markets. Virtual training organisations/departments are open to embrace changes in flexible structures and system to be proactive in internal and/or external environmental Virtual training rests on the following principles

1) Individual employees have the ultimate responsibility for self-growth and development.

2) The most relevant learning happens in the experiential work life.

3) Improved work performance is determined by the relationship between manager and worker – not the trainer and worker (Nel 2003: 473)

Nel (2003: 473) cite McIntosh (1995) who identified five competencies encapsulated in the VTO model, and named them:

1) Strategic direction
2) Product design
3) Structural versatility
4) Product delivery
5) Accountability for results

Strategic training management is illustrated by Rothwell & Kazanas (1994) as recapitulated by Erasmus & Van Dyk (1998: 41-42) in the form of a model as follows;

1) Establish the reason for human resource development (HRD) existence.

2) Assess conditions of organisations. Evaluate weaknesses and strengths of human resource skills.

3) Scrutinize and study the external environment, to examine threats and opportunities arising from changes in the economic, political and social environment, for instance.

4) Collate current weaknesses and future threats to strengths and opportunities.

5) Select long-term organisational strategy for HRD to enable employees to prepare and plan for the future.

6) Ensure that the organisational strategy for HRD are effectuated by enacting the following:

- Organisational development
- Persons who are not employees
- Individual worker growth and development
- Individual worker training and education
- Assess and evaluate HRD programme.

3.8.3 Training and Development policy

A policy denotes a philosophy, comprising assumptions and principles, to which this study relates to managements principles, value and attitude on the

significance of training and development for the human resources. Thus in constructing a HRM policy as commitment to training and development (Nel 2003: 473).

A theoretical basis for a training and development policy should include and integrate job content training, management skills and leadership training – in the context of career levels for specific employees. Thus all employees should receive job content training during their employment at the organisation. At the beginning, job content training should receive attention while the employee is still at a low level within the organisation. As employees are elevated to more senior management levels, job context training would be more appropriate to enhance decision-making skills (Van Dyk et al 1992: 69).

Employees at the coal face of organisations, are more involved with people, as the clients. and should therefore have focused guidance on leadership training, team-building and team-work. These would include lower-end middle management teams. Top management would be receiving management of self-development training. This is the point of a situational diagnostic approach in the development of a training policy (Van Dyk et al 1992: 69-71).

The training policy should be publicly exposed and be known by all employees and customers alike and incorporated in the mission statement.

3.9   The psychology of learning

Training programmes cannot be said to be theoretically based if it is not grounded in knowledge on the theories of the psychology of learning. Van Dyk, Nel, Loedolff and Haasbroek (1997: 201) cite Pfeiffer (1994) who defined learning as behavioural change brought about by the experience or input the individual obtained. Van Dyk et al (1997: 201) also cite Curzon (1985) who views learning as the modifications of behaviour because of activities and experiences, which in turn result in permanent changes and development in his/her knowledge skills, attitudes and environmental adjustments.

The two main theories can be identified and grouped as behavioural and cognitive learning theories. Behavioural theorists believe that repeated preceding stimuli, conditioned by pleasant or unpleasant experiences, result in a particular response. Phenomena are observable and measurable for scientific evaluation and analysis.

Cognitive theorists concentrate on thinking processes, such as memory, insight, information processing and mental imaging. Thus internal mind processes that enhances performance. The classification and differentiation of the theories are noted below as espoused by Van Dyk et al (1997: 202 – 207).

3.9.1 Behavioural theories of learning

 a) **Classical conditioning**
 b) **Operant conditioning**

3.9.2 Cognitive learning theories

 a) **Information-processing theory**
 b) **Bruner's theory of instruction**
 c) **Gagne's categories of learning tasks**
 d) **Gestalt theory of learning**
 e) **Cognitive Field theory**

An eclectic combination of the cognitive field theory and behavioural theory on learning is a suitable psychological methodology for the proposed training and development programme envisaged by the researcher. The positive outcome of learning on the basis of know/can correspond with the **OB teaching mode**. Specifically in regard to the raising of confidence and commitment within learners. (See chapter 1 page 4 and 5)

3.9.3 Principles of learning

In the training context, the following are prerequisites and need to be assimilated into the knowledge and repertoire of the trainer:

There must be contiguity, practice opportunities, reinforcement, factual information and a belief in the intellectual capabilities of the learner. In addition, every effort must be made to motivate learners, remembering that only the learner can learn, learning events must be noted, active participation and achievement must be encouraged and learners must participate in the selection and planning of material. Study material must be manageable, and in sequential steps, the rate of learning appropriately assessed and the required behaviours and outcomes clearly projected and modeled. The presentations must be meaningful and an awareness of different strokes for different folks in the uniqueness of learners to the learning experience (Van Dyk et al 1997: 208)(Carrel, Elbert and Hatfield 1995: 431)

3.10 Training model

Erasmus & Van Dyk (1998: 34-38) describes two models HRM department could utilize in the maintenance of personnel, performance and achievement of organisational goals. The stages of models, Nadler (1982) and Camp, Blanchard & Huszco (1986) follows:

Nadler's (1982) model – the critical events model –is presented in nine phases

Step 1: Establish present organisational needs.
Step 2: Evaluation and reporting.
Step 3: Precise description of performance
Step 4: determine training needs
Step 5: statement denoting training objectives.

The formulation of training objectives can be classified into the formulation of general and/or specific objectives. These must be stated clearly, unambiguously and in participation with stakeholders.

Step 6: Draw up training programme.

Step 7: Selecting training procedures.

Step 8: Obtaining and arranging training equipment.

Step 9: Conducting the training.

The training model of Camp et al (1986) largely resembles that of Nadler. The evaluation of the effectiveness of the training programme and the ultimate achievement of organisational goals cannot be over-emphasized. This therefore also determines the values management will attach to erecting a policy on training for the development and education of employees.

Another important model is the high impact model (Nel 2003: 477), which is gaining in prevalence as it is compact, easily comprehensible and effective. It was developed by Sparhawk (1994) and its prominent feature includes the advancement and enhancement of the training and development endeavour at each phase, towards its ultimate goal, hopefully in the last phase.

3.11 Training and Development methods

Training and development methods may be used during the incumbents execution of his/her duties or he/she may have to need time-off to attend training. Thus, on- or off- the job training (Nel 2003: 484). These methods are presented to consider their relevance and diversity to the HNSWO context.

❖ **Off-the-job methods include the following (Gerber, Nel & Van Dyk 1995: 513 - 520):**

- Lectures
- Case studies

- The critical incident method
- Role playing
- In-basket training (training is presented with actual managerial administrative tasks and trainees have to apply decision-making and problem-solving skills)
- The Kepner-Tergoe technique (roleplay on organisational case studies)
- Management games. It promotes team-work, decision-making and problem solving skills).
- Syndicate training
- Conference method
- Programmed instructions
- Action learning

Action learning is largely aimed at management training, it is output orientated and focus on present and future situations. The content analysis are real-life situations, it is participative and enhances competence and skills (Nel 2003: 489-490).

Brainstorming, university programmes (not for degrees) sabbaticals, and computer training is self-explanatory and do not need elaboration at this stage.

❖ **On-the-job-training**

On-the-job training methods include, coaching, job rotation, junior boards, job instruction training, understudy and learner-controlled instruction. Two important methods of training include learnership (apprenticeship) training and vestibule training. The latter would be relevant to pilot, maritime and some forms of military training (Cronje, Neuland, Hugo & Van Reenen 1987: 345)(Gerber et al 1995: 509 – 513)

3.12 Programme design

3.12.1 Competency-based training programme

The afore-mentioned programme will be reviewed so as to prepare the student for the eventual training and development programme in the Haven Night Shelter Welfare Organisation. Erasmus & Van Dyk (1998: 119-123) set out a clear explanation of the training programme. They postulate that this type of programme is of relevance to the job-content of employees. Its main purpose is therefore to enhance job-related competence, knowledge and skill.

It is imperative, for successful assimilation and learning that the activities and materials are thoroughly planned, constructed and augmented with up-to-date technological advancements. The programme must be structured in progressive stages of learning, so that any stage may indicate termination if the trainee wishes to. The structure must encourage flexibility insofar as individuality acquire specific slow/faster tempo, repetition of tasks, intermittent feedback, and no retardation of co-learners progress and/or standard. Predetermined evaluation methods of performance standards must be employed to ensure that skills will be competently transferred to the work environment (Erasmus & Van Dyk 1998: 120).

- **Characteristics of OB training**

    The following characteristics were identified for this programme by the erstwhile Training Board (1988) as indicated by Erasmus & Van Dyk (1998: 120).

    1) Training and development is penultimately focused on the individual

    2) Job analysis and descriptions are reviewed, and the trainee is fully informed of the content, structure and duration of the programme.

    3) Continuous evaluation and feedback on attending of objectives.

4) Time, research, effort and planning must precede the programming and implementation stages.

Outcomes based training is characterised by person-centered principles and is consultative in nature. There is contiguity and intermittent course evaluation, which in turn is preceded by adequate planning and scrutiny. The goal is to achieve favourable outcomes of ability and skill.

3.13 Characteristics inherently related to adult learning

Adults are motivated to improve their development to follow a career, better their work opportunities, and/or for recreational purposes as presented by Nel (2003: 493). The characteristics for adult learners could be listed as follows:

- Adults act independently in embarking on a training course. They are thus self-directed, determine their own time-frames for learning, structure their learning programme and review their learning programme and review their decisions on whether to continue or terminate.

- Adults have invaluable life experience and possess a detailed configuration of their experiential world. Thereby making it easier to access a cognitive map to assimilate more and new knowledge with which to achieve self-actualisation and practical competencies.

- Adults are intrinsically motivated and increased desires for self-realisation. The content and structure of the programmes should thus be purposeful and sensible.

- Adults have a tendency to problem-solving and task-orientation when approaching learning situation. The learning material should be

connected to their experiential world, at work or home, as memorising unrelated matter becomes too strenuous.

3.13.1 The training of managers in South Africa

South Africa is still in the throes of industrial transformation, which indicates the need for management of diverse human resources. Managers need specialized training and development programmes to ensure goal attainment of the organisation and efficient human resources management. Nel (1995: 499) lists various topics, which should be included in a training and development programme for managers to ensure effective management. They include human resources policy, clear organisational policies and the implementation thereof, industrial relations and policies, intergroup and interrelationships, job descriptions and authority lines. Proficiency in these areas are needed to harmonize the workplace and contribute to higher productivity.

The role and position of managers are important to an organisation as it forms the communication link to higher management and because the success of the organisation is dependent on effective control, planning, organising and leading on the coal-face (Nel 2003: 495). Managers and supervisors are used interchangeably in this chapter.

Managers are entrusted with implementing organisational policies, which include discipline, leave-taking, service-delivery standards and performance amongst other. Nel (2003: 495) cites an excerpt from the Institute of People Management (Fact Sheet 14) in the identifications of a need analysis in the compilation of a training regiment. He found that specific propositions aptly describe instances where supervisory capacities should be targeted for improvement. They are:

1) Supervisory strategies fail to inspire co-operation and productivity in workers; 2) There was no actual explanation and/or description as to how tasks should be done; 3) An unusually high absenteeism rate; 4)

Ineffectual and inconsistent discipline; 5) There is an ever-present pattern of late-coming; 6) Personnel turnover is very high; 7) New employees abscond/leave within their first three months of being employed; 8) Accidents during working hours are high; 9) Accidents in the work environment are reported too late for appropriate action to be taken; 10) The supervisor's workload is heavier than that of subordinates (Nel 2003: 495).

Nel (2003: 495) also mention Wood (1995) in establishing characteristics which signify weaknesses in supervisory abilities and group them as short comings – lack of assertiveness, insecurity in decision-making and defaulting insufficient planning. This serve to highlight successful qualities a supervisor should embody and are listed below, six of which form the tasks of supervisors.

- An eager disposition to coach employees
- Self-restraint and will power
- The inclination to solicit information and advice
- Accurate interpretation of individual human psychology.
- Self-regulating behaviour and skill
- Leadership and inspirational abilities
- Biased towards high standards and quality
- Expression and disposition of positive regard.
- Self-expression and assertiveness
- Efficiency and effectiveness
- Self-adjustment and co-ordination
- Reality-based perceptivity
- Ability to alternate with managerial duties
- Faithful towards company
- Creativity in the invention of ideas
- Accurate grasp of role-discernment
- Ability and skill to formulate and devise concepts (Nel 2003: 496)

Managers should be informed and act assuredly in specific areas so as to maintain productivity and efficiency by acquiring **knowledge** and **skills** in the field of people management. They include.

- Grasping and being able to apply organisational policies and regulations
- National, provincial and organisational HRM policy.
- Knowledge of employment relations
- Interpersonal relations training to deal with inter-group conflict

Inter-group contact and social interaction enhance interpersonal diversity management.

3.14 Organisational gains of employee training and development programmes

There are a number of advantages to the organisation in propelling training and development programmes for managers. Three distinct advantages, namely increased quality, advanced technology and efficient client care, are identified by Carrell et al (1995: 403 – 404). The first two points have been advocated since the Industrial Revolution, and seems to direct managerial needs to the future horizon of organizational success.

Gains for the individual, which ultimately transfer to gains for the organisation include self-efficiency, development and conflict resolution abilities. The knowledge gained from labour relations, inter- and intra-relations enhances the self-preservation and self-image of individuals and contribute to create an improved working environment and experiential life-world (Nel 2003: 497-499)

3.15 Labour relations and HRM

Knowledge in labour relations requirements is a prerequisite to any person occupying a managerial position. Indiscretions in the handling of human

resource management functions is costly and contribute to poor personnel relations with management (Carrell et al 1995: 643). Training and development of managers include requirements of labour legislation.

The Labour Relations Act (no 66 of 1995) exist to control and promote economic development, social justice, labour accord and to maintain democratic principles for workers and organisations as espoused in section 23 of the constitution. Therefore, all working relationships, including farm-workers and domestic workers enjoy the prescriptions and protection afforded by this Act. This Act supercede's all other public/private bodies where the working relationship is an issue of dispute (Nel 2003: 103).

3.16 Conclusion

The above theoretical exposition on training and development principles, methodologies and characteristics, forms the basis for the study at HNSWO. The psychology of learning proffered theories that presupposes that an eclectic utilization of behavioural and cognitive approaches contribute to the attainment of learning endeavours.

The ensuing chapter will draw on the prescribed knowledge and skills presented in this exposition for empirical study on the managers attitude, skills and knowledge at HNSWO. The influence of past and contemporary ideologies will also be considered so as to gauge its affect on the managers performance.

CHAPTER 4

## **4.	The Empirical study**

Exploratory methodology for a training and development programme for managers at the Haven Night Shelter Welfare Organisation.

### **4.1	Introduction**

The ongoing need for education, training and development of managers has been recorded by various theorists – contemporary and erstwhile – such as Weinbach (2003: 151) Nel (2003:468) Brevis et al (2002: 240) Hodgetts and Luthans (1994: 303) and Collins (1998). The latter specifically advocates for training and development to enculture an increasingly equal society.

This study proposed to evaluate the appropriateness of guidelines for an OBE training and development programme for managers at the Haven Night Shelter Welfare Organisation. The objectives to be derived are specific (see chapter one page 12) to the elements of skill, knowledge and OB training and development.

The preceding chapters provided an overview of the current nature of the structure, culture, services, and human resources management of the HNSWO. The theoretical assumptions of various literature on OB training and development of managers were intensively expounded on. As were the attitudes and management competencies of the managers at the HNSWO. The empirical study undertaken was directed by the afore-going objectives so as to stay relevant to subject material. The research findings are stated in this chapter.

### 4.1.1	The Empirical Inquiry and the findings

The chapter is aimed at displaying the outcome of the empirical study obtained by contrasting and calculating tabulated data. The study was

focused on establishing the appropriateness of developing guidelines for an OBE training and development programme for managers at the HNSWO.

In tandem with the objectives of the qualitative study, a questionnaire, containing the key variables for measurement, were presented to and completed by the managers at the HNSWO. These variables were grouped in three sections on the questionnaire and the findings there-of will be analysed in sequential form. Section A deals with the biographic information of the respondents. Saayman (1990: 48) proffers that this kind of phenomenological research leads to in-depth investigative, descriptive information-gathering. Thereby contributing to a contextual and clearly defined conceptualization of the study subjects. Section B deals with the nature of HRM cultures, and competencies in the HNSWO. In adherence to qualitative research methodology, this section's point of departure is to examine closely the subjective world, the meaning and life-style respondents attach to their life-world, according to Royse (1992: 217). The aim is to explore and understand the knowledge, abilities, and attitudes in the work environment, within the respondents experiential world. Section C deals with OB training and development. There is a marked increase in combined qualitative and quantitative methods of recording and analysing research constructs. This was done in this study to optimize objectivity through statistical symbolization (Thierart et al 2001: 78).

The questionnaires were completed by ten respondents from the 14 Haven Night Shelters in the Western Cape region. There was a 100% return rate on the questionnaires sent out. The purposive sampling method from Night Shelters in the Western Cape area only, contributed to the high return rate and rendered the study representative for generalization in that area.

Specific ethical considerations in the research process had to be considered. Anonymity on participant Night Shelters and on respondents themselves were assured. This was done to lessen the incidence of embarrassment and /or injurious working relationships emanating from information furnished to complete this study (Rubin and Babbie1993: 59).

SECTION A

4.2   Biographical information

The descriptive identification of respondents gives information on the, (i) age
and gender, (ii) residential living quarters, (iii) educational level, (iv)
specialized occupation and (v) the length of service of managers at HNSWO.

4.2.1   Age and gender of the managers.

The findings to respondents' age and gender are indicated in table 4.1

Table 4.1

Age and Gender of the respondents

N10

Age	Males	Females	Percentage
	Responses	Responses	
55 – 59	1	0	10%
50 – 54	0	1	10%
45 – 49	3	1	40%
40 – 44	1	2	30%
35 – 39	0	0	0
30 – 34		1	10%
25 – 29	0	0	0
20 – 24	0	0	0
Total	50%	50%	100%

The study indicated that 10% of the respondents fall in the early adulthood
stage. This, according to David Levison's development theory (Louw et al
1998: 510 – 512), heralds the age thirty transition (30 – 34). Accordingly, life is
re-evaluated, changes considered and the existence experienced more
realistically and seriously. The other 90% respondents are in the middle

adulthood stage (40 – 60 years). The finding is that this phase is characterised by middle adulthood crises and transitions which may culminate either in dissatisfaction and personal disquiet or a sense of accomplishment and minor stability.

In regard to gender, 50% of respondents were found to be male and 50% female, indicating that , according to Levison career development theory (Louw et al 1998: 513) both sexes are in established management careers during the relevant developmental stage.

4.2.2 Residential living quarters

The study found that there could be a shift in the status quo of managers traditionally living on site, as 50% of senior managers do not occupy residential living quarters. The nature and economic constraints on Night Shelters necessitates the residential occupation of senior staff. The indicators are that 50% of the respondents manage the Night Shelters with intermediate staff members while upholding the 24 hour service of the organisation.

4.2.3 Educational level

FIGURE 4.1
Dispersed educational levels of the managers
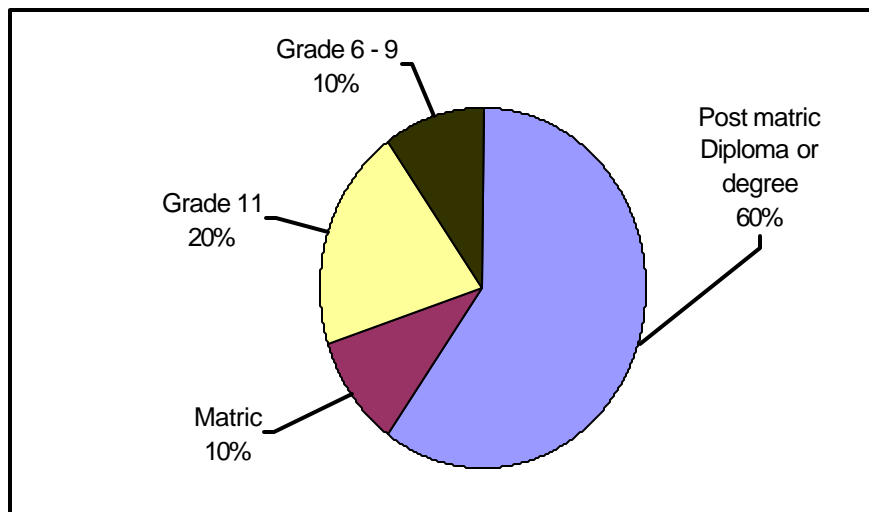
The dispersion of scores in figure 4.1 on the educational achievements indicate that 60% of the respondents accomplished post matric academic achievements: There is also the indication that 40% did not, as 10% obtained a grade 12, 20% respondents obtained grade 11 and 10% grade 6 – 9.

The substantial majority of academic achievers lent belief to the developmental theories of numerous scientists who expound on the self-actualizing needs. The 90% middle adulthood respondents thus, according to Pillarie (1988: 290), Meyer *et al* (2003: 369) and Louw et al (1999: 535) indicate that during this life-stage there is an inclination to be retrained, career changes, to broaden the knowledge base and develop interpersonal and personality traits, so as to be effective in the work environment. Job satisfaction and goal attainment is averred to be heightened in the quest for re-education, notwithstanding the constraints of unequal educational opportunities and standards. The lower educational achievements of 40% of respondents, 10% matric and 30% below matric is indicative of the level and standard of schooling which were afforded to certain citizens (Zegeye 2001: 4). Various theorists, such as Owen (2003: 189) mentions that the historical balance needs to be redressed; Van Kessel (2000: 26) submits that the 1984 political unrests began with rioting against the then Department of Education and Training and Bantu Education. The author Gray (1998: 37 – 38) mentions the installation of the (RDP) Reconstruction and Development programme prior to the 1994 elections, specifically created for redistribution and **development** purposes. In retrospect these findings are not necessarily conclusive, as the time frame of academic achievements of the 60% respondents should be investigated as some respondents may be post 1994 achievers.

4.2.4   Specialised Occupation

Management requires both technical and person-centered skills on strategic vantage points, according to Weinbach (2003: 15). This is apparent by the scores. Human service organisations are equally dependent on common

business principles, as Noe *et al* (1994: 44 – 46) emphasize the importance of managers being able to integrate the components of the management process. Managers should therefore possess the abilities, knowledge and skills of strategy formulation, strategy implementation and the wherewithal of the four functions of management. The success of any organisation hinges on involvement of the human resource management function according to the afore-mentioned authors and Beach (1985: 110). Thus, technical knowledge in any occupation must be complemented by people skills to ensure proficient management. Table 4.2 below and the analysis follows:

Table 4.2

Identification of respondents specialized occupation

Occupation	Respondents	Percentage
Education	0	0
Social Work	1	10%
Nursing	2	20%
Technical	2	20%
Management	4	40%
Other	1	10%
Total	10	100%

Ten percent (10%) of the respondents were trained social workers, 20% trained in the nursing profession and 20% in the technical field. The majority, 40% of respondents, view management as their prime occupation, strengthening the exposition of theorists (on page 60 par 4.2.1) of the career changes and self-actualisation found in the middle adulthood life stage. Thus, the managerial position is internalised as a professional career.

Length of service as managers at HNSWO

The rationale for inquiry on the length of service is derived from the researcher's observations spanning twenty years of service at the HNSWO.

Senior personnel who depart has a length of service ranging from one to five years in most cases. Table 4.3 indicates the scores and findings below:

Table 4.3

Length of service as a manager at HNSWO

Length of Service	Respondents	Percentage
Less 1 year	1	10%
1 – 2 years	0	0%
3 – 5 years	4	40%
6 – 8 years	1	10%
8 – 10 years	1	10%
10 – 15 years	3	30%
Total	10	100%

Length of service according to Hackett (1996: 6) may present a yardstick to measure organisational stability. The finding is that 50% of respondents have significant lengths of services of between six years and fifteen years, while 50% have services ranging from one to five years. In respect of the objectives of the study, the length of services found present a balanced movement of departures and influx. Hackett (1996: 6) states that a notable core of experienced workers should be maintained, yet there should also be fresh entries to avoid stagnation. The findings are consistent with this theory in that 50% of the respondents are fairly long-term (10 – 15 years) employees, while half are at the HNSWO for less than five years.

SECTION B

Human resource management at the Haven Night Shelter Welfare Organisation

4.3   The management culture at the HNSWO

4.3.1   Introduction

Managers are entrusted with positions and power that are imperative in the accomplishment of organisational strategic implementation. Thus, various theorists such as Pearce and Robinson (1998: 376), Carrel et al (1995: 10) and Beach (1980: 6) expound that managers should possess three characteristics in order to render organisational goals effective. These are management competencies of knowledge, skill and abilities. The interplay between the management competencies, socio-cultural world, political ideology and the psychological make-up of managers are identified and acknowledged by Stoner & Freeman (1989: 70) Hodgetts & Lufthans 1994: 133) & Armstrong (1996: 37). The latter author was mainly concerned with the Levinian field theory of the expiciation of psychology in relation to the socio-physical environment – which is relevant in a more comprehensive study of related concepts within this type of study. The definition of management culture follows to contextualize attributes inherent in its composition.

Management culture refers to the process, style, climate, rituals, skills, interrelations, attitudes and knowledge applied in determining the quality of work life of all members within the organisation. It refers to the formal and specifically the informal mode of communications and activities of subordinates and management. Thus Mullins (1999: 649) mentions specifically in this regard about a "participative, open style". Price (1998: 17) emphasized the role of shared values, while Stoner and Freeman (1989: 70) "embrace" the shared-ness, the covert understandings of conduct, communication, interrelationships, skills, staff and style as focal points of organisational culture. The management competencies of 1) skill, 2) Interpersonal relationships, 3) style, 4) attitudes, and knowledge were

explored in the questionnaire so as to gauge the general culture of these attributes amongst the sample managers at the HNSWO.

4.3.2 General Management Skills

4.3.2.1   Budgets and reports

Respondents were asked whether they are involved with the budget and whether they submit written reports.

Ten percent respondents were unresponsive and 30% returned negative scores while 60% positively affirmed. Not all Night Shelters management committees seem to practise uniform participative management. This sets the stage for an organisational culture where the predominant values do not include empowerment and development of senior employees in managerial tasks as advocated by Dubrin (1994: 94). Expert knowledge on administrative matters empower managers to attain managerial competencies.

4.3.3 Interpersonal relationships

4.3.3.1   Conflict resolution between managers and top management

Respondents were requested to explain how they resolve conflict with colleagues in top management. The responses contain the salient parts below;

- "Talk to them about the problem"

- "… sit down and neutralize the situation …try and talk about solving it in a sound way … initiate understanding."

- "Discuss. Make known my view, listen and if necessary negotiate a new understanding."

- "Listen to both sides. Apologise to one another. Let them know that life is too short."

- "Conflict is usually resolved by my stepping down and what they say goes – unfortunately."

- Communicate with facts and I always try to be straight and to the point."

- "Avoidance by keeping quiet, but found that it does not resolve anything. Openness and assertiveness are the way to go"

One third of the respondents did not respond to specific questions. This is most probably due to respondent bias in being unresponsive due to time constraints and difficulty in self-expression (Bless and Higson-Smith 2000: 139). There could also be researcher bias in regard to language use and subject matter selected which seems too sensitive to respondents. Respondents could be experiencing conflict at the moment and find the question too intrusive. More than likely, respondents could be distrusting of the research project.

In the interpersonal sphere, conflict resolution is a major time consuming activity managers have to contend with, using management and personal skills. According to Smith and Vigor (1991: 98) conflict between managers and top management often exacerbate into power struggles which may place the credibility of the organisation in jeopardy. In the context of manager versus top management conflict-resolution strategies may be derived from Mullins' (1999: 821) theories. These recommend consideration of the authority structure, communication styles, employment practises, democratisation of organisational process, outdated bureaucratic methods and an overload of rules and regulations. Weinbach (2003: 151) amongst other recommend re-education, growth and behavioural training. There seems to be a need for conflict resolution training for the majority of the respondents, to encourage

growth and development in sensitivity and a responsive climate (Weinbach 2003: 63).

4.3.3.2   Identification of respondent's interpersonal skills

Respondents were requested to identify interpersonal variables they possess. The respondents could indicate using various options. Table 4.4 gives evaluation on the findings:

Table 4.4

Interpersonal variables of the respondents

Interpersonal variables	Frequency	%
Self-confidence levels are high	6	60%
Satisfaction in being part of a team	9	90%
Comfortable in acting as helper to others in a subordinate position.	8	80%
Ability to communicate clearly without holding back on important information.	8	80%
Ability to act as the person in charge of the Night Shelter	8	80%
Awareness of different team roles to acquire organisational goals	9	90%
Ability to influence management and personnel	6	60%
Ability to motivate others in the attainment of organisational goals	9	90%
Inclination to spread goodwill and treating others with respect and dignity	9	90%
No response	1	10%

Respondent could provide more than one response. The self-confidence levels, 60%, as high, are in sync with those recorded in table 4.5 and the

measurement thus found to be constant. Satisfaction at being part of a team, awareness of role differentiation, motivational capacity and having desirable humane qualities were recorded by 90% of respondents. The ability to act as a leader, being helpful, and open, scored a high 80%, while being able to influence others 60%. These scores indicate high interpersonal awareness and know-how. Weinbach (2003: 296) stresses the appropriateness of trusting, objective and fair interactionaling relations. Swanepoel et al (1998: 360) recognises McClellands taxonomy of needs, which presupposes that persons with a high need for power and low need for interpersonal contact become the best managers. They do however point out the contradiction in that successful managers exhibit caring behaviours of affiliation.

4.3.4   Style

Management style refers to how managers execute duties and responsibilities and the culture and climate, which the managerial style creates.

4.3.4.1   Decision-making

Decision-making refers to the management task of selecting among alternatives the specific problem-solving process or procedure (Swanepoel et al 2000: 90). It involves needs and personality, thus contributing to the culture and style of management. Respondents were instructed to rate statements on scores ranging from 1 to 5 to ascertain their perception of the culture and style of decision-making at the HNSWO. Table 4.5 provides the analysis of the scores.

Table 4.5

Perceptions on decision-making processes

Decision-making process	Frequency		Unresponsive	Total %
	Yes	No		
Decisions are normally made quickly	40%	30%	30%	100%
Decision-making is often delayed	50%	20%	30%	100%
Consultation must precede decision-making	70%	10%	20%	100%
Decisions are based on long-term goals	70%	10%	20%	100%
Decisions need to be made by top management only	30%	30%	40%	100%
Decisions taken by yourself must be popular	50%	20%	30%	100%
Decisions taken by yourself need not be rectified	20%	60%	20%	100%
Decision-making is the scariest part of being a manager	30%	50%	20%	100%
Decision-making on management level causes conflict	10%	60%	30%	100%
Decision-making techniques are often employed at the Night Shelter to create a win-win situation	40%	20%	40%	100%

The scores are heavily dispersed. Fifty percent compared to 20% of respondents recorded that decision-making is not rushed, while 70% respondents indicated that decisions are based on long-term goals. The statement that top management need to make decisions produced an equal split in the scores, thirty percent yes versus 30% no scores. Fifty percent yes scores compared to 20% no scores indicated respondents' need for decisions to be popular, 30% acquiesced that decision-making was the scariest part of

management while 50% did not. Significant scores of 60% found that management decision-making did not cause conflict, while 10% scores indicated it did. It is also significant that a majority of 40% scores indicated that a win-win situation comprises the decision-making style, while 20% score did not. There are indicators of a more democratic style of decision-making and consultations as suggested by Schultz (2003: 179). She cites the willingness of managers to embrace participation by all, and the changes in style where mistakes are made. Armstrong (1996: 521) advocates a learning organisation, where all members are granted the opportunity to participate and develop in all areas of personal and organisational goal attainment. There is however also the finding that the 30% who do not believe that management should make decisions, the 30% that indicated that decision-making is unpleasant and the 20% that do not believe that a win-win situation exist – offer other experiential factors. According to Arnold et al (1998: 347) decision-making occurs on a continuum of autocratic to democratic in relation to the situation and member commitment. There is thus the finding that the majority scores indicate that experience and know-how determines the interpretation of the specific style for respondents.

4.3.5 Attitudes

Attitudes refer to the feelings, and beliefs a person has regarding social, historical, other persons, cultural, events and numerous other phenomena. In this text attitudes largely refers to the positive and negative feelings and beliefs regarding historical events and work concerns (Swanepoel et al 2000: 82). The purpose of the exploration of managerial attitudes was mainly to ascertain whether self-depreciating feelings and beliefs of historical inadequacies persist within the managers' repertoire. Below follow the findings of the attitudinal investigation.

4.3.5.1   Feelings and beliefs

Respondents were requested to explain how Post-Apartheid policies are affecting them now, in terms of their dignity and abilities. The responses follow:

- "it feels good knowing that I am equal with everyone. I feel more confident and am more outspoken"

- "Now I can deal with it. Apartheid is gone and I am in a position to speak my mind, because we have laws to protect us"

- "In terms of counselling, I feel that white clients are more difficult to help"

- "It did not affect my leadership qualities"

- "Dignity is realised and not imposed by the environment"

- "Knowing myself brings assertiveness and helps me to serve others by applying my abilities to the fullest."

- "I am given a chance to further my studies"

- "I do find that at times committee members have this way of talking down to me as if I am stupid. At times angry, because I spent a lot of my time in different African countries"

- "Successful and confident"

The majority of respondents (70%) record positive feelings and outcomes, with **no trace of a depreciating inner psyche**. There is a finding though that a need exist for developmental interventions strategies as 20% of respondents recorded difficulties in coping with white clients and committee

members regarding dignity and abilities. Finnemore (1997: 70 – 71) states that ongoing stereotyping and polarisation are derived from past history.

4.3.5.2   Power

Power denotes the skill to effectively direct the behaviour of others in the organisation. Different kinds of power exist and sources thereof are varied (Brevis et al 2002: 196) Cultural beliefs determine the attitudes towards power. In order to assess the power base and style at the HNSWO, respondents were requested to express the meaning of power. The self-expressions follow;

"Strength"

"Authority, supervising, controlling"

"A high degree of authority"

"Something negative"

"It evokes the flipside of responsibility"

"The ability to do what is expected of me"

"Ability to use own judgment"

"Being in charge and delegate tasks"

The finding indicate that the majority of respondents reflect a wholesomeness in handling acquired managerial power. Two (20%) unresponsive scores were recorded. The majority (70%) of respondents display accurate insight and understanding. One respondent (10%) expressed it as having a negative connotation. The experiences for this respondent show there could be a need

for support. Finnemore (1998: 19) advocates that power testing between parties which are not timeously curtailed, may escalate into formal disputes.

4.3.6   The basic functions of human resource management

4.3.6.1   Performance appraisals

Respondents were requested to indicate whether performance appraisals are a regular feature at HNSWO and asked to describe how it is done.

The majority (60%) responses indicated that no performance appraisals takes place while 30% indicated that it does.

Descriptions of its process included, face-to-face interviews, annual pre-increase evaluations with evaluation forms. Performance appraisals are not present in all the Night Shelters. Without the process, no strategic planning can take place. Carrel el al (1995: 349) emphasise the evaluative and developmental role of the performance appraisal process, which in turn may enhance the job satisfaction, motivation and promotion of employees.

4.3.6.2   Recruitment

Recruitment refers to the process of engaging potential applicants to apply formally to join the workforce of the organisation.

An inquiry as to how respondents were recruited by the HNSWO were made to the respondents.

There were 40% unresponsive recordings, while 10% recorded recruitment occurred via a newspaper advertisement. Twenty percent recorded having being recruited while being temporary weekend and holiday relief workers. Ten percent recorded being recruited while in locum and 20% indicated having known someone at HNSWO and having an interview on presentation of a curriculum vitae. Though the unresponsive rate is high at 40%, a finding of a trend towards internal recruiting methods can be made, as only 10%

recorded an external recruitment method. Various theorists, including Schultz (2003: 226) and Cronje et al (1987: 337) recommend internal recruitment methods. The advantages accordingly include identifying workers who have the will, potential and competency. It is also a time-saving and cost effective method of recruiting. In regard to the study, this method of recruitment may lead to worker and organisational development – if combined with training and development.

4.3.6.3   Probation

Probation is the period interchangeably referred to as the induction stage which refers to the integration of the employee into his/her new work environment. This is to assist the employee to internalise the social, technical and cultural phenomena present in the organisation (Mullins 1999: 754).

Respondents were asked whether any job-related training were provided during this period, by filling in yes or no.

It was noted that 70% of respondents affirmed positively and 20% indicated negatively. Ten percent was unresponsive. Stoner and Freeman (1989: 342 – 345) advocates the need to train new or recently promoted employees. They acknowledge the difficulty in selecting managers because of the manifold skills and abilities required. Training and development is thus prerequisites. They proceed to state that the source of the majority of staff turn-over are found to be new employees. The 20% who did not receive training may be vulnerable to the complexities involved in the management position. The overall finding is that no uniform probation training practices exist at the HNSWO.

4.3.6.4   HRM policies and practices at the HNSWO

Respondents were requested to note yes or no on routine HRM policies and practices as exhibited below;

Table 4.6

Human Resource management policies and practises.

Policies and practices	Frequency Yes	%	Frequency No	%	Total %
An employment contract	7	70%	2	20%	90%
A job description	6	60%	1	10%	70%
A recruitment policy	3	30%	3	30%	60%
A disciplinary code of conduct	5	50%	2	20%	70%
A policy on training and development	3	30%	3	30%	60%
Career-pathing	3	30%	4	40%	70%
Succession plans	2	20%	4	40%	60%

The majority (70%)(60%) and (50%) of the respondents indicated the existence of employment contracts, job-description and disciplinary policies compared to 20%, 10% and 20%, respectively, who did not. There was an equal split 30% - 30% in the scores recorded for recruitment policy and training and development policy. Career pathing (30%)(and succession plans (20%) contrasted on "yes" with 40% and 40% on "no". HRM practises and policies are not uniformly present at the various Night Shelters. Lack of policies on employment relations may cause disputes and may constitute unfair labour practises (Nel 2003: 160).

4.3.6.5   Disciplinary Codes

Respondents were requested to indicate whether disciplinary actions are consistently applied, if no, why not and if yes what the results are in terms of organisational culture.

Forty percent (40%) gave an affirmation while 10% recorded that they are a team working constructively, while 10% cited not having disciplinary problems.

The varied "no" percentage scores indicate that not all managers are knowledgeable and informed of HRM functions and policies. Schenk (1994: 351) states that HRM policies and practises contributes to employee development and organisational success. To this end legislation has been drafted to redress disparities in employment skills.

SECTION C

4.4   Human resource management maintenance functions: Training and development within the Haven Night Shelter Welfare Organisation.

4.4.1 Introduction

This section of the empirical study explored the need for guidelines for a training and development programme. Thereby relying on the model espoused by Rothwell and Kazanas (1994) as recapitulated by Erasmus and Van Dyk (1998: 41 – 42). The investigative methodology sought to effectuate organisational and individual as well as group development, in the maintenance of human resource development.

4.4.2 The National education training and development policies

Respondents were requested to indicate with "yes" or "no" their understanding of the National ETD policies. Table 4.7 indicate the analysis and scores below.

Table 4.7

National ETD targets

National ETD Targets	F Yes	% %	F No	% %	N10 Total %
Alleviating poverty	6	60	2	20	80
Individual development	6	60	1	10	70
Organisational development	8	80	0	0	80
Gathering votes for political parties	1	10	5	50	60
Job-creation	7	70	1	10	70
Equity and equality in wealth distribution	5	50	2	20	70
Global industrial relations	7	70	1	10	80
Enhanced foreign trade	2	20	4	40	60
Development of the youth only			5	50	50
Fair and just labour relations	7	70	1	10	80

The National ETD policy is geared towards a HRM strategy, which incorporates the equity laws for the development of the economy, organisations and individuals (Erasmus & Van Dyk 1999: 10). The managers must be familiar with these developments to motivate staff and clients. The indicators are that 50% accurately identified that the ETD goals are not directed towards garnering political party votes, and that it does not serve the youth only. There is however the finding that the 50% for the same recordings indicate a lack of knowledge regarding national concerns which is at variance with self-development and guiding clients during interventions. Half of the respondents are not keeping abreast of relevant legislation.

4.4.3 SAQA

Respondents were asked what SAQA stands for. There was a response from 90% respondents with 30% affirming their knowledge of SAQA. Sixty percent indicated lack of knowledge strengthening the finding, that respondents are

not **fully** informed on formal HRD practises and principles. The latter advocates a maintenance on knowledge regarding National training and development policies. Knowledge on SAQA, would assist managers to obtain certification on prior recognition of experience as managers (Haasbroek 2003: 458).

4.4.4 Factors requiring managerial training

Respondents had to indicate which statements affirmed the need for managerial training in their work environment by marking "yes' or "no" to various options. Table 4.8 illustrates the analysis;

Table 4.8

Managerial training requirements

Training requirements	Frequency Yes	%	Frequency No	%
An unusually high absenteeism rate	2	20%	2	20%
Personnel turnover is very high	0		3	30%
Self-restraint and will power	2	20%	3	30%
Lack of co-operation and productivity in workers	1	10%	3	30%
No job description or explanation to tasks	2	20%	1	10%
A high pattern of late-coming	3	30%	2	20%
An eager disposition to teach employees	2	20%	2	20%
Expression and personality of positive regard	0		2	20%
Self-expression and assertiveness	3	30%	2	20%
Grasping and being able to apply organisational policies and regulations	5	50%	1	10%

Significant percentage scores for the ability to apply and grasp organisational policies and regulations were returned, 50%. This was also the majority of respondent percentage. The scores indicate a distinguishing feature of a consistent pattern of practises, experiences and knowledge not being uniformly found in all the Night Shelters. The high scores recorded for the ability to grasp and implement organisational policies and regulations are in line with the pronouncements of Nel (2003: 496) He list conceptualisation, co-ordination and creative, capabilities in managers, amongst other, as core characteristics for efficiency and effectivity. The overall low scores recorded indicate the requirement for managers to stay informed and to act with confidence.

4.4.5   The exploration of specific management skills in regard to training wants and training needs of the respondents.

Respondents were requested to identify what they considered to be training wants and training needs. They could indicate and choose between more than one option. The table 4.9 illustrates the collected data. The rationale for determining training wants is to establish self-awareness of development needs of the self. Training needs indicate efficiency required to promote organisational goals.

Table 4.9

Specific managerial competences interpreted as training wants and training needs.

Managerial Competencies	Training wants		Training needs	
	Frequency	%	Frequency	%
HRM skills	6	60%	5	50%
Administration skills	4	40%	4	40%
Decision-making skills	2	20%	2	20%
Management skills	4	40%	5	50%
Communication skills	5	50%	3	30%
Client care	2	20%	1	10%
Interpersonal relations	4	40%	2	20%
Total		270%		220%

The proportion of training wants is 50% more than the training needs selected, indicating the managers' training needs for self-improvement. In tandem with the study's view point on interpersonal know-how, only 40% felt the need for training and 20% to the need for the benefit of the organisation. Other salient points include 20% of respondents needs for enhanced client care training, 20% for decision-making skills and a whopping 50% for organisational needs in management skills. The latter is in stark contrast to the low percentage 20% for the relatedness to interpersonal organisational needs.

The findings indicate the complexities required by managers, and various management theorists, such as Beach (1985: 5), Noe et al (1994: 63), Cronje et al (1991: 344), Collins (1998: 6-7) and Nel (2003: 468) among the many – endorse the necessity to upgrade and adjust managerial job content and enhance job satisfaction and enrichment. This is to retain globally competitiveness and proficiency.

In the space provided for free expression on managerial abilities, 10% respondents identified under HRM a training need for diverse cultural management of staff, 20% listed under management skills the need to produce annual statistics and computer training. Forty percent (40%) indicated the need to write funding proposals under administration skills, while 20% expressed the need for enhanced relations with volunteers and committee members. Remarkably only 20% identified a need for the management of client care in counselling, HIV, Aids, CVA, Tuberculosis and epilepsy. This could possible indicate on-going practical training in client proficiency by most Shelters. Forty percent (40%) of respondents mentioned the need for knowledge on the Basic Conditions of Employment Act (BCEA) and its effect on their working life, while three (30%) respondents expressed the need for professionalism and assertiveness training. The study is based on the premise that previous educational disparities could have propounded feelings of inadequacy and low self-esteem in certain sectors of the managers. The result of one third (30%) of the respondents is not enough to assign the possible stereotypes to all the respondents, as according to Stewart (1999: 169 – 171) there could be self-induced limitations on our perceptions of other persons. Seedat, Duncan and Lazarus (2001: 32) in contrast expound on the injustices, discrimination and marginalized sectors in Community Psychology. They call on historical inbalances to be reformed by "the principles of access, redress and equity". Thus, training and development to correct inequitable power resources found in expertise and knowledge will benefit the managerial competencies of all.

4.4.6   Formal dispute resolution

 Respondents were asked whether they have knowledge on procedures at CCMA.

There were 70% responses. Thirty percent affirmed knowledge on procedures at CCMA, while 40% negated. One respondent proffered that she did not know because she does not belong to a union. The finding in regard to the scores is that the majority of respondents who participated lack training and

development in formal dispute resolution. Managers occupy the role of disciplinaries amongst other – in implementing organisational rules and regulations. This in itself according to Nel (2003: 495) presupposes gaining the know-how on overall people management.

4.4.7   Emotional and practical support

Respondents were asked to indicate the kind of support they required and in which manner, as set out below.

Table 4.10

Methods of support required to execute tasks

Support	Frequency	%	Method	Frequency	%	Total %
Emotional	5	50%	Individual	3	30%	80%
			Group	2	20%	20%
Practical	5	50%	Individual	3	30%	80%
			Group	2	20%	20%
Other						

There were 50% of scores for emotional support with 30% choosing individual levels compared to 20% on group level. Choice for practical support was similar, 50%, with 30% choosing it on an individual level and 20% on a group level.The overall response of 80% of the respondents requiring emotional **and** practical support indicate the ongoing requirements for managerial training and development.

4.4.8   Conclusion

The overall finding for this section is that the managers need training and development to enhance and expand their skills and knowledge, on new labour legislation and relations. Carrel et al (1995: 398) advocates the aforementioned. Managers are organisational professionals who need to gain knowledge through progressive development, exhibit management expertise

and deliver set bench-mark service to their clients. Weinbach (2003: 104) support this view. Finnemore (1997: 63) advocates that organisations who do not prioritise ETD programmes, may expect low productivity, no competitive edge skills shortages and amongst other, ineffectual conflict-handling.

The biographical information assisted in orientating the respondents to educational level, place previous occupation and management experience. The general findings on the existing management culture at the HNSWO are that; 1) Not all the managers have acquired (administrative) general management skills, possibly because not all local management committees practise participative management; 2) Half (50%) of the respondents handle conflict effectively; 3) The majority of the respondents have very good interpersonal skills; 4) The management style facilitate towards a more democratic than autocratic style at most Night Shelters; 5) The majority (70%) of respondents record no depreciating feelings of historical experiences; 6) The majority (70%) of respondents understand and handle power issues; 7) HRM policies and practises are not uniformly applied throughout the organisation.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The following conclusions and recommendations follow the investigations into the development of guidelines for OB based ETD programme for managers at the HNSWO.

5.2   Conclusions

5.2.1 The research goals and objectives

The research goals and objectives were attained; 1) the prevalent culture on knowledge beliefs and experience of the managers were established; 2) It was established that OB ETD would benefit the functioning and knowledge base of the managers; 3) the personal attributes showed clearly that managerial competencies can be improved; 4) the exploratory methods enabled the researcher, to arrive at conclusions and make recommendations for a training programme. The empirical study sought to ascertain whether a need existed for an OB ETD programme to address the knowledge base, interpersonal skills, abilities, internalised self-depreciating characteristics and human resource management skills in the maintenance of key management staff members. It also explored the meaning respondents attach to their life-world.

The study methods (questionnaire, statistical symbolisation, objectivity) enabled the researcher to critically contrast and evaluate data collection with existing theories. The research objectives were operationalized in measurable descriptive data to arrive at the conclusions as set out in the rest of this text.

5.2.2 Impact of the theory

The overall theoretical assumptions utilized assisted in maintaining relevancy and progressive advancement in linking and contrasting the main tenets of the study. This contributed to viewing the organisational culture and the manager's responses from a scientific HRM maintenance perspective. The conclusions regarding the literature HRM and OB training follows below;

5.2.2.1 <u>Human resource management</u> has its focus on a more humane, developmental methodology. Thus employees are regarded as the most important resource in the strategic management of planning and operational requirements towards organisational goal achievement.

5.2.2.2 Outcomes-based training and development is presently the approach on learning practised nationally. It is a democratic system inculcating practices of power sharing, equality and choice-making. Contributing to humane, dignified values and beliefs.

5.2.3   The conclusions regarding the empirical study

5.2.3.1 Biographical characteristics

The respondents are a homogenous group in their middle adulthood life-stage, and their socio-cultural status. One respondent is in the early adulthood stage. Half of the respondents had post matric education and training, while 40% view management as their technical occupation. This in itself strengthens the need for ETD in managerial competencies, so that efficiency may be acquired. Half of the respondents have more than five years experience as a manager. The indications are that experience must be complemented by an expanded knowledge base.

The respondents may have been exposed to second-rate educational policies during their formative years. This clearly did not have an effect on them

reaching management positions. They are a resilient group of workers who seem able to grow to higher levels of development. The fact that half of the respondents do not live on site – which was a prerequisite previously – indicate self-development and empowerment of subordinates. The long service (6-10 years) of half of the respondents, indicate the ability and loyal core of workers. The flow of departures and entrees is not the problem *per sé*, but the discord and emotional turmoil reported to the researcher by the departees.

5.2.3.2   The management culture at the HNSWO.

1) **General management Skills** in the management context refer to people skills, self-directed autonomy and technical skills. Self-development to attain an all-round managerial repertoire is the norm rather than the exception. The objective of ascertaining organisational culture to establish the skills present, were adequately attained, sixty percent of the respondents are competent in basic managerial tasks of budgeting and report writing. The organisation has not yet achieved a transformed culture of ensuring optimum competence of all management personnel in technical management know-how. Presently, Welfare Organisations are dependent on managers with management skill to ensure sustainability, professionalism and progressive service rendering.

2) **Interpersonal know-how** forms the basis for effective communication, techniques and interrelationships between managers and all other stake-holders. Various elements are identified in procuring effective interpersonal know-how, such as awareness of situational factors, leadership abilities, power lines, problem-solving abilities and caring qualities. Half of the respondents exposed informed choices of dealing with conflict between themselves and management. Thirty percent did not respond and twenty percent's responses indicate high levels of submissive behaviour. Terms used such as "…my stepping down…

what they say goes… unfortunately" and "avoidance by keeping quiet" indicate a measure of top-down culture of communication at the Haven Night Shelter which is not skilfully handled by all managers. In contrast, respondents returned high ratings (90%) for overall confidence level in being part of a team, ability to motivate others and in awareness of team roles, in the identification of their general interpersonal skills. The variable, however to "influence management and others" returned a consistent score of 60% who have the ability endorsing the conclusion above.

3) **Management styles** determine the culture and climate of an organisation. A participative, democratic management style enhances commitment and willingness to perform while also spreading a climate of justice and fairness. While the majority of respondents indicated that a democratic style of decision-making is present at the organisation, the minority who did not, influenced the conclusion. Decision-making is not wholly democratic at the organisation.

4) **Deep seated stereotypes** about persons from practices in past history in SA, may maintain deep rooted feelings of inferiority and inadequacy. These in turn do not change mindsets and attitudes in creating respect and dignity in the work place. The majority of the respondents clearly expressed no disparaging feelings of the self – in the Post-Apartheid era. Twenty percent of the respondents however show strains of depreciating feelings still persisting with their expressions. These were"…white clients are more difficult to help" and "… talking down to me as if I am stupid". The conclusion however is that these expressions indicate the stereotyping that still exists in our society and not necessarily depreciating feelings of the self. This conclusion is strengthened on the expressions on the investigation into the definition of power. Only one respondent referred to it as "something negative".

5.2.3.3 Training and development within the HNSWO

1) Training and development of managers impart knowledge of human resource management practices and principles which managers need in order to be proactive, efficient and effective. Knowledge enhance abilities, confidence, motivation and in most cases lower the turn-over of managerial staff. There exist no uniform HRM practises at the organisation. The methods of recruitment is generic to most Welfare organisations – in an effort to develop existing personnel. There exists a general lack of knowledge on labour legislation and labour relations requirements including National training and development requirements. The respondents indications for training in HRM skills, communication skills, interpersonal skills, management skills and administration skills in accordance with their own needs and the organisations needs – were relatively high. This affirms the conclusion here that overall managerial competences need training and development. As indicated by the respondents, a need exists for emotional and practical support, on an individual and group level. Mentorship and coaching assist in the training and development of managers.

2) The social work professions' focus on societal problem solving presupposes that research should be ongoing in supplying effective interventionist strategies, where human problems are identified. More progressive research should thus be done to investigate managerial distress where managers do not seem able to cope – pre – or post – apartheid. SA needs skilful, knowledgeable able managers to drive the Welfare sector.

5.3 Recommendations

In respect of the literature, empirical study, findings and conclusions the following recommendations are proffered;

- That all managers receive formal OB training on the functions and technical aspects of general management to compile a budget, do basic book-keeping, a proposal for funding and annual statistics.

- That managers as well as committee members attend workshops on effective conflict-resolution techniques management style's as there are elements of power struggles and interpersonal conflict between managers and committee members at certain Night Shelters.

- That managers as well as committee members attend sessions on stereotyping reduction workshops so as to create a more open, participative and supportive management style.

- That all managers attend formal OB ETD programmes on labour legislation, labour relations, Human resource management, counselling skills and basic psychology on human behaviour.

- That managers have access to individual coaching and mentors be identified to lead emotional support. That a standardized training manual for managers be compiled. The learning objectives must be outcomes-based and results-orientated. It should include the following:

  Programme in Organisational Management:

  Four modules.

  1. Management functions

     Planning, leading, organising and controlling

  2. Management competencies

     Client care, interpersonal relations, decision-making skills, administration skills, communications skills and power relations.

  3. Human resource management functions

Recruitment, selection, induction, incentives, training and development, career management, health and safety and performance appraisals

4. Labour Relations

South African policies, disciplinary code of conduct, organisational policies, training and development policies, grievance policy and the Basic Conditions of Employment Act.

5.4 Guidelines for an OB training and development programme for the managers at the HNSWO

The proposed training programme may be utilized on-the-job or off-the-job by qualified trainers and by skilled, experienced managers (adapted from Die Afrikaan 1993: 42 in Van Dyk, Nel, Van Z Loedolff and Haasbroek 1998: 430)

- **Provide workshops on managerial activities (internal and external)**
  Such as bookkeeping, time-management, funding proposals, budgeting and statistics (Internally or externally) for colleagues on the same level.

- **Provide team-building training (internal or external).**
  o Related to stereotyping-reduction
  o Related to open, participative management
  o Related to effective problem-solving
  o Related to effective conflict resolution
  o Related to leadership characteristics
  o Related to interpersonal skills

- **Learnerships** (external) support completion of formal programmes in technical field of nursing and counselling

- **Correspondence courses**
  o facilitate university and management studies
  o Provide study loans

- o   Facilitate study leave policies

   - **Training secondments**
- o   Facilitate transfer for internal internship

   - **Other types of training (internal or external)**

- o   Social work peer group contacts
- o   Senior management development
- o   Career development

   - **General staff development (internal and external)**
- o   Organisational policies and practises
- o   Retirement benefits
- o   Inter-staff relations

   - **Encourage conference attendance**
- o   Career enhancing conferences
- o   Job-related and general-interest workshops
- o   Labour legislation and labour relations
- o   Homelessness and destitution (this would pertain to vagrancy issues)

The following elements should be incorporated as OB guidelines to the training and development programme.

- Objectives must be clearly stated
- Adult learners are capable of critical thinking and reasoning
- There must be opportunities for innovation, creativity and inputs by the learners
- Adult learners are responsible for their own learning.
- Learners are fully informed of the process and outcomes

- Sharing and communicating the innate competence and understanding of learning to learners.
- Respect and acknowledge the input of all learners
- Allowing learners to progress at their own pace – within the projected time frame.
- Transforming undesirable behaviour through modelling.

The assumptions underlying the guidelines to the training and development programme are that management skills are interdependent on good interpersonal relations, environmental resources, expert techniques and intelligence.

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APPENDIX A

COVERING LETTER TO THE QUESTIONNAIRE

Dear Respondent

Re: Research study: Guidelines for a training and development programme for managers at the Haven Night Shelter Welfare Organisation (HNSWO).

Human resource management is a sub-system of the managerial functions. It requires competence, skill, knowledge and compliance with transformational labour legislation. Accordingly, this study aims to investigate how a framework for a training and development programme may support the managers in their duties and responsibilities at the Haven Night Shelters.

The research sample is drawn from the managers at the various Night Shelters. Supervisors who report directly to their management committees are also included.

Your participation is valued, as it will contribute to a greater understanding of the integration of social work principles in human development.

Your responses are wholly confidential and your name and Night Shelter will not be identified in the final analysis and research paper. Prevailing trends will be explored, and there are no right or wrong answers. You may request a copy of the findings on

completion of the study. Please answer all the questions as honestly as possible.

The duration for completion of this questionnaire is approximately one hour.

Thank you for your co-operation and time. The completed questionnaire will be collected within seven days.

Yours Sincerely

Ruth Kamfer.

APPENDIX B

<u>HUGUENOT COLLEGE. WELLINGTON</u>

SOCIAL WORK MASTERS RESEARCH PROGRAMME

A QUESTIONNAIRE AS A SURVEY TOWARDS THE DRAFTING OF A GUIDE TO A TRAINING AND DEVELOPMENT PROGRAMME AT THE HAVEN NIGHT SHELTER WELFARE ORGANISATION – FOR MANAGERS.

<u>THE INFORMATION SUPPLIED BY ALL PARTICIPANTS WILL BE TREATED AS CONFIDENTIAL. THE IDENTITIES AND OPINIONS OF PARTICIPANTS WILL NOT BE DISCLOSED, ENDORSING THE GUARANTEE OF ANONYMITY.</u>

<u>INSTRUCTIONS</u>

- **<u>There are no right or wrong answers only your personal viewpoint.</u>**
- **<u>Do not include your name or Night Shelter.</u>**
- **<u>Mark your choice with an X where applicable.</u>**
- **<u>Answer all the questions and statements to the best of your ability and use separate papers to elaborate.</u>**
- **<u>Your co-operation is appreciated and valued.</u>**

<u>TERMINOLOGY</u>

Managers

> The employee that supervises the operations, personnel, residents, clients and inanimate resources at the Night Shelter in the absence of the management committee.

Supervisor

> The employee that supervises the operations, personnel, residents, clients and inanimate resources at the Night Shelter – in the absence of the manager and management committee.

Management

> The governing body and autonomous management committee of the particular Night Shelter.

Night Shelter

> The Haven Night Shelter where the employee is employed by the particular management committee.

Training needs

> Organisations identification of training to be undertaken by employees

Training wants

> Training needs identified by the employee for self-improvement.

SECTION A

A.   BIOGRAPHICAL INFORMATION

1.1   Age:

1.2   Sex:

Female	Male

1.3   Do you have residential living quarters in the HNSWO?

Yes	No

1.4   Are you a manager, supervisor, social work managers, assistant
       manager or assistant supervisor?

1	2	3	4	5
Manager	Ass. Manager	Supervisor	Social work manager	Ass. Supervisor

1.5   Highest Academic qualification?

1	2	3	4	5
Grade 6 – 9 (Std 4 – 7)	Grade 10 – 11 (Std 8 – 9)	Grade 12 (Matric)	Post Matric (Dip or Degree)	Other Certificates

1.6   Specialized occupation?

1	2	3	4	5	6
Education	Social Work	Nursing	Technical	Management	Other

1.7   Length of service at HNSWO?

1	2	3	4	5	6
Less 1 year	1 – 2 years	3 – 5 years	6 – 8 years	8 – 10 years	10 – 15 years

SECTION B

THE NATURE OF THE HRM CULTURE WITHIN THE HAVEN NIGHT SHELTER WELFARE ORGANISATION

2.   Managerial competences

2.1.1   General management skills

2.1.2.1   Are you involved in the budget of the Night Shelter? Do you submit any written reports in the course of your duties?

....

....

....

2.1.3   Interpersonal relationships

2.1.3.1   Explain how you resolve conflict with colleagues on top management?

....

....

....

....

....

....

2.1.3.2   Which of the following interpersonal variables are you able to identify with, as a true reflection of your self? Tick only those which are relevant

-   Self-confidence levels are high .... ☐
-   Satisfaction in being part of a team .... ☐
-   Comfortable in acting as helper to others in a subordinate position.. ☐
-   Ability to communicate clearly without holding back on

☐

important information? ....

- Ability to act as the person in charge of the night Shelter...... ☐
- Awareness of different team roles to acquire organisational
  goals .... ☐
- Ability to influence management and personnel..................... ☐
- Ability to motivate others in the attainment of organisational
  goals .... ☐
- inclination to spread goodwill and treating others with respect
  and dignity... ☐

2.1.4   Style

2.1.4.1   Indicate the following by ticking the box with regard to decision
making

	Yes	No
Decisions are normally made quickly		
Decision-making is often delayed		
Consultation must precede decision-making		
Decisions are based on long-term goals		
Decisions need to be made by top management only		
Decisions taken by yourself must be popular		
Decisions taken by yourself need not be rectified		
Decision-making is the scariest part of being a manager		
Decision-making on management level causes conflict		
Decision-making techniques are often employed at the Night Shelter to create a win – win situation		

2.1.5   Attitudes

2.1.5.1   How are Post-Apartheid democratic policies affecting you now?
Explain in terms of your dignity and abilities.

....

....

....

....

....

....

2.1.5.2   What does the word power mean to you?

....

....

....

2.1.6   Knowledge on HRM functions

2.1.6.1   Are performance appraisals done regularly at the Night Shelter?

Yes	No

2.1.6.2   Describe how it is done?

....

....

2.1.6.3   How were you recruited by the HNSWO?

....

....

....

....

2.1.6.4   Did you receive any job-related training during your probation
period?

Yes	No

2.1.6.5   Does your Night Shelter have the following?

	Yes	No
An employment contract	Yes	No
A job-description	Yes	No
A recruitment policy	Yes	No
A disciplinary code of conduct	Yes	No
A policy on training and development	Yes	No
Career-pathing	Yes	No
Succession plans	Yes	No

2.1.6.6   Are disciplinary actions consistently applied?

....

....

....

....

If no, why not?

....

....

....

....

If yes, what are the results in terms of organisation culture?

....

....

....

....

SECTION C
THE HRM MAINTENANCE FUNCTION: TRAINING AND DEVELOPMENT

3. THE APPLICATION OF TRAINING AND DEVELOPMENT THEORIES

3.1 Human resource management maintenance functions: training and development

3.1.1 The national training, education and development policies are aimed at the following;

Alleviating poverty	Yes	No
Individual development	Yes	No
Organisational development	Yes	No
Gathering votes for political parties	Yes	No
Job-creation	Yes	No
Equity and equality in wealth distribution	Yes	No
Global industrial relations	Yes	No
Enhanced foreign trade	Yes	No
Development of the youth only	Yes	No
Fair and just labour relations	Yes	No

3.1.2 Do you know what SAQA stands for?

Yes	No

3.1.3 Indicate which incidences require managerial training as applicable to your work environment.

An unusually high absenteeism rate	Yes	No
Personnel turnover is very high	Yes	No
Self-restraint and will power	Yes	No
Lack of co-operation and productivity in workers	Yes	No
No job description or explanation to tasks	Yes	No

A high pattern of late-coming	Yes	No
An eager disposition to teach employees	Yes	No
Expression and personality of positive regard	Yes	No
Self-expression and assertiveness	Yes	No
Grasping and being able to apply organisational policies and regulations	Yes	No

3.1.4   Indicate what you consider to be training wants and training needs in regard to the following. Explain the reason for your choice.

3.1.4.1   Human resource management skills

....
....
....

3.1.4.2   Administrative skills

....
....
....

3.1.4.3   Management skills

....
....
....

3.1.4.4   Decision-making skills

....
....
....

3.1.4.5   Communication skills

....
....

....

3.1.4.6   Client care ☐

....

....

....

3.1.4.7   Interpersonal relations ☐

....

....

....

3.1.5   Do you know the procedures to follow at the CCMA?

....

....

....

3.1.6   Which kind of support do you require in order to execute your management tasks? In which way would you choose to receive the support?

Emotional		Individual	
		Group	
Practical		Individual	
		Group	
Other			

APPENDIX C

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                          MANAGEMENT COMMITTEE
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| 1 Representative per Shelter | 6 AGM elected representatives | 3 Co-opted members | Chief Executive officer |

| Haven Homes management committee | Napier Street management committee | Selkirk Street management committee | Claremont management committee | Kensington management committee |

| Director | Social work manager | Manager | Social work manager | Supervisor couple |

| Supervisors | Nursing consultant | Supervisors | Skill trainers | Supervisors | Skill trainers | Supervisor | Relief workers |

| | Home carers | Relief workers | Field worker | Residents | Volunteers | Soup kitchen | Residents |

| Kitchen staff | Cleaning staff | Kitchen staff | | Relief workers | Relief workers | |

| Residents | Residents committee | Residents | Residents committee | | Residents | |