

**RHODES UNIVERSITY**

**FACULTY OF EDUCATION**

**ECONOMIC RESPONSIVENESS IN  
ORGANISATIONAL PSYCHOLOGY CURRICULA**

**A thesis submitted in partial fulfilment of the requirements of the degree of**

**MASTERS OF EDUCATION  
(HIGHER EDUCATION)**

**ROELF VAN NIEKERK  
606V6609**

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**SUPERVISOR: JO-ANNE VORSTER**

## SUMMARY

This study focused on a topic at the intersection of two contexts, namely curriculum responsiveness and industrial/organisational psychology (IOP). The rationale for this study is based on two considerations. Firstly, a review of the IOP curricula offered at ten prominent South African universities revealed little overlap. This suggests that academic departments are not guided by shared principles when they implement decisions about the content or sequencing of curriculum content. Secondly, the Department of Education urges academics to design curricula that are relevant and responsive to contemporary conditions. These two considerations motivated the investigation of the following research question: *What key performance areas (KPAs) do employers specify when they advertise positions suitable for IOP graduates?* The investigation had two aims, namely (a) to systematically analyse the KPAs specified in job advertisements and (b) to compile KPA templates that may be used by IOP departments who wish to revise or transform their curricula.

The research design of this study has five characteristics, namely that it is: (a) qualitative, (b) naturalistic, (c), descriptive, (d) applied, and (e) strategic. The study employed a purposive sampling strategy that involved the collection of documentary data (job advertisements aimed at recruiting IOP graduates) over a 52-week period (N=1115). The data was content analysed by means of a six-step documentary analysis method. Specific strategies were employed to enhance the validity of the findings. These strategies focused on credibility, transferability, dependability, and confirmability. Similarly, the ethical standing of the investigation was promoted by addressing four considerations, namely autonomy and respect for dignity, non-maleficence, beneficence, and justice.

The data analysis procedure produced comprehensive and detailed qualitative descriptions of (a) 21 occupational categories, (b) 4070 KPA themes and (c) 84 KPA clusters. In addition, the number of occupational categories, KPA themes and KPA clusters were recorded and interpreted. In addition, the data analysis procedure produced comprehensive KPA templates that IOP departments may find useful. The templates reflect the KPAs specified by advertisements aimed at recruiting IOP graduates for a range of occupational categories and were designed to be used as benchmarks against which the economic responsiveness of curricula can be compared.

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**CHAPTER 1**  
**INTRODUCTION AND PROBLEM STATEMENT**

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## CHAPTER 1

### INTRODUCTION AND PROBLEM STATEMENT

*...higher education is in considerable flux, and an ambitious transformation agenda and different and conflicting imperatives, expectations and demands severely test the capabilities and capacities of national bodies and individual institutions and actors.*

(Council on Higher Education, 2004, p.239)

#### 1.1 Chapter preview

The aim of this introductory chapter is to present a brief synopsis of the study. Following a brief introductory review of the theoretical, historical, international and national context of higher education (HE), the research problem and aims are formulated. Thereafter, the structure of the manuscript is presented.

#### 1.2 Context of the research

In a recent review of HE research, Tight (2004) identified *course design* – that is, how the HE experience is organised and delivered to students – as the most commonly researched HE issue (in terms of articles published in academic journals). He concluded: “*it seems clear that – even though it is the subject of thousands of articles and hundreds of books published every year – higher education remains a relatively under-researched area*” (p.11). Muller (2004) echoed this sentiment by describing HE research as an “*under-developed stepchild of theoretically and empirically more sophisticated school-based research*” (p.149). Although Tight (2003) acknowledged the under-researched status of HE, he nevertheless described it as a rapidly developing area of research. The development is the result of wide-reaching changes that have characterised HE. During recent decades these changes unsurprisingly raised concerns and stimulated research.

During the last two decades South Africa has seen a fundamental transformation of its HE values, goals, policies and institutional infrastructure (Badat, 2004). This transformation has resulted in many legislative and regulatory changes as well as

the implementation and revision of numerous policies and strategies (see section 3.4.4). The challenges facing HE in South Africa are by no means unique. Instead, the local context reflects – to a large extent – the international context. At the same time, it is probably realistic to acknowledge that the restructuring problems challenging HE in South Africa have been – and still are – more acute in our own than in other countries (Young, 2001a).

### **1.2.1 Theoretical context**

This study investigates a topic at the intersection of two contexts, namely curriculum responsiveness and the field of industrial/organisational psychology (IOP). The last decade has seen a foregrounding of curriculum responsiveness in the HE landscape (Council on Higher Education, 2004; Dowling & Seepe, 2003; Ekong & Cloete, 1997; Gamble, 2003). According to Griesel (2004) the term emerged locally in response to a range of policy-, legislative-, structural- and strategic changes introduced after the African National Congress (ANC) gained power in 1994. These changes were necessitated by demands for increased and broadened access, changed student and institutional profiles, increased emphasis on improved efficiencies in graduate outputs, as well as the demands placed on HE by a global 21<sup>st</sup> century knowledge society.

Moll (2004) differentiates four levels of curriculum responsiveness: cultural-, institutional-, disciplinary-, learning-, and economic responsiveness. Although these levels are differentiated for analytic purposes, they are related and are found to be in tension with each other. Moll indicates that curriculum responsiveness can only be adequately understood if the four levels are engaged simultaneously. He emphasises that “*an adequate theory of responsiveness must entail an account of the curriculum and its delivery that simultaneously can answer to macro-social, institutional and individual learning imperatives*” (p.16). This study focuses only on *economic responsiveness*, not because this level is more important, but rather because (i) the limited scope of a mini-thesis research project allows for a rather narrow focus and (ii) because economic responsiveness is regarded as more important to professional disciplines (such as organisational psychology) than, for example, the humanities (Council on Higher Education, 2000/2001). Economic

responsiveness refers to labour market responsiveness and emphasises the *production* of practical skills. In essence, economic responsiveness suggests that HE institutions must effectively train sufficient qualified personnel in each key sector of the economy.

### 1.2.2 Historical context

When the ANC government gained power, a process of HE policy revision was initiated with the establishment of the *National Commission of Higher Education* (NCHE). From the outset, the NCHE (1996) argued that greater responsiveness was needed to ensure that HE engaged with the challenges of its social context. The NCHE envisaged that a responsiveness agenda would require academic and research programmes to be attuned to the knowledge needs of both civil society and the marketplace. Consequently, the *Centre for Higher Education Transformation* (CHET), a non-governmental agency, initiated a colloquium entitled *Curriculum responses to a changing national and global environment in an African context*. At this colloquium Ekong and Cloete (1997) introduced the term ‘curriculum responsiveness’ to the local curriculum transformation<sup>1</sup> debate. They and other presenters such as Bawa (1997), Kraak (1997), Muller (1997) and Scott (1997) emphasised the importance of broad participation and stakeholder consultation. When the *National Plan for Higher Education* (NPHE) (Ministry of Education, 2001) was published four years later, the plan included amongst its strategic objectives the production of graduates with requisite competencies to meet the country’s human resource needs.

At the turn of the century, the Council on Higher Education (CHE; established in May 1998) noted that the competency requirements in the work environment were changing and that some employers expressed dissatisfaction with the performance of graduates. The CHE responded to these concerns in three ways. They (a) put the issue of responsiveness on the agenda of a consultative conference of national

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<sup>1</sup> Curriculum transformation refers to a process whereby “*relevant stakeholders meaningfully contribute to the creation of a learning and teaching environment that is conducive to the successful offering of a career focused education and also meets the needs of the learners, employers and other stakeholders and benefits the particular communities at large and the country as a whole*” (Ishmail, 2004, p.39).

stakeholders, (b) commissioned specific research projects, and (c) organised a colloquium to discuss the findings of these projects (CHE, 2002).

This colloquium was a landmark for HE in South Africa because it was the first time that leaders from the public and private sectors, labour movement, civil society, and HE came together to discuss possible responses to the human resource needs of the country. At the colloquium the CHE emphasised the increased importance of:

- exploring mechanisms to “*build robust and long-term relationships between higher education and the public and private sectors to advance South Africa’s economic and social development through the production of appropriate knowledge and high-level personpower*” (CHE, 2002, p.i);
- engaging with “*issues concerning the knowledge, skills and competencies required by the work environment and how these relate to the diverse social purposes of higher education*” (CHE, 2002, p.ii).

Subsequently, authors such as Dowling and Seepe (2003) and Gamble (2003) explored curriculum responsiveness in more systematic and elaborate terms in their work focusing on universities and Further Education and Training (FET) respectively. Furthermore, the *South African Universities Vice-Chancellors Association (SAUVCA)* initiated the *Curriculum Responsiveness Project* to focus on the principles, frameworks, and practices guiding curriculum responsiveness (SAUVCA, 2004). Although the HE policies developed in the early to mid-1990s reflect a clear “*desire to steer South Africa along a ‘high skills, high growth’ path of economic development which would lay the foundation of a new democratic society*” (Ensor, 2002, p.272), the relationship of education to *economic development and globalisation has provoked much concern and anxiety* (Sayed, 2001). In fact, the CHE (2004) cautioned against an overemphasis of economic responsiveness. A decade ago Smith and Webster (cited in CHE, 2002) pointed out that university education is much more than transmission of knowledge and skills that allow learners to perform a given occupation. They listed several qualities that must also be cultivated within universities, such as conceptual thinking, critical enquiry, rational debate, objective evaluation of arguments, and the coherent presentation of arguments.



Curriculum responsiveness is an important, but contested issue in the contemporary HE debate (SAUVCA, 2004). Bundy (2006) referred to responsiveness as a “*profoundly ambiguous brief*” (p.12). Although the importance of labour market concerns cannot and should not be denied, it is equally important to acknowledge that HE forms part of a larger process of reconstruction. The White Paper (Department of Education, 1997a) acknowledged this and therefore proposed a “*broad and thick*” (p.40), multi-faceted notion of the responsiveness of HE. According to this notion, economic responsiveness represents only one aspect of responsiveness. Thus, local departments (including IOP departments) and institutions are encouraged not to overemphasise economic responsiveness, but rather remain open and sensitive to a broad range of academic, societal, as well as economic considerations when engaging in curriculum transformation.

### **1.2.3 International and national higher education contexts**

In an international review of the relationships between business and HE, Brown, Blake, Brennan, and Bjarnason (2002) described the important role which governments play in facilitating agreement on the priorities of HE institutions. They identified forums in many regions that facilitate communication between industry and HE. The *Business Higher Education Round Table* (Australia), *Corporate and Higher Education Forum* (Canada), *Business-University Forum* (Japan), *Council for Industry and Higher Education* (UK), as well as the *Business-Higher Education Forum* (US) all constitute examples of such forums.

The existence of these forums motivated the South African Department of Education (DoE) to formulate acts and policies to promote the responsiveness of HE curricula (e.g. CHE, 2000; DoE, 1997a; DoE, 1997b; DoE, 1999; DoE, 2001a). These documents recommend, for example, curriculum initiatives that consider the fundamental dynamics of the academic endeavour and that are also responsive to changing social needs (Griesel, 2004). Although the intentions of these documents are clear, it is questionable whether they have made a noticeable impact. The contributions of a number of authors during the last decade reflect a growing scepticism regarding educational policy development in South Africa (Chisholm & Fuller, 1996; Cloete, 2002; De Clerq, 1997; Sayed, 2001). For example, Cloete

(2002) refers to an “*implementation vacuum*” (p.105), while Moore and Lewis (2004) acknowledge that “[e]vidence emerging from recent studies of how institutions have responded to curriculum policy indicates that the good intentions which motivated policy have not been sufficient to bring about the intended changes” (p.42).

Reasons for this are numerous and include paradoxes and tensions in policies, fiscal constraints, unexpected consequences of institutional restructuring as well as political side-effects associated with complex transformation processes (CHE, 2004). The CHE Annual Report (2000/2001) acknowledges that “*policy implementation...sometimes unfolds independently from actual policy intentions*” (p.40) and that this results in poor alignment between policies and practices. This state of affairs is to be expected. Policy formulation, adoption, implementation, and evaluation processes seldom follow linear and sequential courses. In addition, the transformation of the educational context in South Africa takes place on a very large scale and it represents a multi-layered and complex process in which numerous policies are being constructed, formulated, and implemented simultaneously.

### **1.3 Research question and aims**

Two considerations prompted this study. Firstly, a review of the IOP curricula offered at ten prominent South African universities (UCT, UFS, UJ, UKZN, UP, RU, US, UWC, UNISA, Wits<sup>2</sup>) revealed little overlap (see section 4.4). This suggests that academic departments are not guided by shared principles and guidelines when they implement decisions about the content or sequencing of curriculum content.

Secondly, the DoE (1997a) urges institutions and academic departments to design curricula that are relevant and responsive to contemporary conditions. This insistence encourages departments to remain sensitive to the diverse social purposes of HE (see section 2.2.1). In addition, they should also pay attention to the relationship between HE and the work environment. This has been a prevailing theme for some time (Griesel, 2002). Instead of engaging in ad hoc curriculum

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<sup>2</sup> University of Cape Town, University of the Free State, University of Johannesburg, University of KwaZulu-Natal, University of Pretoria, Rhodes University, University of Stellenbosch, University of the Western Cape, University of South Africa and University of the Witwatersrand.

transformation activities, HE should rather take heed of employers' views by engaging in regular labour market analyses to identify current and emerging competency requirements (Badat, 2004; Macun, 2001). In this regard, Asmal (2002) indicated that societal changes as well as changes relating to the organisation of work environments brought about "*a redefinition of the skills, competencies and knowledge that employers, whether public or private, expect to find in their staff, at all levels of employment*" (p.147).

The findings of such analyses may have implications for the content, form and delivery of curricula. They may also enable departments to transform their curricula to match the desired outputs (CHE, 2000-2001; NCHE, 1996). However, this is easier said than done. Griesel (2002) commented that it cannot be assumed that institutions would be able to provide graduates with a competency profile that matches the requirements employers demand. Realistically, the requirements of employers may be different to what specific institutions can impart through their curricula. Griesel (2002) also stated that an explicit framework or taxonomy of competencies does not exist. The CHE (2002) echoed her concern by stating that the labour market "*does not exist in any tangible form. What exists is a constant state of flux, a fluid exchange of wealth and effort, and creativity*" ( p.14).

These two considerations motivated the investigation of a research question that is essentially focused on the "*attributes employers anticipate will be necessary for the future effective functioning of their organization*" (Harvey, cited in Griesel, 2002, p.39):

*What key performance areas (KPA's) do employers specify when they advertise positions suitable for IOP graduates?*

It is important, from the outset, to keep in mind that this investigation represents only the first step in a process that ultimately aims at adapting current IOP curricula to explicit market-driven requirements. The investigation has two specific aims that are aligned to the research question formulated above:

Primary aim – To systematically analyse the KPAs<sup>3</sup> specified in job advertisements;

Secondary aim – To compile KPA templates that, once completed, may be used by IOP departments who wish to revise their curricula or embark on curriculum transformation procedures.

The KPA templates are envisaged as documents similar – to some extent – to the *Labour Market Information Guide* (Maginn & Dench, cited in Kruss, 2002), aimed at assisting HE planning in the United Kingdom. By comparing curricula with the data on the KPA templates, IOP departments will be able to detect areas of overlap (indicating responsiveness) as well as areas that do not overlap with the required performance areas covered by the template.

#### **1.4 Structure of the manuscript**

The study consists of six chapters, the first being an introduction and problem statement. Chapters 2-4 present a review of literature relating to the following three topics: HE, curriculum responsiveness and IOP. Chapter 5 is a description of the methodological approach followed in this investigation. This chapter includes a description of the research design, data collection and analysis, ethical guidelines, as well as an outline of the procedure followed during the investigation. The qualitative and quantitative findings of the investigation are presented and discussed in Chapter 6. Chapter 7 concludes the study by reviewing the findings, value and criticisms of the study, and by making recommendations for future research.

#### **1.5 Chapter summary**

This chapter served as an introduction to the study and briefly reviewed the theoretical-, historical-, as well as international- and national contexts of the investigation (these contexts will be elaborated on in Chapters 2-4). The chapter also

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<sup>3</sup> Most advertisements referred explicitly to KPAs. However, some used related terms such as *key accountabilities*, *accountabilities*, *key responsibilities*, *duties*, *functions* or *outputs*.

presented the research question as well as the investigation's primary and secondary aims. Lastly, the chapter presented an overview of the manuscript's structure. The next chapter reviews the literature relevant to the investigation.

**CHAPTER 2**  
**LITERATURE REVIEW: HIGHER EDUCATION**

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## CHAPTER 2

### LITERATURE REVIEW: HIGHER EDUCATION

*...higher education and its institutions exist at the intersection of state, market, and civil society, each with its specific, varied and different expectations and demands.* (CHE, 2004, p.238)

#### 2.1 Chapter preview

This chapter reviews the existing literature by focusing on (a) the particular challenges facing HE in South Africa and (b) HE transformation.

#### 2.2 Challenges facing higher education

In the report, *South African Higher Education in the first decade of democracy*, the CHE (2004) recommends that the purposes of HE should be continually examined to determine whether they are appropriate to HE and to the South African context. This seems like a simple and straightforward recommendation. However, it should not be underestimated. The same CHE report cautions that the purposes of HE “*sometimes stand in a relationship of intractable tension, especially where they are pursued simultaneously*” (p.239). This implies that HE stakeholders should be prepared to perform intricate balancing acts while pursuing equally important and desirable purposes.

A review of the literature identified several pertinent challenges facing HE. They relate to the multiple purposes of HE, change, complexity, participation in the global economy, implementing a social reconstruction agenda, implementing an effective educational provision system, establishing policy leadership, balancing different and divergent discourses, and capacity development.

##### 2.2.1 Multiple purposes of higher education

Higher education institutions pursue multiple and often competing purposes (Moore & Lewis, 2004). They do this because HE institutions are complex institutions

(Barnett, 2004b; Macozoma, 2002) and are required to make different contributions in different contexts. Traditionally, the primary purpose of HE was the development of intellectual competencies. These included, for example, the pursuit of intellectual and conceptual knowledge, truth, understanding, enlightenment, critical thinking, critical reflection and critical action (Badat, 2004; Barnett, 1997). Currently, however, the **traditional purposes** are increasingly in competition with economic and social purposes.

The argument for the economic purpose of HE insists that HE contribute to the **growth and development** needs of the economy through the production of graduates who possess a range of occupational competencies that enable them to meet local, regional, national, continental and international requirements. In this regard, Kruss (2002) highlighted changes in the labour market that require graduates to be flexible, adaptable, capable of rapid learning, and prepared for regular periods of retraining.

The purposes of HE also include **social purposes**. In his opening address at a CHE Colloquium (*Building relationships between higher education and the private and public sectors and contributing to their high-level personpower and knowledge needs*), Minister Kader Asmal<sup>4</sup> urged participants to guard against a narrow instrumentalist approach that reduces HE to the needs of the economy. He emphasised that the primary goal of HE...

*...must surely be to provide individuals with the tools to take control of their lives, to understand, appreciate and engage with the world in all its complexity. It must...provide the tools for liberation. Liberation from hunger, from want, from the drudgery of work and from the humdrum of everyday existence.*  
(Asmal, 2002, p.147)

Mala Singh<sup>5</sup> is another vocal proponent of this position. In her opinion, the South African society is characterised by an enormous change agenda, poverty, inequality, and a fragile democracy that requires reinforcement by major social institutions (Singh, 2001). She is furthermore of the opinion that these characteristics highlight the importance of social purposes for HE.

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<sup>4</sup> Kader Asmal was the Minister of Education between 1999 and 2004.

<sup>5</sup> Dr. Mala Singh was the Executive Director of the Higher Education Quality Committee (CHE).



The social purposes identified in the literature include social justice, critical citizenry, and social development. *Social justice* requires that institutions facilitate increased access to HE for disadvantaged and excluded constituencies (Singh, 2001). The notion of *critical citizenry* requires that HE acts as the active and informed conscience of society and participates actively in democratic processes (CHE, 2004; Singh, 2001). Lastly, the *social development* purpose (also referred to as social reconstruction, emancipation or transformation) requires that HE engages with complex social problems and plays an active role in correcting inherited social imbalances (CHE, 2004; Moore & Lewis, 2004; Moya, 2004; Singh, 2001).

In essence, the challenge facing HE is to develop greater complementarity between the diverse purposes of HE (CHE, 2000; Singh, 2001). By consciously negotiating a balanced approach that addresses democratic, social justice, economic as well as social needs, the sustainability of HE could be safeguarded (Badat, 2004). The multiple purposes of HE are subsequently reviewed in more detail.

### **2.2.2 Change**

The HE sector has undergone drastic and rapid change during the last two decades, primarily as a result of globalisation and developments in the field of information and communication technology (ICT) (Kraak, 2001; Kruss, 2002; DoE, 2001a). This change process is still underway and adjustments and forms of contestation are expected to continue for some time (Moore & Lewis, 2004). According to Barnett (2004b), change has a considerable impact on the relationships between HE and its multiple stakeholders (e.g. government, work environment, students, other HE institutions, business). Change also confronts HE with practical (e.g. access, participation, opportunity, competition, quality evaluation) and philosophical challenges (e.g. determining the relative importance of constructs such as academic freedom, academic community, accountability, marketisation, and evolving discourses).

The political changes that accompanied the political transition in South Africa required a complete overhaul of policies and strategies. This turned out to be a

resource- and labour-intensive task. It is therefore not surprising that Badat<sup>6</sup> (2004) cautioned that local institutions would experience a “*demand overload*” (p.238). This is the case because institutions have had to cope with a “*vast array of varied and differing national goals and imperatives, policy initiatives, market pressures, public expectations and institutional stakeholder demands*” (p.238). In addition, institutions are required to cope with these challenges with limited financial and specialist human resources at their disposal (Singh, 2001; Young & Kraak, 2001).

### **2.2.3 Supercomplexity**

Barnett (2004b) commented that we live in “*an age of supercomplexity where our frameworks for understanding ourselves and the world around us proliferate and compete with each other*” (p.65). This supercomplexity confronts HE with numerous “*paradoxes, ambiguities, contradictions, possibilities and constraints*” (Badat, 2004, p.1).

Kruss (2002) summarised the challenges facing HE as follows: “*...institutions are required to meet myriad demands in a climate of increased competition and survival in an economically tight climate*” (p.100). Sayed (2001) concurred: “*The expectations of the education system in a transitional society are, as experience shows elsewhere, overstated, unrealistic and far too ambitious*” (p.261). In this regard, Cloete (2002), Moya (2004) and Rensburg (2001) also commented that the implementation of so many demanding changes within unrealistic timeframes represents a daunting task, not to mention that the HE infrastructure is still in an establishment and re-structuring stage.

Other factors add to the challenges faced by the South African HE sector. These relate to the urgency of local, regional and national problems (Moya, 2004) and the pressing need to simultaneously maintain and transform the HE system (Rensburg, 2001).

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<sup>6</sup> Dr. Saleem Badat was the CEO of the CHE between 1998 and 2007.

## 2.2.4 Participation in the global economy

While the South African government is busy extending societal democracy, it is simultaneously required to provide conditions for economic growth and development. Badat and Wolpe (cited in Sayed, 2001) referred to this contradictory challenge as the “*equity/development tension*” (p.255). South Africa forms an important part of the global village. To engage effectively with globalisation and participate competitively in the global economy, HE institutions have to cope with market-like conditions and are consequently challenged to produce, through research, teaching and learning, a knowledgeable, competent, and competitive workforce (Badat, 2004; Cloete & Maassen, 2002; Macun, 2001; Young, 2001a). It is only through such a workforce that South Africa will be able to integrate itself successfully into the competitive global arena. The HE system therefore has to produce – effectively and efficiently – the range of outputs required to drive growth and development in a global, knowledge-driven economy.

## 2.2.5 Implementing a social reconstruction agenda

Although the challenges facing HE in South Africa can only be properly understood against the background of the international HE context (DoE, 2001a), the unique set of local circumstances characterising HE in South Africa must be acknowledged (Young & Kraak, 2001). Fifteen years after the first democratic election, South Africa still faces the challenge of reconstructing social and economic relations in an attempt to eradicate and redress the inequitable patterns and practices shaped by the apartheid government (Badat, 2004). The government is expected to be responsive to the will of the people and “*deliver a more just and humane society in a climate of rising expectations and hopeful promise*” (Sayed, 2001, p.255). According to Singh (2001), as well as Volbrecht and Boughey (2004), HE continues to have a role to play in relation to the public good, democracy, equity and social justice. Although this seems straightforward, Singh (2001) indicated that social reconstruction is threatened by competing purposes and values (e.g. economic growth and development, academic entrepreneurship, and efficiency) and that this causes considerable ambiguity. This threat is experienced locally and internationally and leads to erosion of the idea of HE as a public good, mainly because HE’s relation to

the public good is not obvious (CHE, 2002). Singh (2001) added that conceptions of public good are likely to be contested because it competes with many other claims that HE is expected to satisfy. She stated that the *“role of HE in facilitating social benefits is viewed mainly through the prism of responsiveness to the market”* (p.11). She furthermore expressed concern that benefits relating to the public good are gradually moving into the background. Thus, HE is challenged to manage the potential tension between *“the need to respond to global economic developments and the need to address the more local concerns of social reconstruction and equity”* (Volbrecht & Boughey, 2004, p.58).

### **2.2.6 Implementing an effective educational provision system**

Certain aspects of the current educational provision system are dysfunctional and although the situation has received considerable attention over the last few years, effective solutions have not yet been identified. One obstinate problem causing much concern is the unsatisfactory throughput rate (Jansen, 2004; Young & Kraak, 2001). To a large extent, HE has to be further transformed in order to be capable of redressing inequalities of access, participation and success without alienating or threatening the white population (therefore, restitution has to take a limited form) (Sayed, 2001). Furthermore, HE is challenged to reduce deeply-embedded inequalities between HE institutions with respect to resources, staff, and student bodies.

### **2.2.7 Establishing policy leadership**

The development of policy leadership and effective policy institutions remains a key challenge facing HE. Research conducted by Cloete and Maassen (2002) as well as Muller (2004) casts a negative light on the influence or impact of policies. Muller blames the policy makers for this state of affairs and accuses them of being overly ambitious, exaggerating the importance of intended policies, not taking institutional capacity seriously, and underestimating the sheer complexity of programmatic change. Young and Kraak (2001), on the other hand, place the blame for the limited impact of policy changes on the close relations between practitioners and individuals

responsible for researching, formulating, implementing, and revising policy (Young & Kraak, 2001).

### **2.2.8 Divergent higher education discourses**

Different stakeholders perceive the HE landscape from different angles and consequently their needs do not necessarily overlap. Many debates took place during the last two decades, in which stakeholders presented and defended divergent and competing perspectives on a range of issues. These issues, amongst others, focused on the relative importance of the public good, intellectual property rights, skills and competencies, employability of graduates, and the labour market (CHE, 2002). Naturally, the various stakeholders all try to influence the way the role of HE is defined and its purposes, policies and strategies are formulated and implemented. One way in which the government tried to reconcile the diverse interests of the different stakeholders is by adopting the so-called three E's (equity, effectiveness, efficiency) as central policy principles (CHE, 2004; Sayed, 2001).

### **2.2.9 Developing capacity**

The transformation processes impact significantly on the bureaucracy of HE and result in considerable system overload (Badat, 2004; Rensburg, 2001). The revision and implementation of numerous policy and strategic objectives can hardly be maintained unless the required resources are developed and put in place. An area that requires particular attention relates to the financial and human resources required by the central government and HE institutions. At the turn of the century, Cloete and Maassen (2002) as well as Kraak and Young (2001) highlighted the professional experience and expertise of staff as problem areas. Badat (2004) concurred, emphasising the importance of mobilising the *“necessary human and financial resources to put into place the institutional arrangements, policies and practices that will be essential to steer the process of restructuring (p.42).*

## 2.3 Higher education transformation

According to Badat (2004), HE transformation is influenced by visions and goals, but also by “...paradoxes, ambiguities, contradictions, possibilities and constraints of structural and conjunctural conditions” (p.23). Cloete (2002) indicated that in the case of South Africa (where a new government had to undo policies and practices of the previous government while establishing a more equitable dispensation), such a transformation process required finding the middle ground between revolution and reform!

This section reviews the process and context of HE transformation in South Africa. Badat (2004) summarised the key objectives of HE transformation as follows:

- *“Providing a full spectrum of advanced educational opportunities for an expanding range of population;*
- *Ensuring student and staff equity and access;*
- *Achieving diversity in the system in terms of institutional missions and programme mix to meet national needs; and*
- *Promoting high-level research and research capacity for intellectual enquiry, application and for social development”* (p.39).

But first, let us turn to the ultimate “driver” of most contemporary transformation processes.

### 2.3.1 Globalisation

There are many different definitions of globalisation. Following Giddens’ conceptualisation, Moya (2004) defined it as follows: “...*globalization...means increasing inter-dependence; societies are more inter-dependent with others across the world than any previous generation has been, and...we need to make the most of this because it is here to stay*” (p.26). A related construct, the global economy, has been defined by Castells (cited in Moya, 2004) in terms of three characteristics:

*First, an economy in which productivity and competitiveness depends on knowledge and information. Second, an economy where local jobs are influenced by the global core of the economy. Third, an economy that requires a technology infrastructure, organisational capacity, and strong institutions.* (p.26)

In the pre-globalisation era, the apartheid system entrenched educational disparities and inequities between learners from different racial groups (Sayed, 2001). The separate development policies extensively shaped all educational activities, including teaching and research (Badat, 2004). Following the democratic elections in 1994, the newly-elected ANC government immediately responded to the need for rectification and parity by committing itself “*to equity and redress as cornerstone principles for all educational policies*” (Sayed, 2001, pp.252-253).

However, while South Africa emerged from years of isolation, global currents were also beginning to affect many aspects of the society. The local priorities that initially dominated the educational scenario soon made way for international challenges (Moya, 2004). In this process, South Africa had little choice: it simply had to reposition itself in the interlinked, interdependent global world (Cloete & Maassen, 2002). Globalisation forced governments and organisations all over the world to embark on major reforms of their systems.

Globalisation exercises a profound influence on HE. Firstly, the structure of HE institutions has become more open, responsive, and competitive (Kruss, 2002; Moya, 2004; Young, 2001b). The CHE (2002) referred to the “*increasing marketisation of higher education*” (p.5), while Asmal (2002) commented that a form of *managerialism* has emerged as a result of attempts to enhance the efficiency and effectiveness of institutions (Asmal, 2002). During the last decade, governments have increasingly emphasised the economic role of education and consequently pressurised institutions to improve their performance, focus on human resource development and become more accountable and marketable (CHE, 2002; Young & Kraak, 2001).

Secondly, globalisation brought about the emergence of a knowledge or learning society, that is, a society that demands opportunities to learn and prepares learners

for the continual acquisition of new skills and the changing of jobs (Moya, 2004; Young, 2001b). The global economy is increasingly dependent on knowledge and information and recognises the “*strategic importance of the capabilities of a company’s workforce for its ability to compete in global as well as in national markets*” (Young, 2001b, p.78). This economy is characterised by growing numbers of knowledge workers, high technology, low employment, innovation, and reinvention (Kruss, 2002; Young, 2001b). It values a “*highly skilled labour force that is able to employ the new technologies and add value to existing goods and services*” (Kraak, 2001, p.89).

Thirdly, the prevailing globalised mode of knowledge production is described as *Mode 2 knowledge production*. This means that it is characteristically trans-disciplinary, trans-institutional, heterogenous, and characterised by problem-solving (CHE, 2000-2001; Kruss, 2002).

Fourthly, globalisation resulted in massification that afforded large numbers of previously excluded students access to HE (CHE, 2000-2001). These influences resulted in institutional transformation and fundamental shifts in research, teaching, and curriculum development.

### **2.3.2 Africanisation**

While globalisation focuses on emerging issues in a global world, such as the production of graduates who have the expertise to compete in a global knowledge society (MoE, 2001; Moya, 2004), Africanisation focuses on issues relating to the continent’s historical past and promotes the construction of equitable societies based on democratic values. In South Africa, transformation processes have to integrate both Africanisation and globalisation considerations. Moya (2004) referred to this integration of global and local as *glocalisation*, while Gelb referred to the tension between domestic and global interests as a “*contradictory equilibrium*” (cited in Cloete & Maassen, 2002, p.450). There is concern that Africa has been largely untouched by the globalisation process (Moya, 2004). Therefore, HE institutions are under increasing pressure to play prominent roles in continental development by becoming “*engines of development*” (Moya, 2004, p.26) and by assisting their



African neighbours to become part of the knowledge-intensive, “*global, high technology, high-level skill, low employment economy*” (Kruss, 2002, p.83).

In South Africa, the Africanisation imperative was initially focused on symbolic changes such as the transfer of power and changing racial representation in all spheres of the HE institutions. In the process it left more substantial issues related to teaching, research, scholarship, epistemology, assessment criteria, and the curricula on offer untouched. More recently, arguments surfaced suggesting that the curricula offered at HE institutions had to play a central role in the Africanisation process by engaging with the contemporary realities of Africa (CHE, 2002; Moll, 2004; Moya, 2004). For example, Dowling and Seepe (cited in Moll, 2004) urged HE institutions “*to be sensitive to the developmental agenda of governments and make a contribution to meeting the social and economic needs of the African people in general*” (p.14). This means that HE has to engage with realities such as unemployment, poverty, illiteracy, under-development, and manifestations of cultural domination.

### **2.3.3 Higher education transformation in South Africa during the last two decades**

Jansen (2004) traced the transformation process that has taken place in South African HE over the past decade. He reviewed several small and large-scale changes and then compiled a list of the ten most important changes confronted by the HE sector between 1994 and 2004. The ten changes are briefly reviewed in this section. Six of the changes relate to institutional culture and organisation, three to the role of students, while one relates to the relationship between HE institutions and the government.

The ***culture and organisation of HE institutions*** has been fundamentally transformed during the last two decades. For example, the release of a 2001<sup>7</sup> report by Minister Kader Asmal impacted on the size and shape of the HE landscape and resulted in a significant reduction in the number of HE institutions. Ironically, the

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<sup>7</sup> Restructuring the Higher Education System in SA (DoE, 2001b).

reduction of public HE institutions took place whilst there was a considerable increase in the number of private HE institutions in South Africa. The dramatic growth in private HE institutions caught many stakeholders by surprise and resulted in significant declines in the enrolment figures of public institutions. Private HE institutions have the support of powerful international organisations (e.g. the World Trade Organization) who advance the view that host countries should allow private institutions to access education markets without regulations or barriers (i.e. free trade). This international support leaves the South African government with limited opportunities to counter the unexpected proliferation of private institutions.

Another change affecting the culture and organisation of HE relates to the modes of delivery used by HE institutions. During the last two decades a number of residential universities have increased their modes of delivery by also offering distance education programmes. In the process they designed a range of web-based instructional resources that students could access with or without contact teaching. The last two decades also witnessed changes in the governance and administration of HE. The implications of these changes were that centralised and strategic planning gained prominence while core administrative functions in turn became decentralised. Related to these are changes to the roles performed by vice-chancellors, deans and directors (who became chief executive officers, executive deans and executive managers respectively). A further change identified by Jansen (2004) relates to the academic workplace and highlights the following: internal and external competition, increased vulnerability, increased pressure to perform (as a result of closer scrutiny and surveillance), decreased resources to support academic and administrative responsibilities, and lastly, a greater sense of responsibility towards students as clients or consumers.

Three of the ten changes listed by Jansen (2004) relate to **roles performed by students**. The first focuses on the dramatic increase in student numbers at almost all HE institutions, while the second focuses on shifts in student enrolments. There has been a considerable decrease in students registering for qualifications in the humanities and the social sciences. At the same time, student numbers have been growing in the vocationally-oriented courses as well as the commercial sciences. The third change focuses on student politics and organisation. While students used to

play very prominent roles within their institutions and, for example, often demonstrated their capacity to mobilise resistance, the focus of student organisations has shifted *“from protests against an illegitimate government to demands for unrestricted access to HE, expanded financial aid to needy students, and relief from personal debt to the institutions* (Jansen, 2004, p.305). In the process, student organisations drained the resources of HE institutions and caused considerable stress to managers and administrators. According to Jansen (2004), these events motivated the government to increasingly emphasise the importance of values such as institutional efficiency and effectiveness.

The tenth change highlighted by Jansen (2004) focuses on the ***relationship between HE institutions and government***, especially in terms of the autonomy and accountability of institutions. According to Jansen *“...much of the history of South African universities was preoccupied with asserting autonomy against the constant interventions of the apartheid state to regulate and maintain racially- and ethnically-separate universities”* (p.297). During the ten years following the democratic elections, autonomy was juxtaposed with the requirement for accountability. More specifically, a number of policies required compliance with new academic regulations.

In Jansen’s (2004) view the transformation processes HE institutions have witnessed during the last two decades resulted in permanently altered relationships within and between HE institutions. It also altered relations between HE institutions and the government.

## **2.4 Chapter summary**

This chapter reviewed the HE literature by focusing on the particular challenges facing HE in South Africa and HE transformation. The challenges include multiple purposes of HE, change, complexity, participation in the global economy, implementing a social reconstruction agenda and an effective educational provisioning system, establishing policy leadership, divergent HE discourses, and developing capacity. The review of HE transformation focused on the impact of globalisation and Africanisation as well as the transformation that occurred in South

Africa during the last two decades. The next chapter reviews the literature on curriculum responsiveness.

**CHAPTER 3**  
**LITERATURE REVIEW: CURRICULUM RESPONSIVENESS**

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## CHAPTER 3

### LITERATURE REVIEW: CURRICULUM RESPONSIVENESS

*"[T]he function of higher education cannot be reduced to the production of graduates and/or research related to the needs of the labour market and business alone...The responsiveness of higher education to the general and specific needs of the economy can only be a subset of a more complex and multi-faceted notion of responsiveness"* (Badat, 2004, p.37).

#### 3.1 Chapter preview

This chapter reviews the existing literature on curriculum responsiveness. Curriculum responsiveness and, more specifically, economic responsiveness, represent the core of the investigation and are therefore reviewed in greater detail. The review of curriculum responsiveness focuses on the emergence of the term as well as the five levels of curriculum responsiveness identified in the literature. The review of economic responsiveness focuses on four areas, namely: (a) the recent emergence of economic responsiveness, (b) perspectives on economic responsiveness, (c) curriculum discourses relating to economic responsiveness and (d) policy developments relating to economic responsiveness.

#### 3.2 Emergence of curriculum responsiveness

Debates on HE have seen an emergence of the term curriculum responsiveness in the last ten years (CHE, 2004; Dowling & Seepe, 2003; Ekong & Cloete, 1997; Gamble, 2003). Griesel (2004) attributed the surfacing of this term to the range of policy-, legislative-, structural- and strategic changes introduced by the ANC government. According to Griesel (2004) the changes were necessitated by demands for increased and broadened access, changed student and institutional profiles, changes to curriculum management practices, increased emphasis on improved efficiencies in graduate outputs, as well as the demands placed on HE by a global 21<sup>st</sup> century knowledge society. Moya (2004) added that the debates around curriculum responsiveness started in a HE context that had become responsive to the needs of new economical, societal, and political systems. This happened at a

time when the strategic priorities, frameworks, policies, legislation, and in fact the entire HE landscape, were being reconsidered.

Unwin (2003) acknowledges that responsiveness has been an important theme in the further education contexts of the United Kingdom and Australia. According to her, responsiveness emerged in both these countries in the early 1990s. This development formed part of a global demand that education and training should become responsive to the needs of industry, government, and society in general, and should contribute to social and economic growth (Kruss, 2002).

Moll (2004) describes curriculum responsiveness as a *new* and *South African* idea. He traced the local emergence of the term to an article by Ekong and Cloete (1997)<sup>8</sup>. Following the publication of this article, the term soon became part of HE policy documents that focused on HE transformation (e.g. DoE, 1997). It also became an important topic during HE debates and colloquia (Centre for Development and Enterprise, 1998; 2000; CHE, 2002a; South African Universities Vice-Chancellors Association, 2004). Consequently, a need for a more articulate theory of curriculum responsiveness emerged.

Responsiveness relates to many core aspects of HE including “*teaching and learning, research, and community engagement, and the web of interactions between higher education and policy-makers, industry and commerce, local communities and the wider society*” (CHE, 2004, p.157). Yet, despite this pervasive influence “[t]he concept has little theoretical depth in regard to what object or objects of study it refers and what kinds of relationships to other concepts it implies” (Moll, 2004, p.8).

Authors such as Dowling and Seepe (2003), Gamble (2003) and Moll (2004) responded to this need by offering theoretical conceptualisations of curriculum responsiveness, with a few noteworthy investigations published around the same time. These included investigations by Brown *et al.* (2002), Griesel (2002), Kruss (2002), and Moore (2004). The study by Brown *et al.* (2002) reviewed the

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<sup>8</sup> Curriculum responses to a changing national and global environment in an African context (Ekong & Cloete, 1997).

relationships between business and HE in eight countries (Australia, Canada, Hungary, India, Malaysia, Mexico, UK and the USA). Griesel (2002) investigated employer satisfaction with the competencies of the graduates who qualified at the University of KwaZulu-Natal. Kruss (2002) investigated the expectation that HE should become more responsive to socio-economic demands in South Africa. She accessed the expectations of five distinct constituencies, namely the (a) public and private sectors, (b) professional associations, as well as representatives from (c) SETAs, (d) public HE institutions and (e) private HE institutions. Lastly, Moore (2004) investigated responsiveness at postgraduate level, especially relating to programmes directly concerned with the work environment. His study explored the dynamics of curriculum responsiveness as found in one of South Africa's leading business schools. The findings and conclusions of these studies will be reviewed in the sections to follow.

### **3.3 Levels of curriculum responsiveness**

Moll (2004) formulated a framework for the theoretical conceptualisation of curriculum responsiveness. He emphasised that “*an adequate theory of responsiveness must entail an account of the curriculum and its delivery that simultaneously can answer to macro-social, institutional and individual learning imperatives*” (p.16). Moll differentiated four levels of curriculum responsiveness, namely (a) cultural-/institutional responsiveness, (b) disciplinary responsiveness, (c) learning responsiveness, and (d) economic responsiveness. Moll (2004) pointed out that the levels:

- are differentiated for analytic purposes only;
- are related and in tension with each other; and
- can only be adequately understood if all four are engaged simultaneously.

Moll's (2004) article made no reference to social or community responsiveness. However, these two levels of responsiveness also feature in recent literature. For example, Moya (2004) acknowledges that community responsiveness may not currently be as relevant as the other levels of responsiveness, but nevertheless refers to it in a prominent article entitled *Glocalisation – A challenge for curriculum*



*responsiveness*. Similarly, the *UCT Social Responsiveness Working Group* (Favish, 2005) investigated scholarly outputs associated with social responsiveness produced by academics at this institution. The report that followed<sup>9</sup> provides a useful conceptualisation of social responsiveness; a term that also features in other recent publications (Asmal, 2002; CHE, 2002a; Hall, 2004; McGrath, 2003; Moya, 2004). Therefore, for the purpose of this review, both community and social responsiveness will be added to the levels of responsiveness conceptualised by Moll (2004). Due to the overlap between community and social responsiveness, these two levels will be reviewed jointly. The various levels of responsiveness are reviewed in subsequent sections.

### **3.3.1 Social/community responsiveness**

The *UCT Social Responsiveness Working Group* defines social/community responsiveness as “[s]cholarly based activities...that have projected and defined outcomes that match or contribute to development objectives or policies defined by a legitimate civil society organisation, local, regional or national government, international agencies or industry (Favish, 2005, p.10); a definition that is admittedly derived from a UNESCO report<sup>10</sup>.

An analysis of relevant literature (Asmal, 2002; CHE, 2002a; Favish, 2005; Hall, 2004; McGrath, 2003; Moya, 2004) identified a number of core aspects of social/community responsiveness. Firstly, social/community responsiveness is based on the belief that HE institutions are responsible for fostering in academics and students a sense of social responsibility, active citizenship, a commitment to the social good as well as service to the community, tolerance, and non-discrimination. Moya (2004) suggested that this responsibility is at least partly motivated by the broader public’s expectation of getting something back from its efforts at funding HE through the payment of taxes. Secondly, social/community responsiveness recognises that a social contract or set of relationships exist between HE and societal organisations. Thirdly, social/community responsiveness requires that HE

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<sup>9</sup> Portraits of practice: Social responsiveness in teaching and research at the University of Cape Town (Favish, 2005).

<sup>10</sup> World Declaration on Higher Education for the Twenty-First Century (cited in Favish, 2005).

responds to local, provincial, national, and continental needs. Fourthly, social/community responsiveness recognises that HE institutions must respond to societal needs through the use of scholarship in a manner that evokes reciprocal benefits. In other words, it must satisfy societal needs, but it must also feed back into teaching, research and curriculum activities. In this sense, social/community responsiveness requires ethical standards, political impartiality, critical capacities and, simultaneously, improved articulation with societal problems and the work environment (Favish, 2005). Lastly, social/community responsiveness involves a wide range of activities that aim to contribute to social, cultural, political, economic, and environmental development. These activities are summarised in Table 1. The activities are implemented through methods such as knowledge production and dissemination, student volunteerism, service learning, community-based education, and community service.

**Table 1: Social/community responsiveness activities**

| <b>Social activities</b>   | <b>Cultural activities</b>   | <b>Political activities</b>   | <b>Economic activities</b>  | <b>Environmental activities</b>   |
|--|--|---|---|---|
| Promotion of: <ul style="list-style-type: none"> <li>• access to education</li> <li>• social policy</li> <li>• social transformation and reconstruction</li> <li>• equity</li> </ul> Elimination of: <ul style="list-style-type: none"> <li>• intolerance</li> <li>• violence</li> <li>• illiteracy</li> </ul> | Promotion of: <ul style="list-style-type: none"> <li>• identity development</li> <li>• enhancement of cultural life</li> </ul> | Promotion of: <ul style="list-style-type: none"> <li>• critical citizenship</li> <li>• human rights</li> <li>• justice</li> <li>• public dialogue</li> <li>• political empowerment</li> </ul> | Promotion of: <ul style="list-style-type: none"> <li>• economic growth and development</li> <li>• economic policy</li> <li>• urban and regional development</li> <li>• employment creation</li> </ul> Elimination of: <ul style="list-style-type: none"> <li>• poverty</li> </ul> | Promotion of: <ul style="list-style-type: none"> <li>• public health services</li> </ul> Elimination of: <ul style="list-style-type: none"> <li>• environmental degradation</li> <li>• hunger</li> <li>• disease</li> </ul> |

### 3.3.2 Cultural/institutional responsiveness

An analysis of the conceptualisations of cultural/institutional responsiveness provided by Gay (2000) and Moll (2004) differentiated at least five key characteristics. Firstly, cultural/institutional responsiveness acknowledges that the heritage of cultural groups has a distinct character and that it should form part of the curriculum. Secondly, it attempts to make teaching and learning more appropriate by

establishing meaningful connections between educational and domestic contexts, academic tasks and lived socio-cultural experiences, as well as local knowledge and the curriculum. Thirdly, culturally/institutionally responsive educators employ a wide range of instructional resources and strategies to accommodate the diverse experiences, perspectives, approaches as well as styles and responses of learners. Fourthly, cultural/institutional responsiveness not only promotes cultural awareness, but it also aims to validate the distinctive styles and heritage of educators and learners. In this way, it generates pride and maintains cultural identity. Lastly, it guides learners in appreciating different experiences, heritages and versions of the truth. Therefore, cultural/institutional responsiveness liberates individuals and helps them to respect diversity.

Moll (2004) suggests that cultural differences between educators and learners may contribute to academic failure. It is therefore important that educators offer students representing different cultural groups “*alternative learning pathways*” (p.5) to success that acknowledge cultural differences such as race, socio-economic status, gender, language, and learning preferences.

### **3.3.3 Disciplinary responsiveness**

According to Moll (2004), disciplinary responsiveness refers to curricula that are responsive to their underlying knowledge disciplines and ensure “*a close coupling between the way in which knowledge is produced and the way students are educated and trained in the discipline area*” (p.7). Moll added that disciplinary responsiveness is particularly important and relevant in university contexts because university curricula are intimately connected to the systematic inquiry (e.g. knowledge production and dissemination) engaged in by academics. In practical terms, disciplinary responsiveness requires that academics fulfill their basic responsibility to keep up to date with developments in their disciplines.

### **3.3.4 Learning responsiveness**

Moll (2004) describes learning responsiveness as “*teaching them in terms that are accessible to them and assessing them in ways that they understand*” (p.8). Learning

responsiveness requires systematic consideration of students' needs and interests, the content and methods of teaching, as well as ways of assisting learners to learn. Moll's (2004) conceptualisation suggests that learning responsiveness implies at least six aims, namely: (a) focusing on individual development and learning, (b) maximising learning opportunities, (c) teaching creatively, (d) designing productive learning contexts, (e) building trust with learners and (f) overcoming resistance to learning.

### **3.3.5 Economic responsiveness**

The present investigation focuses specifically on economic responsiveness in IOP training. Therefore, the literature related to economic responsiveness will be reviewed in greater detail in the section to follow. Here, it suffices to say that economic responsiveness refers to responsiveness to the labour market and emphasises the role of HE in the development or production of practical, work-related skills.

### **3.4 Theoretical conceptualisation of economic responsiveness**

Economic responsiveness gained considerable prominence at policy level in recent years, both locally and internationally (See section 3.4.4). Singh (2001) believes that economic responsiveness is functioning as a "*powerful and influential paradigm*" (p.11) that is shaping policies and practices in many developed and developing countries. Essentially, economic responsiveness refers to responsiveness to the labour market (i.e. industry, government, service sector, informal sector) and emphasises the role of HE in the development or production of work-related skills. Singh (2001) associates economic responsiveness with a range of terms, including efficiency, economic survival, competitiveness, economic growth, and vocationalism. According to Moll (2004), economic responsiveness suggests not only that HE must produce sufficient numbers of qualified personnel in each key sector of the economy, but also that HE should provide the market with the human resources capable of increasing the economic competitiveness of organisations.

Economic responsiveness is often associated with “*needs-tailored education*” (Moll, 2004, p.4) and is described as being demand-driven (McGrath, 2003). Yet, while economic responsiveness is perceived as a way of overcoming the “*traditional cleavage between vocational education and training on the one hand and academic education and training on the other*” (Moll, 2004, p.8), economic responsiveness also emphasises flexibility, effectiveness, and continuous learning.

The implementation of economic responsiveness requires that HE develops adequate labour market information systems (McGrath, 2003). This is only possible if HE institutions interact with business and industry and develop an understanding of the needs of labour environments. The implementation also requires the creativity to develop new programmes using modern teaching and learning technologies (Unwin, 2003). It is unclear to what extent HE institutions are able or motivated to meet these requirements. At the turn of the century the CHE (2000-2001) reported that there had been some restructuring of qualifications and programmes. The restructuring was aimed at making curricula more congruent with the emerging needs of the economy, labour market, and work environment.

### **3.4.1 Emergence of economic responsiveness**

The notion of responsiveness is based on a three-way relationship between HE, government, and business (or, the economy) (CHE, 2004); a relationship that is sometimes referred to as a “*triple helix*” relationship (CHE, 2004, p.161). A few years ago, referring to reports from three ministries (Education, Labour, and Trade and Industry) that expressed concern about the lack of high-level human resource personnel in the local labour market, Badat (2004) remarked that HE is increasingly required to be responsive to economical needs. He offered two explanations for this state of affairs, the first of which relates to the limited number of students registering for courses associated with higher demand, while the second involves the discrepancy between new or recently employed graduates and economical demands. However, he admitted that both HE and business lack knowledge about the short- and long-term needs of the work environment.

Despite differences in how constituencies conceptualise responsiveness, the literature highlights two pertinent reasons for the recent emergence of ER, namely the relationships between HE and the work environment and the economy respectively.

The first reason relates to the relationship between HE and the work environment. For some time now representatives from both the public and private sectors have questioned the training and qualifications of graduates, as well as their international competitiveness (Badat, 2004; Centre for Development and Enterprise, 2000). Griesel (2002) also commented on “*the pervasive view that higher education does not produce the right kinds of graduates to meet changing workplace demands*” (p.39). In an era of increasing institutional accountability and relevance, HE institutions should expect higher demands for graduates that have the desired skills and attitudes for work (Singh, 2001; Unwin, 2003). Asmal and Kahn (2000) suggested that a HE system able to produce top quality students is essential for South Africa. However, meeting the demand for graduates who have the competencies required by the work environment is not a simple task. This is because the work environment is not a stable entity but rather, changes constantly. Consequently, if HE institutions would like to ensure that work demands shape their curricula and the kinds of graduates they produce, they have no choice but to establish and maintain close links with business and industry (Griesel, 2002; Moore, 2003). Brown *et al.* (2002) identified four benefits attached to establishing close relationships between HE and business, namely (a) opening up opportunities for applied research, (b) engaging in curriculum reform to facilitate graduate employability, (c) creating opportunities for consultancy services, and (d) building relationships through cross-representation on boards and councils.

The second reason for the recent emergence of economic responsiveness relates to the relationship between HE and the economy. The notion of economic responsiveness has emerged at least partly because of public policy debate about the relationship between HE and economic change. According to some, HE is increasingly perceived as an economic resource while knowledge and information processing are increasingly considered as a means to promote economic capacity and to act as driving forces for wealth creation (DoE, 2001a). Consequently, HE – as

producer and disseminator of sophisticated knowledge – is regarded as a key stakeholder for the production of knowledgeable, directly employable, and internationally competitive employees ready to contribute to economic development (Badat, 2004; CHE, 2004; Griesel, 2002; Kruss, 2002; Moll, 2004; Singh, 2001; Unwin, 2003). More specifically, several authors (CHE, 2002b; Cloete & Bunting, 2000; Griesel, 2002; Kruss, 2002; Moll, 2004) remarked that the competencies formerly acquired through work experience are increasingly expected to form an integral part of curricula. Moore (2003) referred to the increasing importance of applied knowledge that represents “*a shift away from discipline-based degrees towards more vocationally purposive programmes*” (p.304) that are more responsive to economic needs. Along the same lines, the DoE suggested a programme-based definition of HE more than a decade ago (DoE, 1997a). The DoE expected that incorporating programmes as the basic unit of curricular and methodological plans would contribute to a greater responsiveness to economic needs and labour market trends (DoE, 1997a). Table 2 summarises the competencies required by stakeholders who demand that institutions develop and offer curricula that are responsive to economical needs.

**Table 2: Competencies required by the labour market**

|  |   |
|--|---|
| Adaptability   | Innovation                                  |
| Analytical thinking                                    | Numeracy                                    |
| Application, integration and synthesis competence      | Oral and written communication              |
| Cooperation and teamwork                               | Organisational knowledge                    |
| Critical thinking                                      | Problem-identification and -solving ability |
| Flexibility  | Self-reliance                               |
| General, experiential, as well as specialist knowledge | Soft, life or transverse skills             |
| Information management                                 | Tacit-knowledge formation                   |
|  | Value clarification competence              |

Based on CHE (2002a; 2002b), Cloete and Bunting (2000), Griesel (2002), Kraak (2001), Kruss (2002), Moll (2004), and Moya (2004).

The above competencies are necessary to function in the globally competitive knowledge economy. This economy requires highly skilled employees competent in:

- using advanced technologies;
- attaining higher quality manufacturing and higher productivity;
- adding value to existing goods and services; and
- being innovative (Kraak, 2001; Kruss, 2002; Moya, 2004).

Kraak (2001) defined innovation as “*the ability to continuously reinvent products and add value to existing designs through reconfiguring new information and knowledge about product and process*” (p.89). According to the CHE (2004), industrial innovation has become a very important HE activity. In fact, innovation is regarded as so important that it is equated with the traditional activities of HE (teaching, research, community engagement). This tendency has resulted in governments encouraging business to outsource research to HE and demonstrates the economical benefits of such reciprocal relationships (i.e. outsourcing of research versus the creation of employment opportunities for graduates).

The above two reasons present a convincing argument for HE to take their contribution to economic growth and development seriously. However, the argument is by no means perfect. There are as many authors in support of economic responsiveness as there are authors against it. The next section reviews the varying perspectives on economic responsiveness.

### **3.4.2 Perspectives on economic responsiveness**

The relationship between HE and the labour market is a complex, controversial, and contested one. Different HE stakeholders within and across sectors interpret the notion of responsiveness in different ways, with some adopting an extensive and broad view of the construct and others interpreting it in much narrower terms (CHE, 2004; Singh, 2001). Not surprisingly, there is much uncertainty about the degree of responsiveness that would be deemed appropriate or ideal, the targets of responsiveness (e.g. national economic and social development, global competitiveness, the knowledge economy, or narrow vocationalism) and the methodology required to practice responsiveness (Kruss, 2002). Naturally, some welcome the closer ties between industry and HE while others express apprehension and oppose such a relationship (CHE, 2002a).

Unwin (2003) referred to the responsiveness debates as an “*attitudinal revolution*” (p.11), while Kruss (2002) described it as “*variations on a theme*”, “*differing discursive motivations*”, or “*different ways of legitimising the demand for responsiveness*” (p.84). She differentiated the objectives of the public sector (i.e.



national economic and social development, an emphasis on scarce skills, and redressing inequalities of the past) and the private sector (i.e. global competitiveness, the knowledge economy, and an emphasis on high-level skills), and maintained that the two sectors recognise the demands of the other and ultimately operate from the same core model of responsiveness.

Although there is considerable resistance against the notion of economic responsiveness, there is also much support for it. The CHE (2004) acknowledges that the importance of economically responsive HE institutions is increasingly being recognised by the most knowledgeable, wealthy and socially equitable societies. In addition, the CHE (2004) recognises that graduate competencies and relevant research are critical enablers of equity, democracy and development. Consequently, the responsiveness of HE institutions is critical to the success of South Africa's economic development strategy (Asmal, 2002). In this regard, Gamble (2003)<sup>11</sup> confirmed that practical curricula tend to receive higher ratings than theory-based curricula, and reflect an increased emphasis on application and use.

Economic responsiveness is also supported in the light of the following (CHE, 2004; Kruss, 2002; Moll, 2004; Moore & Lewis, 2004):

- global market challenges;
- national and regional economic needs; and
- the labour market's requirement for employable and highly skilled graduates able to satisfy economic priorities.

In contrast, several authors express concern about attempts to match the traditional functions of HE institutions (i.e. teaching, research, and community service) with the competency requirements of the labour market. This literature review identified seven such **concerns relating to economic responsiveness**.

Firstly, there is an element of concern about the diverse understandings of the concept of responsiveness and the ways in which it has been implemented. Deficient conceptual and methodological clarity on economic responsiveness is partly to

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<sup>11</sup> Gamble's (2003) study focused on curriculum responsiveness in FET colleges.

blame for this (Moll, 2004). For example, it is not easy to differentiate between academic activities that are responsive and activities that are not (Favish, 2005). Also, although several policy documents (See Section 3.4.4) encourage HE institutions to be more responsive, they do not offer specific guidelines (Griesel, 2002; Kruss, 2002). The absence of a “*grand organizing principle*” (Griesel, 2002, p.54) provides stakeholders with considerable latitude to interpret and implement the policies. It is not surprising that some authors (e.g. CHE, 2000-2001; Singh, 2001) expressed concern about the discrepancy between the intentions of policy makers and the actions of policy implementers. To complicate matters even more, stakeholders rarely have to implement one policy imperative at the time (CHE, 2002a). Rather, while they may try to be more responsive, they also have to reconcile different policies (e.g. to balance public good and economical considerations). Obviously, this is difficult and likely to result in considerable ambiguity and tension (Favish, 2005; Moll, 2004).

Secondly, Kruss (2002) suggests that the perception that globalisation has led to an increasing imbalance between the influence of social considerations and the “*increasing dominance of the discourse of the market*” (p.68) concerns a number of authors. A bias toward labour market considerations may accentuate existing educational and social inequalities and also dilute the influence of political, intellectual, moral, and cultural dimensions. In this regard, Badat (2004) stated that “*the function of higher education cannot be reduced to the production of graduates and/or research related to the needs of the labour market and business alone...The responsiveness of higher education to the general and specific needs of the economy can only be a subset of a more complex and multi-faceted notion of responsiveness*” (p.37).

Thirdly, Muller (2001) stated that responsiveness may have a negative effect on knowledge production at HE institutions. Muller’s concern is that excessively market-driven policies may have a negative impact on disciplines or areas of learning that are not seen as immediately relevant. More competitive and market-driven institutions may be tempted to place an undue focus on academic programmes that are marketable and generate high returns. At the same time, they may be tempted to downsize or even terminate programmes that are not seen to be performing

optimally in relation to market-oriented criteria. Asmal (2002) indicated that this trend is exercising an adverse impact on teaching and research in the humanities and social sciences (Asmal, 2002). The CHE (2002b) also cautioned that an emphasis on the usefulness of knowledge should not be allowed to turn knowledge into a commodity that can be privatised. For example, knowledge can be produced equally effectively in industry as well as HE, and therefore the social character of knowledge should be valued.

Fourthly, a related concern about responsiveness is that it may have negative side-effects for researchers and research institutions. Traditionally, academic research systems are open, credible, and transparent, allowing scholars free access to their methods and results. However, research that may be relevant for industry may impose restraints on the disclosure of objectives, methods or results. Such research may also impose conflicts of interest on researchers that may, in turn, have negative implications for objectivity and public credibility (CHE, 2002b). Another concern is that increased responsiveness may inadvertently lead to an overestimation of commercially relevant research (or research that has an immediate impact) at the expense of basic and fundamental (so-called *blue-sky* research) research (CHE, 2002b; Favish, 2005).

Fifthly, the *capacity of HE institutions to respond to ER policies* may be exaggerated (McGrath, 2003). Institutions differ internally and from each other (Griesel, 2002; Kruss, 2002) and therefore they may not be able to respond uniformly while transforming curricula and aligning teaching and learning with ER expectations (Kruss, 2002). Responsiveness requires flexible HE institutions, support from the government, as well as accurate data about the labour market. In the absence of the required data (or if data about labour market requirements is ambiguous and diffuse), the success of institutions in being responsive to the market may be limited. Similarly, institutions do not have equal access to research funding. In this regard Cloete and Maassen (2002) caution that some institutions and academics may be able to attract more resources than others and will consequently be more successful in becoming responsive.

Sixthly, it is not only institutions that differ in terms of their ability to be responsive. Disciplines are equally diverse. Some are more career-oriented, while others are discipline-based or formative. This has implications for their ability to demonstrate responsiveness (Favish, 2005). Obviously, the research and curricula of career-oriented subjects are expected to be more strongly influenced by the needs of stakeholders in the wider social or economic context. The difficulty formative subjects may experience in demonstrating responsiveness is related to their focus on laying foundations for critical and analytical thinking. Although formative disciplines may struggle to demonstrate their immediate or potential responsiveness, their vital role in strengthening democracy and critical citizenry can hardly be overestimated (Favish, 2005).

Lastly, Griesel (2002) as well as Moore and Lewis (2004) expressed concern about the lack of agreement on graduate profiles that portray the competencies demanded by the labour market. If economic responsiveness implies that HE institutions can enable students to acquire the skills and knowledge required by the changing needs of the work environment, agreement on graduate profiles would be a prerequisite. On the other hand, in the absence of such agreement it will be much more difficult for institutions to align their curricula with labour market requirements.

The above review suggests that two positions frame the debate on responsiveness. On the one hand, there are convincing arguments for the economic necessity of a close relationship between HE and the labour market. On the other hand, the counterargument suggests that HE should remain loyal to its primary educational mission and traditional roles, and should guard against inappropriately prioritising relationships with some stakeholders (Kruss, 2002). Also, although the notion of responsiveness is promoted as educational policy, there is an evident lack of what Kruss (2002) termed substantive implementation guidelines. It is therefore expected that responsiveness will continue to be conceptualised in different ways and contested by different stakeholders. The policy context is characterised by paradoxes, contradictions, competing demands and equally desirable goals. Therefore stakeholders will have to remain prepared to simultaneously pursue multiple objectives and engage in many balancing acts and trade-offs (Asmal, 2002; Badat, 2004; Favish, 2005; Unwin, 2003). This will have to be done without reducing

the role of HE to a limited range of objectives. The only way to implement sustainable curriculum initiatives would be to pay equal attention to fundamental academic values as well as labour market needs (Griesel, 2004). It is to be expected that responsive institutions will nurture their relationships with labour market stakeholders, rather than the educational bureaucracy. This could undermine the attempts of HE institutions to pursue national objectives (Unwin, 2003) and may compel the state to implement additional mechanisms to force HE to cooperate. Lastly, the *cost* of becoming more responsive should not be underestimated by institutions and academics. A HE context that takes labour market trends seriously could become rather demanding because it is likely to introduce continuous change that will require a high degree of flexibility and adaptability. Also, responsiveness requires a “*long-term view to identify and prepare for long-term needs and demands*” (p.96).

### **3.4.3 Curriculum discourses**

This section offers a brief review of the two dominant and contending discourses underlying HE policy. The two discourses have shaped the discursive terrain during the last two decades. Considerable tension exists between these discourses and it is unlikely that this tension will be resolved. Instead, it is expected that they will continue to challenge each other and – in this way – contribute to the ambiguity surrounding curriculum and economic responsiveness debates.

Three other discourses also enjoy support in academic circles. They are classic liberalism, social realism, and post-modernism. The ideal of the classic liberation discourse (or *popular democratic discourse*) is the production of active and critical citizens as well as the promotion of core social values. This discourse emphasises the role of HE in developing the moral fibre of society. It values personal as well as social development and growth (Kruss, 2002). The classic liberal or popular democratic discourse played a prominent role throughout the 1980s and 1990s when it influenced the radical traditions and values of the anti-apartheid struggle. Social realism recognises the social or collective character of knowledge and regards it as an indispensable basis for its objectivity because the knowledge production is always a dialogue with others (Moore & Young, 2001). It also reveals the manner in which

power relations influence knowledge production. According to this discourse, the objectivity of knowledge is located in the social networks, specialist institutions (professional and academic), and codes of practice built up by academics over time. It is these networks that guarantee truth claims and give the produced knowledge its legitimacy. The postmodern discourse emphasises the social and historical character of knowledge and claims that knowledge is relative and therefore at best “*some people’s knowledge*” (Moore & Young, 2001, p.450). The discourse is often criticised for denying any possibility that knowledge can be objective. There is no doubt that these discourses continue to influence academic debates. However, they are not as important to the current investigation as the neo-conservative and neo-liberal discourses, and are therefore not reviewed in further detail.

#### **3.4.3.1 Neo-conservative traditionalism**

This discourse views education as an end in itself. In other words, its proponents emphasise general, rather than specialist or vocational knowledge and promote teaching that focuses on “*the best that has been thought and known in the world current everywhere*” (Arnold, cited in Moore & Young, 2001, pp.449-450). This approach to teaching favours a format emphasising respect for the traditional norms, principles (canons), and curricula of subject disciplines.

Neo-conservative discourses are naturally attuned to authority and traditional values, and tend to be protective (and critical) of educational practices and standards (Barnett, 2004b). Additionally, they propose that knowledge is best produced and transmitted through “*insulated, specialist, linear and hierarchical modes*” (Moore & Young, 2001, p.457). Their emphasis on insular modes of knowledge production implies that neo-conservatives are biased toward intellectual interests and objectives, rather than external, instrumental interests (e.g. market trends). Neo-conservatives tend to view learning as a contemplative process. Consequently, they value the tradition of peer review undertaken by communities of scholars.

The literature review identified four pertinent criticisms of the neo-conservative discourse. The discourse is criticised for being “*elitist and remote*” (Moore & Lewis, 2004, p.44) and for disregarding the social, historical, political, and economic

contexts within which curricula are located (Moore & Young, 2001). Furthermore, the insular approach to knowledge production and dismissive attitude towards external influences are likely to lead to difficulties with curriculum development that may resemble ad hoc, rather than planned and calculated efforts. Another point of criticism relates to the disregard – in an era of globalisation – of the importance of specific knowledge or learning outcomes.

The above criticisms contribute to the perception of the neo-conservative traditionalist discourse model as “(a) *too slow in the production of knowledge, (b) too inefficient and too elitist to ensure that the majority of the population gain the skills and qualifications they need, and (c) too out of touch with the increasingly competitive global society in which we find ourselves*” (Moore & Young, 2001, p.457). However, it is important to remember that this discourse still plays an important role in leading educational institutions.

#### **3.4.3.2 Neo-liberalism**

The neo-liberal discourse (also known as *technical instrumentalism* or *economic rationalism*) emerged in the late 1980s and is widely regarded as the dominant globalisation ideology (Badat, 2004; McGrath, 2003). During the last two decades it has asserted reform pressures on most sectors of society, including HE (Maassen & Cloete, 2002). Here, it challenged the existing relationships between governments, societies and universities throughout the world (Jansen, 2004).

Globalisation contributed to the criticism of HE as irrelevant, not producing employable graduates, and not responding to the needs of the economy. This criticism foregrounded the neo-liberal discourse that actually represents an economically-driven process of educational restructuring (Kraak, 2001). This discourse emphasises individualism and market forces. It advocates freedom, independence, equality of opportunity and personal ownership of capacities (Sayed, 2001; Singh, 2001). The discourse shifts the focus from education as an end in itself, to education as a means to an end. More specifically, it promotes a move away from a reliance on discipline-based knowledge production towards more connective, trans-disciplinary models of knowledge production (Moore & Young, 2001).

The connective aspect referred to above, denotes closer relationships between HE and the public and private sectors. Consequently, the neo-liberal discourse promotes values such as sensitivity to the needs of the economy, the utility value of knowledge (i.e., applied or vocational knowledge), employability of graduates, responsiveness to the knowledge economy, accountability and efficiency (Moore & Young, 2001). Ultimately, this discourse highlights the characteristics and requirements of the global knowledge-based economy.

The neo-liberal discourse also promotes the mixing or integration of academic and vocational knowledge. It typically favours modularised, skills-based curricula and facilitative approaches to pedagogy. This is why it is closely related to the so-called *high skills thesis* (Kraak, 2001). The high skills thesis represents a shift from the traditional discipline-based emphasis in HE to a more mechanistic approach. This shift elevates the importance of skills and shifts specific content to the background (Ensor, 2002). According to Barnett, Parry and Coate (2001) employers do not necessarily value higher level skills, but rather generic “*multi-skills*” (p.442).

Young (2001b) stated that most governments and international agencies recognise a link between a country’s potential for economic growth and its capacity to develop the skills of its people. Young listed three necessary conditions for developing a high skill economy. They are (a) a scientific elite as well as sources of innovation and entrepreneurship; (b) a loyal, highly educated and cooperative workforce; and (c) well-developed social partnerships as well as the availability of high levels of skills and knowledge.

In South Africa, the high skills thesis dates back to the early 1990s. At the time, the ANC/COSATU alliance strategically decided that the high skills thesis was the best option for taking power and adapting to globalisation (Kraak, 2001). The high skills thesis played a central role in policy debates because of its perceived link to education, the labour market, and macro-economic restructuring (Volbrecht & Boughey, 2004). Young (2001b) acknowledged that the high skills discourse opposes important goals such as equity and redress, but suggested that there appears to be no viable alternative to the high skills approach to economic growth.



The characteristics of the high skills thesis that evolved in South Africa are:

- Linking education, labour market and macro-economic restructuring within an integrated socio-economic reconstruction programme;
- Promoting the notion of a developmental state to guide the implementation of such a programme; and
- Privileging the idea of an integrative education and training regulatory framework (Kraak 2001).

The incorporation of skills from the work environment has led to an increasing focus on *outputs*: doing rather than knowing, and performing rather than understanding. Barnett *et al.* (2001) referred to the increasing emphasis in HE on utility value, rather than knowledge for its own sake as a *slide to performativity*. They described four kinds of performativity. *Epistemological performativity* refers to changes in knowledge fields due to an increasing focus on practical issues. *Pedagogical performativity* refers to a concern with conveying knowledge that is relevant and developing skills that are appropriate. *Educational performativity* refers to the redefinition of a discipline's skills in terms of their value to the work environment. Lastly, *self-monitoring performativity* refers to self-reflexivity which enables individuals to perform effectively in the work environment. Generally, performativity values quantifiable and measurable entities and matters that are relevant to the work environment (Barnett *et al.*, 2001).

The implications of these performative shifts are particularly noticeable in the development of the educational identities of graduates. Barnett *et al.* (2001) stated that the HE climate compels institutions to produce graduates who are ready for the labour market. In fact, they indicated that employability is often regarded as a performance indicator.

The criticism faced by the neo-liberal discourse revolves around four issues. Firstly, it is not the ideal discourse for achieving the goals of political and economic reconstruction and development (Badat, 2004; DoE, 1997a). Secondly, it tends to disregard the social networks and codes of practice that promote trust in knowledge production activities. This often leads to training that is impoverished and narrow.

Therefore, it brings forth doubts about academic standards and the integrity of learning processes (McGrath, 2003; Moore & Young, 2001). Thirdly, the connective aspect associated with the technical instrumentalist discourse may unintentionally diminish the role HE institutions must play as critics of social or economic institutions, policies or practices (Barnett, 2004b). Fourthly, it tends to exaggerate the prevalence of high skills jobs and disregards the issue that high and low skill jobs are much more balanced in most societies (Young, 2001b).

Despite these criticisms, many HE institutions have yielded to the pressure exercised by the technical instrumentalist discourse and have increasingly become corporate universities that are engaging actively with the business world (Barnett, 2004b). Although this perspective may be flawed, it underpins the economic responsiveness discourse and thus have significance for this study.

#### **3.4.4 Policy development: A chronological review**

Since the late 1980s, South African HE has been transformed by a multitude of changes. During this time, policy papers, reports, acts and events guided the reconstruction process toward the goals of equity, social reconstruction, and economic development (Moore, 2003). This section traces the “*the twists and turns taken by processes of change in the South African higher education system in a context of profound societal and global transformation*” (Cloete, Fehnel, Maassen, Moja, Perold & Gibbon, 2002, p.v). This section is specifically focused on policy development relating to curriculum and economic responsiveness.

The gradual demise of the Nationalist government challenged the ANC policy committees to reform the political, social, cultural and economic institutions of South Africa and so bring them in line with the new democratic order (DoE, 2001a). For the ANC, this required a shift from resistance and protest to policy deliberation and development (Cloete, 2002). The political change in South Africa coincided with significant historical events elsewhere in the world. For example, the local political changes coincided with the collapse of the communist regimes. This signaled the symbolic defeat of left-wing movements across the globe (Maassen & Cloete, 2002).

The ANC inherited a HE system shaped to serve the objectives of successive apartheid governments and to entrench the privilege of the white minority (Bunting, 2002). In the late 1980s, the HE system was structurally fragmented, compromised by duplications, deeply-divided, skewed, differentiated along the lines of race and ethnicity, and isolated from the international academic community (Badat, 2004; CHE, 2004).

During the pre-election period a number of organisations participated in debates and protests. These included the *National Education Coordinating Committee* (NECC), the *Union of Democratic University Staff Associations* (UDUSA), the *National Union of South African students* (NUSAS), the *South African Student Organisation* (SASO), the *South African National Student Congress* (SANSCO), the *South African Students Congress* (SASCO), and the Centre for Education Policy Development (CEPD) (Cloete, 2002). During this period, the emphasis was on redress for individuals and historically disadvantaged institutions.

The first important documents that formed the basis for policy development were the three reports of the ***National Education Policy Investigation*** (NEPI, 1992a; 1992b; 1992c). Cloete (2002) referred to these reports as “*the first stab at policy-making*” (pp.94-95) and commented that they dealt more with frameworks and options than with actual policy proposals.

The ANC’s education department in-waiting released the ***Draft Policy Framework for Education and Training*** (ANC, 1994) in January 1994. This report (prepared by the CEPD) formulated the vision and principles on which the envisaged HE system was to be based. In addition, the report recommended that a national commission be set up to investigate the entire HE sector (Moja & Hayward, 2001). At the same time the ANC’s education department established 22 task teams; one of them being the ***Higher Education Task Team*** (HETT). This task team recommended the establishment of a separate branch on HE.

Following the release of the CEPD report (ANC, 1994), the UDUSA established a policy forum to enable its member institutions to participate in the debates surrounding the restructuring of HE. This group emphasised five principles, namely

(a) non-racialism, (b) non-sexism, (c) democracy, (d) redress, and (e) a unitary system. Interestingly, the UDUSA (1994) document already *“argued that policy formulation had to locate itself within sets of tensions or contradictions”* (Cloete, 2002, p.95).

Following the April 1994 elections, a Government of National Unity (GNU) was established. The GNU consisted of the ANC, the National Party, and the Inkatha Freedom Party. The GNU agreed that HE was in need of transformation and initiated a radical reform process. At the time, HE was confronted – on a scale never before encountered in South Africa – with social, political, and economic demands that emerged as a result of local and global events and changes. The initial focus of the GNU was on debating and formulating policy as well as establishing a new, progressive bureaucracy (Cloete, Pillay, Badat, & Moja, 2004, p.xiv).

The ***Reconstruction and Development Programme*** (RDP) was announced in 1994. This programme was committed to four issues, namely: (a) meeting the basic needs of people, (b) developing human resources, (c) building the economy, and (d) democratising the state and society (two years later the controversial Growth, Employment and Redistribution Strategy [GEAR] replaced the RDP as the macroeconomic and fiscal policy framework).

Also in 1994 the newly established GNU established the ***National Economic Development and Labour Council*** (NEDLAC). This council included representatives from organised business, labour, community and development organisations, as well as the government. During the 1990s NEDLAC influenced the formulation of policies in important ways and ensured that the views of the public and private sector were reflected in policies. For example, NEDLAC contributed to the incorporation of the *skills discourse* (see section 3.4.3.2) in economic policies.

The formal process of HE policy formulation began with the establishment of the NCHE in January 1995. This happened against the backdrop of *“a discourse that stressed the importance of education for economic development”* (Ensor, 2002, p.273). In 1996 the **NCHE** released a report that essentially supported a dual emphasis on *“maintaining cutting edge global competitiveness and on addressing*

*the urgent need for reconstruction and development*” (NCHE, 1996, p.127). The NCHE acknowledged that a mismatch existed between HE and the current needs of the economy and therefore argued that greater responsiveness was required for HE to engage in a more accountable fashion with the challenges it faced.

In essence, the NCHE (1996) conceptualised a transformed HE system based on three pillars. The pillars represented (a) increased participation through a process of massification, (b) increased responsiveness, as well as (c) increased cooperation and partnerships through a model of cooperative governance. The second and third pillars are particularly relevant to this study and suggest that the notion of responsiveness has formed part of HE policy since at least 1996. According to Cloete (2002), the massification pillar attempted to resolve the tension between equity and development “*since increased participation was supposed to provide greater opportunity for access (equity) while also producing more high-level skills that were necessary for economic growth*” (p.97). The second and third pillars suggest that HE adapts to the needs of the market and civil society (through a process of wider participation, dynamic interaction and stakeholder consultation) by implementing changes in the content, focus, and delivery modes of academic programmes and research (CHE, 2004). The NCHE (1996) acknowledged that it has become increasingly important for HE institutions to meet the challenges of globalisation. Consequently, it “*made recommendations that would steer the [HE] system towards producing high-level skills and for a high-growth path of development*” (Moya, 2004, p.28).

The NCHE report conceives accountability in terms of responsiveness. In essence, “*increased responsiveness and accountability express the greater impact of the market and civil society on HE*” (NCHE, 1996, p.6). It is important to note that the NCHE expressed reservations about a narrow (or market supply-and-demand) focus on economical considerations as far back as 1996. Instead, the NCHE proposed a view of responsiveness within HE to social, cultural, political, and economic changes that also stressed the relationship between responsiveness and institutional culture:

*...greater responsiveness will require new forms of management and assessment of knowledge production and dissemination. It has implications for the content, form and delivery of the curriculum. It will result in a more dynamic interaction between higher education and society, which should promote development, equity, quality, accountability and efficiency.*  
(NCHE, 1996, p.5)

The NCHE report (NCHE, 1996) was the first policy document that explicitly addressed curriculum issues. Regrettably, the view that was presented was vague and rather ambiguous and unintentionally complicated the interpretation of the report (Moya, 2004).

The next important document to be released was the ***Education White Paper 3: A programme for the transformation of the higher education system***, released in July 1997 (DoE, 1997a). Generally, the White Paper followed the principles and spirit of the NCHE report (Moja & Hayward, 2001). Both emphasised a commitment to dual policy goals and attempted to balance equity responsiveness concerns with economic development responsiveness concerns. Furthermore, both argued for a closer relationship between HE and the economy and supported a broad notion of responsiveness. The White Paper (DoE, 1997a) included a range of HE purposes. One of them refers to labour market responsiveness. The report formulates this purpose as follows:

*To address the development needs of society and provide the labour market, in a knowledge-driven and knowledge-dependent society, with the ever-changing high-level competencies and expertise necessary for the growth and prosperity of a modern economy.*  
(p.7)

The White Paper (DoE, 1997a) acknowledges that global economic and technological changes significantly shape HE agenda and describes the role of HE in reconstruction and development as follows:

*...mobilising human talent and potential through lifelong learning...the training and provision of personpower to strengthen the country's enterprises, services and infrastructure...and continuous technological improvement and innovation, driven by a vibrant research and development system which integrates the research and training capacity of higher education with the needs of industry and social reconstruction.*  
(p.10)

The White Paper (DoE, 1997a) made an important contribution by proposing a programme-based definition of HE. The DoE envisaged that programmatisation would enable HE to be more responsive *“to present and future social and economic needs, including labour market trends and opportunities, the new relations between education and work, and in particular, the curricular and methodological changes that flow from the information revolution”* (DoE, 1997a, p.18). The DoE anticipated that programmatisation would change both the practices and professional identities of academics. In particular, the DoE anticipated a weakening of the boundaries between disciplines, the joining of forces in multi-disciplinary curricula and an emphasis on directly employable graduate profiles. Ultimately, the DoE envisaged that programmatisation would lead to an increase in responsiveness (Moore, 2003).

Institutions responded to the call for programmes differently to what the DoE expected (DoE, 1997b). More specifically, institutions interpreted the call only as encouragement to present programmes that prepare students for the work environment. Consequently, they simply repackaged their curricula to achieve this objective. This resulted in the DoE failing to achieve intended objectives such as increased responsiveness, multi-disciplinary cooperation, changed academic identities and modified academic practices (Ensor, 2002).

The ***Higher Education Act*** (DoE, 1997b) represents the translation of policy goals into a legislative framework for HE. In other words, the act gives legal form to policy principles and values and makes provision for matters related to, for example, systemic and institutional governance, funding, and private HE institutions. The act incorporated five key pillars of the policy framework, namely:

- A single, nationally coordinated system of HE;
- A planning and coordination imperative which seeks to steer the HE system;
- Increased access and participation rates;
- Programme differentiation and the development of institutional niche areas; as well as
- Increased responsiveness to societal and economic needs.

This review is primarily focused on the South African HE policy trajectory and traces relevant developments during the last 25 years. However, some international events and trends influenced local policy activities. One such event was the **UNESCO World Conference on HE** that was convened in 1998. A declaration issued by attendants at the end of this conference touched on responsiveness. The statement reflects a broad notion of responsiveness similar to that advocated by South African scholars (e.g. Badat, 2004; Singh, 2001) and policy documents (e.g. DoE, 1997a; NCHE, 1996):

*Relevance ... or responsiveness of ... higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the work environment, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection...higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation, and disease. The concern is to provide access to both broad general education and targeted, career-specific education, which equip individuals to live in a variety of changing settings.* (UNESCO, 1998, p.8)

There was very limited policy activity between 1997 and 1999. In 1999 Kader Asmal replaced Sibusiso Bengu as Minister of Education. This resulted in the interruption of the silence when Minister Asmal issued the **Call to Action** (DoE, 1999). In this statement, the Minister announced that the HE landscape was going to be reviewed as a matter of urgency. This announcement revealed a degree of dissatisfaction and uncertainty about the appropriateness and success of the policy goals and achievements to date. Asmal was keen to initiate a reassessment process to determine whether the HE system played its part in preparing South Africa for the 21<sup>st</sup> century (DoE, 2001a). Young and Kraak (2001) commented that this statement reflected a growing awareness “*that the implementation of agreed policies for education and training has proved to be far more complex and difficult than was ever imagined by those involved in developing the policy*” (p.3).

Closely following the Call to Action (DoE, 1999), and in response to the need for critical reflection on policy development and implementation, the HSRC sponsored a round table discussion, **Education in retrospect – Policy and implementation**



*since 1990* (Kraak & Young, 2001). This event took place in 2000 and aimed to stimulate dialogue between policy makers and researchers about the relevance of the policy debates.

When Minister Asmal took office in 1999, he requested the CHE to review the HE context. The CHE report that followed was entitled ***Towards a new higher education landscape: Meeting the equality, quality, and social development imperatives of SA in the 21<sup>st</sup> century*** (CHE, 2000). This report continued the policy debate initiated by the NCHE report (NCHE, 1996) and the White Paper (DoE, 1997a), and suggested that it was necessary to restructure HE. In this report the CHE identified three key challenges (the so-called *three E's*; see section 2.2.1.8):

- Effectiveness, that relates to the relevance of HE to the labour market;
- Efficiency, that relates to quality and throughputs; and
- Equity, that relates to equity targets for the distribution of students and staff by race, gender, and social class in different fields of learning and teaching (CHE, 2000).

The CHE proposals caused intense debates and elicited considerable opposition from both HE and government circles. However, the report made an important contribution to the policy debate mainly because it listed – for the first time – effectiveness and efficiency considerations before equity considerations (Cloete, 2002).

A year later, the DoE and DoL released a new human resource development strategy, ***A nation at work for a better life for all*** (DoE & DoL, 2001). This strategy reflected two trends. Firstly, policy makers tend to position education and training policies within broader human resource development policy frameworks and in the process highlight the relationship between competencies and economic growth. Secondly, policy makers acknowledge that the ability of businesses or nations to achieve economic growth depends more on human than natural resources (Young, 2001). This strategy's notion of education and training as *engines* of economic, social and political development emphasises the importance of HE in (a) improving the social infrastructure of the country; (b) reducing disparities in wealth; and (c)

improving international confidence in the country. Its success requires a revised relationship between HE institutions and society (Asmal, 2002). Young (2001) was critical of the new human resource development strategy and indicated that *“long-term goals such as higher levels of general education and greater equality are better achieved if education policies are not tied too closely to economic goals...it may be in a country’s long-term interest if students do not give too much emphasis to the short-term economic goals of their educational choices”* (Young, 2001, pp.79-80).

The release of the **National Plan for Higher Education** (DoE, 2001a) ended a four year policy *“implementation vacuum”* (CHE, 2004, p.26) that followed after the release of the White Paper (DoE, 1997a). At this stage, the limited impact of previously released policy documents was a source of concern. The NPHE was the Minister of Education’s response to the CHE report<sup>12</sup> (2000). The intention of the NPHE was to offer a framework and mechanisms for the restructuring of the HE system to achieve the vision of the White Paper (DoE, 1997a). The Plan’s emphasis on explicit implementation guidelines contrasted with the symbolic nature of policies released earlier (i.e. policies focusing on visions, goals and values).

The second section of the NPHE (DoE, 2001a) focuses on producing graduates with the competencies to meet the country’s human resource needs. This section lists five priorities of which two refer specifically to skills: (a) *“To increase the participation rate in HE to meet the demand for high-level skills through a balanced production of graduates in different fields of study taking into account labour market trends”* and (b) *“To produce graduates with the skills and competencies required to participate in the modern world in the 21<sup>st</sup> century”* (DoE, 2001a, p.16). The NPHE also describes four labour market trends (shifts in employment patterns) that occurred during the past twenty-five years. Information on such trends acts as a benchmark that allows HE to measure its success in meeting the human resource requirements of the country. The trends identified by the NPHE are:

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<sup>12</sup> Towards a new higher education landscape (CHE, 2000).

- A decline in the primary sectors<sup>13</sup> coupled with growth in the service sectors;
- A decline in unskilled and semi-skilled work coupled with a rapid increase in skilled work;
- A decline in the demand for workers with no or primary education, coupled with a dramatic increase in the demand for workers with tertiary qualifications; and
- An endemic shortage of high-level professional and managerial skills, especially in the science and economic-based fields (DoE, 2001a).

In the same year, the Department of Trade and Industry (DTI) released a policy report ***Driving competitiveness: Towards a new integrated industrial policy for sustainable employment and growth*** (DTI, 2001). This report is relevant to this study because it strongly supports the notion that knowledge-driven activities are critical to secure competitiveness in all sectors (even those that are labour-intensive).

At the end of 2001 a National Working Group appointed by the Minister of Education released another report entitled ***Restructuring of the Higher Education system in South Africa*** (DoE, 2001b). Although this report is not directly relevant to this study, it deserves mentioning because it had a profound impact on HE in South Africa. It resulted in a considerable reduction in the numbers of HE institutions through the mechanism of institutional mergers<sup>14</sup>.

In 2002 the CHE convened a colloquium on the theme of ***Building Relationships between HE and the Private and Public Sectors*** to discuss the human resources and knowledge needs of the private and public sectors. Representatives of HE, the private and public sectors, labour, as well as three government ministers (Education; Trade and Industry; Arts, Culture, Science and Technology) participated in the dialogue<sup>15</sup>. The aim of the colloquium was to (a) discuss the relationships between HE and the private and public sectors, (b) explore mechanisms to build relationships

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<sup>13</sup> Industries that transform natural resources into primary products, e.g. fishing, forestry and mining.

<sup>14</sup> Currently, the public HE system consists of 11 universities: five universities of technology, six comprehensive institutions, and two institutions for HE (Breier & Mabizela, 2008).

<sup>15</sup> The references to Asmal (2002), Brown *et al.* (2002), CHE (2002), Griesel (2002) and Kruss (2002) in this literature review relate to contributions made at this colloquium.

between HE and the private and public sectors, and (c) discuss the competencies required by the work environment.

The colloquium highlighted a range of pertinent issues:

- The poor match between the outputs of HE and the needs of the labour market, resulting in low levels of graduate employment and reflecting the “*poor*” and “*irrelevant*” education provided by HE (CHE, 2002b, p.13);
- Some of the problems experienced by HE may be attributed to the poor relationship between business and HE;
- The relationship between educational outcomes, economic growth and social development is much more complex and ambiguous than simply predicting labour demand and supply;
- There is much uncertainty about the range of competencies that are related to employability; and
- The competencies relating to employability relate to educational outcomes as well as socio-cultural circumstances and personal characteristics and therefore HE institutions cannot control graduate employability (CHE, 2002b).

In 2004 the South African Universities Vice-Chancellors Association (SAUVCA) initiated a “*deliberate attempt to balance the pervasive higher education policy discourse in South Africa with what happens in the classrooms*” (Griesel, 2004, p.i). The central aim of this **Curriculum Responsiveness Project** was to consider the implications of principles, frameworks, and practices that guide curriculum responsiveness. More specifically, the project represented an attempt to “*map out the terrain of curriculum innovation and management within the university system in order to illustrate the elements entailed in curriculum responsiveness*” (Griesel, 2004, p.vi). Nineteen researchers presented a range of views including the need for global and local relevance, and for new forms of curriculum management<sup>16</sup>.

At the end of 2007, Higher Education South Africa (HESA) released a report entitled **Challenge of renewal of the HE system** (HESA, 2007) in which the committee formulated key priorities and clarified how the future of HE should be shaped. The report emerged out of discussions that HESA held with external stakeholders (i.e.

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<sup>16</sup> The contributions by Griesel (2004), Moja (2004), Moll (2004), Moore and Lewis (2004), and Volbrecht and Boughey (2004) included in this literature review all form part of the project.

representatives from the government, industry, and society). In essence, the report “*outlines areas where HESA believes that a closer partnership with government can prepare it for the increased responsibility it must assume in a knowledge based society*” (p.1). The report identifies four responsibilities for HE, of which one refers to social responsiveness. In this regard, the report indicates “*that strategic investment in HE has significant impact on the GDP and that HE is more than simply a producer of skills and HRD numbers*” (HESA, 2007, p.3). The report also confirms that HESA’s priorities include building relationships and partnerships with business. The report highlighted several areas where partnering needs to occur (e.g. between HE, *Business Unity South Africa*, and the *National Business Initiative*).

The ***Higher Education Institutional Audits Manual*** (CHE, 2007) also refers to responsiveness. The manual emphasises the transformational role that institutions are required to play and states that the transformational objectives for HE are increased equity, access, and “*greater responsiveness to local, regional and national needs in and through teaching and research*” (CHE, 2007, p.9). Responsiveness is addressed in Criterion 1 of the manual as follows: “*The institution has a clearly stated mission and purpose with goals and priorities which are responsive to its local, national and international context and which provide for transformational issues*” (p.12). To meet this criterion, institutions are required, for example, to engage with local, regional, national and international stakeholders to establish the fitness of purpose of the institution. Institutions also have to regularly review the nature and extent of institutional responsiveness and of the strategies and resources used during its implementation.

Following the establishment in 2005 of a task team to undertake an independent assessment of academic freedom and institutional autonomy, the CHE released a report entitled ***Academic freedom, institutional autonomy and public accountability in South African Higher Education*** in 2008. The task team’s objectives were essentially to analyse the nature of government regulation of HE. The report claims that the greatest contribution HE makes to social empowerment is through what and how institutions teach and research. It backed the claim up with three statements of which the third refers to social responsiveness: “*...academic freedom is necessary to ensure that the social responsiveness of higher education*

*towards the whole of society is maintained, rather than being fashioned by notions like the national interest and the narrow requirements of the market“ (CHE, 2008, pp.31-32). The report acknowledges that if academic freedom is to be exercised to provide these benefits, it requires both “reciprocity between institutions of higher education and the society they serve” and “responsibility: the academy should enjoy its freedom on the basis of demonstrating that intellectual effort is expended in order to engage accountably with the needs of society” (CHE, 2008, p.32).*

The chronology of the events and documents reviewed above is presented in Table 3.

**Table 3: Chronology of events, reports, seminars, and colloquia addressing responsiveness<sup>17</sup>**

| YEAR                    | Event, Legislation, Document, Seminar or Colloquium  | A <sup>18</sup>             | B <sup>19</sup>               |
|-------------------------|--|-----------------------------|-------------------------------|
| 1989                    | <u>Event</u> : Collapse of Eastern bloc regimes (signalling a defeat for left-wing movements across the globe)<br><u>Event</u> : Nationalist government surrendered to negotiated settlement   | Pre-taking period           | Symbolic policy-making period |
| 1992a<br>1992b<br>1992c | <u>Policy document</u> : National Education Policy Investigation (NEPI). <i>Curriculum</i> .<br><u>Policy document</u> : National Education Policy Investigation (NEPI). <i>Post-secondary education</i> .<br><u>Policy document</u> : National Education Policy Investigation (NEPI). <i>Human resources Development</i> .  |                             |                               |
| 1994                    | <u>Event</u> : Establishment of GNU<br><u>Event</u> : Establishment of HETT<br><u>Event</u> : Establishment of the NCHE<br><u>Event</u> : Sibusiso Bengu appointed as MoE<br><u>Policy document</u> : Draft Policy Framework for Education and Training (CEPD)<br><u>Legislation</u> : Reconstruction and Development Programme (RDP)<br><u>Legislation</u> : National Economic Development and Labour Council (NEDLAC) Act  |                             |                               |
| 1995                    | <u>Event</u> : Establishment of Higher Education Branch (HEB) of the DoE (who, at the time, assumed administrative responsibility for HE at national level)  | Legislative era             | Framework development         |
| 1996                    | <u>Policy document</u> : A framework for transformation (NCHE)   |                             |                               |
| 1997                    | <u>Policy document</u> : Education White Paper 3: A programme for the transformation of the higher education system (DoE)<br><u>Legislation</u> : Higher Education Act (HEA)   |                             |                               |
| 1998                    | <u>Event</u> : Establishment of Council on Higher Education (CHE) to advise Minister of Education on HE matters<br><u>Policy document</u> : World declaration on higher education for the twenty-first century: Vision and action and framework for priority action for change and development in higher education (UNESCO)  | Policy implementation       | Implementation                |
| 1999                    | <u>Event</u> : Kader Asmal appointed as MoE<br><u>Policy document</u> : Call to Action (DoE)   |                             |                               |
| 2000                    | <u>Policy document</u> : National Skills Development Strategy (DoL)<br><u>Policy document</u> : Education in retrospect – Policy and implementation since 1990 (HSRC-sponsored Round Table – see Young & Kraak, 2001)<br><u>Policy document</u> : Towards a new higher education landscape: Meeting the equality, quality, and social development imperatives of SA in the 21 <sup>st</sup> century (CHE)  | Era of doubt and retraction |                               |
| 2001                    | <u>Event</u> : Establishment of Higher Education Quality Committee (HEQC)<br><u>Policy document</u> : Human resource development strategy for South Africa: A nation at work for a better life for all (DoE/DoL)<br><u>Policy document</u> : National Plan for Higher Education (DoE)<br><u>Policy document</u> : Driving competitiveness: Towards a new integrated industrial policy for sustainable employment and growth (DTI)<br><u>Policy document</u> : Restructuring of the Higher Education system in South Africa (DoE) | National Plan               |                               |
| 2002                    | <u>Colloquium</u> : Building relationships between HE and the private and public sectors (CHE)   |                             |                               |
| 2003                    | <u>Report</u> : Education, employment and skills in SA (HSRC)  |                             |                               |
| 2004                    | <u>Event</u> : Naledi Pandor appointed as MoE<br><u>Seminar</u> : Curriculum responsiveness project (SAUVCA)   |                             |                               |
| 2005                    |  |                             |                               |
| 2006                    |  |                             |                               |
| 2007                    | <u>Report</u> : Challenge of renewal of the HE system (HESA)<br><u>Policy document</u> : HE Institutional Audits Manual (CHE)  |                             |                               |
| 2008                    | <u>Report</u> : Academic freedom, institutional autonomy and public accountability in South African higher education (CHE)   |                             |                               |

In their review of the policy development process, Young and Kraak (2001) identified five overlapping phases between 1989 and 2001. They identified the phases on the

<sup>17</sup> Based on: Badat (2004); CHE (2000-2001); CHE (2004); Cloete (2002); Jansen (2004); Kraak (2001); Kruss (2002); Maassen & Cloete (2002); Macun (2001); Young & Kraak (2001).

<sup>18</sup> Young & Kraak's (2001) analysis.

<sup>19</sup> CHE's (2004) analysis.

basis of discursive and political factors. The major policy developments they identified are summarised in Table 4.

**Table 4: Young and Kraak's analysis (2001) of policy development**

| Years     | Phase                             | Developments   |
|-----------|-----------------------------------|--|
| 1989-1994 | Pre-taking power phase            | <ul style="list-style-type: none"> <li>Politics of anti-apartheid movement shifted from mass struggle to preparing to govern</li> <li>Mobilisation of resources behind policy formulation task</li> <li>Emergence of tension between <i>popular democratic</i> and <i>economic rationalist</i> discourses</li> </ul> |
| 1994-1997 | Legislative phase                 | <ul style="list-style-type: none"> <li>Parliament enacted significant education legislation</li> <li>Enactment of HEA (1997)</li> <li>Partial settlement of discursive disagreements</li> </ul>  |
| 1997-1999 | Policy implementation phase       | <ul style="list-style-type: none"> <li>Limits of state power began to surface</li> <li>Mediation between <i>policy idealism</i>, on the one hand, and <i>structural constraints and political limits</i> on the other</li> </ul>   |
| 1999-2000 | Policy doubt and retraction phase | <ul style="list-style-type: none"> <li>Emergence of the complexities of governance in the new state</li> <li>Deliberation of <i>CHE Task Team on Size and Shape</i></li> </ul>   |
| 2001      | National Plan phase               | <ul style="list-style-type: none"> <li>Release of the National Plan</li> <li>Government reaffirms its support for the key policy principles contained in the HEA and a determination to implement them</li> </ul>  |

Similarly, the CHE (2004) reviewed the process and identified three phases. The CHE based their analysis on three factors, namely the nature of policy-making, the principal policy actors, and the outcomes of policy activity. The major policy developments identified by the CHE is summarised in Table 5.

**Table 5: CHE's analysis (2004) of policy development**

| Years     | Phase                        | Developments  |
|-----------|------------------------------|---|
| 1990-1994 | Symbolic policy-making phase | <ul style="list-style-type: none"> <li>National Party unbanned the liberation organisations</li> <li>HE policy process opened up beyond the apartheid state</li> <li>Emphasis on mission, principles, values, and potential role of the state in HE transformation</li> <li>Formulation of symbolic policies</li> </ul>   |
| 1995-1998 | Framework development phase  | <ul style="list-style-type: none"> <li>ANC took control of the organs of the state</li> <li>Dismantling of homeland regimes</li> <li>Dismantling of apartheid system of education</li> <li>Creation of single, national, and non-racial education department</li> <li>Adoption of NCHE report <i>A framework for transformation</i> (DoE, 1997)</li> <li>Enactment of HEA (1997)</li> </ul> |
| 1999-2003 | Implementation phase         | <ul style="list-style-type: none"> <li>Addressing of perceived crisis in delivery</li> <li>Discursive tensions and political difficulties reached a high point</li> <li>Increased focus on financial and human resources to effect change</li> <li>Decisive choices and tough decisions by MoE</li> </ul>   |



I conclude this review by highlighting a number of general trends that have characterised policy implementation during the last two decades. It must be acknowledged at the outset that governments are usually not able to use their instruments and institutions from the first day they are in power (Cloete & Maassen, 2002). Policy processes are not merely technical cost-benefit exercises (Badat, 2004), but involve values and concerns that inevitably require contestation and therefore take time. Also, although policy processes are sometimes viewed as rational and linear processes comprising causally linked phases (i.e. formulation, implementation, evaluation, feedback and adaptation), they tend to unfold independently from policy intentions (CHE, 2000-2001). The term *policy slippage* reflects the inability of policies to achieve their intended effect (Young & Kraak, 2001).

Policies are also at the mercy of internal and external forces that mediate their original intentions. The South African experience between 1989-2008 illustrates the irrational, slow and often unpredictable nature of policy processes (Cloete & Maassen, 2002; Young & Kraak, 2002). It is therefore not surprising that policy processes receive much criticism. For example, after the turn of the century Sayed (2001) referred to growing skepticism regarding educational policy development because of the limited progress that followed in terms of transformation. In the same year, Kraak (2001) stated that the sense of common purpose that characterised the Mandela era, had given way to considerable criticism and division amongst HE stakeholders.

The criticisms need to be reviewed against the background of three factors. After taking power, the ANC was naturally motivated to dismantle the apartheid system as soon as possible. There was considerable pressure on the government to communicate their commitment to social transformation to their followers (Young & Kraak, 2001). In the process, the government developed policy frameworks that were visionary and stressed political or ideological symbolism (Moore & Lewis, 2004). The emphasis on intentions inadvertently introduced a degree of idealism. It was only around the turn of the century that policy makers realised that the earlier debates were excessively symbolic and somewhat utopian (DoE, 1999). Amongst the unfortunate side-effects of the predominantly symbolic policies, was that they

provided limited direction and detail (because of their inherent ambiguous nature). The lack of practical and implementation guidelines also left it to institutions to interpret the strategic and practical implications themselves. This opened the door to multiple interpretations and ultimately resulted in policy doubt and slippage (Kraak, 2001). The undue emphasis on symbolic aspects probably contributed most to the limited impact of policies (Moore & Lewis, 2004).

The CHE (2000), Jansen (2001), Kraak (2001) and Rensburg (2001) agreed that capacity limitations were another contributing factor. Here, capacity refers to inadequate and inconsistent leadership, as well as financial and human resources. Initially, the policy development process was led by intellectuals who had no experience of government. They represented an anti-apartheid liberation movement whose culture was based on democratic centralism. This background and lack of experience in government impacted upon their performance and the pace of progress (Rensburg, 2001). Planning and implementing large-scale change processes proved to be much more difficult than developing policy. Also, the change processes were complicated even further by the financial constraints brought about by macroeconomic policy (GEAR: DoF, 1996) and the enormous difficulties the new government inherited from the apartheid government (Rensburg, 2001).

Criticism against the policy process should also be seen against the background of a third factor, namely disagreements about policy objectives. A number of authors (CHE, 2000; Cloete & Maassen, 2002; Kraak, 2001; Young & Kraak, 2001; Moya, 2004) indicated that government departments, HE institutions and stakeholders contested the importance of a number of key policy factors (e.g. globalisation, economic modernisation, equity, redressing the injustices of apartheid, and institutional differentiation). The proliferation of market forces (i.e. marketisation, commercialisation) in HE often fuelled the contestation amongst institutions. As can be expected, these contestations cannot be resolved overnight and they exert a longer-term impact on the policy process.

Young and Kraak (2001) focused attention on a related difficulty. They claimed that the close links between policy analysts, critics, policy makers and those involved in

implementation resulted in a situation where *“the very same people that had the original policy vision...later express[ed] reservations about the policy”* (p.10).

While the above three factors slowed the policy process down considerably, the ANC government resisted – at least until the period following 1999 when Kader Asmal became the MoE – the temptation to forcefully steer and regulate HE. In the process, the reliance on *“institutional voluntarism”* (Kraak, 2001, p.119) failed to drive policy change.

In the end, the process followed an interesting route that resulted in some dramatic improvements and – unexpectedly – some consequences that ironically strengthened apartheid-style policies. For example, the expectation that institutions should implement social redress (e.g. broadening access, improving racial and gender balances, improving throughput rates, and inculcating democratic values) while simultaneously performing in the marketplace (e.g. adding value, meeting industry needs, producing employable graduates), produced unanticipated outcomes. A few historically-white universities implemented their own understanding of the responsiveness agenda and reinvented themselves as entrepreneurial universities. Bundy (2006) listed several strategies they implemented in the process. These included: presenting market-oriented courses, entering into profit-making public/private partnerships, and recruiting black students. In contrast, the historically black universities lost staff and students, experienced an erosion of their academic cultures and experienced increasing internal conflict. Bundy (2006) described the process as follows: *“This was the supreme irony for South Africa’s first black majority government but entirely explicable from the perspective of students who voted with their feet”* (p.13).

However, the complexities relating to the policy process do not detract from the progress made during this remarkable period in the transformation of HE in South Africa. In the past 19 years, the policy process witnessed an impressive range of initiatives related to HE transformation. These relate to the following:

- revision of the purposes of HE;
- generation of values and principles to serve as criteria during the policy process;
- policy formulation, implementation, and revision in areas such as institutional structure, governance, academic programmes and quality assurance;
- enactment of legislation and regulations;
- establishment of infrastructure for policy planning, development and quality assurance;
- establishment of a single, coordinated and differentiated HE system;
- establishment of the National Student Financial Aid Scheme (NSFAS) as a means of effecting social redress;
- establishment of private HE institutions;
- increase in student numbers;
- de-racialisation and internationalisation of the student body;
- de-racialisation of the leadership of institutions;
- implementation of high quality academic and research programmes; and
- increase in the responsiveness of various institutions (Badat, 2004; CHE, 2004).

### **3.5 Chapter summary**

This chapter reviewed the literature on curriculum responsiveness and economic responsiveness. The review of curriculum responsiveness focused on the emergence of the term as well as the five levels of curriculum responsiveness identified in the literature. On the other hand, the review of economic responsiveness focused on four areas, namely: (a) the recent emergence of economic responsiveness, (b) perspectives on economic responsiveness, (c) curriculum discourses relating to economic responsiveness and (d) policy developments relating to economic responsiveness. The reviews indicate that the notion of responsiveness has formed part of HE policy since at least 1996. The reviews also provided convincing arguments both for the economic necessity of a close relationship between HE and the labour market as well as for HE to remain loyal to its primary educational mission and traditional roles. Finally, it seems clear

that the preferred way to implement sustainable curriculum initiatives would be to pay equal attention to fundamental academic values as well as labour market needs.

**CHAPTER 4**  
**LITERATURE REVIEW: INDUSTRIAL-ORGANISATIONAL PSYCHOLOGY**

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## CHAPTER 4

### LITERATURE REVIEW: INDUSTRIAL-ORGANISATIONAL PSYCHOLOGY

#### 4.1 Chapter preview

This chapter presents a selective review of literature on IOP. The review focuses on five areas, namely: (a) the development of IOP, (b) the definition of IOP, (c) IOP curricula, (d) professionalisation of IOP, (e) and areas of specialisation.

#### 4.2 Development of industrial-organisational psychology

Internationally, IOP had its origins about a century ago when psychologists in the United States applied their understanding of human behaviour to solve problems at work. (Barnard & Fourie, 2007b). Hugo Munsterberg made the first academic contribution with the publication of *Psychology and industrial efficiency* in 1913 (Campbell, 2002).

In South Africa, the history of IOP can be traced back to World War II (Guest & Kriek, 2008). During the war, the discipline focused on the assessment of soldiers and workers, often for selection and placement purposes. Originally, the discipline was known as *industrial psychology* because it was mostly performed in the manufacturing industry. Although the Health Professions Council of South Africa (HPCSA) still uses this name to register IOP practitioners, many academics and practitioners currently prefer the name *industrial and organisational psychology*, or *organisational psychology*. This is a result of the growing belief that the name industrial psychology does not describe the range of applications and contexts of the discipline accurately enough (Guest & Kriek, 2008).

#### 4.3 Definition of industrial-organisational psychology

Many definitions of IOP exist. The common elements of these definitions are reviewed next:

- a. IOP refers to the scientific study of human behavior in organisational and work environments (Health Professions Council of South Africa, 2007; Society for Industrial and Organizational Psychology, n.d.b; Society of Industrial and Organisational Psychology of South Africa, n.d.; UNISA, 2007);
- b. IOP involves the application of methods, principles, strategies, and policies to the functioning of individuals, groups, and organisations (Society for Industrial and Organizational Psychology, n.d.a);
- c. IOP aims at:
  - Diagnosing problems and opportunities (Society of Industrial and Organisational Psychology of South Africa, n.d.);
  - Promoting and improving the performance and productivity of employees (Society of Industrial and Organisational Psychology of South Africa, n.d.; UNISA, 2007);
  - Optimising the utilisation of human resources in the organisation (UNISA, 2007);
  - Optimising the effectiveness and well-being of individuals, groups, and organisations (Health Professions Council of South Africa, n.d.).

#### **4.4 Industrial-organisational psychology curricula**

Since its inception, IOP has grown at a remarkable rate in South Africa. It is currently taught at 14 South African universities (Guest & Kriek, 2008). During the last six decades the discipline evolved into two broad disciplines, namely HR management (or personnel psychology) and organisational psychology (Campbell, 2002).

A few South African universities where a strong English tradition prevails (e.g., RU, UKZN, and WITS), the teaching of IOP takes place in psychology departments. At most other universities, the discipline is situated within faculties of commerce or management as independent departments, or as part of HR management departments. The location of IOP in HR management departments reflects the practical, career-oriented emphasis of some departments as well as the reality that



most IOP graduates enter the HR field while only a few students ultimately qualify as industrial psychologists (Barnard & Fourie, 2007a).

Undergraduate qualifications in IOP typically lead to employment in, for example, HR management, HR development, or organisational development. On the other hand, postgraduate IOP qualifications may lead to professional registration or employment as internal or external consultants (University of Cape Town, n.d.).

Debates regarding the roles and contributions of IOP graduates have been ongoing for some time. This debate motivated Barnard and Fourie (2007b) to explore the roles and contributions of graduates in SA. They conducted interviews with 23 industrial psychologists and collected 143 role descriptions that were ultimately reduced to six broad generic roles. The roles Barnard and Fourie extracted are:

- *enabler* (mentioned by 41% of the respondents),
- *scientist-researcher* (mentioned by 26% of the respondents),
- *development/counselling* (mentioned by 14% of the respondents),
- *strategic partner* (mentioned by 7% of the respondents),
- *leader* (mentioned by 6% of the respondents), and
- *watchdog* (mentioned by 6% of the respondents).

The undergraduate and honours curricula presented by ten South African universities are presented in Tables 6 and 7 respectively. Table 6 indicates that only nine out of a total of 35 modules (i.e. 26%) are presented by five or more of the departments. This means that less than half the departments offer each of the remaining 28 modules. On average, every module is presented by less than three of the ten departments (average = 2.7). The undergraduate modules offered by at least half the departments are *Assessment*, *Career psychology*, *Consumer psychology*, *Employee relations*, *Ergonomics*, *HR development*, *Organisational psychology/behaviour*, and *Research/Statistical analysis*.

The presence of Consumer psychology and Ergonomics on this list comes as a surprise. A few years ago the participants in a study by Pienaar and Roodt (2001)

failed to identify Consumer psychology and Ergonomics as current or future areas of application. More recently, Barnard and Fourie (2007a) referred to the removal of these two modules from IOP curricula by some South African academic departments and cautioned that this may limit the application potential of IOP. Table 6 indicates that five out of the ten departments still offer both Consumer psychology and Ergonomics.

**Table 6: Undergraduate industrial-organisational psychology curricula<sup>20</sup>**

|  | CT | FS | JHB | KZN | PTA | STEL | WC | UNISA | WITS | RU |
|--|----|----|-----|-----|-----|------|----|-------|------|----|
| Assessment / Evaluation / Measurement                                      |    | X  | X   |     |     | X    | X  | X     |      | X  |
| Career psychology  |    | X  | X   | X   |     | X    | X  | X     |      | X  |
| Consumer psychology  |    |    | X   |     |     | X    | X  | X     |      | X  |
| Customer service in tourism  |    |    |     |     |     |      |    | X     |      |    |
| Employee relations   | X  | X  | X   | X   | X   | X    | X  |       | X    | X  |
| Environmental psychology   |    |    |     |     |     |      |    | X     |      |    |
| Ergonomics   |    |    | X   | X   |     | X    | X  | X     |      |    |
| Forensic IOP   |    |    |     |     |     |      |    | X     |      |    |
| Health and wellbeing in the workplace                                      | X  |    |     | X   |     |      |    |       | X    | X  |
| HRD / Training and development   |    | X  | X   |     | X   | X    | X  | X     |      |    |
| HRM / Personnel psychology   |    | X  | X   |     | X   | X    | X  | X     |      |    |
| HR provisioning / Recruitment and selection                                |    |    | X   |     | X   |      |    |       |      |    |
| HR planning  |    |    |     |     | X   |      |    |       |      |    |
| HR strategies and policies   |    |    |     |     | X   |      |    |       |      |    |
| HR utilisation and maintenance   |    |    | X   |     |     |      |    |       |      |    |
| Individual differences [and work performance] [diversity in the workplace] |    |    |     |     |     |      |    | X     |      | X  |
| Negotiation and conflict resolution  |    |    |     |     |     |      | X  |       |      |    |
| Organisational change  | X  |    |     |     |     |      |    |       |      |    |
| Organisational design and resourcing                                       | X  |    |     |     |     |      |    |       |      |    |
| Organisational development   |    |    |     | X   |     |      |    | X     |      |    |
| Organisational effectiveness   |    |    |     |     |     |      |    |       | X    |    |
| Organisational learning  | X  |    |     | X   |     |      |    |       |      |    |
| Organisational process (individual, group, organisational) /               |    |    |     | X   |     |      |    | X     |      |    |
| Organisational psychology  | X  | X  | X   | X   |     | X    | X  | X     | X    | X  |
| Organisational theory  |    |    |     | X   |     |      |    |       |      | X  |
| Performance development  |    |    |     |     |     |      |    | X     |      |    |
| Personality in work context  |    |    |     |     |     |      |    | X     |      |    |
| Principles of individual and group behavior                                |    |    |     |     |     |      |    | X     | X    |    |
| Psychology at work   |    |    |     | X   |     |      |    |       |      |    |
| Psychological adjustment in work context                                   |    |    |     |     |     |      |    | X     |      |    |
| Research / Statistical analysis  | X  | X  | X   | X   |     |      | X  | X     | X    |    |
| Social psychology and intergroup relations                                 | X  |    |     |     |     |      |    |       |      |    |
| Thinking about business  | X  |    |     |     |     |      |    |       |      |    |
| Work group dynamics and diversity  |    |    |     |     |     |      |    | X     |      |    |
| Workplace practices  |    |    |     |     |     |      |    |       |      | X  |

These figures should be interpreted with caution. The reasons are, firstly, that not all departments employ the same names for modules that may cover similar content. Secondly, departments may offer modules that include a number of content areas.

<sup>20</sup> The data reflected in Tables 6 and 7 was obtained during 2008 from Faculty and Departmental manuals.

Thirdly, the categorisation of modules on the basis of their names only may not be accurate. However, the general impression created by this data is that there is little overlap between modules offered by academic departments. This suggests that academic departments are not guided by shared principles and guidelines when they implement decisions about the content or sequencing of curriculum content.

The picture is not much different in the case of honours curricula offered by IOP departments (the honours curriculum of the University of Pretoria was not available for this analysis). In fact, it seems as if the differences between honours curricula are even greater. Table 7 shows that only four out of a total of 24 (i.e. 17%) modules are offered by more than half the departments. This implies that less than half of the departments offer each of the other 20 modules. On average, every module is offered by less than three of the ten departments (average is 2.7). The four modules offered by 50% or more of the departments are *Assessment*, *Employee relations*, *Organisational psychology/behaviour*, and *Research/Statistical analysis*.

**Table 7: Honours industrial-organisational psychology curricula**

|                                     | CT | FS | JHB | KZN | PTA | STEL | WC | UNISA | WITS | RU |
|-------------------------------------|----|----|-----|-----|-----|------|----|-------|------|----|
| Assessment                          | X  | X  | X   | X   |     | X    | X  | X     |      | X  |
| Career psychology                   |    | X  | X   |     |     | X    | X  |       |      |    |
| Change consulting                   | X  |    |     |     |     |      |    |       |      |    |
| Conflict resolution                 |    |    |     | X   |     |      |    |       |      |    |
| Consumer psychology                 |    |    | X   |     |     | X    | X  | X     |      |    |
| Employee relations                  | X  | X  | X   |     |     | X    | X  | X     |      |    |
| Employee/ Organisational wellness   |    |    | X   |     |     |      |    | X     | X    |    |
| Ergonomics                          |    |    | X   |     |     | X    |    | X     |      |    |
| Group dynamics / Teamwork           |    |    | X   |     |     |      |    |       | X    |    |
| HR development                      |    | X  |     | X   |     | X    | X  |       |      |    |
| HR information systems              | X  |    |     |     |     |      |    |       |      |    |
| HR management /Personnel psychology |    | X  |     |     |     | X    | X  | X     |      |    |
| Identities and work                 |    |    |     | X   |     |      |    |       |      |    |
| Industrial psychology in context    |    |    |     | X   |     |      |    |       |      |    |
| Labour economics                    |    |    |     |     |     | X    |    |       |      |    |
| Labour law                          |    |    | X   |     |     | X    |    |       |      |    |
| Motivation in organisations         |    |    | X   |     |     |      |    |       |      |    |
| Organisational change               | X  |    |     |     |     |      |    |       |      |    |
| Organisational culture              | X  |    |     |     |     |      |    |       |      |    |
| Organisational development          |    |    |     |     |     |      |    |       |      | X  |
| Organisational learning             | X  |    |     |     |     |      |    |       |      |    |
| Organisational psychology/Behaviour |    | X  |     | X   |     | X    | X  | X     | X    | X  |
| Research/Statistical analysis       | X  | X  | X   | X   |     | X    | X  | X     | X    | X  |
| Strategic HR management             |    |    | X   |     |     |      |    |       |      |    |

#### 4.5 Professional registration of industrial-organisational practitioners

In SA professional IOP practitioners are required to register with the HPCSA as industrial psychologists or registered counselors. In 2007, 1123 individuals were

registered as industrial psychologists while 274 were registered as intern industrial psychologists (Guest & Kriek, 2008). Many practitioners also register with the South African Board of Personnel Practice (SABPP) as personnel practitioners. The SABP is not a statutory body and is therefore not regulated by legislation as in the case of the HPCSA.

#### **4.6 Areas of professional specialisation**

The areas of professional specialisation listed by six national professional organisations are presented in Table 8. The six organisations represent the interests of IOP practitioners and the public in the following countries: Australia, Canada, New Zealand, South Africa, the United Kingdom, and the United States. Table 8 reflects a total of 38 specialisation areas. Fourteen of these areas are listed by only one professional organisations. In contrast, two areas (*Performance appraisal, feedback, measurement* and *Training*) are listed by all six professional organisations. Twelve of the 38 areas are listed by four or more of the professional organisations. This table suggests that professional organisations also tend to disagree about the core areas of specialisation.

In their review, Barnard and Fourie (2007b) concluded that the discipline has grown and expanded its original problem-oriented approach to embrace a broader domain comprising the following six sub-disciplines:

- Career psychology,
- Consumer psychology,
- Ergonomics,
- Organisational psychology,
- Personnel psychology, and
- Psychometrics.

**Table 8: Areas of professional specialisation**

|   | SIOPSA<br>[South<br>Africa] | SIOP [USA] | CSIOP<br>[CANADA] | BPS [United<br>Kingdom] | APS<br>[Australia] | NZPS [New<br>Zealand] |
|---|-----------------------------|------------|-------------------|-------------------------|--------------------|-----------------------|
| Advisory and advocacy regarding workplace issues          |                             |            |                   |                         | X                  |                       |
| Assessment/Psychological measurement                      | X                           | X          | X                 |                         | X                  |                       |
| Attitude theory, measurement and change                   |                             | X          | X                 |                         | X                  |                       |
| Career development/management                             |                             | X          | X                 | X                       | X                  | X                     |
| Communication   |                             |            |                   |                         | X                  |                       |
| Consultation  |                             | X          |                   |                         |                    |                       |
| Consumer behavior / Marketing                             | X                           | X          | X                 |                         | X                  | X                     |
| Counselling and personal development                      | X                           |            |                   | X                       |                    |                       |
| Criterion theory and development                          |                             | X          | X                 |                         |                    |                       |
| Data analysis / Statistical methods                       |                             | X          | X                 |                         |                    |                       |
| Decision theory   |                             |            | X                 |                         |                    |                       |
| Discipline knowledge                                      |                             |            |                   |                         | X                  |                       |
| Employee relations  |                             | X          |                   | X                       |                    | X                     |
| Ethical, legal and professional issues                    | X                           | X          | X                 |                         | X                  |                       |
| Fields of psychology                                      |                             |            | X                 |                         |                    |                       |
| History and systems of psychology                         |                             |            | X                 |                         |                    |                       |
| Human performance / Human factors / Ergonomics            | X                           | X          | X                 | X                       |                    | X                     |
| Influence and change                                      |                             |            |                   |                         | X                  |                       |
| Intervention  | X                           | X          |                   |                         |                    |                       |
| Job analysis, evaluation, classification and redesign     |                             | X          | X                 |                         | X                  | X                     |
| Judgement and decision-making                             |                             | X          | X                 |                         |                    |                       |
| Leadership and management                                 |                             | X          |                   |                         |                    |                       |
| Motivation and reward systems / Compensation and benefits |                             | X          | X                 | X                       |                    |                       |
| Organisational development / Change management            |                             | X          | X                 | X                       | X                  |                       |
| Organisational health, wellness, and safety               |                             | X          |                   | X                       | X                  | X                     |
| Organisational theory / Psychology / Behaviour            |                             | X          | X                 |                         |                    | X                     |
| Performance appraisal, feedback, measurement              | X                           | X          | X                 | X                       | X                  | X                     |
| Planning technical and organisational change              |                             |            |                   |                         |                    | X                     |
| Policy development  | X                           |            |                   |                         |                    |                       |
| Problem solving   |                             |            |                   |                         | X                  |                       |
| Professional development                                  |                             | X          |                   |                         |                    |                       |
| Programme design and evaluation                           | X                           |            | X                 |                         | X                  |                       |
| Recruitment, selection and placement                      |                             | X          | X                 | X                       | X                  | X                     |
| Research methods / Statistical methods                    | X                           | X          | X                 | X                       | X                  |                       |
| Service implementation                                    |                             |            |                   |                         | X                  |                       |
| Group theory / Team processes                             | X                           | X          | X                 |                         |                    |                       |
| Supervision   | X                           | X          |                   |                         |                    |                       |
| Training  | X                           | X          | X                 | X                       | X                  | X                     |

Table 9 summarises the previous three tables and presents the findings of calculations of the number of times academic modules and professional areas of specialisation are listed or endorsed by IOP departments and professional organisations. This table presents the ten modules/areas of specialisation that are listed or endorsed the most.

**Table 9: Modules / areas of specialisation endorsed by departments and professional organisations**

| Position | Modules / Areas of specialisation                       | Endorsements /25 |
|----------|---|------------------|
| 1        | Research  | 21               |
| 2        | Organisational theory/behaviour/psychology              | 19               |
| 3        | Assessment  | 18               |
|          | Employee relations                                      | 18               |
| 4        | Career psychology                                       | 16               |
|          | HR development  | 16               |
| 5        | Consumer psychology                                     | 14               |
| 6        | Ergonomics  | 13               |
| 7        | Organisational health, safety and wellness              | 11               |
| 8        | HR administration and management / Personnel psychology | 10               |

#### **4.7 Chapter summary**

This chapter presented a selective review of literature on IOP. The review focused on five areas, namely: (a) the development of IOP, (b) the definition of IOP, (c) IOP curricula, (d) professionalisation of IOP, (e) and areas of specialisation. The reviews of the IOP curricula and the areas of specialisation suggest a need for further studies aimed at clarifying the roles and key performance areas of IOP graduates.

**CHAPTER 5  
METHODOLOGY**

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## **CHAPTER 5**

### **METHODOLOGY**

#### **5.1 Chapter preview**

Chapter 5 presents a description of the methodological approach followed in this investigation. This chapter includes a description of the research question and aims; research design; sampling of data sources; data collection, processing and analysis; and validity considerations.

#### **5.2 Research question and aims**

While employed at Rhodes University, I was requested to investigate the feasibility of presenting a course-work master's degree in IOP. In the process, I reviewed the IOP curricula offered at prominent South African institutions and found that there was very little overlap between these curricula (see section 4.4). This finding suggests that the decisions about the content or sequencing of curricula made by IOP departments do not reflect shared principles or guidelines. The limited overlap between IOP curricula also suggests that departments either interpret responsiveness differently, or that responsiveness is not considered when they design curricula. During my investigation, I reviewed several government policies. I came across policies (e.g., 1997a) that assert that curricula must be relevant and responsive to contemporary conditions. These experiences prompted me to conduct further research on IOP curricula.

The literature review presented in Chapters 2-4 highlights the importance of a range of matters pertaining to the interface between HE, society and the economy. The review suggested the relevance of the following matters to this study: (a) investigating the changing competency requirements specified by the labour market (Asmal, 2002; Macozoma, 2002; Moya, 2004) through the (b) development of communication and feedback loops between HE and its external stakeholders (Kruss, 2002) as well as (c) the development of open knowledge systems that interact dynamically with these stakeholders and other processes of knowledge generation (NCHE, 1996; Moore & Lewis, 2004); (d) responsiveness of HE to the



needs of external stakeholders (Badat, 2004; Moore, 2004) (e) through restructuring of programmes aimed at rendering curricula appropriate and congruent with the knowledge and skills needs of a changing economy (DoE, 1997a); and (f) evaluation and monitoring of the currency of curricula through research (Favish, 2005).

The considerations highlighted in Chapters 1-4 motivated the investigation of the following research question and research aims. The research question is:

*What KPAs do employers specify when they advertise positions suitable for IOP graduates?*

The research aims are aligned to the above question and are formulated as follows:

Primary aim – *To systematically analyse the KPAs specified in job advertisements.*

Secondary aim – *To compile KPA templates that, once completed, may be used by IOP departments who wish to revise their curricula or embark on curriculum transformation procedures.*

This investigation represents only the first step in a process that is ultimately aimed at adapting current IOP curricula to explicit market-driven requirements. The findings (in the form of KPA templates) will enable IOP departments to compare their curricula with the data on the KPA templates and arrive at conclusions about the responsiveness (or lack of responsiveness) of their curricula.

### **5.3 Research design**

Durrheim (2006) describes research design as “a *strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research*” (p.34). It aims to combine relevance to the research purpose with economy in procedure. Following Durrheim’s explication, the research design of this study has five characteristics, namely that it is: (a) qualitative, (b) naturalistic, (c), descriptive, (d) applied, and (e) strategic.

The study is a qualitative investigation that employs content analysis (cf. Hsieh & Shannon, 2005) to identify and describe KPAs in job advertisements. Durrheim (2006) defined qualitative studies as investigations that “*collect data in the form of written or spoken language, or in the form of observations that are recorded in language, and analyse the data by identifying and categorising themes*” (p.47). The current investigation is described as qualitative because it meets both criteria in Durrheim’s (2006) definition (i.e. data collection as well as data analysis). Furthermore, the investigation did not require the collection of any quantitative data although it did involve a secondary quantitative aspect. This aspect relates to the calculation of the frequencies of specific occupational categories, KPAs, KPA themes, and KPA clusters. More specifically, once the categories, themes and clusters were identified and categorised, the frequencies at which they appeared were recorded (cf., Shemmings, 2006). These calculations are mere frequency counts and do not constitute any sophisticated quantitative or statistical data analysis procedures.

The study is also described as naturalistic inquiry (Durrheim, 2006) because of the non-manipulative, unobtrusive, non-reactive and non-controlling emphasis. This type of inquiry enables researchers to study real-world situations as they unfold naturally. In the case of this study, the investigation involved the perusal of job advertisements that appeared in 52 copies of a Sunday newspaper.

Durrheim (2006) described three goals of research, namely exploratory, descriptive, and explanatory, but immediately added that there is little consensus in the research community about the definitions of these three goals. This study aims to describe phenomena (i.e. occupational categories, KPAs, KPA themes, and KPA clusters) that occur in natural settings (i.e. job advertisements placed by employers in a weekly newspaper). Durrheim (2006) stated that descriptive studies seek accurate observations and therefore the research design emphasises the validity and reliability of observations (see section 5.7) as well as the representativeness of sampling (see section 5.4).

Durrheim (2006) identified two uses to which research can be put, namely basic and applied research. This study is regarded as applied research because it aims to

make a practical contribution. More specifically, it wishes to contribute towards practical or applied issues of decision-making (i.e. investigating the competency requirements specified by the labour market) to eventually solve a more important problem (i.e. curriculum responsiveness). Butchart (cited in Durrheim, 2006) expressed reservations about the distinction between basic and applied research and referred to an alternative typology employed by the World Health Organisation. This typology regards all research as applied and distinguishes three types, namely fundamental-, strategic- as well as intervention development and evaluation research. According to this typology, the design of this investigation can be described as strategic research, that is research that “*generates knowledge about specific needs and problems (these include specific social conditions and systems) with a view to eventually solving or reducing the problem through further development and evaluation*” (p.46). In this sense, this study aims to make a strategic contribution that will be deemed important not only by policy makers, but also by HE institutions and IOP departments. Applied research tends to have a narrow aim, enabling researchers to generalise the findings of their studies to the specific contexts under investigation. This study is no exception and aims to assist academics involved in the teaching of IOP to draw conclusions about the particular challenges they are faced with (i.e. the extent to which curricula are responsive or unresponsive to labour market requirements).

#### **5.4 Sampling of data sources**

Sampling involves decisions about who or what will be sampled (Strydom, 2005). The major concerns of sampling are transferability, sample size and the unit of analysis (Durrheim, 2006). For this study, one Sunday newspaper (*Sunday Times*) had been selected as data source. This newspaper was selected on the basis of its comprehensive career section and national (rather than regional) focus. Both these characteristics support the transferability of findings. This method of sampling is referred to as *purposive sampling* and it is known to provide detailed and comprehensive data (Strydom & Delport, 2005). Practical considerations influenced the decision to sample advertisements that appeared in a 52-week period (N=1115). This number of advertisements represents a sufficiently large sample and that allows

for justifiable inferences about the KPA requirements of the South African labour market.

Durrheim (2006) describes four units of analysis, namely individuals, groups, organisations, and the unit employed in this study, *social artifacts*. Social artifacts “*are the products of human action*” (p.41) and include, for example, paintings, ceremonies, newspaper articles or published advertisements.

## **5.5 Data collection**

This study collected and analysed documentary sources of data. Documentary data sources are commonly used in qualitative research. They tend to produce vast amounts of data and therefore require careful management (Kelly, 2006a). Yin (2003) recommended the use of published data on the basis of the following characteristics: (a) documents are stable data sources that can be analysed and re-analysed; (b) documents enable researchers to confirm data with the help of other data sources; (c) documents are easily accessible and obtainable; and (d) documents enable researchers to consult them in places and at times that are convenient. Strydom and Delport (2005) stressed that researchers remain aware that newspapers are not written primarily for research purposes. They represent printed mass media documents that are aimed at informing the public. In the case of job advertisements, the obvious aim is to inform job seekers of available job opportunities.

Newspaper advertisements are the most obvious method of attracting job applicants (Armstrong, 1996; Byars & Rue, 2000; Swanepoel, Erasmus, Van Wyk, & Schenk, 2000). Gerber (1998) describes newspaper advertisements as “*the most widely used recruitment method*” (p.96). According to the *US Bureau of National Affairs* (cited in Milkovich & Boudreau, 1997) newspaper advertisements are rated as the most frequently used recruiting source for professional/technical jobs (employed by 94% of organisations), the second most frequently used recruiting source for managers/supervisors (employed by 85% of organisations) and the fourth most frequently used recruiting source for production/service jobs (employed by 77% of organisations).

I scrutinised job advertisements published in the careers section of the Sunday Times for a period ranging over 59 weeks (August 2006 to September 2007). However, the advertisements of only 52 editions of the newspaper were included in the data analysis. This anomaly is due to two reasons. Firstly, the Sunday Times advertises almost no job advertisements during the festive season in December-January. This resulted in non-inclusion of certain of the editions in the data analysis (24-12-2006, 31-12-2006, 07-01-2007). Furthermore, I went on leave on four occasions during the 59-week period and was unable to scrutinise newspapers during these periods (24-09-2006; 21-01-2007, 29-04-2007, 08-07-2007). For the 52 newspapers included in the data collection, I copied every advertisement aimed at recruiting IOP graduates. Some advertisements did not make a specific reference to IOP. However, advertisements were included when it was clear that they emphasised responsibilities and tasks that fall within the scope of this sub-discipline.

## **5.6 Data processing and analysis**

Qualitative data analysis involves “*reducing the volume of raw information, sifting significance from trivia, identifying significant patterns and constructing a framework for communicating the essence of what the data reveal*” (p.333). Both the careers sections of 52 Sunday newspapers as well as the 1115 job advertisements that were ultimately sampled, represent large amounts of data. To facilitate the content analysis process, the advertisements were first categorised according to the organisational psychology sub-disciplines emphasised by the job title (i.e. occupational categories). These sub-disciplines or occupational categories are summarised in Table 10.

Thereafter, the data was analysed by means of the *documentary analysis* method (Fouche, 2005) that entails the analysis of the content (i.e. words, meanings, themes) of public documents (such as letters, speeches, reports, or advertisements). A strength of the documentary analysis method is found in its unobtrusive (non-reactive) nature, which eliminates observation effects. On the other hand, the lack of access to the intentions or background of the authors of texts limits interpretation. Also, the inter-reliability of schemas designed by researchers may also represent an important source of error (Mouton, 2001).

**Table 10: Occupational categories**

| Code | Job category                                |
|------|---|
| A1   | Assessment and evaluation                   |
| C1   | Career/Talent management                    |
| C2   | Consulting                                  |
| C3   | Consumer psychology                         |
| E1   | Employee assistance programmes              |
| E2   | Employee equity / Diversity management      |
| H1   | Human capital administration and management |
| H2   | Human capital development                   |
| H3   | Human capital information systems           |
| H4   | Human capital planning                      |
| I1   | Industrial / Organisational psychology      |
| I2   | Employee / Industrial relations             |
| L1   | Lecturing                                   |
| O1   | Organisational development                  |
| O2   | Organisational health and wellness          |
| P1   | Performance management                      |
| Q1   | Quality assurance                           |
| R1   | Recruitment and selection                   |
| R2   | Remuneration / Compensation                 |
| R3   | Research                                    |
| W1   | Workstudy                                   |

The data processing and analysis procedures followed in this investigation were based on guidelines suggested by De Vos (2005) and Fouché (2005). This procedure comprises six steps:

- a. Data collection (i.e. scrutinising the weekly newspaper and selecting the relevant advertisements: Appendix A);
- b. Generating categories (i.e. categorising the advertisements on the basis of the job titles provided as job advertisement headings: Table 10);
- c. Identifying KPAs (i.e. allocating each KPA in each advertisement to a thematic category: Appendix C-W);
- d. Clustering (i.e. integrating individual themes into KPA clusters: Appendices X-Y);
- e. Describing the clusters (Chapter 6); and
- f. Formulating conclusions (Chapters 6-7).

An operational example of how this process unfolded is presented in Table 11. This example is based on an advertisement for a *Centre Manager: Assessment* that appeared in the Sunday Times on 4 February 2007.

**Table 11: Implementation of a six-step data processing and analysis procedure**

| # | Step                    | Requirement   | Example of how it was implemented   |
|---|-------------------------|---|---|
| a | Data collection         | Scrutinising the weekly newspaper and selecting the relevant advertisements                 | Selection of an advertisement for a <i>Centre Manager: Assessment</i> from the Sunday Times (dd 04-02-2007).  |
| b | Generating categories   | Categorising the advertisements on the basis of the job titles (job advertisement headings) | Allocating the advertisement to the <i>Assessment and Evaluation</i> category.  |
| c | Identifying KPAs        | Identifying KPAs in each advertisement and allocating each them to a specific KPA theme     | Three themes were generated on the basis of this advertisement. The first referred to the <i>Day to day operation of the Assessment Centre</i> .  |
| d | Clustering              | Integrating individual KPA themes into KPA clusters   | The above theme was allocated to the <i>Assessment and development centres</i> cluster.   |
| e | Describing the clusters | Describing the essential generic characteristics of each KPA cluster                        | A KPA was described on the basis of this cluster as follows: <i>Sourcing and management of assessment projects, Operational management of centres, Development and implementation of assessment projects, Coordination of electronic assessments, and Scheduling of assessments</i> .   |
| F | Formulating conclusions | Formulating conclusions on the basis of the KPA clusters                                    | The conclusion indicated that the <i>Assessment and development centres</i> cluster requires applicants to be able to effectively source and implement conventional and electronic assessment projects as well as to manage the centre. The conclusion also indicated that this KPA was required by seven advertisements which was the highest frequency of any cluster in the <i>Assessment and evaluation</i> category. |

### 5.7 Validity considerations

According to Lincoln and Guba (cited in De Vos, 2005), the constructs external and internal validity are not appropriate for naturalistic or qualitative inquiries. They proposed four alternative constructs that are more appropriate and suitable for qualitative research, namely credibility, transferability, dependability, and confirmability:

- a. *credibility* captures the traditional concept of internal validity and requires that researchers provide in-depth descriptions of the setting, data sources, and theoretical framework guiding the study;
- b. *transferability* captures the traditional concept of external validity and requires that researchers clearly delineate the theoretical parameters of the research

and enables them to apply the findings of the research to policy development processes in various settings;

- c. *dependability* captures the traditional concept of reliability and requires that researchers acknowledge that the social world is always in the process of being constructed and re-constructed;
- d. *confirmability* captures the traditional concept of objectivity and requires that researchers investigate whether the findings of their studies are confirmed by other studies.

In this study the above considerations were addressed by following appropriate sampling, data collection, data processing and data analysis procedures. More specifically, I decided to utilise documentary data; include a large number of advertisements published over a period of at least 12 months; restrict the advertisements to only one national newspaper by, for example, excluding the *Rapport* as well as the *Mail & Guardian*; carefully identify advertisements that met the inclusion criterion; and record detailed descriptions of each advertisement, for example, the number, date, organisation, position, level, and occupational category. I also attempted to enhance the confirmability of the data by presenting comprehensive tables of the data processing and analysis procedures in the manuscript. This will allow other researchers to replicate the study and confirm or negate the current findings.

## **5.8 Ethical considerations**

Wassenaar (2006) describes four widely accepted philosophical principles that may be used to determine the ethical standing of an investigation. The principles are *autonomy and respect for dignity* (e.g. protection of individual and institutional confidentiality), *non-maleficence* (e.g. protecting research participants against harm), *beneficence* (e.g. maximising the benefits that the research will afford to participants), and *justice* (e.g. treating participants with fairness and equity). Wassenaar states that the principles are equally important, but that they may not be equally applicable to all research designs. It is therefore important to operationalise the principles and consider their particular relevance for each study.



Several characteristics of this study contribute to its ethical standing. They include the following (principles in brackets refer to the practical research principles described by Wassenaar (2006; pp.63-78)):

- a. The study collected data that exists in the public domain (*fair selection of participants*);
- b. The data was sourced from a large number of organisations that paid to place advertisements and solicit the attention of job applicants (*no exploitation of participants*);
- c. The research is driven by a need to satisfy a requirement shared by HE and the public and private sectors, and it is envisaged that the findings of the research will hold direct and practical benefits for these groups (*social value*);
- d. Special care was taken to ensure that the study's methodology is rigorous, justifiable, and would lead to valid answers to the research question (*scientific validity*);
- e. The research proposal was reviewed by the Research Committee of the Faculty Of Education (Rhodes University), the members of which scrutinised both the scientific and ethical integrity of the study and approved the project (*independent ethical review*);
- f. The researcher made no attempts to judge or evaluate the quality of advertisements or curricula offered by academic departments and refrained from commenting on their scientific or professional quality (*ongoing respect for participants and communities*).

Although I initially considered removing the identities of organisations and academic departments, I eventually decided against this because I wanted to ensure transparency of the data collection and analysis procedure as well as the presentation of findings.

## **5.9 Chapter summary**

This chapter presents a description of the methodological approach followed in this investigation. It includes a description of the research question (i.e. what KPAs are specified by employers in advertisements of positions suitable for IOP graduates?) and aims (i.e. systematic analysis of the KPAs specified in job advertisements;

compilation of a KPA template that may be used by IOP departments who wish to embark on curriculum transformation procedures); research design (i.e. qualitative, naturalistic, descriptive, applied, strategic); sampling of data sources (i.e. purposive sampling of newspaper advertisements); data collection (i.e. documentary data sources aimed at recruiting IOP graduates), data processing and analysis (i.e. six-step data processing and analysis procedure); validity considerations (i.e. sampling, data collection, data processing and data analysis procedures aimed at meeting criteria such as credibility, transferability, dependability, and confirmability); and ethical considerations (i.e. fair selection, no exploitation, social value, scientific validity, independent ethical review, ongoing respect for participants and communities). The findings of the study are presented and discussed in the next chapter.

**CHAPTER 6  
FINDINGS AND DISCUSSION**

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## CHAPTER 6

### FINDINGS AND DISCUSSION

*...greater responsiveness will require new forms of management and assessment of knowledge production and dissemination. It has implications for the content, form and delivery of the curriculum. It will result in a more dynamic interaction between higher education and society, which should promote development, equity, quality, accountability and efficiency.* (NCHE, 1996, p.5)

#### 6.1 Chapter preview

This study investigates the KPAs specified in advertisements aimed at recruiting IOP graduates. The specific aims of the study are to (a) systematically analyse the KPAs specified in job advertisements and (b) compile KPA templates that may be used by IOP departments who wish to revise their curricula or embark on curriculum transformation procedures. In this chapter the findings of the study are presented and discussed. The chapter comprises three main sections. The first section describes and discusses the 1115 advertisements sampled for the study (first step of data processing and analysis procedure). The second section describes and discusses the 21 occupational categories (second step) and 4070 KPA themes (third step) extracted during the data processing and analysis procedure, while the last section describes and discusses the 84 KPA clusters (fourth and fifth steps). Qualitative analyses tend to produce large documents. Therefore, the qualitative descriptions are presented as appendices in this manuscript. In contrast, quantitative synopses tend not to produce such large documents. The quantitative summaries of occupational categories, KPA themes and KPA clusters are therefore presented as tables in the chapter.

It is important to differentiate the terms *occupational category*, *KPA theme* and *KPA cluster*. The term occupational category refers to an advertisement heading and describes the type of position advertised. In this study, the data processing and analysis procedure identified 21 occupational categories (see Table 12). These categories do not represent distinct entities. In contrast, the data analyses revealed considerable overlap between occupational categories. Although this complicated

the presentation and discussion of findings, it represents a crucial aspect of the findings. Many occupational categories contain combinations of KPAs as well as references to other occupational categories. This overlap between categories is described and discussed in more detail later.

A KPA theme represents a collection of KPAs extracted from advertisements within a specific occupational category. For example, the KPA theme *Reporting* appeared in 14 of the 21 occupational categories, each of the 14 KPA themes is described separately. A KPA cluster, on the other hand, represents a generic description based on the integration of KPA theme descriptions across all occupational of which it forms part. In the above example, the KPA cluster *Reporting* describes the combined meaning found in all 14 KPA theme descriptions.

## **6.2 General description of advertisements**

The first step of the data processing and analysis procedure (described in section 5.6) required careful scrutiny of the careers section of the Sunday Times and the sampling of relevant advertisements. A total number of 1115 advertisements were sampled from 52 editions of the newspaper and subjected to data processing and analysis. The average number of advertisements that appeared each week was 21. The advertisements are summarised in Appendix A. This summary includes the following:

- Research number allocated to the advertisement,
- Date of the newspaper in which the advertisement appeared,
- Organisation that placed the advertisement,
- Position advertised, and
- Level of advertised position.

Of the 1115 advertisements, 745 (67%) represented organisations from the public sector, 308 (28%) represented organisations from the private sector, and 62 (5%) represented HE institutions. The number of advertisements reflects a substantial demand for IOP graduates.

### 6.3 Occupational categories and KPA themes

The second step of the data processing and analysis procedure required the categorisation of the advertisements on the basis of occupational categories (job advertisement headings). During this step 21 occupational categories were identified. The categories are listed in Table 12 (also see section 5.6).

**Table 12: Occupational categories**

| Occupational Category code | Occupational category                      |
|----------------------------|--|
| A1                         | Assessment and evaluation                  |
| C1                         | Career management                          |
| C2                         | Consulting                                 |
| C3                         | Consumer psychology                        |
| E1                         | Employee assistance programme              |
| E2                         | Employee equity                            |
| H1                         | HR administration and management           |
| H2                         | HR development                             |
| H3                         | HR information systems                     |
| H4                         | HR planning                                |
| I1                         | Industrial / Organisational psychology     |
| I2                         | Employee relations                         |
| L1                         | Lecturing                                  |
| O1                         | Organisational development                 |
| O2                         | Organisational health, safety and wellness |
| P1                         | Performance management                     |
| Q1                         | Quality assurance                          |
| R1                         | Recruitment and selection                  |
| R2                         | Remuneration                               |
| R3                         | Research                                   |
| W1                         | Workstudy                                  |

Considerable overlap occurred between some occupational categories. Appendix B summarises the extent to which different occupational categories overlapped. The categories where considerable overlap occurs are *HR Administration and Management*, *HR Development* and *Organisational Development*. This implies that the advertisements aimed at recruiting IOP graduates for these occupational categories require expertise associated with other occupational categories too. On the other hand, no overlap occurs between some categories, for example *Career Management*, *Consulting*, *Employment equity*, and *Research*. The KPAs required by these positions did not overlap with the KPA requirements of other occupational categories.

Table 13 summarises the distribution of advertisements across the 21 occupational categories.

**Table 13: Number of advertisements per occupational category**

| Occupational category code | Occupational category                      | Number of advertisements: Occupational categories |
|----------------------------|--|---|
| A1                         | Assessment and evaluation                  | 9   |
| C1                         | Career management                          | 23  |
| C2                         | Consulting                                 | 35  |
| C3                         | Consumer psychology                        | 1   |
| E1                         | Employee assistance programme              | 17  |
| E2                         | Employee equity                            | 7   |
| H1                         | HR administration and management           | 317   |
| H2                         | HR development                             | 205   |
| H3                         | HR information systems                     | 25  |
| H4                         | HR planning                                | 48  |
| I1                         | Industrial / Organisational psychology     | 4   |
| I2                         | Employee relations                         | 128   |
| L1                         | Lecturing                                  | 22  |
| O1                         | Organisational development                 | 92  |
| O2                         | Organisational health, safety and wellness | 24  |
| P1                         | Performance management                     | 42  |
| Q1                         | Quality assurance                          | 7   |
| R1                         | Recruitment and selection                  | 52  |
| R2                         | Remuneration                               | 25  |
| R3                         | Research                                   | 5   |
| W1                         | Workstudy                                  | 27  |
| <b>Total</b>               |  | 1115  |

Table 13 indicates that three categories are dominant, namely *HR administration and management*, *HR development* and *Employee relations*. Together, these three categories represent 58% of all advertisements. The individual contributions of the three categories are 28%, 18% and 12% respectively. Similarly, the top 10 categories (H1, H2, I2, O1, R1, H4, P1, C2, W1, and H3/R2<sup>21</sup>) represent 89% of all advertisements. These findings suggest that the demand for jobs in different occupational categories is unevenly distributed. Jobs in some categories are clearly in high demand, while the demand for jobs in other categories is much less.

This distribution pattern of the advertisements supports the trend of some departments to offer IOP in HR management departments. In terms of

<sup>21</sup> The H3 and R2 categories are tied in the tenth place.

advertisements aimed at recruiting IOP graduates, expertise traditionally associated with HR management (categories H1-H4 and R1) represents the dominant requirement (also comprising 58% of all advertisements). This implies that almost six out of ten positions advertised essentially require HR expertise. The distribution pattern also corresponds with the modules and areas of specialisation often endorsed by academic departments and professional organisations (see Table 9). All three occupational categories are also represented in the top 10 list of endorsed modules/areas of specialisation (more specifically they appear in the 3<sup>rd</sup>, 4<sup>th</sup> and 8<sup>th</sup> positions).

The absence of one IOP sub-discipline from Table 13 deserves further comment. Not a single advertisement aimed at recruiting Ergonomics expertise was included in the sample. Yet, this occupational category appears sixth on the list of endorsed modules/areas of specialisation (see Table 9). The findings of this study suggest that the demand for this occupational category is much lower than what universities and professional organisations suggest. This finding relating to Ergonomics confirms the findings of Pienaar and Roodt (2001) as well as Barnard and Fourie (2007a) who questioned Ergonomics as current or future area of application for IOP graduates.

The third step of the data processing and analysis procedure required the identification of specific KPAs and allocating each one of them to a specific theme. The KPA themes are described in detail in Appendices C-W. These appendices present the findings of the qualitative analyses during which KPA themes were extracted. The KPA themes are described next.

### **6.3.1 Assessment and evaluation<sup>22</sup>**

Nine advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Ten KPA themes were extracted from the advertisements. They are listed in the next table.

---

<sup>22</sup> See Appendix C



**Table 14: KPA themes – Assessment and evaluation**

|   |                                     |
|---|-------------------------------------|
| Ad hoc projects                           | Job analysis, evaluation, profiling |
| <b>Assessment and development centres</b> | Operational management of function  |
| Compliance                                | <b>Psychometric assessment</b>      |
| Counselling services                      | Reporting                           |
| Database                                  | Training                            |

The two KPA themes required by most advertised positions are *Assessment and development centres* and *Psychometric assessment*. In the assessment and evaluation advertisements, references were made to two other occupational categories, namely *Employee assistance programme* and *Research*. Appendix B indicates that two occupational categories also require Assessment and evaluation as KPA, namely *Organisational development* and *Recruitment and selection*.

*Assessment and evaluation* (A1) represents the occupational category where IOP graduates enjoy statutory protection. This implies that many assessment activities may only be performed by professionally registered individuals (e.g., industrial psychologists or registered counsellors in the ‘psychometry’ category). Yet, advertisements aimed at recruiting graduates for this occupational category represents 0.8% of the advertisements only. This is an unexpected finding, especially in the light of the position of this category in Table 9. Assessment is the third most frequently endorsed module/area of specialisation. Yet, an insignificant percentage of advertisements aimed at recruiting assessment expertise appeared. The emphasis placed on Assessment and evaluation by universities and professional organisations is not supported by the findings of this study. In fact, the small number of advertisements aimed at recruiting graduates with assessment expertise indicates that the demand for assessment and evaluation expertise is low.

### 6.3.2 Career management<sup>23</sup>

Twenty three advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Eleven KPA themes were extracted from the advertisements. They are listed in the next table.

---

<sup>23</sup> See Appendix D

**Table 15: KPA themes – Career management**

|   |   |
|---|---|
| Alignment<br>Assessment and development centres<br>Benchmarking<br><b>Communication and liaison</b><br>Competency framework<br>Identification of critical positions and individuals | Monitoring and evaluation<br>Operational management of function<br><b>Strategic career management</b><br><b>Strategies: Career management</b><br>Workforce planning |
|---|---|

The three KPA themes required by most advertised positions are *Communication and liaison*, *Strategic career management*, and *Strategies: Career management*. In this occupational category, there was no reference made to other occupational categories. Appendix B indicates that six other occupational categories also require career management expertise as KPA (H1, H2, I1, L1, O1, and P1). A total of 86 advertisements in these categories required Career management as KPA. This finding suggest that although the demand for individuals specialising in Career management is limited, the demand for employees specialising in HR administration or HR development but who are also able to render career management services is almost four times greater (23 vs 86 advertisements).

Table 9 indicates that career psychology is the fourth most frequently endorsed module/area of specialisation. The strong emphasis placed on career management expertise by universities and professional organisations is not supported by the findings of this study.

### 6.3.3 Consulting<sup>24</sup>

Thirty five advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Nine KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 16: KPA themes – Consulting**

|   |  |
|---|--|
| Communication and liaison<br><b>Generic consulting</b><br><b>HR consulting</b><br>Information management<br>Management and leadership development | Organisational design<br><b>Organisational development consulting</b><br>Operational management of function<br>Surveys |
|---|--|

<sup>24</sup> See Appendix E

The three KPA themes required by most advertised positions are *Generic consulting*, *HR consulting*, and *Organisational development consulting*. In this occupational category, there was no reference made to other occupational categories. Appendix B indicates that no other occupational category require consulting expertise as KPA.

None of the ten universities offer a consulting module. Professional organisations also do not list consulting as a key area of specialisation. Consulting generally requires considerable experience and a high level of expertise. Therefore, newspaper advertisements may not be a suitable recruitment method for consultants. Instead, headhunting or the use of recruitment agencies may be more effective in recruiting consultants.

#### 6.3.4 Consumer psychology<sup>25</sup>

Only one advertisement aimed at recruiting IOP graduates for this occupational category was analysed. Five KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 17: KPA themes – Consumer psychology**

|   |   |
|---|---|
| Communication and liaison<br>Database<br>Investigations | Operational management of function<br>Reporting |
|---|---|

In this occupational category, there was no reference made to other occupational categories. Also, Appendix B indicates that no other occupational categories require consumer psychology expertise as KPA.

The one advertisement aimed at recruiting consumer psychology expertise that appeared over a period of 52 weeks (this represents 0.09% of the advertisements) is in stark contrast with this sub-discipline's favourable position when it comes to modules offered at universities and areas of specialisation endorsed by professional organisations. Consumer psychology appears fifth on the list of endorsed modules/areas of specialisation (see Table 9). The findings of this study suggest that the demand for this occupational category is very low.

<sup>25</sup> See Appendix F.

The findings relating to consumer psychology (and the findings relating to Ergonomics – see section 6.3) confirm the findings of Pienaar and Roodt (2001) as well as Barnard and Fourie (2007a) who referred to the decline in interest and importance of consumer psychology during the last decade. The findings place a question mark behind the future of consumer psychology as area of application for IOP graduates.

### 6.3.5 Employee assistance programme<sup>26</sup>

Seventeen advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Fourteen KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 18: KPA themes – Employee assistance programme**

|                           |                                    |
|---------------------------|------------------------------------|
| Advocacy                  | Operational management of function |
| Alignment                 | Policy                             |
| Communication and liaison | Quality assurance                  |
| Counselling services      | Reporting                          |
| Database                  | Research                           |
| Evaluations               | <b>Strategies: EAP</b>             |
| Monitoring and evaluation | Training                           |

The KPA theme required by most advertised positions is *Strategies: EAP*. In the employee assistance programme advertisements, references were made to two other occupational categories, namely *Quality assurance* and *Research*. Appendix B indicates that only one other occupational category requires employee assistance programme expertise as KPA, namely *Assessment and evaluation*. The findings suggest that there is limited demand for employee assistance programme expertise.

### 6.3.6 Employee equity<sup>27</sup>

Seven advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Nine KPA themes were extracted from the advertisements. They are listed in the next table.

<sup>26</sup> See Appendix G.

<sup>27</sup> See Appendix H.

**Table 19: KPA themes – Employee equity**

|   |  |
|---|--|
| Advisory service<br>Advocacy<br><b>Alignment</b><br>Benchmarking<br>Communication and liaison | Investigations<br>Reporting<br>Strategies: Employee equity<br>Training |
|---|--|

The KPA theme required by most advertised positions is *Alignment*. In this occupational category, there was no reference made to other occupational categories. Appendix B also indicates that only one other occupational category requires employee equity expertise as KPA, namely *Organisational development*. A total of 86 advertisements in this occupational category require employee equity as KPA.

The above finding suggests that employee equity is often regarded as an additional KPA for employees working in the field of organisational development, but that the demand for employees specialising in this field is limited.

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### **6.3.7 HR administration and management<sup>28</sup>**

Three hundred and seventeen advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Thirty KPA themes were extracted from the advertisements. They are listed in the next table.

The three KPA themes required by most advertised positions are *Advisory service*, *Employee relations*, and *HR development*. In the *HR administration and management* advertisements, references were made to eleven other occupational categories, namely *Career management*, *HR development*, *HR information systems*, *HR planning*, *Employee relations*, *Organisational development*, *Organisational health, safety and wellness*, *Performance management*, *Recruitment and selection*, *Remuneration*, and *Research*.

Appendix B indicates that two other occupational categories also require HR administration and management expertise as KPA, namely *HR development* and *HR*

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<sup>28</sup> See Appendix I.

*planning*. A total of 23 advertisements in these two occupational categories require HR administration and management expertise as KPA.

**Table 20: KPA themes – HR administration and management**

|  |   |
|--|---|
| <b>Advisory service</b><br>Assessments<br>Auxiliary services<br>Benchmarking<br>Career management<br>Communication and liaison<br>Competency modeling<br>Compliance<br>Conditions of service<br>Corporate social investment programme<br><b>Employee relations</b><br><b>HR development</b><br>HR information systems<br>HR planning<br>Induction<br>Monitoring and evaluation | Organisational design<br>Organisational development<br>Organisational health, safety and wellness<br>Operational management and function<br>Performance management<br>Policy<br>Project management<br>Recruitment and selection<br>Remuneration<br>Reporting<br>Research<br>Service level agreements<br>Strategic HR management<br>Strategies: Human resource administration and management |
|--|---|

The above findings indicate that the demand for HR administration and management expertise is very high. In fact, the findings strongly support the trend of some departments to offer IOP in HR management departments.

### 6.3.8 HR development<sup>29</sup>

Two hundred and five advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Twenty seven KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 21: KPA themes – HR development**

|  |   |
|--|---|
| HR development administration<br>Advisory service<br>Assessment and development centres<br>Career management<br><b>Communication and liaison</b><br>Competency framework<br>Compliance<br>Employee relations<br>HR management<br>HR information systems<br>Monitoring and evaluation<br>Needs assessment<br><b>Operational management of function</b><br>Organisational design | Organisational development<br>Organisational health, safety and wellness<br>Policy<br>Performance management<br>Project management<br>Reporting<br><b>Research</b><br>Secretariat support<br>SETA<br>Skills development facilitator (SDF)<br><b>Strategies: HR development</b><br>Training<br>Workplace skills plan |
|--|---|

<sup>29</sup> See Appendix J

The four KPA themes required by most advertised positions are *Communication and liaison*, *Operational management of function*, *Research* and *Strategies: HR development*. In the HR development advertisements, references were made to eight other occupational categories, namely *Career management*, *HR administration and management*, *HR information systems*, *Employee relations*, *Organisational development*, *Organisational health, safety and wellness*, *Performance management*, and *Research*.

Appendix B indicates that three occupational categories also require HR development as KPA, namely *HR administration and management*, *Industrial / Organisational psychology*, and *Organisational development*. A total of 154 advertisements in these three occupational categories require HR development expertise as KPA. If this number of advertisements is added to the 205 advertisements that required HR development expertise as occupational category (in other words as advertisement heading), there are 359 advertisements requiring HR development expertise (32% of all advertisements). This is the highest number for any occupational category / KPA combination (it is more than the combined number for *HR administration and management*). It can therefore be concluded that the demand for HR development expertise is very high. It is therefore not surprising to note that several South African universities offer modules focusing on HR development at both under- and postgraduate levels.

### 6.3.9 HR information systems<sup>30</sup>

Twenty five advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Ten KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 22: KPA themes – HR information systems**

|                           |                                    |
|---------------------------|------------------------------------|
| Advisory service          | Operational management of function |
| Benchmarking              | Policy                             |
| Communication and liaison | Remuneration                       |
| Compliance                | Reporting                          |
| HR planning               | <b>Strategies: HRIS</b>            |

<sup>30</sup> See Appendix K.

The KPA theme required by most advertised positions is *Strategies: HRIS*. In the HR information systems advertisements, references were made to two other occupational categories, namely *HR planning* as well as *Remuneration*. Appendix B indicates that seven occupational categories also require HR information systems expertise as KPA (H1, H2, O1, P1, Q1, R1 and R2). A total of 106 advertisements in these seven occupational categories require HR information system expertise as KPA.

Only one South African university offers a module focusing on HR information systems. This findings of this study suggest that although the demand for individuals specialising in HR information systems is limited (only 2% of the advertisements), the demand for employees specialising in other occupational categories but who are also able to render HR information systems services is more than four times higher (25 vs 106 advertisements).

### 6.3.10 HR planning<sup>31</sup>

Forty eight advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Twelve KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 23: KPA themes – HR planning**

|                                  |                                    |
|----------------------------------|------------------------------------|
| Advisory service                 | Organisational design              |
| Communication and liaison        | Operational management of function |
| Compliance                       | Project management                 |
| HR administration and management | Reporting                          |
| <b>HR planning analyses</b>      | Secretariat support                |
| <b>Monitoring and evaluation</b> | <b>Strategies: HR planning</b>     |

The three KPA themes required by most advertised positions are *HR planning analyses*, *Monitoring and evaluation*, as well as *Strategies: HR planning*. In the HR planning advertisements, references were made to one other occupational category, namely *HR administration and management*. Appendix B indicates that four occupational categories also require HR planning as KPA (H1, H3, O1 and R1). A

<sup>31</sup> See Appendix L.



total of 74 advertisements in these four occupational categories require HR planning expertise as KPA.

Only one South African university offers a module in HR planning at undergraduate level. It may be offered as part of other undergraduate or honours modules, but the available data on curricula do not shed light on this issue. The findings of this study suggest that the demand for employees specialising in other occupational categories but who are also able to render HR planning services is higher than the demand for individuals specialising in HR planning.

### 6.3.11 Industrial / Organisational psychology<sup>32,33</sup>

Four advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Nine KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 24: KPA themes – Industrial / Organisational psychology**

|                                    |                                    |
|------------------------------------|------------------------------------|
| Assessment and development centres | Operational management of function |
| Career management                  | Project management                 |
| Communication and liaison          | <b>Recruitment and selection</b>   |
| Competency framework               | Research                           |
| HR development                     |                                    |

The KPA theme required by most advertised positions is *Recruitment and selection*. In the Industrial / Organisational psychology advertisements, references were made to four other occupational categories, namely *Career management*, *HR development*, *Recruitment and selection*, as well as *Research*. Appendix B indicates that no other occupational categories require Industrial / Organisational psychology as KPA. This finding is to be expected, because registration as an industrial psychologist is a prerequisite for this occupational category. Guest and Kriek (2008) reported that only 1123 industrial psychologists were registered with the Health Professions Council of South Africa during 2007. This small number suggests that the demand for industrial psychologists should be higher. As in the case of

<sup>32</sup> This occupational category refers to professionally registered industrial psychologists.

<sup>33</sup> See Appendix M.

consultants, newspaper advertisements may not be the most suitable medium for recruiting registered industrial psychologists in South Africa.

### 6.3.12 Employee relations<sup>34</sup>

Hundred and twenty eight advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Twenty three KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 25: KPA themes – Employee relations**

|   |   |
|---|---|
| <b>Advisory service</b><br>Bargaining structures<br>Case management<br>Communication and liaison<br>Compliance<br><b>Conflict resolution</b><br>Corporate social investment programme<br>Database<br>Discipline<br>Employee relations analyses<br>Investigations<br>Job analyses/evaluation/profiling | Monitoring and evaluation<br>Operational management of function<br>Organisational design<br>Organisational health, safety and wellness<br><b>Policy</b><br>Remuneration<br>Reporting<br>Representation<br>Sexual harassment<br><b>Strategies: Employee relations</b><br><b>Training</b> |
|---|---|

The five KPA themes required by most advertised positions are *Advisory service*, *Conflict resolution*, *Policy*, *Strategies: Employee relations*, and *Training*. In the employee relations advertisements, references were made to two other occupational categories, namely *Organisational health, safety and wellness* as well as *Remuneration*. Appendix B indicates that two occupational categories also require employee relations expertise as KPA, namely *HR administration and management* and *HR development*. A total of 144 advertisements in these two occupational categories require employee relations expertise as KPA.

If this number of advertisements is added to the 128 advertisements that required employee relations expertise as occupational category (in other words as advertisement heading), there are 272 advertisements requiring employee relations expertise (24% of all advertisements). This is the third highest total found in this study and it can therefore be concluded that the demand for employee relations expertise is very high.

<sup>34</sup> Appendix N.

### 6.3.13 Lecturing<sup>35</sup>

Twenty two advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Eleven KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 26: KPA themes – Lecturing**

|                                    |  |
|------------------------------------|--|
| Assessment of learning             | Information and communication technology (ICT) |
| Career management                  | Operational management of function             |
| Communication and liaison          | Professional engagement                        |
| Community engagement               | <b>Research</b>                                |
| Curriculum development             | <b>Teaching</b>                                |
| Development of academic department |  |

The two KPA themes required by most advertised positions are *Research* and *Teaching*. In the lecturing advertisements, references were made to two other occupational categories, namely *Career management* and *Research*. Appendix B indicates that no other occupational category require lecturing expertise as KPA. This is to be expected because lecturing expertise is a KPA required by HE institutions only.

### 6.3.14 Organisational development<sup>36</sup>

Ninety two advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Twenty six KPA themes were extracted from the advertisements. They are listed in the next table.

The three KPA themes required by most advertised positions are *Change management*, *Operational management of function*, and *Strategies: Organisational development*. In the organisational development advertisements, references were made to nine other occupational categories, namely *Assessment and evaluation*, *Career management*, *Employment equity*, *HR development*, *HR information systems*, *HR planning*, *Performance management*, *Remuneration*, as well as *Research*. Appendix B indicates that two occupational categories also require organisational development expertise as KPA (H1 and H2). A total of 97

<sup>35</sup> See Appendix O.

<sup>36</sup> See Appendix P.

advertisements in these two occupational categories require organisational development expertise as KPA. This implies that a total of 189 advertised positions (17% of the sampled advertisements) require this particular expertise.

**Table 27: KPA themes – Organisational development**

|                                       |   |
|---------------------------------------|---|
| Advisory service                      | Organisational diagnosis                      |
| Career management                     | <b>Operational management of function</b>     |
| <b>Change management</b>              | Performance management                        |
| Communication and liaison             | Project management                            |
| Compliance                            | Psychometric assessments                      |
| Economic empowerment                  | Remuneration                                  |
| Employment equity                     | Reporting                                     |
| HR development                        | Representation                                |
| HR planning                           | Research                                      |
| HR information systems                | <b>Strategies: Organisational development</b> |
| Job analysis / evaluation / profiling | Training                                      |
| Monitoring and evaluation             | Transformation                                |
| Organisational design                 | Workplace skills plan (WSP)                   |

Table 9 indicates that four of the six professional organisations endorsed organisational development as a key area of specialisation. In contrast, only two universities offer organisational development as an undergraduate module, while one university offer it as a module for the honours course. The findings of this study suggest that organisational development should be emphasised more by academic departments.

### 6.3.15 Organisational health, safety and wellness<sup>37</sup>

Twenty four advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Ten KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 28: KPA themes – Organisational health, safety and wellness**

|   |   |
|---|---|
| Advisory service                          | Project management  |
| Case management                           | Reporting   |
| Communication and liaison                 | Research  |
| Evaluations                               | <b>Strategies: Organisational health, safety and wellness</b> |
| <b>Monitoring and evaluation</b>          |   |
| <b>Operational management of function</b> |   |

<sup>37</sup> See Appendix Q.

The three KPA themes required by most advertised positions are *Monitoring and evaluation*, *Operational management of function*, and *Strategies: Organisational health, safety and wellness*. In the organisational health, safety and wellness advertisements, references were made to one other occupational category, namely *Research*. Appendix B indicates that three occupational categories also require organisational, health, safety and wellness expertise as KPA (H1, H2 and I2). A total of 68 advertisements in these three occupational categories require organisational health, safety and wellness expertise as KPA.

Table 9 indicates that Organisational health, safety and wellness is the seventh most frequently endorsed module/area of specialisation. Six South African universities offer modules in organisational health at under- or honours levels, while one university offers modules at both levels. The findings of the study do not support the extent of this endorsement and suggest that the demand for organisational health, safety and wellness expertise is limited.

### 6.3.16 Performance management<sup>38</sup>

Forty two advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Sixteen KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 29: KPA themes – Performance management**

|                           |   |
|---------------------------|---|
| Advisory service          | Operational management of function        |
| Career management         | Performance agreements                    |
| Communication and liaison | Performance management administration     |
| Compliance                | Policy                                    |
| HR information systems    | <b>Reporting</b>                          |
| Incentives                | <b>Research</b>                           |
| Induction                 | <b>Strategies: Performance management</b> |
| Monitoring and evaluation | Training                                  |

The three KPA themes required by most advertised positions are *Reporting*, *Research* and *Strategies: Performance management*. In the performance management advertisements, references were made to three other occupational categories, namely *Career management*, *HR information systems*, and *Research*.

<sup>38</sup> See Appendix R.

Appendix B indicates that three occupational categories also require performance management expertise as KPA (H1, H2 and O1). A total of 160 advertisements in these three occupational categories require performance management expertise as KPA.

The findings suggest that although the demand for individuals specialising in performance management is relatively small, the demand for employees specialising in other occupational categories, but who are also able to render performance management services is almost four times greater (42 vs 160 advertisements). This suggests considerable demand for performance management expertise in organisations. The findings support the endorsement by all six professional organisations of performance management as key specialisation area (see Table 8).

### 6.3.17 Quality assurance<sup>39</sup>

Seven advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Ten KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 30: KPA themes – Quality assurance**

|  |  |
|--|--|
| Accreditation<br>Advisory service<br>Communication and liaison<br>Compliance<br>HR information systems | <b>Monitoring and evaluation</b><br>Operational management of function<br>Policy<br>Project management<br><b>Strategies: Quality assurance</b> |
|--|--|

The two KPA themes required by most advertised positions are *Monitoring and evaluation* as well as *Strategies: Quality assurance*. In the quality assurance advertisements, references were made to one other occupational category, namely *HR information systems*. Appendix B indicates that only one occupational category also require quality assurance as KPA, namely *Employee assistance programme*. The findings suggest that the demand for quality assurance expertise is very limited.

<sup>39</sup> See Appendix S.

### 6.3.18 Recruitment and selection<sup>40</sup>

Fifty two advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Fourteen KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 31: KPA themes – Recruitment and selection**

|                           |  |
|---------------------------|--|
| Advisory service          | Job analyses / evaluation / profiling        |
| Communication and liaison | Monitoring and evaluation                    |
| <b>Compliance</b>         | Operational management of function           |
| Conditions of service     | Policy                                       |
| HR planning               | Psychometric assessments                     |
| HR information systems    | Research                                     |
| Induction                 | <b>Strategies: Recruitment and selection</b> |

The two KPA themes required by most advertised positions are *Compliance* and *Strategies: Recruitment and selection*. In the recruitment and selection advertisements, references were made to four other occupational categories, namely *Assessment and evaluation*, *HR information systems*, *HR planning* and *Research*. Appendix B indicates that although only two other occupational categories require recruitment and selection as KPA (*HR administration and management* and *Industrial / Organisational psychology*), 175 advertisements in these occupational categories require recruitment and selection expertise as KPA (this represents the fourth highest total). The findings suggest a high demand for recruitment and selection expertise in organisations. The findings also confirm the endorsement by five of the six professional organisations of recruitment and selection as a key specialisation area.

### 6.3.19 Remuneration<sup>41</sup>

Twenty five advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Nine KPA themes were extracted from the advertisements. They are listed in the next table.

<sup>40</sup> See Appendix T.

<sup>41</sup> See Appendix U.

**Table 32: KPA themes – Remuneration**

|   |   |
|---|---|
| <b>Advisory service</b><br>Communication and liaison<br>Compliance<br>HR information systems<br>Monitoring and evaluation | Operational management of function<br><b>Policy</b><br><b>Research</b><br><b>Strategies: Remuneration</b> |
|---|---|

The four KPA themes required by most advertised positions are *Advisory service*, *Policy*, *Research*, and *Strategies: Remuneration*. In the remuneration advertisements, references were made to two other occupational categories, namely *HR information systems* and *Research*. Appendix B indicates that four occupational categories also require remuneration as KPA (H1, H3, I2 and O1). A total of 86 advertisements in these four occupational categories require remuneration expertise as KPA.

Although South African universities do not offer modules focusing specifically on remuneration, three of the professional organisations endorse reward systems/compensation/benefits as key specialisation area. The findings of this study suggest that although the demand for individuals specialising in remuneration is limited (only 2% of the advertisements), the demand for employees specialising in other occupational categories but who are also able to render remuneration services is almost more than three times higher (25 vs 86 advertisements).

### 6.3.20 Research<sup>42</sup>

Five advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Eight KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 33: KPA themes – Research**

|  |   |
|--|---|
| <b>Communication and liaison</b><br>Database<br>Operational management of function<br>Policy | Project management<br>Publications<br><b>Reporting</b><br><b>Strategies: Research</b> |
|--|---|

The three KPA themes required by most advertised positions are *Communication and liaison*, *Reporting* as well as *Strategies: Research*. In this occupational

<sup>42</sup> See Appendix V.



category, there was no reference made to other occupational categories. Appendix B indicates that twelve occupational categories also require research as KPA (A1, E1, H1, H2, I1, L1, O1, O2, P1, R1 and R2). A total of 191 advertisements in these occupational categories require research expertise as KPA.

Although only five advertisements aimed at recruiting research expertise appeared (0.5% of the advertisements only) the demand for employees specialising in other occupational categories but who are also able to render research services is almost 40 times higher (5 vs 191 advertisements).

Table 9 indicates that research is the module / area of specialisation that is endorsed most often by academic departments and professional organisations. The endorsement by academic departments relates to both under- and postgraduate curricula. The findings of this study support this overwhelming endorsement and suggest that academic institutions should continue to emphasise the importance of this sub-discipline.

### 6.3.21 Workstudy<sup>43</sup>

Twenty seven advertisements aimed at recruiting IOP graduates for this occupational category were analysed. Eleven KPA themes were extracted from the advertisements. They are listed in the next table.

**Table 34: KPA themes – Workstudy**

|  |  |
|--|--|
| <b>Advisory service</b><br>Communication and liaison<br>Database<br><b>Job analysis / evaluation / profiling</b><br>Operational management of function<br>Policy | Post establishments<br>Project management<br>Reporting<br>Research<br><b>Strategies: Workstudy</b> |
|--|--|

The three KPA themes required by most advertised positions are *Advisory service*, *Job analysis / evaluation / profiling*, and *Strategies: Workstudy*. In the *Workstudy* advertisements, references were made to one other occupational category, namely

<sup>43</sup> See Appendix W.

*Research.* Appendix B indicates that no other occupational categories require workstudy expertise as KPA.

Four of the six professional organisations (see Table 8) endorse job analysis, classification and redesign as a key specialisation area. Although workstudy is not offered as undergraduate or honours module at South African universities, it may be offered as part of HR administration and management modules. The findings of this study suggest that the demand for workstudy expertise is low.

#### **6.4 KPA Clusters**

The fourth step of the data processing and analysis procedure required the combination of KPA themes categories to form KPA clusters. Here, descriptions of each KPA theme (e.g., Advisory service) within a specific occupational category were combined with the descriptions of the same KPA theme that appeared in other occupational categories. For example, the KPA theme *Advisory service* forms part of 13 occupational categories (E2, H1, H2, H3, H4, I2, O1, O2, P1, Q1, R1, R2 and W1). The description of the *Advisory service* theme in each occupational category is based on the wording used in particular advertisements. Therefore, the theme is described differently in each occupational category. The KPA cluster *Advisory service*, on the other hand, reflects an attempt to formulate a generic description integrating the meanings provided by all KPA themes.

In total, 84 KPA clusters were extracted across the 21 occupational categories. The distribution of KPA themes across the occupational categories is presented in Appendix X.

The generic KPA cluster descriptions are presented in Appendix Y. Some of these cluster descriptions are more comprehensive and detailed than others. The reason for this is that some KPA clusters are based on few KPA themes (in some cases on one only) while others are based on a large number of KPA themes distributed across the 21 occupational categories. KPA clusters that are based on KPA themes required by a large number of advertisements obviously include much more detail

than others required by one or a few advertisements only. The ten KPA clusters based on the highest number of KPA themes are:

- a. Operational management of function (467)<sup>44</sup>;
- b. Advisory service (405);
- c. Communication and liaison (318);
- d. Policy (287);
- e. Reporting (246)
- f. Compliance (214);
- g. Monitoring and evaluation (166);
- h. Strategies: HR development (161);
- i. Training (97); and
- j. Strategies: HR administration and management (96).

The above-mentioned KPA clusters identify aspects of work performance required by a large number of different positions. The list implies that IOP graduates should be prepared during their university training to manage units/departments; provide advice; communicate and establish networks; formulate, review and implement policy frameworks; formulate reports, ensure compliance of employment practices; monitor and evaluate systems and processes; implement HR development strategies; plan, develop, present and evaluate training; as well as implement HR administration and management strategies. The list also implies that the likelihood is high that IOP graduates will be required to perform these tasks during their careers.

Appendix X also indicates that some KPA clusters are based on a wider range of occupational categories. The ten KPA clusters based on the largest range of occupational categories are<sup>45</sup>:

- a. Communication and liaison / Operational management of function (20);
- b. Reporting (14);
- c. Advisory service (13);

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<sup>44</sup> The number of KPA themes appears in brackets.

<sup>45</sup> The range of occupational categories appears in brackets.

- d. Monitoring and evaluation (12);
- e. Compliance (11);
- f. Policy (11);
- g. Project management (9);
- h. Training (7);
- i. Organisational design (6).

Two KPA clusters only appear on the second list, namely *Project management* and *Organisational design*. Furthermore, two KPA clusters only appear on the first list, namely *Strategies: HR development* and *Strategies: HR administration and management*. The latter two KPA clusters represent the interventions associated with two specific occupational categories and therefore it is expected that they will not be on the second list.

## **6.5 Chapter summary**

This chapter described the KPA themes and KPA clusters specified in advertisements aimed at recruiting IOP graduates. The data processing and analysis procedure produced (a) 21 occupational categories, (b) 4070 KPA themes and (c) 84 KPA clusters. All of these were identified and described in qualitative terms. In addition, the number of occupational categories, KPA themes and KPA clusters identified during the data processing and analysis procedure was also recorded. The next chapter concludes this study.

**CHAPTER 7**  
**CONCLUSION**

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## CHAPTER 7

### CONCLUSION

#### 7.1 Chapter preview

This chapter concludes the study and consists of four sections. After presenting a summary of the study's findings, the value and limitations of the study will be reviewed. Lastly, recommendations for further research will be made.

#### 7.2 Summary of findings

The neo-liberal discourse forms the philosophical context of this study. Consequently, the study call attention to values such as economical demand, the utility value of knowledge, integration of academic and vocational knowledge in competence-based curricula, employability of graduates, as well as academic accountability and efficiency. Against this background, the study focused on the key performance areas, accountabilities, responsibilities, duties, functions or outputs required by the labour market of IOP graduates.

The findings (see Appendix B) indicate that most advertisements aimed at recruiting IOP graduates appeared under the following five headings (i.e., occupational categories):

- HR administration and management;
- HR development;
- Employee relations;
- Organisational development;
- Recruitment and selection.

In addition, the findings indicate that although the demand for individuals specialising in some occupational categories (e.g., performance management) is relatively small, the demand for employees specialising in other occupational categories (e.g., HR development), but who are also able to meet these performance demands (i.e., performance management) is often greater. These findings suggest considerable demand for the following additional categories:

- Research
- Performance management;
- HR information systems;
- Remuneration;
- Career management;
- HR planning;
- Organisational health, safety and wellness.

It can therefore be concluded that the labour market currently demands expertise associated with the 12 occupational categories listed above. This implies that curricula should – at minimum – include these occupational categories. The KPAs required by occupational categories that are in demand are described in Appendices D, I, J, K, L, N, P, Q, R, T, U, and V. These appendices serve as curricula templates that may be used by IOP departments who wish to revise their curricula or embark on curriculum transformation procedures.

In contrast, the findings suggest that there is a very small demand in the labour market for the following sub-disciplines: ergonomics, consumer psychology, employee assistance programmes, employment equity, and quality assurance. Departments should therefore reconsider their inclusion in IOP curricula.

The findings on the incidence and distribution of KPA themes (see Appendix X) indicate that the following themes are currently in demand. This implies that IOP graduates should be prepared during their academic studies to:

- manage units/departments;
- offer advice;
- communicate and establish networks;
- formulate, review and implement policy frameworks;
- formulate reports;
- ensure compliance of employment practices;
- monitor and evaluate systems and processes;
- implement HR development strategies;
- plan, develop, present and evaluate training;

- implement HR administration and management strategies;
- manage projects; and
- manage organisational design processes.

In contrast, the findings indicate that 26 of the 84 KPA themes (summarised in Appendix X) play a much less significant role and that their inclusion in IOP curricula should therefore be reconsidered. The 26 themes are listed in the next table.

**Table 35: KPA themes associated with small labour market demand<sup>46</sup>**

|                                |                                |                             |
|--------------------------------|--------------------------------|-----------------------------|
| 1. Accreditation               | 11. Economic empowerment       | 18. Professional engagement |
| 2. Ad hoc projects             | 12. Identification of critical | 19. Publications            |
| 3. Advocacy                    | positions and individuals      | 20. SETA                    |
| 4. Assessment of learning      | 13. Information and            | 21. Sexual harassment       |
| 5. Auxiliary services          | communication technology       | 22. Strategies: Employment  |
| 6. Community engagement        | (ICT)                          | equity                      |
| 7. Counselling services        | 14. Information management     | 23. Strategies: Quality     |
| 8. Corporate social investment | 15. Management and             | assurance                   |
| programmes                     | leadership development         | 24. Strategies: Research    |
| 9. Curriculum development      | 16. Performance agreements     | 25. Surveys                 |
| 10. Development of academic    | 17. Performance management     | 26. Workforce planning      |
| department                     | administration                 |                             |

The qualitative descriptions of all 84 KPA clusters (integration of KPA themes) are presented in Appendix Y. Appendix Y also serve as curricula template and may be used by IOP departments who wish to initiate curriculum transformation procedures.

### 7.3 Value of the study

In Chapter 1 it was argued that HE represents an under-researched and under-developed area. This study focuses on HE and also investigates a topic at the intersection of three complex contexts, namely HE, curriculum responsiveness and IOP. Currently, HE is in a state of flux. It faces many challenges and pursues a range of equally important and often competing purposes. Curriculum responsiveness is also characterised by a high level of complexity. The implementation of curriculum responsiveness requires a balanced approach and sensitivity to a range of issues, including economic, societal and academic considerations. Similarly, attempts to transform IOP as an academic and

<sup>46</sup> Table 35 includes 7 KPA themes exclusive to the *Lecturing* occupational category.



professional discipline should incorporate the views of a range of stakeholders representing academic departments, professional organisations, as well as organisations in the private and public sectors. The scenario described above highlights both the important and potentially controversial nature of the investigation. Therefore, I made it clear at the outset that this study “*represents only the first step in a process that ultimately aims at adapting current IOP curricula to explicit market-driven requirements*” (see page 8 of the manuscript).

By undertaking this study, I accepted responsibility – which I share with other academics, practitioners, departments and HE institutions – to implement policy imperatives (see section 3.4.4) relating to curriculum responsiveness. In my view, the investigation answered the research question (*What KPAs do employers specify when they advertise positions suitable for IOP graduates?*) and achieved both research aims (i.e., *To systematically analyse the KPAs specified in job advertisements; To compile KPA templates that may be used by IOP departments who wish to revise their curricula or embark on curriculum transformation procedures*).

The data analysis procedure produced comprehensive KPA templates (particularly Appendices D, I, J, K, L, N, P, Q, R, T, U, V and Y) that IOP departments may find useful. The templates reflect the KPAs specified by advertisements aimed at recruiting IOP graduates for a range of occupational categories. The templates are designed to be used as benchmarks against which the economic responsiveness of curricula can be compared.

Furthermore, the study attempted to offer systematic and balanced conceptualisations of curriculum responsiveness and economic responsiveness (see Chapter 3). Here, care was taken to incorporate the views and concerns of both the labour market and the *developing state*. Also, more than 20 events, reports, seminars and colloquia relating to responsiveness were reviewed in an attempt to formulate a convincing and coherent summary of policy .

Lastly, care was taken during the conceptualisation stage of the study to use a methodological approach that is appropriate for naturalistic, applied and strategic

research. The combination of qualitative and quantitative analyses produced valid and comprehensive data that has practical value.

#### **7.4 Limitations of the study**

The decision to sample advertisements that appeared in a 52-week period resulted in a body of data that – in my view – exceeded the requirements for a mini-thesis. Both the sampling and data analysis procedures were time consuming and laborious tasks. By reducing the scope of the investigation (by placing limits on the number of advertisements or the range of occupational categories) the quality of the study could have been improved. The extensive sampling and data analysis procedures unfortunately impacted on the analysis of curricula offered at South African universities as well as the areas of specialisation endorsed by national professional organisations and resulted in analyses that were not as detailed as I would have wanted them to be.

#### **7.5 Recommendations for further research**

This study represents the first step towards adapting current IOP curricula to explicit market-driven requirements. The logical next step would be to investigate the responsiveness of curricula offered by particular IOP academic departments. These investigations should also involve detailed analyses of curricula content and not be limited to module names.

This investigation focused primarily on one level of responsiveness, namely economic responsiveness. This selective focus should not be interpreted as an attempt to prioritise the different levels, but rather to comply with the limited scope of a mini-thesis. It is recommended that similar attempts are made to investigate the responsiveness of particular IOP curricula in terms of social/community-, cultural-/institutional, disciplinary-, and learning responsiveness.

Following the above investigations, the responsiveness of curricula offered by other academic disciplines should also be investigated. The careers sections of newspapers advertise a multitude of jobs representing a wide range of disciplines

and represent an extensive data resource. HE policies urge representatives of all disciplines to investigate and promote the responsiveness of curricula.

The job advertisements collected for this study typically include sections focusing on KPAs, requirements (e.g., qualifications), and recommendations (e.g., experience). In the current study, only the KPAs were analysed. The additional analyses of requirements and recommendations will complement the findings of this study and provide a more complete record of current labour market requirements.

I conclude the manuscript – and a very rewarding research project – with a quote from the report *South African Higher Education in the first decade of democracy* that helps me to view this study in its proper context:

*Higher education's social and public value is related to the links between itself and societal needs: developing a citizenry capable of participating effectively in democratic processes; producing intellectuals who can engage the most intractable problems of society and so develop the ability of citizens to participate politically, economically and socially; and producing high-level skilled graduates and new bases of knowledge to drive economic and social development, and to enhance the overall levels of intellectual and cultural development.* (CHE, 2004, p.158)

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## APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

| NUMBER | DATE     | ORGANISATION                  | POSITION                               | LEVEL           |
|--------|----------|-------------------------------|--|-----------------|
| 1      | 13-08-06 | Department of Foreign Affairs | Performance Management and Development | Deputy Director |
| 2      | 13-08-06 | Department of Labour          | Employee Services Practitioner         | Practitioner    |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |  |                            |
|---------------|-------------|--|--|----------------------------|
| 3             | 13-08-06    | Department of Environment and Tourism                              | Strategic HR Planning                          | Assistant Director         |
| 4             | 13-08-06    | Forestry and value-added timber products VIA Renwick Talent        | Industrial Relations                           | Manager                    |
| 5             | 13-08-06    | SA Weather Service   | HR Management                                  | Senior Manager             |
| 6             | 13-08-06    | SA Weather Service   | Organisational Development                     | Specialist                 |
| 7             | 20-08-06    | ABSA   | HR Business Partner                            | Bus partner                |
| 8             | 20-08-06    | ABSA   | Leadership and Mngmnt Development Consultant   | Consultant                 |
| 9             | 20-08-06    | University of Stellenbosch   | IOP Lecturer                                   | Lecturer / Senior Lecturer |
| 10            | 20-08-06    | Cape Peninsula University of Tech                                  | Training & Development Coordinator             | Coordinator                |
| 11            | 20-08-06    | Department of Social Development – Western Cape Government         | ER   | Deputy Director            |
| 12            | 20-08-06    | Shared Service Centre – Gauteng                                    | Learning & Development                         | Manager                    |
| 13            | 20-08-06    | Department of Health – Gauteng                                     | Leadership Management & Skills Development     | Director                   |
| 14            | 20-08-06    | Independent Development Trust                                      | Employee Relations                             | Specialist                 |
| 15            | 20-08-06    | South Deep Mine  | Remuneration                                   | Coordinator                |
| 16            | 20-08-06    | Department of Public Service and Administration                    | HR Planning                                    | Deputy Director            |
| 17            | 20-08-06    | Department of Public Service and Administration                    | HR Planning                                    | Assistant Director         |
| 18            | 20-08-06    | Parliament of SA   | Org Wellness                                   | Manager                    |
| 19            | 20-08-06    | Parliament of SA   | Organisational Resourcing                      | Manager                    |
| 20            | 20-08-06    | Parliament of SA   | Learning & Development                         | Manager                    |
| 21            | 20-08-06    | Parliament of SA   | HR Executive                                   | Executive Manager          |
| 22            | 20-08-06    | Parliament of SA   | HR Administration                              | Unit Manager               |
| 23            | 20-08-06    | Parliament of SA   | Performance Improvement                        | Unit Manager               |
| 24            | 20-08-06    | Parliament of SA   | Staffing & Talent Management                   | Unit Manager               |
| 25            | 20-08-06    | Department of Health – Gauteng                                     | HR Administration                              | Manager                    |
| 26            | 20-08-06    | Department of Health – Gauteng                                     | HR Management                                  | Middle Manager             |
| 27            | 20-08-06    | Trans Hex Group  | Employee Relations                             | Manager                    |
| 28            | 20-08-06    | SASOL  | HR Business Partner                            | Bus Partner                |
| 29a           | 20-08-06    | UNISA  | Professor in HR Management                     | Professor                  |
| 29b           | 20-08-06    | UNISA  | Professor in HR Management                     | Professor                  |
| 30            | 20-08-06    | UNISA  | Lecturer in HRM / ER Management / HRD          | Lecturer / Senior Lecturer |
| 31            | 20-08-06    | BDO Spencer Steward (Accounting & Advisory)                        | HR   | Director                   |
| 32            | 20-08-06    | International Fin Corporation (IFC)                                | HR   | Professional               |
| 33            | 20-08-06    | Proudfoot Consulting   | Management Consultant                          | Consultant                 |
| 34            | 20-08-06    | SARS   | HR Manager: Org Effect & Employee Engagement   | Manager                    |
| 35            | 20-08-06    | SARS   | HR Specialist: Renewal – Strategy and Planning | Specialist                 |
| 36            | 20-08-06    | SARS   | HR Specialist: Info Management & Reporting     | Specialist                 |
| 37            | 20-08-06    | UNISA  | HR Team Leader                                 | Team Leader                |
| 38            | 27-08-06    | NMMU   | Payroll / Remuneration                         | Senior Manager             |
| 39            | 27-08-06    | Department of health – Free State                                  | Assistant Manager HR                           | Assistant Manager          |
| 40            | 27-08-06    | Anglo Platinum   | HR Coordinator: Women in Mining                | Coordinator                |
| 41            | 27-08-06    | Department of Environment & Tourism – SA                           | ER   | Assistant Director         |
| 42            | 27-08-06    | Department of Environment & Tourism – SA                           | HRM: Service Benefits and Conditions           | Assistant Director         |
| 43            | 27-08-06    | Public service Commission  | HR Practitioner: ER                            | Senior Manager             |
| 44            | 27-08-06    | Local Government SETA  | Learnership Manager                            | Manager                    |
| 45            | 27-08-06    | Local Government SETA  | HR & Corporate Affairs Officer                 | Officer                    |
| 46            | 27-08-06    | Government Communications – SA                                     | Employee Relations                             | Assistant Director         |
| 47            | 27-08-06    | Instructor's Consultation Services                                 | HR Consultant                                  | Consultant                 |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                                | <b>LEVEL</b>               |
| 48            | 27-08-06    | Two Rivers Platinum Mine   | HR Officer                                     | Officer                    |
| 49            | 27-08-06    | A global IT Services Company VIA Working Professionals Consultancy | HR Manager                                     | Manager                    |
| 50            | 27-08-06    | Gauteng Provincial Government                                      | HR & Administration                            | Manager                    |
| 51            | 27-08-06    | DoE – KZN  | HR Support services                            | Manager                    |
| 52            | 27-08-06    | DoE – KZN  | HR Support services                            | General Manager            |

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|               |             |  |   |                                    |
|---------------|-------------|--|---|------------------------------------|
| 53            | 03-09-06    | Umgeni Water   | Employee Relations                      | Manager                            |
| 54            | 03-09-06    | Department Social Development – SA   | Organisational Performance              | Director                           |
| 55            | 03-09-06    | Department Social Development – SA   | Senior Training Officer                 | Senior Training Officer            |
| 56            | 03-09-06    | SAQA   | Research                                | Deputy Director                    |
| 57            | 03-09-06    | SA Management Development Institute – SA                                   | Research                                | Manager                            |
| 58            | 03-09-06    | SA Management Development Institute – SA                                   | E-Learning Coordinator                  | Coordinator                        |
| 59            | 03-09-06    | Metropolitan   | HR Consultant                           | Consultant                         |
| 60            | 03-09-06    | MAC Consulting [Also see 01-07-07; 29-07-07]                               | Management Consultants                  | Consultant                         |
| 61            | 03-09-06    | SA Port Operations   | HR Manager                              | Manager                            |
| 62            | 03-09-06    | Department of Economic Development – KZN                                   | Workstudy Officer                       | Officer                            |
| 63            | 03-09-06    | Ithala development Fin Corporation Ltd                                     | HRD                                     | Divisional Manager                 |
| 64            | 03-09-06    | Instructor's Consultation Services   | HR Consultant: SAP HR System Controller | Consultant                         |
| 65            | 03-09-06    | Department of Public Service & Administration                              | Employee Health & Wellness              | Director                           |
| 66            | 03-09-06    | Department of Public Service & Administration                              | Employee Assistance Programmes          | Deputy Director / Specialist       |
| 67            | 03-09-06    | Department of Foreign Affairs  | HRD – Generic Training                  | Deputy Director                    |
| 68            | 03-09-06    | Department of Health – KZN   | EAP Practitioner                        | Practitioner                       |
| 69            | 03-09-06    | Standard Bank  | Manager: Consulting Services            | Manager                            |
| 70            | 03-09-06    | Standard Bank  | Industr Relations                       | Practitioner & Consultant          |
| 71            | 03-09-06    | Department of labour – SA  | OD                                      | Senior Practitioner                |
| 72            | 03-09-06    | Department of labour – SA  | Placement Services                      | Assistant Manager                  |
| 73            | 10-09-06    | Department of Health – Gauteng   | ER                                      | Assistant Director                 |
| 74            | 10-09-06    | Department of Health – Gauteng   | ER                                      | Officer                            |
| 75            | 10-09-06    | STATS SA   | HR                                      | Officer                            |
| 76            | 10-09-06    | Department of Justice & Constitutional Development                         | Personnel Management                    | Assistant Director                 |
| 77            | 10-09-06    | Department of Justice & Constitutional Development                         | Training                                | Assistant Director                 |
| 78            | 10-09-06    | VIA Adcorp   | ER                                      | Senior Manager                     |
| 79            | 10-09-06    | Department Water Affairs & Forestry – SA                                   | HRM                                     | Assistant Director                 |
| 80            | 10-09-06    | Department of Land Affairs   | Personnel Practitioner                  | Practitioner / Senior Practitioner |
| 81            | 10-09-06    | Department of Land Affairs   | Work Study                              | Senior Officer                     |
| 82            | 10-09-06    | Eastern Cape Prov  | HR Planning & HR Practices              | Manager                            |
| 83            | 10-09-06    | National Health Laboratory Services (NHLS)                                 | Skills Development                      | Manager                            |
| 84            | 10-09-06    | National Health Laboratory Services (NHLS)                                 | R&S                                     | Manager                            |
| 85            | 10-09-06    | Mining Qualifications Authority  | Learnerships Administrator              | Administrator                      |
| 86            | 10-09-06    | Department Public Service and Administration – SA [DPSA]                   | Leadership & Management Development     | Assistant Director                 |
| 87            | 10-09-06    | Department Public Service and Administration – SA [DPSA]                   | Perf Management & Development           | Assistant Director                 |
| 88            | 10-09-06    | SA Social Security Services [SASSA]  | Human Capital Provisioning              | Manager                            |
| 89            | 10-09-06    | Tourism, Hospitality Sport Education Training & Training Authority [THETA] | ETQA Manager                            | Manager                            |
| 90            | 10-09-06    | Integration Resourcing   | Senior HR Consultant                    | Senior Consultant                  |
| 91            | 10-09-06    | Provincial Treasury – KZN  | Strategy & OD                           | Manager                            |
| 92            | 10-09-06    | Sun International – Sun City   | HRM                                     | Manager                            |
| 93            | 10-09-06    | Department Social Development – SA   | T&D                                     | Senior Officer                     |
| 94            | 10-09-06    | Volkswagen SA  | HR Professionals                        | Business Partner                   |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                         | <b>LEVEL</b>                       |
| 95            | 10-09-06    | Ellerine Holdings Ltd  | ER                                      | Group Executive                    |
| 96            | 10-09-06    | Office of Premier – Northern Cape  | ER                                      | Senior Manager                     |
| 97            | 10-09-06    | Coach (Dubai)  | Business Coach                          | Executive Coach                    |
| 98            | 10-09-06    | Coach (Dubai)  | Outdoor T&D                             | Trainer                            |
| 99            | 10-09-06    | Department of labour – SA  | HRM                                     | Senior Practitioner                |
| 100           | 10-09-06    | Department of labour – SA  | National Skills Authority [NSA]         | Executive Manager                  |
| 101           | 10-09-06    | UNISA  | HR + Operations Director                | Director                           |
| 102           | 17-09-06    | Simmer and Jack Mines Ltd  | HRM                                     | Manager                            |



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|---------------|-------------|--|---|---------------------------------|
| 103           | 01-10-06    | DoH – Eastern Cape                                       | HR Practices                                    | Middle Manager                  |
| 104           | 01-10-06    | Department Environment & Tourism                         | T&D   | Provincial Training Coordinator |
| 105           | 01-10-06    | DoH – Gauteng  | T&D   | Middle Manager                  |
| 106           | 01-10-06    | DoH – Gauteng  | HR  | Middle Manager                  |
| 107           | 01-10-06    | DoH – Gauteng  | ER  | Middle Manager                  |
| 108           | 01-10-06    | DoH- Gauteng   | Empl Wellness                                   | Middle Manager                  |
| 109           | 01-10-06    | Public Service Commission                                | Strategic HR Research & Reviews                 | Deputy Director                 |
| 110           | 01-10-06    | Department of labour – SA                                | HRM   | Practitioner                    |
| 111           | 01-10-06    | Department of labour – SA                                | HRM   | Senior Practitioner             |
| 112           | 01-10-06    | DoD – SA   | Strat Management: Policy & Planning Div         | Chief Director                  |
| 113           | 01-10-06    | National Arts Council of SA                              | HRM   | Manager                         |
| 114           | 01-10-06    | Office of the Premier – KZN                              | Org Efficiency Services                         | Deputy Manager                  |
| 115           | 01-10-06    | Department Land Affairs                                  | Personnel Practice                              | Practitioner                    |
| 116           | 01-10-06    | SA Mint  | HR  | Executive Manager               |
| 117           | 01-10-06    | Rhodes University  | HRD   | Manager                         |
| 118           | 01-10-06    | Department Social Development – Gauteng                  | Org Development & Perf Management               | Assistant Director              |
| 119           | 01-10-06    | Department Social Development – Gauteng                  | HR Administration                               | Chief Professional Officer      |
| 120           | 01-10-06    | Department Social Development – Gauteng                  | T&D   | Officer                         |
| 121           | 01-10-06    | Department Social Development – Gauteng                  | T&D   | Senior Officer                  |
| 122           | 01-10-06    | Department Social Development – Gauteng                  | Pers Practice                                   | Officer                         |
| 123           | 01-10-06    | Special Investigating Unit (SIU)                         | R&S   | Officer                         |
| 124           | 01-10-06    | Retail Hardware / Sanitary Ware Operators VIA DELOITTE   | HR  | Officer                         |
| 125           | 01-10-06    | Department Agriculture – SA                              | Empl Development – HRD                          | Deputy Director                 |
| 126           | 01-10-06    | Department of Econ Development & Tourism – Western Cape  | Empl Services – HRM                             | Manager                         |
| 127           | 01-10-06    | Department of Econ Development & Tourism – Western Cape  | Development & Transformation                    | Manager                         |
| 128           | 01-10-06    | DoH – Gauteng  | HR Generalist (OD, Administration, Info)        | Middle Manager                  |
| 129           | 01-10-06    | SASOL  | Remuneration                                    | Specialist                      |
| 130           | 01-10-06    | Department Public Transport, Roads and Works – Gauteng   | HR Administration                               | Assistant Director              |
| 131           | 01-10-06    | Department Public Transport, Roads and Works – Gauteng   | Personnel Practice                              | Senior Practitioner             |
| 132           | 01-10-06    | Department Water and Forestry – SA                       | HRM   | Manager                         |
| 133           | 01-10-06    | Stellenbosch Municipality                                | Perf Management                                 | Manager                         |
| 134           | 01-10-06    | Medi-Clinic Private Hosp Group                           | HRM   | Regional Manager                |
| 135           | 01-10-06    | Caltex   | HR Operations                                   | Manager                         |
| 136           | 01-10-06    | Department Public Service and Administration [DPSA] – SA | Job evaluation                                  | Deputy Director                 |
| 137           | 01-10-06    | Department Public Service and Administration [DPSA] – SA | Perf Management                                 | Assistant Director              |
| 138           | 01-10-06    | Universal Service Agency                                 | HR  | Senior Manager                  |
| 139           | 01-10-06    | ICT sector VIA Vertex-Kapele Recr & Ret                  | R&S   | Practitioner                    |
| 140           | 01-10-06    | Manufacturer VIA DAV Prof Placement Group                | HR  | Manager                         |
| 141           | 01-10-06    | Fin Services Company VIA DAV Prof Placement Group        | HR  | Consultant                      |
| 142           | 01-10-06    | Independent Development Trust [IDT]                      | EAP   | Consultant                      |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>                                      | <b>POSITION</b>                                 | <b>LEVEL</b>                    |
| 143           | 08-10-06    | DoH – Western Cape                                       | HRM   | Deputy Director                 |
| 144           | 08-10-06    | Department of labour – SA                                | T&D   | Manager                         |
| 146           | 08-10-06    | Department of labour – SA                                | OD  | Assistant Manager               |
| 147           | 08-10-06    | Department of labour – SA                                | Management Support Services                     | Practitioner                    |
| 148           | 08-10-06    | Agricultural Company VIA ADCORP Talent Resourcing        | IR  | Manager                         |
| 149           | 08-10-06    | Department SA Management Development Inst [SAMDI] – SA   | T&D – Senior Exec Programmes                    | Manager                         |
| 150           | 08-10-06    | Department SA Management Development Inst [SAMDI] – SA   | T&D – Senior Exec Programmes: Proj Coordination | Coordinator                     |
| 151           | 08-10-06    | Agricultural Research Council [ARC]                      | HRM   | Divisional Manager              |
| 152           | 08-10-06    | Department Local Government & Housing – Limpopo          | Strategic Planning                              | Manager                         |
| 153           | 08-10-06    | Department Local Government & Housing – Limpopo          | Strategic Monitoring and Reporting              | Manager                         |
| 154           | 08-10-06    | STATS SA   | ER  | Manager                         |

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|               |             |   |  |                    |
|---------------|-------------|---|--|--------------------|
| 155           | 08-10-06    | DoE – Free State                                    | ER – Dispute Resolution                          | Deputy Director    |
| 156           | 08-10-06    | DoE – Free State                                    | HRM & Auxiliary Services                         | Deputy Director    |
| 157           | 08-10-06    | DoE – Free State                                    | ER – Dispute Resolution                          | Assistant Director |
| 158           | 08-10-06    | DoE – Free State                                    | EAP  | Assistant Director |
| 159           | 08-10-06    | Russells  | HRM  | Manager            |
| 160           | 08-10-06    | Mangosutho Technikon                                | HR & Development                                 | Director           |
| 161           | 08-10-06    | Mangosutho Technikon                                | HR   | Senior Officer     |
| 162           | 08-10-06    | Mangosutho Technikon                                | Skills Development Facilitator [SDF]             | Facilitator        |
| 163           | 08-10-06    | Department of Agric – Eastern Cape                  | OD   | Manager            |
| 164           | 08-10-06    | Department of Agric – Eastern Cape                  | Monitoring & Evaluation                          | Manager            |
| 165           | 08-10-06    | DoE – SA  | Education ER & Conditions of Service             | Director           |
| 166           | 08-10-06    | Department of labour – SA                           | Employ Services                                  | Practitioner       |
| 167           | 08-10-06    | Walter Sisulu University                            | T&D  | Consultant         |
| 168           | 08-10-06    | Montecasino   | HRM  | Manager            |
| 169           | 08-10-06    | Caltex  | HR   | Officer            |
| 170           | 08-10-06    | Denel Aerospace Systems                             | HR   | Consultant         |
| 171           | 08-10-06    | Department of Works – KZN                           | EAP  | Assistant Manager  |
| 172           | 15-10-06    | SA Social Security Agency – SASSA                   | Empl Wellness                                    | Senior Manager     |
| 173           | 15-10-06    | SA Social Security Agency – SASSA                   | HRIS   | Manager            |
| 174           | 15-10-06    | SA Social Security Agency – SASSA                   | T&D – Resource & Development                     | Manager            |
| 175           | 15-10-06    | National Health Laboratory Services (NHLS)          | HR   | Practitioner       |
| 176           | 15-10-06    | Instructor's Consultation Services                  | HR Planning                                      | Consultant         |
| 177           | 15-10-06    | Instructor's Consultation Services                  | T&D – Management Consultant and Business Analyst | Consultant         |
| 178           | 15-10-06    | National Retailer VIA Julie Coode                   | HR   | Executive          |
| 179           | 15-10-06    | Anglo Platinum                                      | HR   | Manager            |
| 180           | 15-10-06    | Anglo Platinum                                      | HRD - Development Centre                         | Manager            |
| 181           | 15-10-06    | Telecommunications Manager                          | T&D /OD  | Manager            |
| 182           | 15-10-06    | North-West University                               | HR – System Administrator                        | Officer            |
| 183           | 15-10-06    | North-West University                               | T – I/O Lecturing                                | Professor          |
| 184           | 15-10-06    | North-West University                               | T&D – I/O Lecturing                              | Senior Lecturer    |
| 185           | 15-10-06    | SA Brewery  | HR   | Specialist         |
| 186           | 15-10-06    | SA Brewery  | T&D – Learning & Development                     | Specialist         |
| 187           | 15-10-06    | SA Brewery  | HR   | Trainee Specialist |
| 188           | 15-10-06    | Multi-national concern VIA HR Business Partner      | HR   | Business Partner   |
| 189           | 15-10-06    | Auditor General                                     | A&E  | Consultant         |
| 190           | 15-10-06    | ESKOM   | OD   | Advisor            |
| 191           | 15-10-06    | Ekhurhuleni metro Municipality                      | HRM / HRD  | Executive Director |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>                                 | <b>POSITION</b>                                  | <b>LEVEL</b>       |
| 192           | 15-10-06    | SA Civil Aviation Authority                         | HR   | Senior Manager     |
| 193           | 15-10-06    | Packaging Company VIA Search Partners International | HRM  | Manager            |
| 194           | 15-10-06    | Department Trade Industry                           | Career Management – Talent Management            | Manager            |
| 195           | 15-10-06    | Eastern cape Parks                                  | T&D  | Manager            |
| 196           | 15-10-06    | Eastern cape Parks                                  | Job Analysis                                     | Officer            |
| 197           | 15-10-06    | Eastern cape Parks                                  | ER   | Officer            |
| 198           | 15-10-06    | Eastern cape Parks                                  | EAP  | Officer            |
| 199           | 15-10-06    | Department of Works – KZN                           | HR Provisioning                                  | Deputy Manager     |
| 200           | 15-10-06    | STATS SA  | T&D – SDF  | Facilitator        |
| 201           | 15-10-06    | Department Public Works                             | HRM  | Chief Director     |
| 202           | 15-10-06    | Department Public Works                             | HR Planning & Recruitment                        | Deputy Director    |
| 203           | 15-10-06    | Department Social Development – Gauteng             | HR and Records Management                        | Assistant Director |
| 204           | 15-10-06    | Department Public Service – SA                      | HR Utilisation / HR Practice                     | Assistant Director |
| 205           | 15-10-06    | Department Land Affairs – SA                        | T&D – SDF  | Deputy Director    |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |  |                               |
|---------------|-------------|--|--|-------------------------------|
| 206           | 15-10-06    | Department Land Affairs – SA                                       | T&D                                    | Chief Training Officer        |
| 207           | 22-10-06    | Local Government SETA – LGSETA                                     | ETQA                                   | Manager                       |
| 208           | 22-10-06    | SA Social Security Agency – SASSA                                  | ER                                     | Assistant Manager             |
| 209           | 22-10-06    | SA Social Security Agency – SASSA                                  | Personnel Provisioning and Maintenance | Assistant Manager             |
| 210           | 22-10-06    | Caltex   | ER                                     | Manager                       |
| 211           | 22-10-06    | NEDBANK Corporate Prop Fin   | T&D – Bus Learning & Development       | Manager                       |
| 212           | 22-10-06    | Auditor-General  | HR                                     | Business Executive            |
| 213           | 22-10-06    | Department Public Enterprises                                      | T&D – Training Specialist / Perf Coach | Deputy Director               |
| 214           | 22-10-06    | SABC   | OD                                     | Consultant                    |
| 215           | 22-10-06    | SABC   | OD                                     | Consultant                    |
| 216           | 22-10-06    | SABC   | T&D – Skills Development & Planning    | Manager                       |
| 217           | 22-10-06    | SABC   | ER                                     | Group ER Consultant           |
| 218           | 22-10-06    | Department Justice and Const Development                           | HR                                     | Director [3 posts]            |
| 219           | 22-10-06    | PriceWaterhouseCoopers   | HR                                     | Practitioner                  |
| 220           | 22-10-06    | George Municipality  | HR                                     | Officer                       |
| 221           | 29-10-06    | SOHAR Aluminium [Oman]   | T&D – Learning Centre                  | Head                          |
| 222           | 29-10-06    | Department Soc Development – Free State                            | Organisational Efficiency Services     | Assistant Manager             |
| 223           | 29-10-06    | Department of the Premier – Western Cape                           | HRD                                    | Director                      |
| 224           | 29-10-06    | Department Science & Technology – SA                               | HRM                                    | General Manager               |
| 225           | 29-10-06    | Department Science & Technology – SA                               | HRD – Talent Management & OD           | Manager                       |
| 226           | 29-10-06    | SA Pharmacy Council  | HR                                     | Practitioner                  |
| 227           | 29-10-06    | Department of the Premier – Western Cape                           | OD                                     | Chief Practitioner            |
| 228           | 29-10-06    | Department Foreign Affairs DFA – SA                                | Talent Management                      | Deputy Director               |
| 229           | 29-10-06    | Moolman Mining   | HR                                     | Manager                       |
| 230           | 29-10-06    | Cowan International  | Recruitment                            | Consultants [2 posts]         |
| 231           | 29-10-06    | Cowan International  | Recruitment                            | Junior Consultant             |
| 232           | 29-10-06    | Platinum Health  | Wellness                               | Programme Manager             |
| 233           | 29-10-06    | Department Water & Forestry  | ER                                     | Director                      |
| 234           | 29-10-06    | Sales and Service Multinational VIA Gerald Lillian                 | HR                                     | Manager                       |
| 235           | 29-10-06    | UNISA  | EE                                     | Officer                       |
| 236           | 29-10-06    | UKZN   | Lecturing I/O Psych                    | Associate Professor           |
| 237           | 29-10-06    | Department Land Affairs – SA                                       | Perf Management & PERSAL               | Principal Personnel Officer   |
| 238           | 29-10-06    | Department Land Affairs – SA                                       | HR                                     | Personnel Practitioner        |
| 239           | 29-10-06    | Department Land Affairs – SA                                       | Empl Wellness                          | Assistant Director            |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                        | <b>LEVEL</b>                  |
| 240           | 29-10-06    | Department Land Affairs – SA                                       | HR                                     | Assistant Director            |
| 241           | 29-10-06    | Department Land Affairs – SA                                       | HRM                                    | Deputy Director               |
| 242           | 29-10-06    | Prov Government – Eastern Cape                                     | HR                                     | Practitioner                  |
| 243           | 29-10-06    | SA Social Security Agency – SASSA                                  | Perf Management                        | Specialist                    |
| 244           | 29-10-06    | SA Social Security Agency – SASSA                                  | Perf Management                        | Senior Personnel Practitioner |
| 245           | 29-10-06    | SA Social Security Agency – SASSA                                  | HRD [Human Cap Development]            | Specialist                    |
| 246           | 29-10-06    | Ezemvelo KZN Wildlife  | HR                                     | General Manager               |
| 247           | 29-10-06    | Department Sports, Arts, and Culture                               | HRM & D                                | Senior Manager                |
| 248           | 29-10-06    | Department Sports, Arts, and Culture                               | Workstudy and Job Eval                 | Deputy Manager                |
| 249           | 29-10-06    | Department Sports, Arts, and Culture                               | HRD                                    | Deputy Manager                |
| 250           | 05-11-06    | Lonmin Platinum  | HC [Hum Cap]                           | Vice-President                |
| 251           | 05-11-06    | DoE – Free State   | HRM & Auxiliary Services               | Deputy Director               |
| 252           | 05-11-06    | Office of the Premier – Gauteng                                    | HR Administration & Perf Management    | Deputy Director               |
| 253           | 05-11-06    | Office of the Premier – Gauteng                                    | HRM & ER                               | Deputy Director               |
| 254           | 05-11-06    | Anglo Platinum   | ER                                     | Officer                       |
| 255           | 05-11-06    | Kuwait-based Trading & Industrial Group VIA Superskills Consulting | Recruitment                            | Specialist                    |
| 256           | 05-11-06    | Caltex   | T&D [L&D]                              | Facilitator                   |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |   |   |                     |
|---------------|-------------|---|---|---------------------|
| 257           | 05-11-06    | Saudi Arabia-based Trading Company                                    | HR [Recr, Ret, Development]   | Executive Manager   |
| 258           | 05-11-06    | Council for Scientific and Industrial Research [CSIR]                 | Strat HC Development  | Group Manager       |
| 259           | 05-11-06    | Department of Social Development – Free State                         | Organisational Efficiency Services                                    | Assistant Manager   |
| 260           | 05-11-06    | Deloitte  | HC  | Consultant          |
| 261           | 05-11-06    | SASOL   | OD  | Specialist          |
| 262           | 05-11-06    | SASOL   | Performance Enablement  | Specialist          |
| 263           | 05-11-06    | Department Health – SA  | Work Study  | Officer             |
| 264           | 05-11-06    | Department Local Government & Housing – Limpopo                       | ER  | Manager             |
| 265           | 05-11-06    | Department Local Government & Housing – Limpopo                       | HRD   | Manager             |
| 266           | 05-11-06    | Department Local Government & Housing – Limpopo                       | R&S   | Manager             |
| 267           | 05-11-06    | Department Local Government & Housing – Limpopo                       | OD  | Manager             |
| 268           | 05-11-06    | Department Local Government & Housing – Limpopo                       | Div Management  | Manager             |
| 269           | 05-11-06    | Department Local Government & Housing – Limpopo                       | OD  | Manager             |
| 270           | 05-11-06    | Department Local Government & Housing – Limpopo                       | OD  | Deputy Manager      |
| 271           | 05-11-06    | Department Soc Development – SA                                       | OD  | Assistant Director  |
| 272           | 05-11-06    | Department Soc Development – SA                                       | HR  | Senior Practitioner |
| 273           | 05-11-06    | SA Social Security Agency – SASSA                                     | HCD & Perf Management   | Senior Manager      |
| 274           | 12-11-06    | BHP Billiton  | HR  | Senior Consultant   |
| 275           | 12-11-06    | DoH – Buffalo City  | T&D   | Coordinator         |
| 276           | 12-11-06    | Department Water & Forestry – SA                                      | T&D [Skills Development / Talent Management]                          | Officer             |
| 277           | 12-11-06    | University of Zululand  | ER  | Manager             |
| 278           | 12-11-06    | University of Zululand  | ER  | Officer             |
| 279           | 12-11-06    | Department of Local Government & Housing – Free State                 | HRM & OD  | Director            |
| 280           | 12-11-06    | Mining Company VIA ADCORP   | OD  | Manager             |
| 281           | 12-11-06    | Chamber of Mines  | ER  | Policy Analyst      |
| 282           | 12-11-06    | Multinational FMCG VIA DAV Professional Placement Group               | IR  | Manager             |
| 283           | 12-11-06    | Multinational FMCG VIA DAV Professional Placement Group               | HR  | Manager             |
| 284           | 12-11-06    | National Prosecuting Authority  | HR  | Manager             |
| 285           | 12-11-06    | Zululand Anthracite Colliery Pty Ltd                                  | IR  | Superintendent      |
| 286           | 12-11-06    | DoE – KZN   | HR Support Services   | General Manager     |
| 287           | 12-11-06    | Department Land Affairs – SA  | HR, Legal & Corporate Services  | Assistant Director  |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>   | <b>POSITION</b>   | <b>LEVEL</b>        |
| 288           | 12-11-06    | DoH – SA  | Work Study  | Chief Officer       |
| 289           | 12-11-06    | Safety And Security Sector Education and Training Authority - SASSETA | Skills Research   | Researcher          |
| 290           | 12-11-06    | Batho-Pele Technology Pty Ltd   | HR, OD and Change Management  | Consultants         |
| 291           | 12-11-06    | Department Provincial and Local Government – SA                       | HR Systems  | Manager             |
| 292           | 12-11-06    | Department Public Service and Administration – SA                     | Perf Mngmnt & Dev Systems for Senior Managers                         | Assistant Director  |
| 293           | 12-11-06    | Department Public Service and Administration – SA                     | Competency-based HRM  | Assistant Director  |
| 294           | 12-11-06    | Department Public Service and Administration – SA                     | Management and Administration of Career Incidents for Senior Managers | Assistant Director  |
| 295           | 12-11-06    | SAQA  | HR  | Director            |
| 296           | 12-11-06    | DoE – SA  | ER  | Deputy Director     |
| 297           | 12-11-06    | DoE – SA  | ER  | Assistant Director  |
| 298           | 12-11-06    | DoE – SA  | HRD   | Assistant Director  |
| 299           | 12-11-06    | Department of labour – SA   | OD  | Manager [3 posts]   |
| 300           | 12-11-06    | Department of labour – SA   | Empl Services   | Practitioner        |
| 301           | 12-11-06    | Office of the Premier – KZN   | Quality Assurance   | Deputy Manager      |
| 302           | 12-11-06    | Office of the Premier – KZN   | Skills Planning   | Deputy Manager      |
| 303           | 12-11-06    | Office of the Premier – KZN   | Curr Development  | Deputy Manager      |
| 304           | 12-11-06    | Office of the Premier – KZN   | HRD / OD  | General Manager     |
| 305           | 12-11-06    | Department Justice and Constitutional Development – SA                | HR  | Deputy Director     |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |   |  |                              |
|---------------|-------------|---|--|------------------------------|
| 306           | 12-11-06    | Department Justice and Constitutional Development – SA            | OD   | Assistant Director           |
| 307           | 12-11-06    | Department of Health and Social Services – Mpumalanga             | HRM  | Director                     |
| 308           | 12-11-06    | National Health Laboratory Services (NHLS)                        | Skills & Development                               | Officer                      |
| 309           | 12-11-06    | National Health Laboratory Services (NHLS)                        | Skills & Development                               | Practitioner                 |
| 310           | 12-11-06    | Construction Education and Training Authority – CETA              | T&D – Skills and Learnership Development           | Officer                      |
| 311           | 12-11-06    | Construction Education and Training Authority – CETA              | T&D – Training Operations Administrator            | Administrator                |
| 312           | 19-11-06    | Department Soc Development – Free State                           | ER   | Manager                      |
| 313           | 19-11-06    | Agricultural Research Council – ARC                               | HRM & Administration                               | Executive Director           |
| 314           | 19-11-06    | Department of Works – KZN   | R&S – Personnel Provisioning                       | Practitioner                 |
| 315           | 19-11-06    | Department Soc Development – SA                                   | OD   | Deputy Director              |
| 316           | 19-11-06    | Department of Agriculture, Conservation and Environment – Gauteng | HRD  | Assistant Director           |
| 317           | 19-11-06    | Department of Agriculture, Conservation and Environment – Gauteng | HRM  | Director                     |
| 318           | 19-11-06    | Correctional Services – SA  | T&D – Skills Development [Monitoring & Evaluation] | Assistant Director           |
| 319           | 19-11-06    | Correctional Services – SA  | Research   | Assistant Director           |
| 320           | 19-11-06    | Correctional Services – SA  | T&D – Curr Development                             | Assistant Director           |
| 321           | 19-11-06    | Department of Transport – KZN                                     | T&D  | Assistant Manager            |
| 322           | 19-11-06    | Department Environment & Tourism – SA                             | R&S  | Senior Practitioner          |
| 323           | 19-11-06    | International Convention Centre Durban                            | HR   | Manager                      |
| 324           | 19-11-06    | Department Social Welfare and Population Development – KZN        | ER   | Deputy Manager               |
| 325           | 19-11-06    | National Concern VIA Instructor's Consultation Services           | T&D  | Trainer                      |
| 326           | 19-11-06    | Xybanetx [Also see 28-01-07]                                      | Change Management & Perf Management                | Senior Consultants           |
| 327           | 19-11-06    | Listed Retailer VIA Equity Solutions                              | HR   | Executive                    |
| 328           | 19-11-06    | Durban University of Technology                                   | Lecturing  | HRM Lecturer                 |
| 329           | 19-11-06    | Lonmin Academy  | T&D – Leadership Development                       | Manager                      |
| 330           | 26-11-06    | Shell and BP SA Petroleum Refineries Pty Ltd – SAPREF             | HR Planning, R&S, and Development                  | Manager                      |
| 331           | 26-11-06    | Yokogawa Middle East  | HR   | Supervisor                   |
| 332           | 26-11-06    | DoH – Eastern Cape  | Integrated HRM                                     | Deputy Director              |
| 333           | 26-11-06    | ESKOM   | OD   | Senior Advisor               |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>   | <b>POSITION</b>                                    | <b>LEVEL</b>                 |
| 334           | 26-11-06    | ESKOM   | OD   | Practitioner / Advisor       |
| 335           | 26-11-06    | DoH – Gauteng   | HRM & HRD  | Deputy Director-General      |
| 336           | 26-11-06    | STATS SA  | Career Development                                 | Professional                 |
| 337           | 26-11-06    | STATS SA  | Competency Assmt                                   | Professional                 |
| 338           | 26-11-06    | STATS SA  | R&S  | Professional                 |
| 339           | 26-11-06    | DoH – Eastern Cape  | HRD – Prof Development Services                    | Director                     |
| 340           | 26-11-06    | Richards Bay Minerals   | HR Administration                                  | Specialist                   |
| 341           | 26-11-06    | DoH – Gauteng   | EAP  | Practitioner                 |
| 342           | 26-11-06    | Airports Company of SA – ACSA                                     | HR   | Group specialist             |
| 343           | 26-11-06    | Airports Company of SA – ACSA                                     | HR   | Practitioner                 |
| 344           | 03-12-06    | Department of Soc Development – Western Cape                      | ER   | Deputy Director              |
| 345           | 03-12-06    | Department of Transport and Public Works – Western Cape           | HRD  | Senior Manager               |
| 346           | 03-12-06    | Department of Environment & Tourism – SA                          | Perf Management & Development System               | Assistant Director           |
| 347           | 03-12-06    | Department of Environment & Tourism – SA                          | ER   | Assistant Director           |
| 348           | 03-12-06    | Windybrow Theatre   | HRM  | Manager                      |
| 349           | 03-12-06    | Department Arts & Culture – SA                                    | Workstudy Officer                                  | Senior Officer               |
| 350           | 03-12-06    | University of the Western Cape                                    | Lecturing I/O psych                                | Prof / Assoc Prof / Lecturer |
| 351           | 03-12-06    | Orley Foods   | HR   | Manager                      |
| 352           | 03-12-06    | ESKOM   | OD   | Practitioner                 |
| 353           | 03-12-06    | SARS  | HR   | Consultant                   |
| 354           | 10-12-06    | Buffalo City Municipality   | R&S  | Senior Practitioner          |
| 355           | 10-12-06    | SA Weather Service  | HCM / HRM  | General Manager              |
| 356           | 10-12-06    | Department of Works – KZN   | HR Provisioning / R&S                              | Practitioner                 |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |   |  |                     |
|---------------|-------------|---|--|---------------------|
| 357           | 10-12-06    | Provincial Administration – KZN                                     | ER   | Practitioner        |
| 358           | 10-12-06    | Department Prov and Local Government – SA                           | HR   | Senior Practitioner |
| 359           | 10-12-06    | Buffalo City Municipality   | OD   | Specialist          |
| 360           | 10-12-06    | Department Sport and Recreation – SA                                | HR   | Director            |
| 361           | 10-12-06    | Department Environment & Tourism – SA                               | ER & Perf Management                           | Deputy Director     |
| 362           | 10-12-06    | DoH – KZN   | HR   | Principal Officer   |
| 363           | 10-12-06    | Department Water & Forestry – SA                                    | OD   | Specialist          |
| 364           | 10-12-06    | DoE – SA  | ER   | Manager             |
| 365           | 10-12-06    | AllanGray   | T&D  | Manager             |
| 366           | 10-12-06    | Tourism, Hospitality & Sport Education & Training Authority – THETA | Education & Training Quality Assurance         | Quality Assuror     |
| 367           | 10-12-06    | ESKOM   | ER   | Practitioner        |
| 368           | 10-12-06    | Provincial Treasury – Eastern Cape                                  | OD   | Manager             |
| 369           | 10-12-06    | Provincial Treasury – Eastern Cape                                  | ER   | Assistant Manager   |
| 370           | 10-12-06    | Provincial Treasury – Eastern Cape                                  | HR Services                                    | Assistant Manager   |
| 371           | 10-12-06    | Provincial Treasury – Eastern Cape                                  | HRD  | Assistant Manager   |
| 372           | 10-12-06    | Department of labour – SA   | T&D  | Assistant Manager   |
| 373           | 10-12-06    | Department Land Affairs – SA  | HRM & Corporate Services                       | Deputy Director     |
| 374           | 17-12-06    | Department of the Premier – Western Cape                            | ER   | Assistant Director  |
| 375           | 17-12-06    | Buffalo City Municipality   | ER   | Practitioner        |
| 376           | 17-12-06    | DoH – Free State  | OD   | Assistant Manager   |
| 377           | 17-12-06    | Impala Platinum   | Remuneration                                   | Manager             |
| 378           | 17-12-06    | Walter Sisulu University  | HR   | Exec Director       |
| 379           | 17-12-06    | Cape Nature   | HR   | Senior Manager      |
| 380           | 17-12-06    | Department of Agriculture – Eastern Cape                            | OD   | Manager             |
| 381           | 17-12-06    | Department of Agriculture – Eastern Cape                            | Monitoring & Evaluation                        | Manager             |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>   | <b>POSITION</b>                                | <b>LEVEL</b>        |
| 382           | 17-12-06    | Department of labour – SA   | HRD – Employment & Skills Development Services | Assistant Manager   |
| 383           | 17-12-06    | Department of labour – SA   | T&D  | Manager             |
| 384           | 14-01-07    | SASOL   | HRIS   | Specialist          |
| 385           | 14-01-07    | Universal Service and Access Agency of SA                           | OD   | Specialist          |
| 386           | 14-01-07    | DRD Gold SA   | HR   | Assistant Manager   |
| 387           | 14-01-07    | Cadbury   | Remuneration                                   | Head / Specialist   |
| 388           | 14-01-07    | Cadbury   | Talent & Capability Manager [R&S / T&D]        | Manager             |
| 389           | 14-01-07    | Walter Sisulu University  | HR   | Director            |
| 390           | 14-01-07    | Johannesburg Water Pty Ltd  | Corporate Services & HR                        | Exec Manager        |
| 391           | 14-01-07    | Department of Justice & Constitutional Development                  | T&D  | Deputy Director     |
| 392           | 14-01-07    | Department of Justice & Constitutional Development                  | HR   | Control Officer     |
| 393           | 14-01-07    | Department of Justice & Constitutional Development                  | HR   | Control Officer     |
| 394           | 14-01-07    | SA Police Service   | Competency Profiling & Career Management       | Senior Practitioner |
| 395           | 14-01-07    | Department Public Works   | HRD  | Assistant Director  |
| 396           | 14-01-07    | Estate Agency Affairs Board   | HR   | Manager             |
| 397           | 14-01-07    | Spoornet  | HRD – Leadership Development                   | Practitioner        |
| 398           | 14-01-07    | Mining & Metallurgical Company VIA Search Partners International    | OD / IR  | Manager             |
| 399           | 14-01-07    | Department National Treasury – SA                                   | HR   | Chief Director      |
| 400           | 14-01-07    | Spoornet  | HR   | Manager [10 posts]  |
| 401           | 14-01-07    | Spoornet  | Change Management                              | Manager [13 posts]  |
| 402           | 14-01-07    | Spoornet  | ER   | Manager [6 posts]   |
| 403           | 14-01-07    | Standard Bank   | Change Management                              | Consultant          |
| 404           | 14-01-07    | Kumba Iron Ore  | ER   | Manager             |
| 405           | 14-01-07    | Department of Provincial and Local Government – SA                  | HRM & HRD                                      | Exec Manager        |
| 406           | 28-01-06    | Anglo American  | HRD – People Development                       | Manager             |
| 407a          | 28-01-07    | STATS SA  | Remuneration                                   | Professional        |

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|               |             |  |   |                         |
|---------------|-------------|--|---|-------------------------|
| 407b          | 28-01-07    | STATS SA   | Remuneration                                | Professional            |
| 408           | 28-01-07    | Department Social Development – Gauteng                            | HRD   | Assistant Director      |
| 409           | 28-01-07    | Prov Government – Gauteng  | Strategy                                    | Assistant Director      |
| 410           | 28-01-07    | Department of Agriculture – SA                                     | Work Study                                  | Senior Officer          |
| 411           | 28-01-07    | Department Environment & Tourism – SA                              | EAP   | Administration Officer  |
| 412           | 28-01-07    | Fin Services Company VIA DAV Professional Placement Group          | HR  | Manager                 |
| 413           | 28-01-07    | Department of the Royal Household – KZN                            | HRM   | Senior Manager          |
| 414           | 28-01-07    | Department of Safety and Liason – Eastern Cape                     | Strategy                                    | Director                |
| 415           | 28-01-07    | Department of Soc Development – Western Cape                       | Strategy                                    | Manager                 |
| 416           | 28-01-07    | Department of Justice and Constitutional Development – SA          | Work Study                                  | Chief Officer           |
| 417           | 28-01-07    | Department of Justice and Constitutional Development – SA          | Strategy                                    | Assistant Director      |
| 418           | 28-01-07    | Department of Justice and Constitutional Development – SA          | Work Study                                  | Senior Officer          |
| 419           | 28-01-07    | Department of labour – SA  | T&D – National Skills Fund (Strat Projects) | Manager                 |
| 420           | 28-01-07    | Department of labour – SA  | HR – Employment Services                    | Practitioner            |
| 421           | 28-01-07    | SASSA  | ER  | Assistant Manager       |
| 422           | 28-01-07    | Department of Water Affairs and Forestry – SA                      | ER  | Assistant Director      |
| 423           | 04-02-07    | SARS   | A&E   | Centre Manager          |
| 424           | 04-02-07    | Richards Bay Minerals  | HR  | Practitioner            |
| 425           | 04-02-07    | MAC Consulting   | Management Consulting                       | Consultants             |
| 426           | 04-02-07    | Mining Company VIA SET Recruitment Consultants                     | HR  | Senior Officer          |
| 427           | 04-02-07    | Biological Products Manufacturer VIA Optimum Learning Technologies | HR  | Manager                 |
| 428           | 04-02-07    | Ethekewini Municipality  | HR  | Senior Manager          |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                             | <b>LEVEL</b>            |
| 429           | 04-02-07    | Parliament of RSA  | HR  | Executive               |
| 430           | 04-02-07    | Provincial Government – Gauteng                                    | OD & Change Management                      | Specialist              |
| 431           | 04-02-07    | Provincial Government – Gauteng                                    | T&D – Learning & Development                | Manager                 |
| 432           | 04-02-07    | Johannesburg Water   | Corporate Services and HR                   | Exec Manager            |
| 433           | 04-02-07    | National concern VIA Instructor's Consultation Services            | HR Administration – Remuneration            | Manager                 |
| 434           | 04-02-07    | SASSA  | HRD – Development & Transformation          | Assistant Manager       |
| 435           | 04-02-07    | DoH – SA   | ER  | Senior Practitioner     |
| 436           | 04-02-07    | University of Johannesburg   | Lecturing – HRM                             | Prof / Assoc Prof       |
| 437           | 04-02-07    | Department of Works – KZN  | HR Provisioning                             | Chief Officer           |
| 438           | 04-02-07    | Independent development Trust                                      | T&D – Learning and Innovation               | Manager                 |
| 439           | 11-02-07    | Department of labour – SA  | HR – Employment Service                     | Practitioner            |
| 440           | 11-02-07    | Department of Transport – SA                                       | Perf Management & Analysis                  | Director                |
| 441           | 11-02-07    | Office of the Premier – Eastern Cape                               | ER  | Manager                 |
| 442           | 11-02-07    | University VIA Academic Partners                                   | HR  | Director                |
| 443           | 11-02-07    | Companies and Intellectual Property Registration Office – CIPRO    | ER  | Specialist              |
| 444           | 11-02-07    | Talent Emporium [HR Consultants]                                   | Employee Health and Wellness                | Manager                 |
| 445           | 11-02-07    | Impala Platinum  | Talent Management                           | Superintendent          |
| 446           | 11-02-07    | Service Provider Company VIA ADCORP                                | HR  | Manager                 |
| 447           | 11-02-07    | Office of the Premier – KZN  | Research & OD                               | Manager                 |
| 448           | 11-02-07    | Office of the Premier – KZN  | HRD   | Chief Officer [2 posts] |
| 449           | 11-02-07    | Office of the Premier – KZN  | HRD   | Senior Officer          |
| 450           | 11-02-07    | Anglo Platinum   | HR  | Manager                 |
| 451           | 11-02-07    | Anglo Platinum   | HR – Transformation                         | Officer                 |
| 452           | 11-02-07    | TRANSNET   | Change Management                           | Specialist              |
| 453           | 11-02-07    | Prov Government – Gauteng  | HRD   | Manager                 |
| 454           | 11-02-07    | Prov Government – Gauteng  | HR Resourcing                               | Manager                 |
| 455           | 11-02-07    | Department of Prov and Local Government -- DPLG SA                 | Org Renewal and Effectiveness               | Deputy Manager          |
| 456           | 11-02-07    | Department of Transport – SA                                       | Perf Management and Analysis                | Director                |
| 457           | 11-02-07    | Department of Agriculture – Western Cape                           | HRM   | Manager                 |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |   |                          |
|---------------|-------------|--|---|--------------------------|
| 458           | 11-02-07    | SASOL  | HR  | Practitioner             |
| 459           | 11-02-07    | SASOL  | HRIS – Administration-IT-HR                       | Specialist               |
| 460           | 11-02-07    | SASOL  | HR Administration                                 | Administrator            |
| 461           | 18-02-07    | Department of labour – SA  | HRM   | Manager                  |
| 462           | 18-02-07    | Department of Environment & Tourism – SA                                       | HRM   | Director                 |
| 463           | 18-02-07    | Department of Social Development – SA  | Strategy – Strategic Planning & Policy Monitoring | Assistant Director       |
| 464           | 18-02-07    | Department of Housing, Local Government and Traditional Affairs – Eastern Cape | HRD & Planning                                    | Senior Manager           |
| 465           | 18-02-07    | STATS SA   | Empl Equity                                       | Professional             |
| 466           | 18-02-07    | STATS SA   | EAP   | Professional             |
| 467           | 18-02-07    | Department of Water & Forestry – SA  | R&S   | Assistant Director       |
| 468           | 18-02-07    | City of Johannesburg   | Perf Management, Monitoring, and Reporting        | Assistant Director       |
| 469           | 18-02-07    | National Energy Regulator of SA – NERSA  | HR  | Head of Department       |
| 470           | 18-02-07    | City of Johannesburg   | HRD – Bus & Skills Development                    | Director                 |
| 471           | 18-02-07    | National Empowerment Fund  | HR  | Manager – Exec Designate |
| 472           | 18-02-07    | Supermarket Company VIA Piet Brand   | I/O Psychologist                                  | Registered Psych         |
| 473           | 18-02-07    | Council for Scientific and Industrial Research [CSIR]                          | HR  | Group Manager            |
| 474           | 18-02-07    | Fusion Outsourcing Services  | HRD   | Manager                  |
| 475           | 18-02-07    | Fusion Outsourcing Services  | HR  | Manager                  |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                                   | <b>LEVEL</b>             |
| 476           | 18-02-07    | SARS   | Employee Wellness                                 | Consultant               |
| 477           | 18-02-07    | Companies and Intellectual Property Registration Office – CIPRO                | HRD   | SDF                      |
| 478           | 18-02-07    | UCT [See 22-04-07 for repeat-ad]   | HRIS – SAP Business Consultant: Remuneration      | Consultant               |
| 479           | 18-02-07    | UCT [See 22-04-07 for repeat-ad]   | HRIS – SAP Business Consultant: Pers Development  | Consultant               |
| 480           | 18-02-07    | UCT  | Career Management Services                        | Officer                  |
| 481           | 18-02-07    | Foskor Pty Ltd   | HR  | Consultant               |
| 482           | 18-02-07    | Anglo Platinum   | HRIS  | Manager                  |
| 483           | 18-02-07    | DoE – Gauteng  | Perf Management                                   | Director                 |
| 484           | 18-02-07    | DoE – Gauteng  | HRD Planning, Monitoring, and Review              | Chief Director           |
| 485           | 18-02-07    | DoE – Gauteng  | HRD Programme and Stakeholder Management          | Director                 |
| 486           | 18-02-07    | DoE – Gauteng  | HR Administration                                 | Director                 |
| 487           | 18-02-07    | DFA – SA   | HRD – Competency Development                      | Deputy Director          |
| 488           | 18-02-07    | DFA – SA   | Change Management – Transformation                | Deputy Director          |
| 489           | 18-02-07    | DFA – SA   | Remuneration                                      | Assistant Director       |
| 490           | 18-02-07    | DFA – SA   | Perf Management & Development System              | Assistant Director       |
| 491           | 18-02-07    | DFA – SA   | HR Policy   | Deputy Director          |
| 492           | 18-02-07    | DFA – SA   | Talent Management                                 | Assistant Director       |
| 493           | 18-02-07    | DFA – SA   | Employee Wellbeing                                | Assistant Director       |
| 494           | 18-02-07    | BP   | HR  | Consultant               |
| 495           | 18-02-07    | BP   | HR Administration                                 | Team leader              |
| 496           | 18-02-07    | BP   | Strategic HRM – Talent Management                 | Specialist               |
| 497           | 18-02-07    | BP   | HR  | Manager                  |
| 498           | 18-02-07    | BP   | HRD   | Trainer                  |
| 499           | 18-02-07    | BP   | A&E – Competency Skills Assmt                     | Manager                  |
| 500           | 18-02-07    | BP   | HRD – Diversity & Skills Development              | Manager                  |
| 501           | 18-02-07    | BP   | Remuneration                                      | Consultant               |
| 502           | 18-02-07    | BP   | ER  | Consultant               |
| 503           | 18-02-07    | BP   | OD & Change Management                            | Team Leader              |
| 504           | 18-02-07    | BP   | HR Strategy / Planning                            | Manager                  |
| 505           | 18-02-07    | BP   | Wellness  | Advisor                  |
| 506           | 25-02-07    | Platinum Producing Mining Company VIA Human Communications                     | HC Operations                                     | Senior Manager           |
| 507           | 25-02-07    | Anglo Platinum   | HR  | Manager                  |



APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |   |                               |
|---------------|-------------|--|---|-------------------------------|
| 508           | 25-02-07    | Global Chem Mnfctraining Corporation VIA Von Michaelis & Burstein      | Change Management / HRD                 | Manager                       |
| 509           | 25-02-07    | SASOL  | HR                                      | Practitioner                  |
| 510           | 25-02-07    | Cape Peninsula University of Technology                                | HRM Lecturing                           | Lecturer                      |
| 511           | 25-02-07    | Department of Social Welfare & Population Development – KZN            | HR                                      | Chief Officer                 |
| 512           | 25-02-07    | SASSA  | HRD – Learning and Knowledge Management | Manager                       |
| 513           | 25-02-07    | SASSA  | Research & Development                  | Specialist                    |
| 514           | 25-02-07    | DoH – Gauteng  | ER                                      | Deputy Director               |
| 515           | 25-02-07    | DoH – Gauteng  | HR Support                              | Deputy Director               |
| 516           | 25-02-07    | Department of Community Safety – Gauteng                               | ER                                      | Deputy Director               |
| 517           | 25-02-07    | Department of Econ Development and Tourism – Western Cape              | HR – Empl Services                      | Manager                       |
| 518           | 25-02-07    | Department of Econ Development and Tourism – Western Cape              | Perf Management [Department]            | Deputy Director               |
| 519           | 25-02-07    | Prov Treasury – Eastern Cape   | HRIS                                    | Manager                       |
| 520           | 25-02-07    | Prov Treasury – Eastern Cape   | HRD                                     | Assistant Manager             |
| 521           | 25-02-07    | Department of Soc Welfare & Pop Development – KZN                      | ER                                      | Deputy Manager                |
| 522           | 25-02-07    | Department of Soc Welfare & Pop Development – KZN                      | EAP                                     | Practitioner                  |
| 523           | 25-02-07    | Department of Soc Welfare & Pop Development – KZN                      | R&S – Provisioning                      | Principal Officer             |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                         | <b>LEVEL</b>                  |
| 524           | 25-02-07    | Department of labour – SA  | HR                                      | Executive Manager             |
| 525           | 25-02-07    | Department of labour – SA  | ER                                      | Team Leader                   |
| 526           | 25-02-07    | Department of labour – SA  | HRD                                     | Assistant Manager             |
| 527           | 25-02-07    | DoE – Gauteng  | ER                                      | Director                      |
| 528           | 25-02-07    | DoE – Gauteng  | HRD                                     | Deputy Director               |
| 529           | 25-02-07    | DoE – Gauteng  | HRD                                     | Deputy Director               |
| 530           | 25-02-07    | DoE – Gauteng  | HR Planning and Development Agency      | Deputy Director               |
| 531           | 25-02-07    | DoH – KZN  | HRIS / Policy Monitoring and Eval       | Chief Practitioner            |
| 532           | 25-02-07    | DoH – KZN  | HR                                      | Manager                       |
| 533           | 25-02-07    | DoH – KZN  | HR – Policy Development                 | Chief Practitioner            |
| 534           | 04-03-07    | Department of Home Affairs – SA  | Empl Wellness                           | Practitioner [5 posts]        |
| 535           | 04-03-07    | Private Security Industry Regulatory Authority [PSIRA]                 | HR                                      | General Manager               |
| 536           | 04-03-07    | SASSA  | HR Administration                       | Senior Practitioner [9 posts] |
| 537           | 04-03-07    | SASSA  | HRD                                     | Assistant Manager             |
| 538           | 04-03-07    | SASSA  | Perf Management & Development           | Assistant Manager             |
| 539           | 04-03-07    | SASSA  | Empl Wellness                           | Assistant Manager             |
| 540           | 04-03-07    | SASSA  | Empl Wellness                           | Practitioner                  |
| 541           | 04-03-07    | Department of Public Works – Eastern Cape                              | Strategy                                | General Manager               |
| 542           | 04-03-07    | DoE – SA   | Perf Management & Development           | Director                      |
| 543           | 04-03-07    | Department of Economic Affairs, Environment and Tourism – Eastern Cape | ER                                      | Manager                       |
| 544           | 04-03-07    | CALTEX   | HRD                                     | SDF                           |
| 545           | 04-03-07    | Alliance for a Green Revolution in Africa [AGRA]                       | A&E / HRD                               | Officer                       |
| 546           | 04-03-07    | Department of Justice & Constitutional Development – SA                | OD                                      | Assistant Director            |
| 547           | 04-03-07    | University of Waikato  | I/O Psych Lecturing                     | Lecturer / Senior Lecturer    |
| 548           | 04-03-07    | SITA [Promote careers of prev disadvantaged persons]                   | OD                                      | Senior Specialist             |
| 549           | 04-03-07    | Corporate Law Firm VIA The Appointment Firm                            | HR                                      | Director                      |
| 550           | 04-03-07    | UNISA – SBL  | HR Resources and Operations             | Director                      |
| 551           | 11-03-07    | TRANSNET   | Remuneration / HRIS                     | Specialist                    |
| 552           | 11-03-07    | TRANSNET   | HRD                                     | Manager                       |
| 553           | 11-03-07    | Impala Platinum  | HRM                                     | Group Manager                 |
| 554           | 11-03-07    | Impala Platinum  | HRD                                     | Manager                       |
| 555           | 11-03-07    | National Treasury  | HRD                                     | Director                      |
| 556           | 11-03-07    | Department of Agric & Env Affairs – KZN                                | HRM & Administration [HR Maintenance]   | Deputy Manager                |
| 557           | 11-03-07    | Department of Water & Forestry – Eastern Cape                          | HRM                                     | Assistant Director            |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |  |                               |
|---------------|-------------|--|--|-------------------------------|
| 558           | 11-03-07    | Department of Water & Forestry – SA                          | ER   | Deputy Director               |
| 559           | 11-03-07    | Office of the Premier – Mpumalanga                           | HRD Coordination                                 | Assistant Manager             |
| 560           | 11-03-07    | Education, Training & Development Practices SETA – ETDP SETA | HRD Coordination                                 | Manager                       |
| 561           | 11-03-07    | Energy Sector Education and Training Authority – E SETA      | HRD – Skills Development & Planning              | Officer                       |
| 562           | 11-03-07    | X Strata Alloys  | HR   | Superintendent                |
| 563           | 11-03-07    | SARS   | HR   | Manager                       |
| 564           | 11-03-07    | SA Weather Service [SAWS]                                    | HCM  | General Manager               |
| 565           | 11-03-07    | DFA – SA   | HR Management [Attract, select, Develop, Retain] | Deputy Director               |
| 566           | 11-03-07    | Eastern Cape Parks   | Hr   | Executive Director            |
| 567           | 11-03-07    | Public Protector – SA  | HRM  | Assistant Manager             |
| 568           | 11-03-07    | Metropolitan Health Group                                    | HRM  | Manager [2 posts]             |
| 569           | 11-03-07    | Nelson Mandela Bay Municipality                              | Perf Management                                  | Coordinator                   |
| 570           | 11-03-07    | Department of Home Affairs – SA                              | ER   | Senior Practitioner [7 posts] |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                                  | <b>LEVEL</b>                  |
| 571           | 11-03-07    | Department of Public Service and Administration – SA [DPSA]  | HRM – Comp-based                                 | Organisational Psychologist   |
| 572           | 11-03-07    | Department of Justice and Const Development – SA [DOJ&CD]    | HR   | Deputy Director               |
| 573           | 11-03-07    | Department of Justice and Const Development – SA [DOJ&CD]    | R&S  | Assistant Director            |
| 574           | 11-03-07    | SASSA  | ER   | Manager                       |
| 575           | 11-03-07    | DoE – Gauteng  | HRD  | Assistant Director            |
| 576           | 11-03-07    | DoE – Gauteng  | HRD  | Assistant Director            |
| 577           | 11-03-07    | DoE – Gauteng  | HRD  | Assistant Director            |
| 578           | 18-03-07    | Mangosuthu Technikon   | EAP  | Manager                       |
| 579           | 18-03-07    | Mogale City  | ER   | Officer                       |
| 580           | 18-03-07    | Mogale City  | OD / Perf Management                             | Specialist                    |
| 581           | 18-03-07    | SARS   | Empl Equity                                      | Consultant                    |
| 582           | 18-03-07    | Power and Automation Company VIA Praxley Human Capital       | HR   | Group Manager                 |
| 583           | 18-03-07    | Lonmin   | HRD – T&D  | Consultant                    |
| 584           | 18-03-07    | UKZN   | HRM / Org Beh Lecturing                          | Senior Lecturer               |
| 585           | 18-03-07    | UStell   | I/O Psych Lecturing                              | Lecturer                      |
| 586           | 18-03-07    | SA National Biodiversity Institute                           | Empl Wellness                                    | Senior Practitioner           |
| 587           | 18-03-07    | DoH – Gauteng  | HR   | Manager                       |
| 588           | 18-03-07    | Prov Government – Gauteng                                    | HRD  | Specialist                    |
| 589           | 18-03-07    | Prov Government – Gauteng                                    | HRD  | Specialist                    |
| 590           | 18-03-07    | Department Social Development – SA                           | HRD  | Director                      |
| 591           | 18-03-07    | Umgeni Water   | HR Administration                                | Supervisor                    |
| 592           | 18-03-07    | Umgeni Water   | HR Planning                                      | Specialist                    |
| 593           | 18-03-07    | Umgeni Water   | ER   | Officer                       |
| 594           | 18-03-07    | Construction Education and Training Authority [CETA]         | HRD  | Officer                       |
| 595           | 18-03-07    | Construction Education and Training Authority [CETA]         | HRD  | Manager                       |
| 596           | 18-03-07    | Construction Education and Training Authority [CETA]         | Quality Assurance                                | Manager                       |
| 597           | 18-03-07    | Department Housing – SA                                      | HRD – ETD  | Assistant Director            |
| 598           | 18-03-07    | BHP Billiton   | HR   | Manager                       |
| 599           | 18-03-07    | Platinum Producing Mining Company VIA Human Communications   | OD   | Vice-President                |
| 600           | 25-03-07    | Forestry Company VIA Selektion Recruitment                   | HRD  | Manager                       |
| 601           | 25-03-07    | Forestry Company VIA Selektion Recruitment                   | Remuneration                                     | Manager                       |
| 602           | 25-03-07    | PBMR   | OD   | Consultant                    |
| 603           | 25-03-07    | ADTECH Group   | HRD – Skills Development                         | Managing Director             |
| 604           | 25-03-07    | Department of Land Affairs – SA                              | HR   | Practitioner                  |
| 605           | 25-03-07    | Department of Transport – KZN                                | HRD  | Deputy Manager                |
| 606           | 25-03-07    | Department of Transport – KZN                                | HRD – Training                                   | Assistant Manager             |
| 607           | 25-03-07    | Department of Soc Welfare & Pop Development – KZN            | Remuneration                                     | Principal Officer             |
| 608           | 25-03-07    | Northam Platinum Ltd   | HR   | Manager                       |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |   |  |                                 |
|---------------|-------------|---|--|---------------------------------|
| 609           | 25-03-07    | Transport, Education and Training Authority [TETA]          | HRD – Skills Development   | Manager                         |
| 610           | 25-03-07    | Department of Water Affairs & Forestry – SA                 | HR Planning  | Deputy Director                 |
| 611           | 25-03-07    | Department of Land Affairs – SA                             | HC / OD  | Chief Director                  |
| 612           | 25-03-07    | University of Fort Hare                                     | I/O Psych Lecturing  | Professor / Associate Professor |
| 613           | 01-04-07    | Group of International Companies VIA Christine Floeck       | HR   | Group Executive                 |
| 614           | 01-04-07    | Bosch   | HR   | Specialist                      |
| 615           | 01-04-07    | Construction Industry Development Board – CIDB              | HR   | Manager                         |
| 616           | 01-04-07    | PriceWaterhouseCoopers                                      | HRD – Learning & Development                                     | Manager                         |
| 617           | 01-04-07    | PriceWaterhouseCoopers                                      | HR   | National Manager                |
| 618           | 01-04-07    | Department of Soc Development – Free State                  | ER   | Assistant Manager               |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>   | <b>POSITION</b>  | <b>LEVEL</b>                    |
| 619           | 01-04-07    | STATS SA  | ER   | Professional [2 posts]          |
| 620           | 01-04-07    | DoH – Gauteng   | Empl Wellness  | Assistant Director              |
| 621           | 01-04-07    | SPOORNET  | A&E  | Specialists                     |
| 622           | 01-04-07    | Prov Government – Gauteng                                   | ER   | Specialist                      |
| 623           | 01-04-07    | Prov Government – Gauteng                                   | ER   | Team Leader                     |
| 624           | 01-04-07    | Office of the Premier – Gauteng                             | Strategic HR & Management Services                               | Chief Director                  |
| 625           | 01-04-07    | DoH – Gauteng   | HR   | Deputy Director                 |
| 626           | 01-04-07    | Prov Government – Gauteng                                   | HRIS   | Senior Manager                  |
| 627           | 01-04-07    | Department Sport & Recreation – SA                          | ER Management  | Director                        |
| 628           | 01-04-07    | Department Sport & Recreation – SA                          | ER Management  | Manager                         |
| 629           | 01-04-07    | Department Sport & Recreation – SA                          | HR – Special Programmes  | Manager                         |
| 630           | 01-04-07    | Department Sport & Recreation – SA                          | HR – Special Programmes  | Practitioner                    |
| 631           | 01-04-07    | Department Sport & Recreation – SA                          | HR Policy & Planning   | Manager                         |
| 632           | 01-04-07    | Department Sport & Recreation – SA                          | OD   | Practitioner                    |
| 633           | 01-04-07    | University of Johannesburg                                  | Research Methoddepartment of labourogy & Psychometrics Lecturing | Lecturer / Senior lecturer      |
| 634           | 01-04-07    | Municipal Demarcation Board                                 | HR   | Assistant                       |
| 635           | 01-04-07    | Beyond Outsourcing  | ER   | Consultant                      |
| 636           | 01-04-07    | KWV   | HRD: T&D   | Specialist                      |
| 637           | 01-04-07    | Department of labour – SA                                   | OD   | Assistant Manager               |
| 638           | 01-04-07    | Department of labour – SA                                   | HRD – T&D  | Practitioner                    |
| 639           | 01-04-07    | Huge corporation VIA The Working Earth                      | HR   | Executive                       |
| 640           | 08-04-07    | Department of Public Service and Administration – SA [DPSA] | Leadership Development Management                                | Deputy Director                 |
| 641           | 08-04-07    | Buffalo City Municipality                                   | HR   | General Manager                 |
| 642           | 08-04-07    | Buffalo City Municipality                                   | HRD & Perf Management  | Manager                         |
| 643           | 08-04-07    | Buffalo City Municipality                                   | HRD [Learning Facilitation, Development & Perf Optimisation]     | Coordinator                     |
| 644           | 08-04-07    | SASSA   | HR Provisioning and Maintenance                                  | Manager                         |
| 645           | 08-04-07    | SASSA   | ER   | Manager                         |
| 646           | 08-04-07    | SASSA   | HR Provisioning  | Assistant Manager               |
| 647           | 08-04-07    | Higher Colleges of Technology in the United Arab Emirates   | ER, Systems, Remuneration  | Manager                         |
| 648           | 08-04-07    | Small Enterprise Development Agency – SEDA                  | HR   | Consultant                      |
| 649           | 08-04-07    | SASSA   | ER   | Assistant Manager               |
| 650           | 08-04-07    | Makana Municipality   | HR   | Manager                         |
| 651           | 08-04-07    | Anglo Platinum  | HRD – A&E  | Coordinator                     |
| 652           | 08-04-07    | Anglo Platinum  | ER   | Manager                         |
| 653           | 15-04-07    | National Treasury   | ER / Empl Equity   | Specialist                      |
| 654           | 15-04-07    | SA National Parks   | HR   | Head                            |
| 655           | 15-04-07    | PPC Lime  | HRD – Perf Development   | Practitioner                    |
| 656           | 15-04-07    | UCT   | HR   | Advisors                        |
| 657           | 15-04-07    | CBI Electric  | R&S / ER   | Manager                         |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |                                      |                                 |
|---------------|-------------|--|--------------------------------------|---------------------------------|
| 658           | 15-04-07    | Exxaro   | HRD – Learning Department            | Senior Training Officer         |
| 659           | 15-04-07    | Department Land Affairs – SA   | HR                                   | Senior Practitioner             |
| 660           | 15-04-07    | Anglo Platinum   | HR                                   | Senior Professionals            |
| 661           | 15-04-07    | DoH – Gauteng  | HR                                   | Manager                         |
| 662           | 15-04-07    | AngloGold Ashanti  | HR                                   | Management Trainees             |
| 663           | 15-04-07    | University of Venda  | HR / IR Lecturing                    | Professor / Associate Professor |
| 664           | 15-04-07    | University of Venda  | HR / IR Lecturing                    | Senior Lecturer                 |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                      | <b>LEVEL</b>                    |
| 665           | 15-04-07    | Construction Industry Development Board – CIDB                                 | Perf Improvement                     | Manager                         |
| 666           | 22-04-07    | Africa's Best 350 Ltd  | HR                                   | Manager                         |
| 667           | 22-04-07    | ABSA   | HRD                                  | Manager                         |
| 668           | 22-04-07    | University of Witwatersrand  | Remuneration                         | Specialist                      |
| 669           | 22-04-07    | Gemini Consulting  | OD / Change Management               | Consultant                      |
| 670           | 22-04-07    | International Livestock Research Institute (ILRI) – Kenya                      | HR                                   | Director                        |
| 671           | 22-04-07    | SA National Biodiversity Institute   | HR                                   | Senior Practitioner             |
| 672           | 22-04-07    | SA National Biodiversity Institute   | ER                                   | Officer                         |
| 673           | 22-04-07    | SA National Biodiversity Institute   | HRD                                  | Administrator                   |
| 674           | 22-04-07    | ARINSO   | HRIS / Remuneration                  | Professional                    |
| 675           | 22-04-07    | The Presidency – SA  | R&S                                  | Assistant Director              |
| 676a          | 22-04-07    | Department Defence – SA  | I/O Psychologists [Military]         | Chief Psychologists             |
| 676b          | 22-04-07    | Department Defence – SA  | I/O Psychologists [Military]         | Chief Psychologists             |
| 677           | 22-04-07    | International Trade Administration Commission of SA [ITAC]                     | HRM                                  | Specialist                      |
| 678           | 22-04-07    | Department of Sport, Arts, and Culture – North West Province                   | ER                                   | Deputy Director                 |
| 679           | 22-04-07    | Department of Sport, Arts, and Culture – North West Province                   | ER                                   | Assistant Director              |
| 680           | 22-04-07    | Department of Sport, Arts, and Culture – North West Province                   | ER                                   | Senior Practitioner             |
| 681           | 22-04-07    | Department of Sport, Arts, and Culture – North West Province                   | Employee Health & Wellness           | Deputy Director                 |
| 682           | 22-04-07    | Department of Sport, Arts, and Culture – North West Province                   | HRD – Skills Development Facilitator | SDF                             |
| 683           | 22-04-07    | DoH – Gauteng  | HR Administration Management         | Director                        |
| 684           | 22-04-07    | Department of Housing, Local Government and Traditional Affairs – Eastern Cape | Remuneration                         | Manager                         |
| 685           | 22-04-07    | SA National Biodiversity Institute   | R&S                                  | Officer                         |
| 686           | 22-04-07    | Financial Intelligence Centre – SA   | R&S                                  | Senior Coordinator              |
| 687           | 22-04-07    | Shell SA   | HR                                   | Senior Manager                  |
| 688           | 22-04-07    | Shell SA   | HR                                   | Advisor                         |
| 689           | 22-04-07    | Directorate of Special Operations  | HRM                                  | Exec Manager                    |
| 690           | 22-04-07    | Directorate of Special Operations  | R&S                                  | Senior Consultant               |
| 691           | 22-04-07    | Directorate of Special Operations  | Remuneration [Maintenance]           | Senior Consultant               |
| 692           | 22-04-07    | Directorate of Special Operations  | HR – Staff exit                      | Senior Consultant               |
| 693           | 22-04-07    | Directorate of Special Operations  | Perf Management                      | Senior Consultant               |
| 694           | 22-04-07    | Directorate of Special Operations  | ER                                   | Senior Consultant               |
| 695           | 22-04-07    | Directorate of Special Operations  | Empl Wellness                        | Senior Consultant               |
| 696           | 22-04-07    | Directorate of Special Operations  | HR                                   | Assistant Manager               |
| 697           | 22-04-07    | UNISA  | ER                                   | Specialist [3 posts]            |
| 698           | 22-04-07    | Public Protector SA  | HR                                   | Practitioner                    |
| 699           | 22-04-07    | Government Employees Pension Fund – SA   | ER                                   | Manager                         |
| 700           | 22-04-07    | Government Employees Pension Fund – SA   | OD & Development                     | Manager                         |
| 701           | 22-04-07    | Independent Development Trust  | HR                                   | Senior Manager                  |
| 702           | 22-04-07    | Independent Development Trust  | HRD                                  | Consultant                      |
| 703           | 22-04-07    | Independent Development Trust  | R&S                                  | Officer                         |
| 704           | 06-05-07    | Department of Works – KZN  | HR                                   | Practitioner                    |
| 705           | 06-05-07    | AgriSETA   | HRD – Learnerships                   | Manager                         |
| 706           | 06-05-07    | Two Rivers Platinum Mine   | ER                                   | Manager                         |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |                                  |                        |
|---------------|-------------|--|----------------------------------|------------------------|
| 707           | 06-05-07    | Department of Land Affairs – SA  | HRM                              | Assistant Director     |
| 708           | 06-05-07    | Department of Land Affairs – SA  | HR                               | Senior Practitioner    |
| 709           | 06-05-07    | DoH – Eastern Cape   | ER                               | Assistant Director     |
| 710           | 06-05-07    | Department of Public Works – Limpopo   | HRM                              | General Manager        |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                  | <b>LEVEL</b>           |
| 711           | 06-05-07    | Department of Public Works – Limpopo   | Strategy                         | Senior Manager         |
| 712           | 06-05-07    | Department of Public Works – Limpopo   | HRD                              | Manager                |
| 713           | 06-05-07    | Department of Public Works – Limpopo   | HRD / Career Management          | Senior Officer         |
| 714           | 06-05-07    | Department of Public Works – Limpopo   | Perf Management & Development    | Senior Officer         |
| 715           | 06-05-07    | Gauteng Legislature  | ER                               | Specialist             |
| 716           | 06-05-07    | Gauteng Legislature  | HR                               | Business Partner       |
| 717           | 06-05-07    | Gauteng Legislature  | HR Services & Administration     | Specialist             |
| 718           | 06-05-07    | Gauteng Legislature  | R&S                              | Specialist             |
| 719           | 06-05-07    | Gauteng Legislature  | HRD – Talent Development         | Specialist             |
| 720           | 13-05-07    | Harmony Gold Mining Company  | HR                               | Leader                 |
| 721           | 13-05-07    | EDCON  | HRD – Leadership Development     | Manager                |
| 722           | 13-05-07    | EDCON  | HRD – Grad Development           | Manager                |
| 723           | 13-05-07    | EDCON  | HRD – Learnership and Onboarding | Manager                |
| 724           | 13-05-07    | EDCON  | HRD                              | Manager                |
| 725           | 13-05-07    | PriceWaterhouseCoopers   | HRD – Talent Management          | Specialist             |
| 726           | 13-05-07    | PriceWaterhouseCoopers   | HR                               | Practitioner           |
| 727           | 13-05-07    | Post Office  | HR                               | Senior Manager         |
| 728           | 13-05-07    | SARS   | HRD                              | Team Leader            |
| 729           | 13-05-07    | Johannesburg-based company VIA Claire  | HR                               | Director               |
| 730           | 13-05-07    | Mangosuthu Technikon   | HR & Development                 | Officer                |
| 731           | 13-05-07    | Tega   | HR                               | Manager                |
| 732           | 13-05-07    | Ashghal Public Works Authority [Qatar]   | OD                               | Senior Specialist      |
| 733           | 13-05-07    | National Development Agency – NDA  | HR                               | Executive              |
| 734           | 13-05-07    | The Presidency – SA  | HRD                              | Assistant Director     |
| 735           | 13-05-07    | Health and Welfare SETA [HWSETA]   | HRD                              | Officer                |
| 736           | 13-05-07    | Gauteng Legislature  | HR                               | Executive              |
| 737           | 13-05-07    | Mining Qualifications Authority [MQA]  | HRD – Skills Development         | Manager                |
| 738           | 13-05-07    | STATS SA   | HRD                              | Officer                |
| 739           | 13-05-07    | Department of Housing, Local Government and Traditional Affairs – Eastern Cape | ER                               | Manager                |
| 740           | 13-05-07    | Department of Housing, Local Government and Traditional Affairs – Eastern Cape | ER                               | Assistant Manager      |
| 741           | 13-05-07    | International SOS  | HR                               | Manager                |
| 742           | 13-05-07    | Department of Justice and Constitutional Development – SA                      | Change Management                | Deputy Director        |
| 743           | 13-05-07    | Department of Social Development   | OD                               | Assistant Director     |
| 744           | 13-05-07    | Department of Social Development   | ER – Collective Bargaining       | Senior Practitioner    |
| 745           | 13-05-07    | Department of Public Service and Administration – SA [DPSA]                    | Remuneration                     | Assistant Director     |
| 746           | 13-05-07    | Council for Medical Schemes  | HRD – E&T                        | Coordinator            |
| 747           | 13-05-07    | Department of Land Affairs – SA  | HRM                              | Assistant Director     |
| 748           | 13-05-07    | Department of Land Affairs – SA Department of Land Affairs – SA                | HR                               | Senior Practitioner    |
| 749           | 13-05-07    | Department of Land Affairs – SA Department of Land Affairs – SA                | HR Administration & Finance      | Practitioner           |
| 750           | 13-05-07    | Harmony Gold Mining Company Ltd  | HR                               | Leader                 |
| 751           | 20-05-07    | Department of Social Development   | HRM                              | Assistant Director     |
| 752           | 20-05-07    | SASOL  | Remuneration                     | Specialist             |
| 753           | 20-05-07    | National Treasury – SA   | ER & EE                          | Specialist             |
| 754           | 20-05-07    | National Treasury – SA   | OD & Change                      | Specialist             |
| 755           | 20-05-07    | Prov Government – Gauteng  | HR                               | Deputy General Manager |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

| 756    | 20-05-07 | Department of Soc Development – Western Cape                              | Empl Services – HR                                | Assistant Manager         |
|--------|----------|---|---|---------------------------|
| NUMBER | DATE     | ORGANISATION  | POSITION  | LEVEL                     |
| 757    | 20-05-07 | IST Holdings  | HR & Corporate Affairs                            | General Manager           |
| 758    | 20-05-07 | SABC  | HRD – Grp Learning & Development                  | Manager                   |
| 759    | 20-05-07 | SABC  | Career & Leadership Development                   | Manager                   |
| 760    | 20-05-07 | Sentech   | Remuneration                                      | Head                      |
| 761    | 20-05-07 | UKZN – Africa centre for Health & Population Studies                      | T&D   | Manager                   |
| 762    | 20-05-07 | ALCAN Coega   | R&S   | Assistant / Administrator |
| 763    | 20-05-07 | ALCAN Coega   | R&S   | Coordinator               |
| 764    | 20-05-07 | ALCAN Coega   | Remuneration                                      | Coordinator               |
| 765    | 20-05-07 | International Trade Administration Commission of SA [ITAC]                | HR  | Senior Manager            |
| 766    | 20-05-07 | Department Soc Development – Gauteng                                      | OD  | Assistant Director        |
| 767    | 20-05-07 | Department Soc Development – Gauteng Department Soc Development – Gauteng | HR & Records Management [Administration]          | Assistant Director        |
| 768    | 20-05-07 | University of Johannesburg  | HR & Operations                                   | Deputy Vice Chancellor    |
| 769    | 27-05-07 | University of the Witwatersrand   | ER  | Adviser                   |
| 770    | 27-05-07 | Department of Home Affairs – SA   | HR Administration                                 | Director                  |
| 771    | 27-05-07 | Department of Home Affairs – SA   | ER – Org Conduct                                  | Deputy Director           |
| 772    | 27-05-07 | Department of Home Affairs – SA   | Perf Management                                   | Deputy Director           |
| 773    | 27-05-07 | Provincial Treasury – Eastern Cape  | HRM (ER / Skills Development)                     | Senior Manager            |
| 774    | 27-05-07 | Provincial Treasury – Eastern Cape  | HRM (OD & HR Services)                            | Senior Manager            |
| 775    | 27-05-07 | Department of sport & Recreation – SA                                     | HR Administration                                 | Manager                   |
| 776    | 27-05-07 | Department of sport & Recreation – SA                                     | HRM   | Deputy Director           |
| 777    | 27-05-07 | Department of Publ Transport, Roads and Works – Gauteng                   | Perf Management Development System                | Assistant Director        |
| 778    | 27-05-07 | Prov Government – Gauteng   | HRD – Learnerships                                | Specialist                |
| 779    | 27-05-07 | Post Office   | EAP & OD  | Manager                   |
| 780    | 27-05-07 | Post Office   | EAP   | Practitioner              |
| 781    | 27-05-07 | Independent Development Trust – IDT                                       | HRD - Skills Acquisition Programme [Empl Liaison] | Officer                   |
| 782    | 27-05-07 | Emirates Group  | Perf Development [No requirements listed]         | Specialist                |
| 783    | 27-05-07 | Emirates Group  | HR [No requirements listed]                       | Practitioner              |
| 784    | 27-05-07 | Emirates Group  | Career Development [No requirements listed]       | Manager                   |
| 785    | 27-05-07 | Emirates Group  | Remuneration [No requirements listed]             | Specialist                |
| 786    | 27-05-07 | Highveld Steel & Vanadium Corporation Ltd                                 | HRD   | Team member               |
| 787    | 27-05-07 | ASA Metals Dilokong Chrome  | Talent Management [HRM]                           | Manager                   |
| 788    | 27-05-07 | ASA Metals Dilokong Chrome  | HR  | Business Partner          |
| 789    | 27-05-07 | Rand Water  | HR  | Group Manager             |
| 790    | 27-05-07 | Steel Service Centre VIA 011-8278212                                      | HR  | Manager                   |
| 791    | 27-05-07 | Independent Communications Authority of SA [ICASA]                        | HRD – Learning, Performance & OD                  | Senior Consultant         |
| 792    | 27-05-07 | Independent Communications Authority of SA [ICASA]                        | R&S   | Specialist                |
| 793    | 27-05-07 | Department of Science & Technology – SA                                   | HRM   | Manager                   |
| 794    | 27-05-07 | Engen   | HR  | Divisional Manager        |
| 795    | 27-05-07 | Engen   | Talent Management                                 | Manager                   |
| 796    | 03-06-07 | Department of Soc Development – Gauteng                                   | OD & Perf Management                              | Assistant Director        |
| 797    | 03-06-07 | Global organisation VIA Praxley Human Capital                             | Remuneration                                      | Specialist                |
| 798    | 03-06-07 | Lonmin Platinum   | ER  | Consultant                |
| 799    | 03-06-07 | Department of Housing – Gauteng   | HRM   | Director                  |
| 800    | 03-06-07 | Department of Housing – Gauteng   | Org Efficiency                                    | Director                  |
| 801    | 03-06-07 | DoH – Free State  | HR  | General Manager           |
| 802    | 03-06-07 | DoE – Western Cape  | HC Planning                                       | Director                  |
| 803    | 03-06-07 | Dubai Aluminium Company Ltd   | HRD – Management Development Training             | Officer                   |
| NUMBER | DATE     | ORGANISATION  | POSITION  | LEVEL                     |
| 804    | 03-06-07 | Department of Works – KZN   | HRD   | Practitioner              |

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|               |             |   |   |                           |
|---------------|-------------|---|---|---------------------------|
| 805           | 03-06-07    | Mogale City   | OD & EE                                   | Specialist                |
| 806           | 03-06-07    | Department of Economic development & Tourism – Western Cape | Consumer Advisor                          | Advisor                   |
| 807           | 10-06-07    | University of KZN   | HRD                                       | Deputy Director           |
| 808           | 10-06-07    | University of KZN   | Perf Management                           | Manager                   |
| 809           | 10-06-07    | Shell and BP SA Petroleum Refineries [SAPREF]               | HR Administration                         | Administrator             |
| 810           | 10-06-07    | I   | Monitoring & Eval                         | Senior Manager            |
| 811           | 10-06-07    | Prov Government – Gauteng                                   | HRIS                                      | Senior Manager            |
| 812           | 10-06-07    | National Treasury – SA                                      | HR  | Generalist                |
| 813           | 10-06-07    | KUMBA Iron Ore  | HRD – Functional Training                 | Head                      |
| 814           | 10-06-07    | SA Reserve Bank   | Change Management                         | Senior Consultant         |
| 815           | 10-06-07    | Roads Agency – Limpopo                                      | HRD                                       | Officer                   |
| 816           | 10-06-07    | Roads Agency – Limpopo                                      | R&S / Remuneration                        | Officer                   |
| 817           | 10-06-07    | Chemical Company VIA DMA Group                              | HR  | Manager                   |
| 818           | 10-06-07    | United Nations Development Programme [UNDP]                 | HR  | Associate                 |
| 819           | 10-06-07    | Lonmin Platinum   | Empl Wellness – Empl Lifestyle Management | Senior Manager            |
| 820           | 10-06-07    | SARS  | A&E                                       | Team Leader               |
| 821           | 10-06-07    | Department of Economic Development – KZN                    | EAP                                       | Deputy Manager            |
| 822           | 17-06-07    | Department of the Premier – Western Cape                    | ER  | Deputy Director           |
| 823           | 17-06-07    | Department of the Premier – Western Cape                    | OD – Diagnostic Surveys                   | Deputy Director           |
| 824           | 17-06-07    | Department of the Premier – Western Cape                    | OD – Diagnostic Surveys                   | Assistant Director        |
| 825           | 17-06-07    | SARS  | HR Projects                               | Manager / Junior Manager  |
| 826           | 17-06-07    | SARS  | HRIS                                      | Manager                   |
| 827           | 17-06-07    | SARS  | HR Projects                               | Coordinator               |
| 828           | 17-06-07    | Deloitte  | HR  | Senior Manager            |
| 829           | 17-06-07    | Nedbank   | R&S                                       | Manager                   |
| 830           | 17-06-07    | Pikitup – City of Johannesburg                              | HR  | Executive                 |
| 831           | 17-06-07    | Department of Provincial and Local Government – SA [DPLG]   | HRD                                       | Senior Manager            |
| 832           | 17-06-07    | Independent Complaints Directorate – SA                     | ER  | Assistant Manager         |
| 833           | 17-06-07    | Department of Land Affairs – SA                             | HRM                                       | Assistant Director        |
| 834           | 17-06-07    | Department of Land Affairs – SA                             | HR  | Practitioner              |
| 835           | 17-06-07    | Ilembe District Municipality                                | Perf Management                           | Manager                   |
| 836           | 17-06-07    | Ilembe District Municipality                                | Perf Management                           | Officer                   |
| 837           | 17-06-07    | Construction Education and Training Authority [CETA]        | HR  | Officer                   |
| 838           | 17-06-07    | Financial Intelligence Centre – SA                          | HRD                                       | Senior Officer            |
| 839           | 17-06-07    | Financial Intelligence Centre – SA                          | HRD                                       | Officer                   |
| 840           | 17-06-07    | Metropolitan Health Group                                   | HR  | Manager / Senior Manager  |
| 841           | 17-06-07    | Mintek  | OD  | Head                      |
| 842           | 17-06-07    | QUALSA – Metropolitan Health Group                          | EAP                                       | Specialist                |
| 843           | 17-06-07    | QUALSA – Metropolitan Health Group                          | Empl Wellness                             | Trainer                   |
| 844           | 24-06-07    | Civil Aviation Authority [CAA]                              | HR  | Executive/General Manager |
| 845           | 24-06-07    | Parliament of SA  | HRIS                                      | Specialist                |
| 846           | 24-06-07    | Africa Institute of SA                                      | HR  | Manager                   |
| 847           | 24-06-07    | Impala Platinum   | HR  | Manager                   |
| 848           | 24-06-07    | Department of Transport – KZN                               | HRD – SDF                                 | Assistant Manager         |
| 849           | 24-06-07    | Deloitte  | HR  | Manager                   |
| 850           | 24-06-07    | SA Local Government Association [SALGA]                     | Perf Management                           | Head                      |
| 851           | 24-06-07    | Nelson Mandela Bay Municipality                             | HR & Corporate Services                   | Executive Director        |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>   | <b>POSITION</b>                           | <b>LEVEL</b>              |
| 852           | 24-06-07    | Air Traffic & Navigation Services Company Ltd of SA [ATNS]  | HR Services                               | Manager                   |
| 853           | 24-06-07    | Lesotho Highlands Development Authority [LHDA]              | HR  | Manager                   |
| 854           | 24-06-07    | Department of Roads & Transport – Eastern Cape              | HR Provisioning [R&S]                     | Chief Officer             |
| 855           | 24-06-07    | Rhodes University   | I/O Psychology Lecturing                  | Junior Lecturer           |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |   |                                   |                      |
|---------------|-------------|---|-----------------------------------|----------------------|
| 856           | 24-06-07    | Department of Sport & Recreation – SA                 | HR Administrator                  | Senior Administrator |
| 857           | 24-06-07    | BHP Billiton  | HRD                               | Specialist           |
| 858           | 24-06-07    | National Prosecuting Authority [NPA]                  | HRM&D                             | Executive Manager    |
| 859           | 24-06-07    | National Prosecuting Authority [NPA]                  | ER                                | Consultant           |
| 860           | 24-06-07    | National Prosecuting Authority [NPA]                  | HR Staff Maintenance              | Assistant Manager    |
| 861           | 01-07-07    | Umgeni Water  | HR Planning                       | Specialist           |
| 862           | 01-07-07    | Umgeni Water  | Talent Management & OD            | Manager              |
| 863           | 01-07-07    | Office of the Premier – Gauteng                       | HRM & ER                          | Deputy Director      |
| 864           | 01-07-07    | Sublime Technologies                                  | HR                                | Specialist           |
| 865           | 01-07-07    | Meraka Institute [African Advanced Institute for ICT] | HRD                               | Manager              |
| 866           | 01-07-07    | Department of Arts & Culture – SA                     | Perf Management                   | Deputy Director      |
| 867           | 01-07-07    | Department of Arts & Culture – SA                     | Employee Wellness                 | Assistant Director   |
| 868           | 01-07-07    | SA Civil Aviation Authority [CAA]                     | OD & Transformation               | Manager              |
| 869           | 01-07-07    | SA Civil Aviation Authority [CAA]                     | HR Administration & Benefits      | Manager              |
| 870           | 01-07-07    | Labournet   | HR                                | Consultants          |
| 871           | 01-07-07    | Labournet   | ER                                | Consultants          |
| 872           | 01-07-07    | University of KZN                                     | Perf Management                   | Manager              |
| 873           | 01-07-07    | SA Human Rights Commission                            | HR                                | Head                 |
| 874           | 01-07-07    | BHP Billiton  | HRD                               | Superintendent       |
| 875           | 15-07-07    | SARS  | Remuneration                      | Manager              |
| 876           | 15-07-07    | SARS  | Perf Management                   | Manager              |
| 877           | 15-07-07    | SARS  | Perf Management                   | Consultant           |
| 878           | 15-07-07    | Department of Local Government & Housing – Limpopo    | HR Administration                 | Deputy Manager       |
| 879           | 15-07-07    | Department of Local Government & Housing – Limpopo    | R&S                               | Deputy Manager       |
| 880           | 15-07-07    | Department of Local Government & Housing – Limpopo    | Strat Planning                    | Deputy Manager       |
| 881           | 15-07-07    | Department of Local Government & Housing – Limpopo    | Strategy Monitoring and Reporting | Deputy Manager       |
| 882           | 15-07-07    | Department of Local Government & Housing – Limpopo    | Perf Monitoring & Eval            | Manager              |
| 883           | 15-07-07    | Department of Local Government & Housing – Limpopo    | Perf Monitoring & Eval            | Deputy Manager       |
| 884           | 15-07-07    | Emirates Telecommunications Corporation [ETISALAT]    | HR Strategy                       | Senior Manager       |
| 885           | 15-07-07    | Emirates Telecommunications Corporation [ETISALAT]    | Perf Management                   | Senior Manager       |
| 886           | 15-07-07    | Emirates Telecommunications Corporation [ETISALAT]    | HR Planning & Budget              | Specialist           |
| 887           | 15-07-07    | Manufacturer VIA Sandra Zachary                       | Career Development                | Head                 |
| 888           | 15-07-07    | DoH – Gauteng   | HR                                | Deputy Director      |
| 889           | 15-07-07    | Allan Gray  | HR                                | Manager              |
| 890           | 15-07-07    | Prov Government – Gauteng                             | HRD – Learnerships                | Specialist           |
| 891           | 15-07-07    | Prov Administration – KZN                             | Job Evaluation                    | Deputy Manager       |
| 892           | 15-07-07    | EXXARO  | ER                                | Manager              |
| 893           | 15-07-07    | Department of Social Development – Western Cape       | HR                                | Manager              |
| 894           | 15-07-07    | Higher Colleges of Technology – United Emirates       | R&S                               | Manager              |
| 895           | 15-07-07    | Higher Colleges of Technology – United Emirates       | HRIS / ER / Remuneration          | Manager              |
| 896           | 15-07-07    | Higher Colleges of Technology – United Emirates       | Remuneration                      | Coordinator          |
| 897           | 15-07-07    | Higher Colleges of Technology – United Emirates       | Remuneration                      | Analyst              |
| 898           | 15-07-07    | Office of the Premier – Mpumalanga                    | Workstudy & Job Evaluation        | Manager              |
| 899           | 15-07-07    | Office of the Premier – Mpumalanga                    | Workstudy                         | Chief Officer        |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>                                   | <b>POSITION</b>                   | <b>LEVEL</b>         |
| 890           | 15-07-07    | Office of the Premier – Mpumalanga                    | Workstudy                         | Officer              |
| 891           | 15-07-07    | Office of the Premier – Mpumalanga                    | ER                                | Assistant Manager    |
| 892           | 15-07-07    | Office of the Premier – Mpumalanga                    | HRD                               | Assistant Manager    |
| 893           | 15-07-07    | Department of Roads & Transport – Eastern Cape        | HRM                               | General Manager      |
| 894           | 15-07-07    | Department of Works – KZN                             | Job Evaluation                    | Analyst              |
| 895           | 15-07-07    | Koornfontein Mines                                    | HR                                | Manager              |
| 896           | 15-07-07    | Department of Works – KZN                             | Strategic Analysis                | Manager              |



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|               |             |   |                            |                     |
|---------------|-------------|---|----------------------------|---------------------|
| 897           | 15-07-07    | Department of Works – KZN                                     | Job Evaluation             | Deputy Manager      |
| 898           | 15-07-07    | Sohar Aluminium   | HR                         | Manager             |
| 899           | 22-07-07    | Trading & Industrial Group VIA Superskills Consulting         | HR                         | Divisional Manager  |
| 900           | 22-07-07    | University of Zululand  | HRM                        | Executive Director  |
| 901           | 22-07-07    | Spoornet  | Change Management          | Manager             |
| 902           | 22-07-07    | Makana Municipality   | TQM & Perf Management      | Officer             |
| 903           | 22-07-07    | Health Professions Council of SA [HPCSA]                      | HR                         | Manager             |
| 904           | 22-07-07    | DoH – Gauteng   | HRM                        | Assistant Director  |
| 905           | 22-07-07    | Prov Government – Gauteng                                     | OD                         | Specialist          |
| 906           | 22-07-07    | Department of Social Development – Gauteng                    | HRIS / Perf Management     | Assistant Director  |
| 907           | 22-07-07    | Department of Social Development – Gauteng                    | HRD                        | Senior Officer      |
| 908           | 22-07-07    | Department of Social Development – Gauteng                    | HRD                        | Assistant Director  |
| 909           | 22-07-07    | Department of Transport – SA                                  | HR Strategy                | Assistant Director  |
| 910           | 22-07-07    | Department of Works – KZN                                     | HR                         | Practitioner        |
| 911           | 22-07-07    | Department of Community Safety – SA                           | Employee Health & Wellness | Assistant Director  |
| 912           | 22-07-07    | DoH – KZN   | EAP                        | Practitioner        |
| 913           | 22-07-07    | Department Correctional Services – SA                         | HRM                        | Deputy Commissioner |
| 914           | 22-07-07    | Department Correctional Services – SA                         | Workstudy                  | Practitioner        |
| 915           | 22-07-07    | Department Correctional Services – SA                         | HRIS – Persal              | Senior Officer      |
| 916           | 22-07-07    | Department of Justice and Constitutional Development [DOJ&CD] | HR                         | Director            |
| 917           | 22-07-07    | Independent Development Trust                                 | HR                         | Senior Manager      |
| 918           | 22-07-07    | Real Estate Developer VIA Headhunter                          | HR                         | Director            |
| 919           | 22-07-07    | Real Estate Developer VIA Headhunter                          | R&S                        | Manager             |
| 920           | 22-07-07    | Department of Minerals & Energy – SA [DME]                    | HR                         | Head                |
| 921           | 22-07-07    | Department of Minerals & Energy – SA [DME]                    | HRD                        | Manager             |
| 922           | 22-07-07    | Rhodes University   | R&S                        | Manager             |
| 923           | 22-07-07    | University of Zululand  | HRD                        | Manager             |
| 924           | 22-07-07    | University of Zululand  | OD                         | Specialist          |
| 925           | 22-07-07    | University of Zululand  | ER                         | Specialist          |
| 926           | 22-07-07    | University of Zululand  | HRIS                       | Specialist          |
| 927           | 22-07-07    | Department of Agriculture – SA                                | Strategy                   | Director            |
| 928           | 22-07-07    | Anglo Platinum  | HRD                        | Coordinator         |
| 929           | 22-07-07    | Siemens Ltd   | HR                         | Manager             |
| 930           | 22-07-07    | Siemens Ltd   | HR                         | Administrator       |
| 931           | 22-07-07    | Anglo Platinum  | HRD                        | Professionals       |
| 932           | 22-07-07    | West Rand District Municipality                               | HRD – SDF                  | Facilitator         |
| 933           | 22-07-07    | Safety and Security SETA – SASSETA                            | HRD – Leainerships         | Senior Practitioner |
| 934           | 29-07-07    | Department of Works – KZN                                     | ER                         | Assistant Manager   |
| 935           | 29-07-07    | SAPPI   | Remuneration               | Group Manager       |
| 936           | 29-07-07    | Department of Sports, Arts & Culture – North West             | EE / HR Planning           | Assistant Director  |
| 937           | 29-07-07    | National multi-product retailer                               | HR                         | Manager             |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>   | <b>POSITION</b>            | <b>LEVEL</b>        |
| 938           | 29-07-07    | PriceWaterhouseCoopers  | Assessment & Development   | Manager             |
| 939           | 29-07-07    | Pro Musica Productions  | HR                         | Officer             |
| 940           | 29-07-07    | EXXARO  | Org Perf                   | Manager             |
| 941           | 29-07-07    | DoE – Free State  | HRM                        | Director            |
| 942           | 29-07-07    | DoE – Free State  | HR Provisioning            | Assistant Director  |
| 943           | 29-07-07    | STATS SA  | ER                         | Team Leader         |
| 944           | 29-07-07    | STATS SA  | HR                         | Professional        |
| 945           | 29-07-07    | STATS SA  | Perf Management            | Team Leader         |
| 946           | 29-07-07    | Crookes Brothers Ltd  | ER                         | Manager             |
| 947           | 29-07-07    | Grinaker-LTA  | HR                         | Director            |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

| 948    | 29-07-07 | Department of Social Development – Free State                   | HR Advisory Services                      | Assistant Manager        |
|--------|----------|---|---|--------------------------|
| 949    | 29-07-07 | DFA – SA  | HR Administration                         | Principal Officer        |
| 950    | 29-07-07 | DFA – SA  | HR  | Practitioner             |
| 951    | 29-07-07 | DoH – Western Cape  | HR  | Deputy Director          |
| 952    | 05-08-07 | Elizabeth Glaser Pediatric AIDS Foundation                      | HR  | Officer                  |
| 953    | 05-08-07 | Department of Transport – KZN                                   | HRD                                       | Senior Officer           |
| 954    | 05-08-07 | SA Diamonds and Precious Metals Regulator                       | HR  | Manager                  |
| 955    | 05-08-07 | Panorama Medi-Clinic  | HR  | Manager                  |
| 956    | 05-08-07 | DoH – Free State  | ER  | Assistant Manager        |
| 957    | 05-08-07 | Department of Social Development – SA                           | HRD – SDF                                 | Facilitator              |
| 958    | 05-08-07 | Post Office   | ER  | Specialist               |
| 959    | 05-08-07 | Grindrod Ltd  | HR  | Executive                |
| 960    | 05-08-07 | SASOL   | HR  | Manager                  |
| 961    | 05-08-07 | Airports Company of SA  | ER  | Head of Department       |
| 962    | 05-08-07 | Mondi Business Paper  | HR  | Practitioner             |
| 963    | 12-08-07 | Department of Justice & Constitutional Development – SA         | ER  | Senior Consultant        |
| 964    | 12-08-07 | Department of Justice & Constitutional Development – SA         | R&S                                       | Assistant Director       |
| 965    | 12-08-07 | Deloitte  | Consulting                                | Manager / Senior Manager |
| 966    | 12-08-07 | DoH – Gauteng   | HR  | Manager                  |
| 967    | 12-08-07 | Department of Prov and Local Government – SA [DPLG]             | HRM Systems                               | Senior Manager           |
| 968    | 12-08-07 | Impala Platinum   | HRD – T&D                                 | Manager                  |
| 969    | 12-08-07 | Legal Aid Board   | HR  | Executive                |
| 970    | 12-08-07 | SA Human Rights Commission                                      | HR  | Head                     |
| 971    | 12-08-07 | DoH – Free State  | HRM                                       | Senior Manager           |
| 972    | 12-08-07 | Edcon   | HRD                                       | Executive                |
| 973    | 19-08-07 | Rosebank College  | HR  | Manager                  |
| 974    | 19-08-07 | University of the Free State                                    | HR  | Assistant Director       |
| 975    | 19-08-07 | Department of Agriculture – SA                                  | Workstudy                                 | Senior Officer           |
| 976    | 19-08-07 | Vertex-Kapele   | R&S                                       | Consultant               |
| 977    | 19-08-07 | LR Constancy VIA ILS-SA   | ER  | Consultant               |
| 978    | 19-08-07 | DRD Gold SA   | HR  | Senior Officer           |
| 979    | 19-08-07 | Lonmin Platinum   | HRD                                       | Senior Consultant        |
| 980    | 19-08-07 | Kungwini Local Municipality                                     | IDP & Perf Management                     | Manager                  |
| 981    | 19-08-07 | Kungwini Local Municipality                                     | HR  | Manager                  |
| 982    | 19-08-07 | Kungwini Local Municipality                                     | Perf Management                           | Officer                  |
| 983    | 19-08-07 | Companies and Intellectual Property Registration Office [CIPRO] | Org Perf & Strat Planning                 | Senior Manager           |
| 984    | 19-08-07 | Department of Defence – SA                                      | Integrated Management Systems             | Director                 |
| 985    | 19-08-07 | Department of Defence – SA                                      | Perf Management                           | Deputy Director          |
| NUMBER | DATE     | ORGANISATION  | POSITION                                  | LEVEL                    |
| 986    | 19-08-07 | Provincial Legislature – North West                             | ER  | Officer                  |
| 987    | 19-08-07 | Great Basin Gold Ltd  | HRD                                       | Manager                  |
| 988    | 19-08-07 | Department of Works – KZN                                       | ER  | Assistant Manager        |
| 989    | 19-08-07 | Safety and Security SETA [SASSETA]                              | HRD – Skills Development & Administration | Senior Manager           |
| 990    | 19-08-07 | Safety and Security SETA [SASSETA]                              | HRD – Skills Development & Administration | Practitioner             |
| 991    | 19-08-07 | Department of Local Government – Gauteng                        | HRM                                       | Director                 |
| 992    | 19-08-07 | Department of Transport – KZN                                   | Job Evaluation                            | Assistant Manager        |
| 993    | 19-08-07 | Rhodes University   | HRD                                       | Officer                  |
| 994    | 19-08-07 | Provincial Treasury – Eastern Cape                              | OD & Perf Management                      | Practitioner             |
| 995    | 19-08-07 | Department of Roads and Transport – Eastern Cape                | ER  | Officer                  |
| 996    | 19-08-07 | Comair Ltd  | HRD                                       | Manager                  |
| 997    | 19-08-07 | SA Rail Commuter Corporation Ltd                                | HR  | Executive Manager        |
| 998    | 19-08-07 | DoH – Eastern Cape  | Employee Health                           | Senior Manager           |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |                                    |  |
|---------------|-------------|--|------------------------------------|--|
| 999           | 19-08-07    | Department of Local Government and Housing – Limpopo                   | ER                                 | Deputy Manager   |
| 1000          | 19-08-07    | Department of Local Government and Housing – Limpopo                   | Remuneration                       | Manager  |
| 1001          | 19-08-07    | Department of Local Government and Housing – Limpopo                   | Remuneration                       | Deputy Manager   |
| 1002          | 19-08-07    | Department of Local Government and Housing – Limpopo                   | HR Systems                         | Deputy Manager   |
| 1003          | 19-08-07    | Department of Local Government and Housing – Limpopo                   | Perf Management                    | Deputy Manager   |
| 1004          | 26-08-07    | International financial services group VIA Fusion Outsourcing Services | HR                                 | Manager  |
| 1005          | 26-08-07    | Department of Community Safety – Western Cape                          | Strategic Planning and Reporting   | Deputy Director  |
| 1006          | 26-08-07    | Department of Community Safety – Western Cape                          | Strategic Planning and Reporting   | Assistant Director   |
| 1007          | 26-08-07    | Department of Community Safety – Western Cape                          | Strategic Implementation Support   | Assistant Director   |
| 1008          | 26-08-07    | BHP Billiton   | HRD                                | Manager  |
| 1009          | 26-08-07    | BHP Billiton   | HR                                 | Manager  |
| 1010          | 26-08-07    | City of Tshwane  | Strategic HR                       | Executive Director   |
| 1011          | 26-08-07    | DoE – Western Cape   | HRM                                | Chief Director   |
| 1012          | 26-08-07    | Department of the Premier – Western Cape                               | OD                                 | Deputy Director  |
| 1013          | 26-08-07    | Department of the Premier – Western Cape                               | HR Knowledge Management            | Assistant Director   |
| 1014          | 26-08-07    | Parliament of SA   | Job Design & Eval                  | Analyst  |
| 1015          | 26-08-07    | Parliament of SA   | R&S                                | Coordinator  |
| 1016          | 26-08-07    | Parliament of SA   | ER                                 | Practitioner   |
| 1017          | 26-08-07    | Parliament of SA   | HR Administration                  | Administrator  |
| 1018          | 26-08-07    | Eastern Cape Development Corporation [ECDC]                            | HR                                 | Manager  |
| 1019          | 26-08-07    | Department of Justice and Constitutional Development                   | ER                                 | Officer  |
| 1020          | 26-08-07    | Department of Land Affairs – SA  | HR                                 | Senior Practitioner  |
| 1021          | 26-08-07    | Department of Provincial and Local Government – SA                     | OD                                 | Senior Manager   |
| 1022          | 26-08-07    | University of Limpopo  | HR                                 | Executive Director   |
| 1023          | 26-08-07    | Department of Transport – KZN  | EAP                                | Assistant Manager  |
| 1024          | 26-08-07    | Department of Transport – KZN  | Empl Equity                        | Senior Practitioner  |
| 1025          | 26-08-07    | Agricultural Company VIA The Talent Connection                         | HR                                 | Director   |
| 1026          | 26-08-07    | Department of Social Development – Western Cape                        | HR Administration                  | Controller   |
| 1027          | 26-08-07    | Department of Social Development – Western Cape                        | Transformation / Change Management | Assistant Manager  |
| 1028          | 26-08-07    | DoH – Gauteng  | Empl Wellness                      | Practitioner   |
| 1029          | 26-08-07    | STATS SA   | R&S                                | Assistant  |
| 1030          | 26-08-07    | STATS SA   | HRD                                | Professional   |
| 1031          | 26-08-07    | Department of Cultural Affairs and Sport – Western Cape                | HR & General Support Services      | Director   |
| 1032          | 26-08-07    | DoE – Free State   | Empl Wellness                      | Deputy Director  |
| 1033          | 26-08-07    | DoE – Free State   | HR & Auxiliary Services            | Deputy Director  |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>                    | <b>LEVEL</b>   |
| 1034          | 26-08-07    | DoE – Free State   | ER                                 | Deputy Director  |
| 1035          | 26-08-07    | Department of Trade and Industry – SA [DTI]                            | OD & Transformation                | Director   |
| 1036          | 26-08-07    | Department of Trade and Industry – SA [DTI]                            | Change Management                  | Deputy Director  |
| 1037          | 26-08-07    | Department of Trade and Industry – SA [DTI]                            | HR Operations                      | Manager  |
| 1038          | 26-08-07    | Department of Trade and Industry – SA [DTI]                            | R&S                                | Assistant Director   |
| 1039          | 26-08-07    | Barrick Africa   | R&S                                | Expert   |
| 1040          | 26-08-07    | ABB Group of Companies   | HRD                                | Senior Manager   |
| 1041          | 02-09-07    | NWK Group  | Change Management                  | Manager  |
| 1042          | 02-09-07    | Deloitte   | Perf Management                    | Senior Consultant  |
| 1043          | 02-09-07    | Deloitte   | Research – Surveys                 | Senior Consultant  |
| 1044          | 02-09-07    | SASOL  | HR – Talent Management             | Specialist   |
| 1045          | 02-09-07    | Monash University – SA   | HRM                                | Lecturer / Senior Lecturer / Associate Professor / Professor |
| 1046          | 02-09-07    | Department of Transport, Roads, and Public Works                       | ER                                 | Assistant Director   |
| 1047          | 02-09-07    | Anglo American   | HR                                 | Head   |
| 1048          | 02-09-07    | University of Witwatersrand  | HRD – Exec Educ                    | Director   |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|               |             |  |  |                            |
|---------------|-------------|--|--|----------------------------|
| 1049          | 02-09-07    | Department of Agriculture, Conservation and Environment – Gauteng    | HRM  | Deputy Director            |
| 1050          | 02-09-07    | DoH – Gauteng  | ER   | Middle Manager             |
| 1051          | 02-09-07    | Debswana   | OD & Talent Management   | Manager                    |
| 1052          | 02-09-07    | Prov Government – Gauteng  | Change Management  | Specialist                 |
| 1053          | 02-09-07    | University of Venda  | HR & ER Lecturing  | Senior Lecturer / Lecturer |
| 1054          | 02-09-07    | Department of Sport & Recreation – SA                                | HR Policy & Planning   | Practitioner               |
| 1055          | 02-09-07    | National Treasury – SA   | Talent Management  | Specialist                 |
| 1056          | 02-09-07    | Metropolitan Health Group  | HR Consulting  | Consultant                 |
| 1057          | 09-09-07    | University of Stellenbosch   | I/O Psychology Lecturing   | Lecturer / Junior Lecturer |
| 1058          | 09-09-07    | Office of the Premier – KZN  | Monitoring & Evaluation  | Manager                    |
| 1059          | 09-09-07    | Department of Transport – SA   | R&S  | Deputy Director            |
| 1060          | 09-09-07    | Department of Foreign Affairs  | ER   | Deputy Director            |
| 1061          | 09-09-07    | Parliament of SA   | HRD – SDF  | Facilitator                |
| 1062          | 09-09-07    | Financial Services Board   | HRD – Learning & Development                                       | Manager                    |
| 1063          | 09-09-07    | Financial Services Board   | HR   | Senior Officer             |
| 1064          | 09-09-07    | DoH – Northern Cape  | HRM  | Deputy Director            |
| 1065          | 09-09-07    | DoH – Northern Cape  | ER   | Deputy Director            |
| 1066          | 09-09-07    | Metropolitan Health Group  | Employee Support Services  | Manager                    |
| 1067          | 09-09-07    | Ethekewini Municipality  | Empl Policy and Administration                                     | Senior Manager             |
| 1068          | 09-09-07    | Metropolitan Health Group  | HR   | Consultant                 |
| 1069          | 09-09-07    | Department of Transport – SA   | R&S  | Deputy Director            |
| 1070          | 09-09-07    | SARS   | HR   | Consultant                 |
| 1071          | 09-09-07    | Consumer Lifestyle and Tech Business VIA Memela Pratt & Assoc        | HR   | General Manager            |
| 1072          | 09-09-07    | McCain Foods   | Change Management – Transformation                                 | Manager                    |
| 1073          | 09-09-07    | Construction Industry Development Board [CIDB]                       | HR   | Manager                    |
| 1074          | 16-09-07    | Security Printing Company VIA Recruitment Officer                    | HR Administration  | Administrator              |
| 1075          | 16-09-07    | Skills Academy SA  | HRD  | Trainer                    |
| 1076          | 16-09-07    | SA Civil Aviation Authority [CAA]                                    | ER   | Manager                    |
| 1077          | 16-09-07    | Tourism, Hospitality, and Sport Education & Training Authority THETA | E&T Quality Assurance  | Assuror                    |
| 1078          | 16-09-07    | Lonmin Platinum  | HC   | Senior Manager             |
| 1079          | 16-09-07    | Health & Welfare SETA  | HRD – Learner Achievement  | Officer                    |
| 1080          | 16-09-07    | University of Pretoria   | HRM Lecturing  | Head of Department         |
| <b>NUMBER</b> | <b>DATE</b> | <b>ORGANISATION</b>  | <b>POSITION</b>  | <b>LEVEL</b>               |
| 1081          | 23-09-07    | Independent Development Trust [IDT]                                  | HRD  | Senior Manager             |
| 1082          | 23-09-07    | DoE – Gauteng  | HRMIS  | Assistant Director         |
| 1083          | 23-09-07    | Department of Land Affairs – SA                                      | HR   | Senior Practitioner        |
| 1084          | 23-09-07    | Department of Land Affairs – SA                                      | HR   | Chief Officer              |
| 1085          | 23-09-07    | Department of Land Affairs – SA                                      | HR   | Principal Officer          |
| 1086          | 23-09-07    | Department of Works – KZN  | HRD – Skills Management  | Manager                    |
| 1087          | 23-09-07    | Prov Government – Gauteng  | Corporate Performance Monitoring & Reporting                       | Specialist                 |
| 1088          | 23-09-07    | Road Accident Fund   | HR   | Senior Officer             |
| 1089          | 23-09-07    | Regent Insurance Company   | HR   | Manager                    |
| 1090          | 23-09-07    | Safety & Security SETA [SASSETA]                                     | HIV/AIDS & EAP   | Coordinator                |
| 1091          | 23-09-07    | SARS   | Assmt & Job Profiling  | Consultant                 |
| 1092          | 23-09-07    | Department of Social Development – SA                                | HR & OD  | Senior Manager             |
| 1093          | 23-09-07    | National Prosecuting Authority [NPA]                                 | OD   | Manager                    |
| 1094          | 23-09-07    | DoE – Gauteng  | HR Administration Procedures development and Establishment Control | Deputy Director            |
| 1095          | 23-09-07    | DoE – Gauteng  | Perf Management  | Assistant Director         |
| 1096          | 23-09-07    | DoE – Gauteng  | HR Administration  | Deputy Director            |
| 1097          | 23-09-07    | DoE – Gauteng  | Perf Management  | Deputy Director            |
| 1098          | 23-09-07    | Africa Institute of SA   | HR   | Manager                    |

APPENDIX A: DESCRIPTION OF ADVERTISEMENTS

|                    |          |  |  |                                |
|--------------------|----------|--|--|--------------------------------|
| 1099               | 23-09-07 | Office of the Premier – Eastern Cape                 | HR   | Consultant                     |
| 1100               | 23-09-07 | Office of the Premier – Eastern Cape                 | Employee Wellness  | Practitioner                   |
| 1101               | 23-09-07 | Mining and processing company VIA TranSearch         | Talent Management  | Consultant                     |
| 1102               | 23-09-07 | University of KZN                                    | HRD – T&D  | Manager                        |
| 1103               | 23-09-07 | DoH – Eastern Cape                                   | Strategy & Org Performance                                   | Executive Manager              |
| 1104               | 23-09-07 | Deloitte   | OD   | Senior Consultant / Consultant |
| 1105               | 23-09-07 | SABC   | Remuneration   | Manager                        |
| 1106               | 23-09-07 | British American Tobacco                             | HRD – Learning   | Manager                        |
| 1107               | 23-09-07 | Department of Welfare & Population Development – KZN | EAP  | Assistant Manager              |
| 1108               | 23-09-07 | Department of Welfare & Population Development – KZN | HR Provisioning  | Assistant Manager              |
| 1109               | 23-09-07 | Department of Welfare & Population Development – KZN | Remuneration & Benefits – Service Conditions                 | Assistant Manager              |
| 1110               | 23-09-07 | Department of Welfare & Population Development – KZN | Workstudy  | Analysts                       |
| 1111               | 23-09-07 | Department of Welfare & Population Development – KZN | HRD – Skills Development Strategies                          | Assistant Manager              |
| 1112 <sup>47</sup> | 23-09-07 | Department of Welfare & Population Development – KZN | HRD – Educational, Training, and Development<br>Practitioner | Practitioner                   |

<sup>47</sup> Advertisements 29, 407 and 676 each represents two advertisements (a and b).

**APPENDIX B**  
**OVERLAP BETWEEN OCCUPATIONAL CATEGORIES**

APPENDIX B: OVERLAP BETWEEN OCCUPATIONAL CATEGORIES

|                            | Total number of advertisements | A1: Assmt & Eval | C1: Career Mngmt | C2: Consulting | C3: Consumer Psych | E1: EAP | E2: Employee Equity | H1: HR Admin & Mngmt | H2: HR Development | H3: HR Info Systems | H4: HR Planning | I1: Industrial / Org Psych | I2: Employee Relations | L1: Lecturing | O1: Org Development | O2: Org HS&W | P1: Performance Mngmt | Q1: Quality Assurance | R1: Recr & Selection | R2: Remuneration | R3: Research | W1: Workstudy |
|----------------------------|--------------------------------|------------------|------------------|----------------|--------------------|---------|---------------------|----------------------|--------------------|---------------------|-----------------|----------------------------|------------------------|---------------|---------------------|--------------|-----------------------|-----------------------|----------------------|------------------|--------------|---------------|
| A1: Assmt & Evaluation     | 9                              | X                |                  |                |                    | 1       |                     |                      |                    |                     |                 |                            |                        |               |                     |              |                       |                       |                      |                  | 1            |               |
| C1: Career Mngmt           | 23                             |                  | X                |                |                    |         |                     |                      |                    |                     |                 |                            |                        |               |                     |              |                       |                       |                      |                  |              |               |
| C2: Consulting             | 35                             |                  |                  | X              |                    |         |                     |                      |                    |                     |                 |                            |                        |               |                     |              |                       |                       |                      |                  |              |               |
| C3: Cons Psych             | 1                              |                  |                  |                | X                  |         |                     |                      |                    |                     |                 |                            |                        |               |                     |              |                       |                       |                      |                  |              |               |
| E1: EAP                    | 17                             |                  |                  |                |                    | X       |                     |                      |                    |                     |                 |                            |                        |               |                     |              |                       | 1                     |                      |                  | 2            |               |
| E2: Employee Equity        | 7                              |                  |                  |                |                    |         | X                   |                      |                    |                     |                 |                            |                        |               |                     |              |                       |                       |                      |                  |              |               |
| H1: HR Admin & Mngmt       | 317                            |                  | 48               |                |                    |         |                     | X                    | 139                | 60                  | 63              |                            | 141                    |               | 89                  | 56           | 126                   |                       | 171                  | 78               | 21           |               |
| H2: HR Development         | 205                            |                  | 22               |                |                    |         |                     | 16                   | X                  | 3                   |                 |                            | 3                      |               | 8                   | 2            | 10                    |                       |                      |                  | 91           |               |
| H3: HR Info Systems        | 25                             |                  |                  |                |                    |         |                     |                      |                    | X                   | 2               |                            |                        |               |                     |              |                       |                       |                      | 1                |              |               |
| H4: HR Planning            | 48                             |                  |                  |                |                    |         |                     | 7                    |                    |                     | X               |                            |                        |               |                     |              |                       |                       |                      |                  |              |               |
| I1: Industrial / Org Psych | 4                              |                  | 2                |                |                    |         |                     |                      | 1                  |                     |                 | X                          |                        |               |                     |              |                       |                       | 4                    |                  | 1            |               |
| I2: Employee Relations     | 128                            |                  |                  |                |                    |         |                     |                      |                    |                     |                 |                            | X                      |               |                     | 10           |                       |                       |                      | 1                |              |               |
| L1: Lecturing              | 22                             |                  | 7                |                |                    |         |                     |                      |                    |                     |                 |                            |                        | X             |                     |              |                       |                       |                      |                  | 22           |               |
| O1: Org Development        | 92                             | 1                | 6                |                |                    |         | 18                  |                      | 14                 | 7                   | 5               |                            |                        |               | X                   |              | 24                    |                       |                      | 6                | 21           |               |
| O2: Org HS&W               | 24                             |                  |                  |                |                    |         |                     |                      |                    |                     |                 |                            |                        |               |                     | X            |                       |                       |                      |                  | 8            |               |
| P1: Performance Mngmt      | 42                             |                  | 1                |                |                    |         |                     |                      |                    | 11                  |                 |                            |                        |               |                     |              | X                     |                       |                      |                  | 20           |               |
| Q1: Quality Assurance      | 7                              |                  |                  |                |                    |         |                     |                      |                    | 3                   |                 |                            |                        |               |                     |              |                       | X                     |                      |                  |              |               |
| R1: Recr & Selection       | 52                             | 1                |                  |                |                    |         |                     |                      |                    | 18                  | 4               |                            |                        |               |                     |              |                       |                       | X                    |                  | 7            |               |
| R2: Remuneration           | 25                             |                  |                  |                |                    |         |                     |                      |                    | 4                   |                 |                            |                        |               |                     |              |                       |                       |                      | X                | 12           |               |
| R3: Research               | 5                              |                  |                  |                |                    |         |                     |                      |                    |                     |                 |                            |                        |               |                     |              |                       |                       |                      |                  | X            |               |
| W1: Workstudy              | 27                             |                  |                  |                |                    |         |                     |                      |                    |                     |                 |                            |                        |               |                     |              |                       |                       |                      |                  | 5            | X             |
| <b>TOTAL</b>               | 1115 <sup>48</sup>             | 2                | 86               | 0              | 0                  | 1       | 18                  | 23                   | 154                | 106                 | 74              | 0                          | 144                    | 0             | 97                  | 68           | 160                   | 1                     | 175                  | 86               | 191          | 0             |

<sup>48</sup> This total only applies to the vertical column (Total number of advertisements).

## **APPENDICES C-W**

### **KPA THEMES**



**APPENDIX C: KPA THEME – ASSESSMENT AND EVALUATION**

| <b>Key performance area</b>   | <b>N</b> | <b>Advertisement #</b> |     |     |     |     |     |      |  |
|---|----------|------------------------|-----|-----|-----|-----|-----|------|--|
| <b>Ad hoc projects</b><br>• Implementation of ad hoc human capital projects   | <b>1</b> | 938                    |     |     |     |     |     |      |  |
| <b>Assessment and development centres</b><br>• Sourcing and management of assessment projects<br>• Operational management of centres<br>• Development and implementation of assessment projects<br>• Coordination of electronic assessments<br>• Scheduling of assessments  | <b>7</b> | 189                    | 423 | 499 | 651 | 820 | 938 | 1091 |  |
| <b>Compliance</b><br>• Compliance with HPCSA regulations pertaining to assessment of employees<br>• Development of appropriate policies and procedures<br>• Ensuring accuracy, relevance, and fairness<br>• Ensuring quality consistency<br>• Consideration of new processes to improve efficiency<br>• Establishment and maintenance of best practice assessment and evaluation activities | <b>3</b> | 189                    | 337 | 423 |     |     |     |      |  |
| <b>Counselling services</b><br>• Provision of counselling services  | <b>1</b> | 1091                   |     |     |     |     |     |      |  |
| <b>Database</b><br>• Development and maintenance of skills database   | <b>1</b> | 499                    |     |     |     |     |     |      |  |
| <b>Employee assistance programme (EAP)</b><br>• Implementation and evaluation of EAP programme  | <b>2</b> | 621                    | 938 |     |     |     |     |      |  |

|  |   |     |     |      |     |      |  |  |  |
|--|---|-----|-----|------|-----|------|--|--|--|
| <b>Job analysis, evaluation, profiling</b> <ul style="list-style-type: none"> <li>• Revision of job profiles</li> <li>• Identification of competencies</li> <li>• Reviewing competency profiles of existing jobs</li> <li>• Implementation and management of competency architecture</li> </ul>  | 3 | 337 | 621 | 1091 |     |      |  |  |  |
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Implementation of operational / business plan</li> <li>• People management</li> <li>• Staff development</li> <li>• Administrative and logistical management</li> <li>• User and system support</li> <li>• Resource organization and assignment</li> </ul> | 3 | 651 | 820 | 938  |     |      |  |  |  |
| <b>Psychometric assessment</b> <ul style="list-style-type: none"> <li>• Administration of assessments</li> <li>• Provision of feedback</li> <li>• Preparation of assessment reports</li> <li>• Ensuring confidential and appropriate recording of results</li> <li>• Ensuring adequate filing of records and results</li> </ul>              | 5 | 189 | 337 | 621  | 938 | 1091 |  |  |  |
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Preparation of management reports</li> </ul>   | 1 | 337 |     |      |     |      |  |  |  |
| <b>Research</b> <ul style="list-style-type: none"> <li>• Conducting assessment and evaluation research</li> </ul>  | 1 | 337 |     |      |     |      |  |  |  |
| <b>Training</b> <ul style="list-style-type: none"> <li>• Provision of training on competence-based assessment</li> <li>• Provision of training on competence-based recruitment</li> </ul>  | 1 | 337 |     |      |     |      |  |  |  |

**APPENDIX D: KPA THEME – CAREER MANAGEMENT**

| <b>Key performance area</b>  | <b>N</b> | <b>Advertisement #</b> |     |     |      |     |     |     |     |
|--|----------|------------------------|-----|-----|------|-----|-----|-----|-----|
| <b>Alignment</b> <ul style="list-style-type: none"> <li>• Ensuring synergy and alignment between career management policies, strategies, and processes, for example: <ul style="list-style-type: none"> <li>- Career management system and best practice requirements</li> <li>- Competency- and skills development databases</li> <li>- Career development programmes and skills plans</li> <li>- Incentive awards and budgetary resources</li> </ul> </li> </ul> | <b>4</b> | 194                    | 759 | 787 | 1044 |     |     |     |     |
| <b>Assessment and development centres</b> <ul style="list-style-type: none"> <li>• Establishment of assessment and/or development centre</li> <li>• Management of service providers</li> <li>• Revision and validation of competence assessment battery</li> <li>• Development and maintenance of a competency database</li> <li>• Alignment of competence- and skills development databases</li> </ul>  | <b>8</b> | 228                    | 293 | 294 | 445  | 492 | 565 | 759 | 795 |
| <b>Benchmarking</b> <ul style="list-style-type: none"> <li>• Collating information (conducting research) and data on local, national, and global partners and competitors</li> <li>• Establishment and maintenance of best practice career management activities</li> </ul>  | <b>8</b> | 24                     | 194 | 294 | 330  | 388 | 480 | 492 | 787 |

|  |           |           |            |            |            |            |             |     |     |
|--|-----------|-----------|------------|------------|------------|------------|-------------|-----|-----|
| <p><b>Communication and liaison</b></p> <ul style="list-style-type: none"> <li>• Development of internal and external networks (e.g., employees, line managers, recruitment agencies, headhunters)</li> <li>• Development of a career management communication strategy</li> <li>• Development of partnerships with stakeholders</li> <li>• Consulting with employees with regards to career management</li> <li>• Provision of advice</li> <li>• Provision of advisory support to line managers at operational and strategic level (e.g., identified positions or individuals, competency framework, performance management)</li> <li>• Provision of feedback to management</li> <li>• Facilitation of career management</li> </ul> | <b>14</b> | 24<br>492 | 194<br>565 | 228<br>725 | 293<br>787 | 294<br>887 | 336<br>1055 | 388 | 480 |
| <p><b>Competency framework</b></p> <ul style="list-style-type: none"> <li>• Development and implementation of competency framework</li> <li>• Development of competency profiles</li> <li>• Identification of job-specific competencies</li> <li>• Identification of prioritised jobs</li> </ul>   | <b>3</b>  | 293       | 394        | 1055       |            |            |             |     |     |
| <p><b>Identification of critical positions and individuals</b></p> <ul style="list-style-type: none"> <li>• Design systems and processes to identify critical positions and individuals and link them to career paths</li> <li>• Specification of entry requirements as well as requirements for progression within specific career paths</li> </ul>   | <b>2</b>  | 228       | 394        |            |            |            |             |     |     |

|  |           |           |            |            |            |             |             |             |     |
|--|-----------|-----------|------------|------------|------------|-------------|-------------|-------------|-----|
| <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• Monitor implementation of career management system</li> <li>• Formulation of compliance, trend, progress and strategic management reports</li> <li>• Provision of feedback to management to facilitate decision-making and planning</li> </ul>  | <b>5</b>  | 194       | 294        | 445        | 759        | 1055        |             |             |     |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Negotiation of strategic and operational objectives</li> <li>• People management</li> <li>• Budget management (e.g., proposal and tender submissions)</li> <li>• Business development in functional area</li> <li>• Provision of leadership</li> </ul>   | <b>5</b>  | 24        | 194        | 228        | 725        | 787         |             |             |     |
| <p><b>Strategic career management</b></p> <ul style="list-style-type: none"> <li>• Translate business strategy into career management strategy</li> <li>• Implementation of career management policy and executive decisions</li> <li>• Development of integrated career management framework (career management architecture)</li> <li>• Support achievement of strategic and operational objectives through implementation of policies that optimise staffing and talent supply and meet requirements</li> <li>• Development and management of talent and capability agenda (<i>talent pipeline / talent pool / talent skillpool</i>)</li> </ul> | <b>15</b> | 24<br>565 | 194<br>759 | 293<br>787 | 330<br>887 | 336<br>1044 | 388<br>1055 | 492<br>1101 | 496 |

|   |           |     |      |      |     |      |     |     |     |
|---|-----------|-----|------|------|-----|------|-----|-----|-----|
| <b>Strategies (Career management)</b> <ul style="list-style-type: none"> <li>• Implementation of career management procedures and interventions (<i>career management toolkit</i>), for example:                             <ul style="list-style-type: none"> <li>- Bursary programmes</li> <li>- Career incidents</li> <li>- Career paths</li> <li>- Coaching</li> <li>- Accelerated development programmes targeting hard and/or soft skills</li> <li>- Diversity management</li> <li>- Integrated individual development plans</li> <li>- Learnerships</li> <li>- Mentoring</li> <li>- Performance management</li> <li>- Recruitment / talent attraction</li> <li>- Retention</li> <li>- Reward and recognition framework</li> <li>- Selection</li> <li>- Succession planning</li> </ul> </li> </ul> | <b>19</b> | 24  | 194  | 228  | 293 | 294  | 330 | 336 | 394 |
|   |           | 445 | 480  | 492  | 496 | 565  | 759 | 787 | 795 |
|   |           | 887 | 1055 | 1101 |     |      |     |     |     |
| <b>Workforce planning</b> <ul style="list-style-type: none"> <li>• Development and implementation of workforce planning model</li> <li>• Identification of capability needs</li> <li>• Identification of resourcing requirements</li> </ul>   | <b>5</b>  | 335 | 336  | 388  | 496 | 1055 |     |     |     |

**APPENDIX E: KPA THEME – CONSULTING**

| Key performance area  | N         | Advertisement # |      |      |     |    |     |     |     |
|---|-----------|-----------------|------|------|-----|----|-----|-----|-----|
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Communication management</li> <li>• Stakeholder management</li> <li>• Marketing and selling services</li> </ul>   | <b>3</b>  | 828             | 1042 | 1104 |     |    |     |     |     |
| <b>Generic consulting</b> <ul style="list-style-type: none"> <li>• Consultation and support to management and clients</li> <li>• Improving quality of staff through continuous consultation</li> <li>• Strategy consultation</li> <li>• Design and delivery of business solutions</li> <li>• Earnings enhancement for organizations</li> <li>• Roll out of initiatives and projects</li> <li>• Demonstrating a broad range of consulting and facilitation skills (e.g., coaching, critical evaluation of ideas, mentoring, negotiation, team building)</li> </ul> | <b>12</b> | 33              | 47   | 59   | 60  | 90 | 177 | 185 | 187 |
|   |           | 188             | 290  | 425  | 669 |    |     |     |     |

|  |           |     |     |     |      |      |      |      |      |
|--|-----------|-----|-----|-----|------|------|------|------|------|
| <b>HR consulting</b> <ul style="list-style-type: none"> <li>• Development and implementation of HR strategies, plans, and projects</li> <li>• Translation of strategies into plans of action</li> <li>• Development and implementation of HR planning</li> <li>• Implementation of comprehensive HR service</li> <li>• Alignment of HR practices with business strategy</li> <li>• Conducting research pertaining to new HR trends and practices</li> <li>• Provision of general HR administrative service</li> <li>• Specific processes:                             <ul style="list-style-type: none"> <li>- Career / talent management</li> <li>- Competency framework development</li> <li>- Exit management</li> <li>- Headhunting (national networking capacity)</li> <li>- HR development</li> <li>- HR risk assessment and action planning</li> <li>- HR technology</li> <li>- Integration</li> <li>- Job analysis</li> <li>- Job evaluation</li> <li>- Job profiling</li> <li>- Labour relations</li> <li>- Performance management</li> <li>- Recruitment</li> <li>- Remuneration and benefits</li> <li>- Selection</li> <li>- Wellness</li> <li>- Workforce transition planning and execution</li> </ul> </li> </ul> | <b>24</b> | 47  | 59  | 69  | 90   | 141  | 170  | 177  | 185  |
|  |           | 187 | 214 | 260 | 274  | 353  | 481  | 494  | 648  |
|  |           | 688 | 828 | 870 | 1042 | 1056 | 1068 | 1070 | 1104 |
| <b>Information management</b> <ul style="list-style-type: none"> <li>• Information management consulting</li> </ul>  | <b>1</b>  | 669 |     |     |      |      |      |      |      |



|  |           |     |     |     |     |      |      |     |     |
|--|-----------|-----|-----|-----|-----|------|------|-----|-----|
| <p><b>Management and leadership development</b></p> <ul style="list-style-type: none"> <li>• Identification of management potential</li> <li>• Translation of HR strategies into leadership development strategies and programmes</li> <li>• Leadership alignment</li> </ul>   | <b>5</b>  | 59  | 214 | 260 | 828 | 1104 |      |     |     |
| <p><b>Organisational design</b></p> <ul style="list-style-type: none"> <li>• Implementation of business process re-engineering</li> <li>• Organizational, functional, and post-establishment investigations</li> <li>• Resource utilization investigations</li> <li>• Labour saving investigations</li> <li>• Feasibility and cost-analysis investigations</li> <li>• Operations consulting</li> </ul>   | <b>6</b>  | 141 | 177 | 260 | 669 | 828  | 1104 |     |     |
| <p><b>Organisational development consulting</b></p> <ul style="list-style-type: none"> <li>• Establishment of norms and standards</li> <li>• Implementation of strategic change</li> <li>• Design, development, and implementation of organisational development and –change strategies</li> <li>• Implementation of cultural change</li> <li>• Implementation of transformation, diversity, and employment equity strategies</li> <li>• Implementation of post-transformation organisational development</li> </ul> | <b>14</b> | 33  | 90  | 177 | 185 | 187  | 214  | 215 | 260 |
|  |           | 326 | 494 | 669 | 828 | 965  | 1104 |     |     |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• People management</li> <li>• Project management</li> </ul>   | <b>3</b>  | 90  | 188 | 274 |     |      |      |     |     |
| <p><b>Surveys</b></p> <ul style="list-style-type: none"> <li>• Identification of human resource (HR) needs</li> <li>• Identification of client needs</li> <li>• Capability assessments</li> <li>• Organisational diagnostics</li> </ul>  | <b>5</b>  | 82  | 177 | 215 | 828 | 1043 |      |     |     |

**APPENDIX F: KPA THEME – CONSUMER PSYCHOLOGY**

| Key performance area  | N        | Advertisement # |  |  |  |  |  |  |  |
|---|----------|-----------------|--|--|--|--|--|--|--|
| <p><b>Communication and liaison</b></p> <ul style="list-style-type: none"> <li>• Negotiating with organizations, legal representatives, government departments, regulatory bodies, and industry association towards resolution of consumer complaints</li> <li>• Attendance of seminars and workshops</li> </ul>                  | <b>1</b> | 806             |  |  |  |  |  |  |  |
| <p><b>Database</b></p> <ul style="list-style-type: none"> <li>• Recording consumer complaints and queries</li> </ul>  | <b>1</b> | 806             |  |  |  |  |  |  |  |
| <p><b>Investigations</b></p> <ul style="list-style-type: none"> <li>• Investigating consumer complaints</li> <li>• Researching consumer matters, developments and trends</li> </ul>   | <b>1</b> | 806             |  |  |  |  |  |  |  |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Provision of administrative and technical support to consumer advice officers</li> </ul>  | <b>1</b> | 806             |  |  |  |  |  |  |  |
| <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Writing reports on matters for consideration by the Consumer Protector for adjudication before the Consumer Tribunal</li> <li>• Compilation of documents focusing on consumer related issues forthcoming from investigations and / or consumer trends</li> </ul> | <b>1</b> | 806             |  |  |  |  |  |  |  |

**APPENDIX G: KPA THEME – EMPLOYEE ASSISTANCE PROGRAMMES (EAP)**

| <b>Key performance area</b>  | <b>N</b> | <b>Advertisement #</b> |     |      |      |      |     |     |      |
|--|----------|------------------------|-----|------|------|------|-----|-----|------|
| <b>Advocacy</b> <ul style="list-style-type: none"> <li>• Promotion of programmes</li> <li>• Creation of awareness</li> <li>• Commemoration of significant days <ul style="list-style-type: none"> <li>- Woman’s Day</li> <li>- World’s Aids Day</li> <li>- Youth Day</li> </ul> </li> </ul>  | <b>5</b> | 171                    | 773 | 821  | 842  | 1090 |     |     |      |
| <b>Alignment</b> <ul style="list-style-type: none"> <li>• Integration of EAP within the broader context of employee health and wellness</li> <li>• Establishing alignment between EAP and core business of organization</li> <li>• Ensuring legal and professional compliance</li> <li>• Meeting service-level agreements</li> </ul> | <b>5</b> | 142                    | 171 | 411  | 842  | 1090 |     |     |      |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Forging public-private partnerships</li> <li>• Networking with departments</li> </ul>  | <b>3</b> | 66                     | 171 | 1023 |      |      |     |     |      |
| <b>Counseling services</b> <ul style="list-style-type: none"> <li>• Provision of first-line / first-level advisory, counseling, and rehabilitation service</li> <li>• Referral of deserving clients</li> <li>• Provision of follow-up services</li> </ul>  | <b>8</b> | 68                     | 142 | 341  | 578  | 773  | 821 | 912 | 1107 |
| <b>Database</b> <ul style="list-style-type: none"> <li>• Maintenance of case work records</li> <li>• Maintenance of statistical database for reporting purposes</li> </ul>   | <b>2</b> | 171                    | 411 |      |      |      |     |     |      |
| <b>Evaluations</b> <ul style="list-style-type: none"> <li>• Assessments to identify personal and work-related problems</li> </ul>  | <b>5</b> | 68                     | 821 | 912  | 1023 | 1107 |     |     |      |

|   |          |      |      |     |      |      |      |      |      |
|---|----------|------|------|-----|------|------|------|------|------|
| <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>Monitoring and evaluating the effectiveness and efficiency of EAP</li> <li>Monitoring treatment interventions (progress)</li> <li>Monitoring the functioning of behavioural risk management (BRM)</li> </ul>   | <b>6</b> | 68   | 142  | 341 | 912  | 1023 | 1107 |      |      |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>Provision of administrative support</li> <li>People management</li> <li>Financial management                             <ul style="list-style-type: none"> <li>Monitoring the budget</li> <li>Developing costing models</li> </ul> </li> <li>Resource management</li> <li>Convening quarterly and annual meetings</li> </ul> | <b>7</b> | 142  | 171  | 341 | 411  | 821  | 842  | 1107 |      |
| <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>Development, analysis, implementation, and monitoring of policies and procedures</li> <li>Development and revision of the EAP protocol</li> </ul>   | <b>5</b> | 773  | 821  | 842 | 1023 | 1107 |      |      |      |
| <p><b>Quality assurance</b></p> <ul style="list-style-type: none"> <li>Ensuring quality assurance</li> </ul>  | <b>1</b> | 842  |      |     |      |      |      |      |      |
| <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Informing management on trends that may impact negatively on staff morale and lead to decreased or non-performance</li> <li>Formulating monthly, quarterly, and annual reports</li> </ul>  | <b>9</b> | 68   | 341  | 773 | 821  | 842  | 912  | 1023 | 1090 |
|   |          | 1107 |      |     |      |      |      |      |      |
| <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Conducting research pertaining to EAP</li> </ul>  | <b>2</b> | 842  | 1090 |     |      |      |      |      |      |

|  |           |     |     |     |     |     |     |      |      |
|--|-----------|-----|-----|-----|-----|-----|-----|------|------|
| <b>Strategies (EAP)</b><br><ul style="list-style-type: none"> <li>• Development, coordination, presentation, implementation and revision of strategies, programmes, workshops, and training sessions relating to:                             <ul style="list-style-type: none"> <li>- Career development</li> <li>- Disability management</li> <li>- Gender empowerment and mainstreaming</li> <li>- Good governance</li> <li>- Health and Safety</li> <li>- HIV / AIDS</li> <li>- Skills development</li> <li>- Trauma management</li> <li>- Tuberculosis</li> <li>- Wellness</li> <li>- Workplace violence</li> <li>- Youth programmes</li> </ul> </li> <li>• Development of EAP infrastructure</li> <li>• Establishment of employee support groups</li> <li>• Preparation of business plans</li> <li>• Development and implementation of short-term interventions</li> </ul> | <b>16</b> | 66  | 68  | 142 | 171 | 341 | 411 | 578  | 773  |
|  |           | 779 | 780 | 820 | 821 | 842 | 912 | 1090 | 1107 |
| <b>Training</b><br><ul style="list-style-type: none"> <li>• Provision of training for supervisors and union representatives with regards to their roles in EAP</li> </ul>  | <b>3</b>  | 68  | 842 | 912 |     |     |     |      |      |

**APPENDIX H: KPA THEME – EMPLOYMENT EQUITY (EE)**

| <b>Key performance area</b>  | <b>N</b> | <b>Advertisement #</b> |      |     |      |     |     |      |  |
|--|----------|------------------------|------|-----|------|-----|-----|------|--|
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>Advise managers and employees on transformation issues</li> </ul>   | <b>1</b> | 235                    |      |     |      |     |     |      |  |
| <b>Advocacy</b> <ul style="list-style-type: none"> <li>Promotion of diversity and transformation issues on national and provincial commemoration days</li> <li>Promotion of employment equity issues and policies</li> <li>Promotion of multi-lingualism</li> <li>Sensitisation of employees on special programme issues</li> </ul>  | <b>4</b> | 40                     | 235  | 465 | 1024 |     |     |      |  |
| <b>Alignment</b> <ul style="list-style-type: none"> <li>Establishing alignment between special programmes, acts, policies, and plans</li> <li>Ensuring compliance between programmes and Employment Equity Plan as well as –Act</li> <li>Development of programs in line with the Batho Pele Framework</li> <li>Establishment of alignment between special programmes, policies, and projects</li> </ul> | <b>7</b> | 40                     | 235  | 465 | 500  | 581 | 936 | 1024 |  |
| <b>Benchmarking</b> <ul style="list-style-type: none"> <li>Establishment and maintenance of best practice EE equity practices</li> </ul>   | <b>1</b> | 235                    |      |     |      |     |     |      |  |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>Liaison with internal and external stakeholders</li> </ul>   | <b>2</b> | 235                    | 1024 |     |      |     |     |      |  |
| <b>Investigations</b> <ul style="list-style-type: none"> <li>Investigating discriminatory conditions and practices</li> <li>Conducting situational analyses in departments</li> <li>Conducting EE and affirmative action audits</li> </ul>   | <b>2</b> | 235                    | 465  |     |      |     |     |      |  |

|   |          |     |     |      |  |  |  |  |  |
|---|----------|-----|-----|------|--|--|--|--|--|
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Formulation of EE reports</li> </ul>  | <b>2</b> | 235 | 936 |      |  |  |  |  |  |
| <b>Strategies: Employee equity</b> <ul style="list-style-type: none"> <li>• Development and coordination of special programs</li> <li>• Implementation of diversity management programme</li> <li>• Development and implementation of <i>Women in Mining</i> programme</li> <li>• Implementation of disability programme (accommodation of disabled employees)</li> </ul> | <b>3</b> | 40  | 235 | 1024 |  |  |  |  |  |
| <b>Training</b> <ul style="list-style-type: none"> <li>• Development and presentation of workshops and training sessions</li> </ul>   | <b>1</b> | 465 |     |      |  |  |  |  |  |

**APPENDIX I: KPA THEME – HUMAN RESOURCE ADMINISTRATION AND MANAGEMENT (HRAM)**

| <b>Key performance area</b>   | <b>N</b>   | <b>Advertisement #</b> |      |      |      |      |      |      |     |
|---|------------|------------------------|------|------|------|------|------|------|-----|
| <b>Advisory service</b>   | <b>154</b> | 7                      | 32   | 37   | 49   | 51   | 75   | 79   | 94  |
| • Provision of HR consulting, assistance, and support service           |            | 95                     | 101  | 105  | 110  | 115  | 119  | 130  | 131 |
|   |            | 132                    | 138  | 140  | 143  | 151  | 156  | 161  | 169 |
| • Provision of HR problem-solving service                               |            | 175                    | 179  | 203  | 218  | 219  | 220  | 224  | 234 |
| • Provision of information on:  |            | 240                    | 241  | 242  | 246  | 251  | 272  | 279  | 284 |
| - corporate HR issues   |            | 305                    | 327  | 335  | 348  | 358  | 360  | 362  | 370 |
| - policies  |            | 373                    | 378  | 379  | 389  | 393  | 413  | 424  | 426 |
| - practices   |            | 427                    | 446  | 450  | 457  | 458  | 469  | 495  | 507 |
| - procedures  |            | 511                    | 515  | 524  | 535  | 536  | 550  | 553  | 562 |
| - regulatory and legislative frameworks                                 |            | 563                    | 564  | 572  | 587  | 591  | 598  | 604  | 608 |
| • Dealing with internal and external queries                            |            | 614                    | 615  | 625  | 629  | 630  | 634  | 641  | 654 |
|   |            | 656                    | 659  | 661  | 671  | 683  | 689  | 696  | 698 |
|   |            | 707                    | 708  | 710  | 716  | 731  | 747  | 748  | 749 |
|   |            | 756                    | 770  | 783  | 788  | 799  | 801  | 812  | 825 |
|   |            | 830                    | 833  | 834  | 840  | 846  | 855  | 860  | 873 |
|   |            | 888                    | 889  | 903  | 904  | 916  | 944  | 947  | 950 |
|   | 951        | 952                    | 959  | 962  | 966  | 967  | 969  | 974  |     |
|   | 991        | 1033                   | 1037 | 1063 | 1074 | 1078 | 1084 | 1085 |     |
|   | 1099       |                        |      |      |      |      |      |      |     |
| <b>Auxiliary services</b>   | <b>4</b>   | 51                     | 251  | 920  | 1033 |      |      |      |     |
| • Management of auxiliary services                                      |            |                        |      |      |      |      |      |      |     |
| <b>Benchmarking</b>   | <b>21</b>  | 21                     | 138  | 218  | 224  | 240  | 246  | 284  | 342 |
| • Ensuring effective and efficient management of departmental standards |            | 355                    | 358  | 446  | 471  | 535  | 683  | 736  | 770 |
| • Investigation and implementation of findings on centres of excellence |            | 833                    | 849  | 855  | 863  | 1067 |      |      |     |
| • Benchmarking product development and packaging                        |            |                        |      |      |      |      |      |      |     |



|   |           |     |     |     |     |      |      |      |      |
|---|-----------|-----|-----|-----|-----|------|------|------|------|
| <b>Career management</b> <ul style="list-style-type: none"> <li>• Career development planning</li> <li>• Management of talent</li> <li>• Development and implementation of retention and succession strategies</li> </ul>   | <b>48</b> | 28  | 31  | 32  | 94  | 101  | 106  | 138  | 151  |
|   |           | 193 | 246 | 247 | 250 | 311  | 355  | 360  | 386  |
|   |           | 412 | 471 | 473 | 509 | 550  | 564  | 566  | 582  |
|   |           | 598 | 608 | 613 | 615 | 617  | 654  | 687  | 701  |
|   |           | 716 | 727 | 736 | 789 | 793  | 794  | 818  | 844  |
|   |           | 899 | 952 | 954 | 967 | 978  | 1009 | 1071 | 1073 |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Communication of policies, procedures and plans</li> <li>• Development of communication structure to enhance the spirit of workmanship</li> <li>• Establishment and maintenance of relationships with management, partners, and customers</li> <li>• Liaison with internal and external stakeholders</li> <li>• Representing the function / department in forums</li> </ul> | <b>73</b> | 37  | 39  | 52  | 75  | 94   | 101  | 126  | 132  |
|   |           | 134 | 143 | 166 | 201 | 218  | 219  | 240  | 241  |
|   |           | 279 | 284 | 295 | 300 | 311  | 323  | 355  | 386  |
|   |           | 390 | 400 | 427 | 432 | 446  | 458  | 471  | 489  |
|   |           | 491 | 506 | 524 | 550 | 553  | 562  | 564  | 568  |
|   |           | 604 | 629 | 630 | 656 | 689  | 708  | 747  | 748  |
|   |           | 756 | 776 | 788 | 793 | 794  | 801  | 830  | 833  |
|   |           | 846 | 860 | 863 | 893 | 895  | 900  | 904  | 916  |
|   |           | 952 | 967 | 991 | 997 | 1011 | 1047 | 1071 | 1085 |
| 1099  |           |     |     |     |     |      |      |      |      |
| <b>Competency modeling</b> <ul style="list-style-type: none"> <li>• Development and implementation of competency models</li> <li>• Establishment and maintenance of competency profiling framework</li> </ul>   | <b>6</b>  | 775 | 893 | 954 | 967 | 969  | 1063 |      |      |
|   |           |     |     |     |     |      |      |      |      |

|   |            |      |      |     |     |      |      |      |      |
|---|------------|------|------|-----|-----|------|------|------|------|
| <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>Establishment of alignment between HR processes and legislative frameworks, policies, directives, market influences, and business strategy</li> </ul> | <b>106</b> | 49   | 50   | 52  | 75  | 80   | 99   | 101  | 102  |
|   |            | 103  | 111  | 113 | 116 | 119  | 138  | 147  | 151  |
|   |            | 168  | 175  | 178 | 179 | 201  | 203  | 220  | 224  |
|   |            | 234  | 238  | 250 | 272 | 283  | 295  | 313  | 335  |
|   |            | 355  | 360  | 370 | 378 | 389  | 390  | 396  | 398  |
|   |            | 399  | 424  | 432 | 450 | 457  | 461  | 469  | 471  |
|   |            | 473  | 475  | 486 | 491 | 509  | 515  | 524  | 525  |
|   |            | 549  | 550  | 553 | 562 | 566  | 587  | 598  | 613  |
|   |            | 650  | 654  | 660 | 661 | 683  | 689  | 701  | 710  |
|   |            | 716  | 717  | 775 | 788 | 789  | 801  | 847  | 863  |
|   |            | 864  | 869  | 873 | 888 | 889  | 893  | 895  | 913  |
|   |            | 941  | 942  | 944 | 947 | 951  | 954  | 959  | 960  |
|   |            | 966  | 969  | 981 | 997 | 1011 | 1022 | 1025 | 1063 |
|   |            | 1078 | 1084 |     |     |      |      |      |      |

|  |           |      |     |     |     |     |     |     |     |
|--|-----------|------|-----|-----|-----|-----|-----|-----|-----|
| <b>Conditions of service</b><br><ul style="list-style-type: none"> <li>• Development, interpretation, and implementation of policies pertaining to conditions of service, for example:                             <ul style="list-style-type: none"> <li>- Bursaries</li> <li>- Compensation</li> <li>- Employee benefits</li> <li>- Housing</li> <li>- Ill-health retirement</li> <li>- Incapacity leave</li> <li>- Incentive bonuses</li> <li>- Injury on duty processes</li> <li>- Leave</li> <li>- Long-service recognition</li> <li>- Medical aid</li> <li>- Package structuring</li> <li>- Pension fund</li> <li>- Probation</li> <li>- Resettlement expenditure</li> <li>- Reward strategies</li> <li>- Service termination</li> </ul> </li> </ul> | <b>58</b> | 39   | 48  | 51  | 61  | 76  | 79  | 99  | 103 |
|  | 130       | 131  | 161 | 182 | 219 | 220 | 251 | 257 |     |
|  | 284       | 286  | 300 | 307 | 332 | 428 | 462 | 469 |     |
|  | 471       | 486  | 515 | 536 | 557 | 587 | 607 | 614 |     |
|  | 625       | 650  | 677 | 696 | 701 | 707 | 736 | 756 |     |
|  | 757       | 770  | 785 | 789 | 812 | 830 | 846 | 847 |     |
|  | 855       | 856  | 888 | 889 | 910 | 941 | 966 | 967 |     |
|  | 971       | 1033 |     |     |     |     |     |     |     |
| <b>Corporate social investment programme</b><br><ul style="list-style-type: none"> <li>• Management of corporate social investment programme</li> </ul>  | <b>2</b>  | 398  | 757 |     |     |     |     |     |     |

|  |            |      |      |      |      |      |      |      |      |
|--|------------|------|------|------|------|------|------|------|------|
| <b>Employee relations</b> <ul style="list-style-type: none"> <li>• Management of ER function</li> <li>• Interpretation and application of legislative frameworks</li> <li>• Handling of grievances, disputes, and disciplinary procedures</li> </ul> | <b>141</b> | 25   | 26   | 48   | 61   | 75   | 80   | 94   | 106  |
|  |            | 111  | 113  | 115  | 116  | 124  | 126  | 132  | 134  |
|  |            | 135  | 138  | 143  | 151  | 156  | 159  | 166  | 168  |
|  |            | 169  | 175  | 192  | 193  | 203  | 204  | 229  | 234  |
|  |            | 238  | 240  | 241  | 242  | 246  | 251  | 279  | 305  |
|  |            | 311  | 313  | 317  | 332  | 348  | 360  | 373  | 378  |
|  |            | 379  | 386  | 389  | 396  | 398  | 399  | 405  | 412  |
|  |            | 413  | 424  | 427  | 428  | 469  | 473  | 511  | 524  |
|  |            | 553  | 562  | 566  | 567  | 568  | 587  | 604  | 608  |
|  |            | 615  | 625  | 650  | 654  | 659  | 661  | 666  | 687  |
|  |            | 689  | 698  | 701  | 708  | 716  | 726  | 727  | 731  |
|  |            | 736  | 741  | 748  | 749  | 757  | 765  | 789  | 793  |
|  |            | 799  | 817  | 830  | 833  | 837  | 840  | 844  | 846  |
|  |            | 847  | 851  | 855  | 858  | 863  | 864  | 873  | 903  |
|  |            | 904  | 913  | 929  | 937  | 939  | 941  | 944  | 952  |
|  |            | 954  | 962  | 966  | 967  | 969  | 971  | 974  | 981  |
|  |            | 991  | 1009 | 1011 | 1018 | 1022 | 1031 | 1033 | 1047 |
| 1063   | 1064       | 1073 | 1088 | 1098 |      |      |      |      |      |

|  |            |      |      |      |      |      |      |     |      |
|--|------------|------|------|------|------|------|------|-----|------|
| <b>Human resource development (HRD)</b> <ul style="list-style-type: none"> <li>• Analysis of training and development needs</li> <li>• Coordination of training and development programmes</li> <li>• Estimation of the cost of HRD projects</li> <li>• Design, development and implementation of HRD strategy</li> <li>• Evaluation of impact of HRD strategies</li> <li>• Planning of HRD projects</li> <li>• Implementation of learnership programmes</li> <li>• Implementation of leadership development programmes</li> </ul> | <b>139</b> | 21   | 26   | 28   | 31   | 32   | 39   | 61  | 76   |
|  |            | 94   | 113  | 116  | 119  | 124  | 135  | 138 | 143  |
|  |            | 151  | 156  | 166  | 175  | 192  | 193  | 201 | 204  |
|  |            | 212  | 218  | 234  | 242  | 246  | 247  | 257 | 279  |
|  |            | 283  | 300  | 305  | 311  | 323  | 332  | 335 | 348  |
|  |            | 355  | 360  | 362  | 386  | 390  | 393  | 396 | 398  |
|  |            | 399  | 405  | 424  | 427  | 428  | 429  | 432 | 458  |
|  |            | 461  | 471  | 473  | 509  | 532  | 550  | 553 | 556  |
|  |            | 557  | 564  | 567  | 568  | 572  | 587  | 608 | 614  |
|  |            | 615  | 617  | 625  | 629  | 630  | 650  | 654 | 656  |
|  |            | 661  | 662  | 666  | 689  | 701  | 716  | 727 | 728  |
|  |            | 731  | 736  | 751  | 756  | 757  | 765  | 790 | 794  |
|  |            | 799  | 801  | 812  | 817  | 830  | 837  | 840 | 846  |
|  |            | 851  | 855  | 860  | 863  | 864  | 873  | 888 | 893  |
|  |            | 903  | 904  | 917  | 929  | 937  | 942  | 948 | 952  |
|  |            | 954  | 962  | 969  | 978  | 981  | 991  | 997 | 1018 |
| 1022   | 1031       | 1033 | 1037 | 1064 | 1067 | 1071 | 1073 |     |      |
| 1074   | 1084       | 1098 |      |      |      |      |      |     |      |

|   |           |      |      |      |      |      |      |      |      |
|---|-----------|------|------|------|------|------|------|------|------|
| <b>HR information services (HRIS)</b> <ul style="list-style-type: none"> <li>• Design, development, implementation and maintenance of HRIS: <ul style="list-style-type: none"> <li>○ Files</li> <li>○ Databases</li> <li>○ Charts</li> <li>○ Statistics</li> </ul> </li> <li>• Implementation of PERSAL process transactions <ul style="list-style-type: none"> <li>○ Capturing and updating information</li> <li>○ Generating reports</li> <li>○ General maintenance</li> <li>○ Management of access to PERSAL</li> <li>○ Creation and abolishment of organisational structure, components and posts system</li> <li>○ Effective movement of personnel across components of the organisational structure in the system</li> <li>○ Management of leave</li> <li>○ Management of new appointments</li> <li>○ Management of salaries</li> <li>○ Liaison with Treasury on behalf of users</li> <li>○ Identification of training needs</li> <li>○ Coordination of training</li> </ul> </li> </ul> | <b>60</b> | 32   | 75   | 99   | 103  | 105  | 111  | 119  | 132  |
|   |           | 147  | 161  | 220  | 272  | 284  | 307  | 313  | 343  |
|   |           | 355  | 362  | 370  | 373  | 378  | 379  | 392  | 473  |
|   |           | 515  | 536  | 556  | 557  | 591  | 608  | 659  | 671  |
|   |           | 674  | 683  | 696  | 707  | 727  | 731  | 756  | 775  |
|   |           | 776  | 788  | 818  | 844  | 863  | 873  | 893  | 930  |
|   |           | 941  | 944  | 949  | 950  | 962  | 971  | 1001 | 1011 |
|   |           | 1022 | 1037 | 1064 | 1074 |      |      |      |      |
| <b>HR planning (HRP)</b> <ul style="list-style-type: none"> <li>• Development of integrated operational and strategic plans</li> <li>• Assignment of activities, projects, and programmes</li> <li>• Reviewing and evaluation of products, methods, and procedures</li> </ul>   | <b>63</b> | 26   | 32   | 37   | 39   | 48   | 52   | 101  | 126  |
|   |           | 156  | 179  | 226  | 247  | 307  | 331  | 335  | 342  |
|   |           | 348  | 373  | 378  | 386  | 389  | 396  | 400  | 428  |
|   |           | 473  | 550  | 566  | 650  | 661  | 701  | 710  | 727  |
|   |           | 731  | 733  | 736  | 756  | 765  | 776  | 794  | 799  |
|   |           | 801  | 830  | 833  | 846  | 847  | 852  | 855  | 863  |
|   |           | 899  | 900  | 917  | 941  | 948  | 962  | 966  | 967  |
|   |           | 978  | 997  | 1011 | 1022 | 1063 | 1064 | 1084 |      |
| <b>Induction</b> <ul style="list-style-type: none"> <li>• Development and implementation of induction programme (e.g., focusing on policies and benefits)</li> </ul>  | <b>13</b> | 106  | 252  | 348  | 473  | 615  | 677  | 701  | 895  |
|   |           | 952  | 954  | 974  | 991  | 1073 |      |      |      |

|   |           |      |      |      |      |      |      |      |      |
|---|-----------|------|------|------|------|------|------|------|------|
| <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>Monitoring the implementation of HRD strategies</li> <li>Monitoring government and subsidized vehicles</li> </ul>  | <b>5</b>  | 25   | 106  | 119  | 532  | 728  |      |      |      |
| <p><b>Organisational design</b></p> <ul style="list-style-type: none"> <li>Design and implementation of organisational design framework</li> <li>Formulation of job descriptions</li> <li>Design and implementation of job grading / profiling / classification / modeling system</li> <li>Updating and administration of organisational establishment</li> </ul>             | <b>58</b> | 94   | 99   | 103  | 132  | 143  | 151  | 201  | 220  |
|   |           | 224  | 242  | 246  | 247  | 313  | 317  | 360  | 392  |
|   |           | 393  | 426  | 428  | 457  | 462  | 469  | 471  | 567  |
|   |           | 587  | 614  | 615  | 634  | 650  | 656  | 671  | 677  |
|   |           | 687  | 689  | 696  | 698  | 701  | 708  | 716  | 765  |
|   |           | 775  | 790  | 799  | 863  | 873  | 893  | 904  | 917  |
|   |           | 944  | 950  | 952  | 954  | 974  | 981  | 991  | 997  |
|   |           | 1011 | 1073 |      |      |      |      |      |      |
| <p><b>Organisational development</b></p> <ul style="list-style-type: none"> <li>Design, implementation, and maintenance of required organizational systems, structure, culture and climate</li> <li>Establishment and maintenance of high-performance organizational culture</li> <li>Upholding and championing the organizational core values and teamwork ethics</li> </ul> | <b>89</b> | 7    | 21   | 76   | 116  | 134  | 135  | 151  | 168  |
|   |           | 179  | 192  | 201  | 204  | 212  | 224  | 242  | 246  |
|   |           | 257  | 295  | 305  | 323  | 327  | 355  | 373  | 378  |
|   |           | 379  | 389  | 396  | 398  | 399  | 405  | 424  | 427  |
|   |           | 429  | 442  | 458  | 469  | 473  | 509  | 553  | 566  |
|   |           | 572  | 591  | 630  | 654  | 656  | 687  | 689  | 698  |
|   |           | 701  | 716  | 720  | 750  | 756  | 765  | 788  | 789  |
|   |           | 799  | 801  | 830  | 837  | 840  | 844  | 851  | 855  |
|   |           | 863  | 873  | 898  | 903  | 917  | 929  | 937  | 954  |
|   |           | 962  | 969  | 974  | 978  | 981  | 997  | 1011 | 1018 |
|   |           | 1022 | 1025 | 1047 | 1063 | 1064 | 1067 | 1071 | 1098 |
|   |           | 1099 |      |      |      |      |      |      |      |

|   |            |      |      |      |      |      |      |      |      |
|---|------------|------|------|------|------|------|------|------|------|
| <b>Organisational health, safety, and wellness</b> <ul style="list-style-type: none"> <li>• Management of health and safety programme</li> <li>• Implementation of employee health and safety programmes, for example:                             <ul style="list-style-type: none"> <li>- Disability</li> <li>- Employee assistance</li> <li>- Employee equity</li> <li>- Finance advisory counseling</li> <li>- Gender</li> <li>- HIV-AIDS</li> <li>- Human rights</li> <li>- Occupational Health and Safety</li> <li>- Organisational wellness</li> </ul> </li> <li>• Management of special programmes</li> </ul> | <b>56</b>  | 21   | 26   | 45   | 75   | 76   | 101  | 113  | 124  |
|   |            | 138  | 204  | 240  | 246  | 279  | 355  | 360  | 379  |
|   |            | 396  | 398  | 399  | 413  | 428  | 429  | 461  | 469  |
|   |            | 473  | 524  | 550  | 587  | 625  | 629  | 630  | 650  |
|   |            | 661  | 727  | 757  | 790  | 793  | 799  | 801  | 830  |
|   |            | 833  | 846  | 863  | 888  | 904  | 937  | 952  | 954  |
|   |            | 966  | 981  | 991  | 1011 | 1063 | 1064 | 1088 | 1100 |
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Provision of operational support and management of:                             <ul style="list-style-type: none"> <li>○ facilities</li> <li>○ finance and budget</li> <li>○ logistics</li> <li>○ people</li> <li>○ performance</li> <li>○ quality</li> <li>○ resources</li> <li>○ risk</li> </ul> </li> </ul>   | <b>130</b> | 25   | 26   | 32   | 39   | 51   | 52   | 61   | 76   |
|   |            | 99   | 101  | 119  | 126  | 130  | 131  | 132  | 134  |
|   |            | 135  | 140  | 161  | 192  | 193  | 201  | 204  | 218  |
|   |            | 224  | 226  | 240  | 241  | 246  | 247  | 250  | 251  |
|   |            | 272  | 279  | 286  | 295  | 311  | 313  | 317  | 335  |
|   |            | 348  | 355  | 360  | 362  | 378  | 389  | 390  | 392  |
|   |            | 393  | 396  | 400  | 413  | 432  | 457  | 458  | 461  |
|   |            | 462  | 469  | 471  | 473  | 489  | 495  | 506  | 524  |
|   |            | 532  | 535  | 550  | 556  | 564  | 567  | 587  | 598  |
|   |            | 604  | 608  | 615  | 641  | 650  | 654  | 661  | 666  |
|   |            | 698  | 701  | 708  | 731  | 736  | 750  | 751  | 756  |
|   |            | 765  | 768  | 776  | 789  | 793  | 794  | 799  | 801  |
|   |            | 817  | 830  | 833  | 847  | 851  | 855  | 873  | 893  |
|   |            | 895  | 900  | 913  | 920  | 949  | 951  | 952  | 954  |
|   |            | 966  | 967  | 969  | 971  | 981  | 991  | 1009 | 1011 |
| 1018  | 1031       | 1033 | 1037 | 1047 | 1049 | 1064 | 1067 |      |      |
| 1078  | 1084       |      |      |      |      |      |      |      |      |



|  |            |      |      |      |      |      |     |      |      |
|--|------------|------|------|------|------|------|-----|------|------|
| <p><b>Performance management</b></p> <ul style="list-style-type: none"> <li>• Implementation of an integrated performance framework</li> <li>• Design and management of performance incentive systems</li> <li>• Implementation of values-based performance culture</li> <li>• Implementation of a Balance Scorecard system</li> </ul>   | <b>126</b> | 25   | 31   | 32   | 45   | 76   | 99  | 101  | 103  |
|  |            | 110  | 111  | 113  | 116  | 124  | 126 | 132  | 138  |
|  |            | 151  | 168  | 193  | 201  | 204  | 212 | 218  | 226  |
|  |            | 234  | 240  | 241  | 247  | 250  | 251 | 252  | 272  |
|  |            | 284  | 305  | 307  | 311  | 313  | 317 | 323  | 331  |
|  |            | 358  | 362  | 373  | 379  | 392  | 393 | 396  | 398  |
|  |            | 413  | 427  | 461  | 469  | 471  | 473 | 524  | 550  |
|  |            | 556  | 557  | 564  | 566  | 567  | 568 | 572  | 582  |
|  |            | 587  | 598  | 608  | 615  | 617  | 629 | 634  | 650  |
|  |            | 654  | 661  | 666  | 687  | 696  | 698 | 701  | 707  |
|  |            | 726  | 747  | 748  | 751  | 756  | 757 | 765  | 782  |
|  |            | 788  | 793  | 794  | 799  | 818  | 833 | 837  | 846  |
|  |            | 855  | 860  | 864  | 869  | 873  | 893 | 898  | 899  |
|  |            | 903  | 904  | 916  | 942  | 948  | 950 | 952  | 954  |
|  |            | 966  | 967  | 969  | 974  | 981  | 997 | 1009 | 1011 |
| 1022   | 1033       | 1071 | 1073 | 1074 | 1098 |      |     |      |      |
| <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Development, implementation, and revision of legally compliant policies, guidelines, standards, protocols, work instructions, codes of practice, governance- and information systems</li> <li>• Implementation of employment equity (EE) and Black Economic Empowerment (BEE) policies</li> <li>• Maintenance of HR policy and procedure manual</li> </ul> | <b>135</b> | 22   | 26   | 52   | 76   | 101  | 102 | 110  | 111  |
|  |            | 119  | 124  | 135  | 138  | 143  | 151 | 169  | 220  |
|  |            | 224  | 226  | 234  | 241  | 250  | 272 | 279  | 283  |
|  |            | 284  | 286  | 311  | 313  | 323  | 331 | 332  | 335  |
|  |            | 348  | 355  | 358  | 360  | 362  | 370 | 373  | 378  |
|  |            | 379  | 386  | 389  | 390  | 396  | 399 | 405  | 412  |
|  |            | 413  | 432  | 442  | 446  | 462  | 469 | 471  | 473  |
|  |            | 486  | 489  | 491  | 495  | 506  | 509 | 515  | 524  |
|  |            | 535  | 536  | 548  | 550  | 553  | 564 | 566  | 567  |
|  |            | 613  | 615  | 625  | 629  | 630  | 634 | 650  | 654  |
|  |            | 656  | 666  | 670  | 671  | 677  | 683 | 687  | 698  |
|  |            | 701  | 716  | 726  | 727  | 731  | 741 | 749  | 750  |
|  |            | 756  | 757  | 776  | 788  | 790  | 793 | 799  | 801  |
|  |            | 812  | 830  | 834  | 840  | 844  | 846 | 851  | 852  |
|  |            | 855  | 863  | 873  | 888  | 895  | 903 | 904  | 913  |
| 941  | 948        | 950  | 951  | 952  | 960  | 966  | 967 |      |      |
| 969  | 991        | 1018 | 1049 | 1063 | 1064 | 1073 |     |      |      |

|  |          |     |     |     |     |     |     |     |     |
|--|----------|-----|-----|-----|-----|-----|-----|-----|-----|
| <p><b>Project management</b></p> <ul style="list-style-type: none"> <li>• Management of HR projects through: <ul style="list-style-type: none"> <li>○ Compilation of project scope documentation</li> <li>○ Reporting on the status of the project</li> <li>○ Designing project action plans</li> <li>○ Compilation of action logs</li> <li>○ Updating project plans</li> <li>○ Distribution of project information</li> <li>○ Flagging warnings on timelines and budgets</li> <li>○ Organising project team/stakeholder meetings</li> <li>○ Identification of risks and implementation of mitigating actions</li> </ul> </li> </ul> | <b>9</b> | 134 | 147 | 242 | 272 | 300 | 426 | 825 | 827 |
|  |          | 860 |     |     |     |     |     |     |     |
| <p><b>Psychometric assessments</b></p>   | <b>3</b> | 124 | 166 | 974 |     |     |     |     |     |

|   |            |      |      |      |      |      |      |     |      |
|---|------------|------|------|------|------|------|------|-----|------|
| <b>Recruitment and selection</b> <ul style="list-style-type: none"> <li>• Management of HR provisioning</li> <li>• Implementation of resourcing strategy according to agreed policies and procedures</li> </ul> | <b>171</b> | 7    | 21   | 26   | 31   | 32   | 45   | 48  | 51   |
|   |            | 52   | 61   | 75   | 76   | 79   | 94   | 99  | 101  |
|   |            | 103  | 110  | 111  | 113  | 115  | 116  | 119 | 122  |
|   |            | 124  | 130  | 131  | 132  | 135  | 138  | 147 | 151  |
|   |            | 156  | 161  | 166  | 168  | 169  | 175  | 192 | 193  |
|   |            | 204  | 219  | 220  | 240  | 241  | 246  | 247 | 251  |
|   |            | 252  | 257  | 284  | 300  | 311  | 317  | 331 | 332  |
|   |            | 358  | 370  | 373  | 379  | 390  | 392  | 396 | 398  |
|   |            | 412  | 424  | 426  | 428  | 429  | 432  | 439 | 457  |
|   |            | 458  | 462  | 469  | 473  | 475  | 486  | 509 | 524  |
|   |            | 550  | 553  | 557  | 562  | 567  | 568  | 587 | 591  |
|   |            | 598  | 608  | 614  | 615  | 617  | 625  | 634 | 650  |
|   |            | 654  | 656  | 659  | 661  | 666  | 677  | 683 | 696  |
|   |            | 698  | 701  | 704  | 707  | 708  | 716  | 727 | 731  |
|   |            | 741  | 748  | 749  | 751  | 756  | 757  | 765 | 770  |
|   |            | 775  | 789  | 790  | 793  | 794  | 812  | 817 | 830  |
|   |            | 833  | 834  | 837  | 847  | 851  | 852  | 856 | 864  |
|   |            | 869  | 888  | 893  | 904  | 929  | 937  | 941 | 942  |
|   |            | 944  | 948  | 949  | 950  | 952  | 954  | 955 | 960  |
|   |            | 962  | 966  | 967  | 969  | 971  | 974  | 997 | 1022 |
| 1033  | 1063       | 1064 | 1072 | 1073 | 1074 | 1083 | 1084 |     |      |
| 1085  | 1088       | 1098 |      |      |      |      |      |     |      |
| <b>Remuneration</b> <ul style="list-style-type: none"> <li>• Implementation and management of remuneration strategy</li> </ul>  | <b>78</b>  | 22   | 32   | 39   | 61   | 75   | 94   | 99  | 101  |
|   |            | 110  | 111  | 113  | 116  | 119  | 135  | 138 | 147  |
|   |            | 151  | 161  | 192  | 226  | 240  | 241  | 246 | 252  |
|   |            | 272  | 286  | 311  | 313  | 317  | 331  | 332 | 378  |
|   |            | 379  | 389  | 426  | 428  | 458  | 462  | 469 | 471  |
|   |            | 473  | 515  | 550  | 556  | 567  | 568  | 582 | 598  |
|   |            | 607  | 608  | 614  | 625  | 654  | 606  | 696 | 698  |
|   |            | 701  | 751  | 765  | 817  | 844  | 856  | 869 | 893  |
|   |            | 903  | 944  | 952  | 954  | 955  | 967  | 969 | 974  |
|   |            | 981  | 997  | 1022 | 1063 | 1073 | 1098 |     |      |

|  |           |      |      |      |      |      |      |      |     |
|--|-----------|------|------|------|------|------|------|------|-----|
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Formulating employment reports</li> <li>• Statutory reporting</li> </ul>   | <b>55</b> | 37   | 116  | 126  | 130  | 131  | 132  | 156  | 161 |
|  |           | 226  | 240  | 241  | 284  | 348  | 390  | 392  | 399 |
|  |           | 432  | 457  | 471  | 473  | 536  | 557  | 562  | 591 |
|  |           | 608  | 654  | 696  | 707  | 716  | 736  | 747  | 749 |
|  |           | 770  | 775  | 776  | 788  | 794  | 833  | 834  | 846 |
|  |           | 847  | 856  | 860  | 873  | 913  | 920  | 930  | 949 |
|  |           | 1011 | 1063 | 1078 | 1083 | 1084 | 1085 | 1098 |     |
| <b>Research</b> <ul style="list-style-type: none"> <li>• Conducting salary surveys</li> <li>• Performing analyses on the state of the function</li> <li>• Investigating policies and strategies</li> <li>• Conducting audits</li> <li>• Monitoring HR trends</li> <li>• Investigating business needs and the business climate</li> </ul> | <b>21</b> | 113  | 119  | 246  | 362  | 370  | 471  | 491  | 617 |
|  |           | 661  | 701  | 775  | 812  | 818  | 830  | 858  | 873 |
|  |           | 917  | 966  | 967  | 1011 | 1099 |      |      |     |
| <b>Service level agreements</b> <ul style="list-style-type: none"> <li>• Management of service-level agreements</li> <li>• Delivering outstanding performance against service-level agreements</li> </ul>  | <b>4</b>  | 115  | 604  | 1047 | 1078 |      |      |      |     |
| <b>Strategic HR management</b> <ul style="list-style-type: none"> <li>• Formulation and implementing HR strategies</li> <li>• Interpretation of group functional strategies as they relate to HR strategies</li> </ul>   | <b>80</b> | 7    | 21   | 25   | 26   | 28   | 45   | 52   | 101 |
|  |           | 135  | 201  | 203  | 218  | 242  | 246  | 295  | 323 |
|  |           | 335  | 355  | 360  | 373  | 378  | 389  | 390  | 396 |
|  |           | 398  | 413  | 429  | 432  | 462  | 471  | 506  | 536 |
|  |           | 549  | 566  | 587  | 608  | 613  | 650  | 654  | 670 |
|  |           | 701  | 708  | 720  | 733  | 736  | 747  | 750  | 757 |
|  |           | 768  | 775  | 794  | 801  | 817  | 818  | 830  | 844 |
|  |           | 846  | 864  | 873  | 893  | 899  | 916  | 917  | 920 |
|  |           | 942  | 950  | 954  | 955  | 966  | 969  | 981  | 991 |
| 1004   | 1011      | 1018 | 1022 | 1031 | 1064 | 1073 | 1078 |      |     |

|   |           |      |      |      |      |      |      |     |     |
|---|-----------|------|------|------|------|------|------|-----|-----|
| <b>Strategies: HR administration and management</b> <ul style="list-style-type: none"> <li>• Administration and management of appointments, transfers, promotions, terminations, and salary adjustments</li> <li>• Maintenance of employee records unit</li> <li>• Management of human resource registry</li> <li>• Establishment of control measures for:                             <ul style="list-style-type: none"> <li>○ access to documents, records, and information (compliance with statutory prescripts pertaining to safekeeping of documents)</li> <li>○ copying, distributing, and filing documents</li> </ul> </li> </ul> | <b>96</b> | 21   | 22   | 32   | 39   | 75   | 76   | 94  | 99  |
|   |           | 103  | 106  | 110  | 111  | 113  | 122  | 126 | 130 |
|   |           | 131  | 138  | 143  | 156  | 168  | 169  | 175 | 192 |
|   |           | 203  | 204  | 219  | 220  | 246  | 247  | 252 | 257 |
|   |           | 279  | 311  | 313  | 348  | 373  | 378  | 386 | 389 |
|   |           | 390  | 393  | 396  | 405  | 427  | 457  | 462 | 469 |
|   |           | 486  | 495  | 515  | 550  | 562  | 566  | 567 | 587 |
|   |           | 591  | 614  | 625  | 634  | 654  | 666  | 671 | 677 |
|   |           | 689  | 696  | 701  | 736  | 747  | 749  | 765 | 770 |
|   |           | 775  | 776  | 818  | 837  | 856  | 904  | 929 | 930 |
| 939   | 952       | 954  | 960  | 966  | 969  | 971  | 974  |     |     |
| 978   | 1018      | 1037 | 1063 | 1064 | 1073 | 1074 | 1088 |     |     |

**APPENDIX J: KPA THEME – HUMAN RESOURCE DEVELOPMENT**

| <b>Key performance area</b>  | <b>N</b>  | <b>Advertisement #</b> |     |     |     |     |      |     |     |
|--|-----------|------------------------|-----|-----|-----|-----|------|-----|-----|
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>• Advising line management and employees on application of HRD policies and procedures</li> <li>• Advising management on HRD best practice and utilisation of macro indices to ensure alignment with international standards</li> <li>• Advising management on compliance to legislation<br/>Provision of advice in relation to HRD matters to management</li> <li>• Counseling of employees on HRD, career development, as well as individual learning and development plans</li> <li>• Building capacity by provision of training, workshops, focus groups on policies and practices</li> </ul> | <b>57</b> | 5                      | 83  | 86  | 100 | 105 | 121  | 160 | 162 |
|  |           | 167                    | 180 | 181 | 213 | 223 | 256  | 302 | 309 |
|  |           | 310                    | 321 | 329 | 371 | 420 | 448  | 449 | 520 |
|  |           | 528                    | 554 | 555 | 588 | 594 | 606  | 616 | 640 |
|  |           | 642                    | 667 | 721 | 722 | 723 | 724  | 758 | 761 |
|  |           | 786                    | 791 | 804 | 813 | 831 | 838  | 839 | 874 |
|  |           | 892                    | 907 | 921 | 957 | 968 | 972  | 979 | 990 |
| <b>Assessment and development centres</b> <ul style="list-style-type: none"> <li>• Management of assessment and career development centres</li> </ul>  | <b>4</b>  | 371                    | 520 | 600 | 786 |     |      |     |     |
|  |           |                        |     |     |     |     |      |     |     |
| <b>Career management</b> <ul style="list-style-type: none"> <li>• Management of integrated HRD and career management procedures</li> <li>• Analysis of performance</li> <li>• Tracking and development of process flows</li> <li>• Implementation of career management interventions</li> <li>• Provision of guidance on <i>career pathing</i></li> <li>• Alignment of individual career plans and organisational career management processes</li> <li>• Assisting employees to improve educational qualifications</li> </ul>  | <b>22</b> | 5                      | 20  | 52  | 213 | 249 | 265  | 371 | 397 |
|  |           | 529                    | 555 | 605 | 702 | 719 | 734  | 758 | 761 |
|  |           | 804                    | 874 | 907 | 932 | 979 | 1081 |     |     |

|  |           |      |     |     |     |      |      |      |      |
|--|-----------|------|-----|-----|-----|------|------|------|------|
| <p><b>Communication and liaison</b></p> <ul style="list-style-type: none"> <li>• Identification, accreditation, and management of service providers</li> <li>• Liaison with internal and external stakeholders, for example:                             <ul style="list-style-type: none"> <li>- academic institutions</li> <li>- donor agencies</li> <li>- employees</li> <li>- government departments</li> <li>- research institutions</li> <li>- SETA's and statutory institutions</li> <li>- training providers</li> </ul> </li> <li>• Establishment of partnerships with assessors and moderators</li> <li>• Management of contracts</li> <li>• Management of strategic alliances</li> <li>• Provision of customer service to stakeholders</li> <li>• Coordination of international training offers</li> <li>• Promotion of HRD initiatives and strategies (e.g., awareness programmes, training prospects)</li> </ul> | <b>91</b> | 5    | 10  | 12  | 83  | 100  | 104  | 121  | 125  |
|  |           | 145  | 149 | 150 | 162 | 191  | 200  | 216  | 249  |
|  |           | 273  | 276 | 304 | 308 | 310  | 320  | 321  | 329  |
|  |           | 371  | 382 | 383 | 395 | 408  | 419  | 420  | 431  |
|  |           | 438  | 453 | 477 | 485 | 487  | 520  | 526  | 529  |
|  |           | 544  | 545 | 560 | 561 | 577  | 583  | 588  | 589  |
|  |           | 590  | 594 | 595 | 603 | 606  | 616  | 643  | 667  |
|  |           | 682  | 702 | 712 | 713 | 721  | 722  | 723  | 724  |
|  |           | 734  | 735 | 737 | 746 | 758  | 778  | 803  | 807  |
|  |           | 813  | 838 | 839 | 843 | 865  | 892  | 933  | 957  |
|  |           | 972  | 979 | 990 | 996 | 1013 | 1030 | 1062 | 1079 |
| 1081   | 1086      | 1096 |     |     |     |      |      |      |      |
| <p><b>Competency framework</b></p> <ul style="list-style-type: none"> <li>• Development of competency profiles</li> <li>• Identification of key strategic competencies</li> <li>• Identification of skills shortages and –priorities</li> </ul>  | <b>6</b>  | 205  | 487 | 600 | 605 | 682  | 791  |      |      |
| <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>• Alignment between HRD strategies and:                             <ul style="list-style-type: none"> <li>- competency frameworks</li> <li>- ISO requirements</li> <li>- legislation</li> <li>- National Qualifications Framework</li> <li>- National Skills Authority's requirements</li> <li>- National Skills Development Strategy's targets</li> <li>- Policy</li> </ul> </li> </ul>  | <b>16</b> | 13   | 52  | 100 | 150 | 276  | 303  | 309  | 371  |
| 737  |           | 738  | 791 | 831 | 839 | 843  | 921  | 979  |      |

|  |           |      |      |     |      |      |      |      |      |
|--|-----------|------|------|-----|------|------|------|------|------|
| <b>Employee relations</b>  | <b>3</b>  | 191  | 719  | 831 |      |      |      |      |      |
| <b>HRD administration</b>  | <b>51</b> | 10   | 12   | 44  | 55   | 63   | 67   | 73   | 77   |
| <ul style="list-style-type: none"> <li>• Management of administrative and logistical arrangements for all HRD activities (before, during, and after presentation of modules and courses)</li> </ul>  |           | 83   | 93   | 102 | 120  | 125  | 145  | 150  | 191  |
| <ul style="list-style-type: none"> <li>• Development of HRD administrative infrastructure:                             <ul style="list-style-type: none"> <li>- Accommodation</li> <li>- Faxes</li> <li>- Filing</li> <li>- Information technology (IT) support</li> <li>- Learning aids, tools, nd equipment</li> <li>- Travel</li> <li>- Typing</li> </ul> </li> </ul>   |           | 221  | 249  | 265 | 276  | 308  | 310  | 431  | 487  |
|  |           | 528  | 537  | 545 | 575  | 583  | 605  | 609  | 638  |
|  |           | 673  | 702  | 712 | 713  | 734  | 737  | 786  | 804  |
|  |           | 815  | 831  | 843 | 848  | 908  | 957  | 979  | 1030 |
|  | 1040      | 1086 | 1096 |     |      |      |      |      |      |
| <b>HR administration and management</b>  | <b>16</b> | 20   | 105  | 191 | 195  | 371  | 419  | 420  | 528  |
| <ul style="list-style-type: none"> <li>• Management of generic HR functions</li> </ul>   |           | 640  | 730  | 807 | 831  | 1008 | 1081 | 1102 | 1112 |
| <b>HR information systems</b>  | <b>3</b>  | 191  | 484  | 575 |      |      |      |      |      |
| <b>Monitoring and evaluation</b>   | <b>45</b> | 20   | 58   | 104 | 125  | 181  | 191  | 213  | 245  |
| <ul style="list-style-type: none"> <li>• Monitoring and evaluation of:                             <ul style="list-style-type: none"> <li>- applicability and acceptability of qualifications and unit standards</li> <li>- implementation of policy and prescripts</li> <li>- procedures</li> <li>- programmes</li> <li>- return on investment (ROI) / cost-benefit of training and development</li> <li>- standards</li> </ul> </li> </ul> |           | 302  | 310  | 316 | 408  | 419  | 420  | 448  | 453  |
|  |           | 484  | 485  | 528 | 529  | 559  | 560  | 575  | 577  |
|  |           | 594  | 597  | 605 | 606  | 643  | 702  | 721  | 722  |
|  |           | 723  | 724  | 734 | 735  | 758  | 803  | 831  | 907  |
|  |           | 953  | 979  | 996 | 1062 | 1079 |      |      |      |



|  |      |      |      |      |      |      |      |      |      |
|--|------|------|------|------|------|------|------|------|------|
| <b>Needs assessment</b> <ul style="list-style-type: none"> <li>Assessment of training, development, and capacity building needs through:                             <ul style="list-style-type: none"> <li>appraisal schemes</li> <li>consultation with line managers</li> <li>job analysis</li> <li>organizational needs analysis</li> <li>performance review processes</li> </ul> </li> <li>Identification of internal (business-related) and external (socio-political) requirements</li> <li>Identification of mission-critical positions</li> <li>Identification of opportunities for self and social development</li> </ul> | 55   | 8    | 13   | 20   | 105  | 120  | 150  | 174  | 206  |
|  |      | 213  | 223  | 256  | 275  | 309  | 325  | 329  | 382  |
|  |      | 383  | 391  | 406  | 448  | 449  | 512  | 520  | 526  |
|  |      | 544  | 597  | 606  | 636  | 702  | 712  | 721  | 722  |
|  |      | 723  | 724  | 734  | 735  | 758  | 791  | 803  | 804  |
|  |      | 815  | 838  | 839  | 843  | 857  | 865  | 907  | 932  |
|  |      | 972  | 979  | 996  | 1030 | 1040 | 1062 | 1102 |      |
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>Provisional of operational support and management of:                             <ul style="list-style-type: none"> <li>administration</li> <li>finance and budget</li> <li>induction and orientation</li> <li>people</li> <li>performance</li> <li>planning</li> <li>quality</li> <li>remuneration</li> <li>resources</li> <li>risk</li> <li>team</li> <li>tender procedures</li> </ul> </li> <li>Provision of mentoring and coaching services</li> </ul>   | 129  | 10   | 12   | 13   | 20   | 55   | 58   | 63   | 67   |
|  |      | 77   | 83   | 93   | 100  | 104  | 105  | 117  | 125  |
|  |      | 145  | 149  | 150  | 160  | 162  | 174  | 181  | 191  |
|  |      | 195  | 200  | 205  | 206  | 211  | 213  | 216  | 223  |
|  |      | 249  | 276  | 302  | 303  | 304  | 309  | 310  | 316  |
|  |      | 320  | 321  | 329  | 339  | 345  | 371  | 372  | 382  |
|  |      | 383  | 391  | 406  | 408  | 419  | 420  | 431  | 438  |
|  |      | 448  | 453  | 470  | 477  | 485  | 498  | 512  | 526  |
|  |      | 528  | 529  | 537  | 544  | 545  | 554  | 555  | 560  |
|  |      | 575  | 577  | 590  | 594  | 595  | 605  | 606  | 636  |
|  |      | 638  | 642  | 643  | 658  | 682  | 702  | 712  | 719  |
|  |      | 721  | 722  | 723  | 724  | 734  | 735  | 737  | 738  |
|  |      | 758  | 791  | 803  | 804  | 813  | 831  | 838  | 839  |
|  |      | 843  | 848  | 865  | 892  | 908  | 923  | 932  | 933  |
|  |      | 953  | 957  | 968  | 979  | 989  | 996  | 1030 | 1040 |
| 1061   | 1062 | 1075 | 1081 | 1086 | 1096 | 1102 | 1111 |      |      |
| 1112   |      |      |      |      |      |      |      |      |      |
| <b>Organisational design</b> <ul style="list-style-type: none"> <li>Development of organisational design</li> </ul>  | 4    | 191  | 642  | 719  | 791  |      |      |      |      |

|   |           |      |      |      |      |      |      |      |      |
|---|-----------|------|------|------|------|------|------|------|------|
| <b>Organisational development</b><br><ul style="list-style-type: none"> <li>• Implementation of change management initiatives</li> <li>• Driving change management competence to ensure that change initiatives are embedded and sustainable</li> </ul>   | <b>8</b>  | 20   | 63   | 191  | 211  | 537  | 544  | 791  | 1013 |
| <b>Organisational health, safety, and wellness</b><br><ul style="list-style-type: none"> <li>• Implementation of health, safety, wellness, and EAP's</li> </ul>   | <b>2</b>  | 642  | 813  |      |      |      |      |      |      |
| <b>Policy</b><br><ul style="list-style-type: none"> <li>• Development of policy frameworks</li> <li>• Establishment, maintenance, and review of policies</li> <li>• Negotiation of policies with: <ul style="list-style-type: none"> <li>- employees</li> <li>- management</li> <li>- stakeholders</li> <li>- unions</li> </ul> </li> <li>• Development of roll-out processes to ensure dissemination of information on policies and practices</li> <li>• Driving equality and diversity initiatives</li> </ul> | <b>39</b> | 5    | 8    | 13   | 20   | 58   | 63   | 67   | 86   |
|   |           | 191  | 205  | 265  | 298  | 304  | 321  | 339  | 372  |
|   |           | 408  | 453  | 484  | 487  | 537  | 544  | 554  | 555  |
|   |           | 594  | 600  | 605  | 640  | 642  | 734  | 758  | 831  |
|   |           | 843  | 848  | 908  | 957  | 979  | 1086 | 1102 |      |
| <b>Performance management</b><br><ul style="list-style-type: none"> <li>• Development and implementation of an integrated performance management system</li> </ul>  | <b>10</b> | 191  | 600  | 636  | 638  | 702  | 737  | 848  | 989  |
|   |           | 1081 | 1112 |      |      |      |      |      |      |
| <b>Project management</b>   | <b>8</b>  | 150  | 316  | 419  | 477  | 737  | 968  | 979  | 1013 |
| <b>Reporting</b><br><ul style="list-style-type: none"> <li>• Provision of feedback</li> <li>• Dissemination of feedback through: <ul style="list-style-type: none"> <li>- exhibitions</li> <li>- impact reports</li> <li>- monthly / annual reports</li> <li>- roadshows</li> </ul> </li> </ul>   | <b>72</b> | 13   | 58   | 67   | 85   | 120  | 121  | 125  | 150  |
|   |           | 162  | 174  | 200  | 205  | 276  | 298  | 302  | 309  |
|   |           | 320  | 325  | 371  | 395  | 408  | 438  | 448  | 477  |
|   |           | 487  | 512  | 520  | 529  | 537  | 544  | 545  | 554  |
|   |           | 559  | 561  | 575  | 576  | 583  | 594  | 595  | 597  |
|   |           | 605  | 606  | 609  | 616  | 643  | 682  | 719  | 721  |
|   |           | 722  | 723  | 724  | 734  | 737  | 761  | 815  | 843  |
|   |           | 848  | 892  | 907  | 932  | 957  | 979  | 990  | 996  |
|   |           | 1013 | 1061 | 1079 | 1081 | 1086 | 1096 | 1111 | 1112 |

|  |           |      |      |      |      |      |      |     |     |
|--|-----------|------|------|------|------|------|------|-----|-----|
| <b>Research</b> <ul style="list-style-type: none"> <li>• Conducting learning organization audits</li> <li>• Conducting audits of: <ul style="list-style-type: none"> <li>- competence levels</li> <li>- competency profiles</li> <li>- implementation of compulsory elements of HRD policy and processes</li> <li>- interventions</li> <li>- skills gaps and skills needs</li> </ul> </li> <li>• Analysis of training processes and resources</li> <li>• Investigating national and sectoral skills development trends</li> <li>• Development of research policy</li> <li>• Provision of access to accurate and up-to-date HRD data and reports</li> <li>• Management of HRD database</li> </ul> | <b>91</b> | 10   | 13   | 63   | 67   | 77   | 83   | 85  | 86  |
|  |           | 104  | 120  | 121  | 125  | 150  | 162  | 181 | 200 |
|  |           | 205  | 211  | 213  | 245  | 249  | 298  | 304 | 308 |
|  |           | 309  | 316  | 320  | 321  | 325  | 345  | 371 | 383 |
|  |           | 406  | 408  | 438  | 448  | 449  | 477  | 484 | 487 |
|  |           | 512  | 520  | 537  | 545  | 554  | 555  | 561 | 575 |
|  |           | 576  | 583  | 588  | 589  | 597  | 600  | 605 | 606 |
|  |           | 640  | 673  | 702  | 713  | 719  | 734  | 735 | 738 |
|  |           | 746  | 758  | 804  | 813  | 843  | 848  | 892 | 907 |
|  |           | 908  | 921  | 933  | 953  | 957  | 972  | 979 | 989 |
| 996  | 1013      | 1030 | 1040 | 1075 | 1079 | 1081 | 1086 |     |     |
| 1096   | 1111      | 1112 |      |      |      |      |      |     |     |
| <b>Secretariat support</b> <ul style="list-style-type: none"> <li>• Provision of secretarial services (e.g., meeting scheduling, minute taking, handling correspondence) to meetings such as: <ul style="list-style-type: none"> <li>- HRD Advisory committees</li> <li>- Departmental Skills Development Forum</li> <li>- Education, Training, and Development Committee</li> <li>- Provincial Skills Development Forum</li> <li>- Skills Development Committee</li> </ul> </li> </ul>  | <b>24</b> | 10   | 55   | 67   | 77   | 93   | 105  | 121 | 205 |
|  |           | 245  | 276  | 382  | 408  | 477  | 485  | 487 | 529 |
|  |           | 560  | 804  | 831  | 908  | 921  | 957  | 979 | 989 |
| <b>SETA</b> <ul style="list-style-type: none"> <li>• Management and coordination of operations of SETA in nine provinces through the application and adherence to ETDP SETA policies and procedures as well as relevant legislation</li> </ul>   | <b>1</b>  | 560  |      |      |      |      |      |     |     |
| <b>Skills Development Facilitator (SDF)</b> <ul style="list-style-type: none"> <li>• Management of skills development initiatives</li> </ul>   | <b>10</b> | 63   | 83   | 125  | 200  | 205  | 477  | 682 | 734 |
|  |           | 1061 | 1086 |      |      |      |      |     |     |

|  |            |      |      |      |      |      |      |      |    |
|--|------------|------|------|------|------|------|------|------|----|
| <p><b>Strategies: HR development</b></p> <ul style="list-style-type: none"> <li>• Planning and execution of skills development strategy based on strategic objectives</li> <li>• Provision of strategic direction</li> <li>• Definition and revision of mission, purpose, objectives, priorities</li> <li>• Implementation of HRD strategy, including:                             <ul style="list-style-type: none"> <li>- curricula design</li> <li>- delivery of array of training programmes</li> <li>- development of learning materials</li> <li>- e-learning</li> <li>- evaluation of training programmes</li> <li>- experiential designs</li> <li>- implementation of structured learning programmes</li> <li>- implementation of improvement strategies</li> <li>- needs-based training</li> <li>- presentation of competency-based training</li> <li>- scheduling</li> <li>- self-managed learning</li> <li>- web-based instruction methodology</li> </ul> </li> <li>• Design of programmes to address scarce skills</li> <li>• Application of learning design methodologies</li> <li>• Development of training and development programmes</li> <li>• Cost effective utilisation of available resources</li> <li>• Implementation of learnerships / internships / apprenticeships</li> <li>• Conducting assessments of learning</li> <li>• Ensuring that optimal business processes are addressed</li> </ul> | <b>161</b> | 5    | 8    | 10   | 12   | 13   | 20   | 44   | 63 |
|  | 67         | 77   | 83   | 85   | 86   | 93   | 100  | 104  |    |
|  | 105        | 117  | 121  | 125  | 145  | 149  | 150  | 160  |    |
|  | 162        | 167  | 174  | 177  | 180  | 181  | 186  | 191  |    |
|  | 205        | 206  | 211  | 213  | 216  | 221  | 223  | 249  |    |
|  | 256        | 265  | 276  | 302  | 303  | 304  | 309  | 310  |    |
|  | 316        | 321  | 325  | 329  | 339  | 345  | 365  | 371  |    |
|  | 372        | 382  | 383  | 391  | 395  | 397  | 406  | 408  |    |
|  | 431        | 438  | 448  | 449  | 453  | 470  | 477  | 484  |    |
|  | 485        | 487  | 498  | 512  | 520  | 526  | 528  | 537  |    |
|  | 544        | 545  | 554  | 555  | 559  | 560  | 575  | 576  |    |
|  | 583        | 588  | 589  | 590  | 594  | 595  | 597  | 600  |    |
|  | 605        | 606  | 609  | 616  | 636  | 638  | 643  | 658  |    |
|  | 667        | 673  | 682  | 702  | 705  | 712  | 719  | 721  |    |
|  | 722        | 723  | 724  | 734  | 737  | 738  | 746  | 759  |    |
|  | 761        | 778  | 791  | 803  | 804  | 807  | 813  | 815  |    |
|  | 831        | 838  | 839  | 843  | 848  | 857  | 874  | 890  |    |
|  | 907        | 908  | 921  | 923  | 928  | 931  | 932  | 933  |    |
|  | 953        | 957  | 972  | 979  | 987  | 993  | 996  | 1008 |    |
|  | 1013       | 1030 | 1040 | 1062 | 1081 | 1086 | 1102 | 1106 |    |
| 1111   |            |      |      |      |      |      |      |      |    |

|   |           |      |      |     |      |     |     |     |     |
|---|-----------|------|------|-----|------|-----|-----|-----|-----|
| <b>Training</b> <ul style="list-style-type: none"> <li>• Development and presentation of HRD interventions</li> <li>• Conceptualisation, planning, facilitation, and execution of outdoor training programmes related to team building, leadership, and motivational learning activities</li> <li>• Provision of best practice HR learning and development services</li> <li>• Development and implementation e-learning interventions</li> <li>• Presentation of train-the-trainer programmes</li> <li>• Management of documentation relating to training coordination (e.g., copying, packaging, distribution)</li> </ul> | <b>20</b> | 8    | 10   | 12  | 55   | 58  | 83  | 98  | 150 |
|   |           | 181  | 191  | 256 | 303  | 453 | 498 | 597 | 642 |
|   |           | 643  | 667  | 746 | 1062 |     |     |     |     |
|   |           |      |      |     |      |     |     |     |     |
| <b>Workplace Skills Plan (WSP)</b> <ul style="list-style-type: none"> <li>• Development, implementation, and consolidation of WSP</li> <li>• Formulation of WSP Implementation Report</li> <li>• Drafting guidelines on electronic WSP development across regions</li> </ul>  | <b>42</b> | 5    | 83   | 105 | 120  | 125 | 162 | 200 | 205 |
|   |           | 223  | 245  | 275 | 276  | 302 | 316 | 345 | 371 |
|   |           | 391  | 408  | 477 | 487  | 520 | 526 | 537 | 561 |
|   |           | 595  | 609  | 638 | 682  | 712 | 734 | 737 | 761 |
|   |           | 804  | 815  | 838 | 839  | 848 | 957 | 989 | 990 |
|   |           | 1061 | 1086 |     |      |     |     |     |     |

**APPENDIX K: KPA THEME – HUMAN RESOURCES INFORMATION SYSTEMS (HRIS)**

| Key performance area  | N        | Advertisement # |     |     |     |     |     |     |     |
|---|----------|-----------------|-----|-----|-----|-----|-----|-----|-----|
| <p><b>Advisory service</b></p> <ul style="list-style-type: none"> <li>• Provision of knowledge, advice and support on HR administration and employment practices</li> <li>• Provision of technical and functional consultation to business users</li> <li>• Provision of information that enables the effective and efficient management of HR</li> <li>• Provision of business solutions</li> <li>• Identification and analysis of trends, risks, opportunities and governance issues</li> </ul> | <b>8</b> | 173             | 340 | 459 | 460 | 478 | 479 | 519 | 926 |
| <p><b>Benchmarking</b></p> <ul style="list-style-type: none"> <li>• Administration of the benchmarking of employee benefits</li> </ul>  | <b>1</b> | 340             |     |     |     |     |     |     |     |
| <p><b>Communication and liaison</b></p> <ul style="list-style-type: none"> <li>• Coordination of stakeholder workshops</li> <li>• Development of end-user documentation and training manuals</li> </ul>   | <b>3</b> | 478             | 479 | 551 |     |     |     |     |     |
| <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>• Coordination of human resources information and reporting and ensuring the system is aligned with:                             <ul style="list-style-type: none"> <li>- business processes</li> <li>- identified needs</li> <li>- income tax and other legislation (e.g., <i>National Archives Act</i>)</li> </ul> </li> </ul>  | <b>3</b> | 551             | 552 | 767 |     |     |     |     |     |

|  |          |     |     |     |     |     |     |     |      |
|--|----------|-----|-----|-----|-----|-----|-----|-----|------|
| <p><b>HR planning (HRP)</b></p> <ul style="list-style-type: none"> <li>• Designing HRP and forecasting solutions</li> <li>• Preparation of labour plans and budgets</li> </ul>   | <b>2</b> | 36  | 340 |     |     |     |     |     |      |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Management of: <ul style="list-style-type: none"> <li>- departmental operations</li> <li>- finance and budget</li> <li>- people / team</li> <li>- employee relations</li> <li>- HR projects</li> <li>- people / team</li> <li>- quality</li> <li>- resources</li> <li>- transversal HR initiatives</li> </ul> </li> </ul>  | <b>7</b> | 173 | 291 | 459 | 626 | 767 | 811 | 826 |      |
| <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Development, implementation, and maintenance of HRIS policy and procedures regarding <ul style="list-style-type: none"> <li>- post establishments</li> <li>- grading levels</li> <li>- transformation</li> <li>- medical aid dispensation</li> <li>- norms and standards for HRP</li> <li>- recruitment and selection</li> <li>- appointments, promotions and termination of services</li> <li>- service benefits</li> </ul> </li> <li>• Operationalisation of HRM policy</li> </ul> | <b>8</b> | 36  | 291 | 340 | 626 | 767 | 811 | 926 | 1082 |
| <p><b>Remuneration</b></p> <ul style="list-style-type: none"> <li>• Implementation and maintenance of HR payroll systems and modules</li> <li>• Ensuring effective integration with related business processes</li> </ul>  | <b>1</b> | 551 |     |     |     |     |     |     |      |

|  |           |     |     |     |     |      |      |     |     |
|--|-----------|-----|-----|-----|-----|------|------|-----|-----|
| <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Timely and accurate reporting of HR information</li> <li>• Monthly and quarterly reporting</li> <li>• Optimisation of business reporting</li> <li>• Provision of specialist auditing, reporting, and report development function</li> <li>• Developing reports using SAP Query and Query Manager</li> </ul>   | <b>9</b>  | 36  | 46  | 340 | 459 | 460  | 482  | 552 | 684 |
| <p><b>Strategies: HRIS</b></p> <ul style="list-style-type: none"> <li>• Development, implementation, maintenance and upgrading of an integrated HRIS system (databases, files, modules, records, systems)</li> <li>• Development of detailed functional specifications for new developments or enhancements</li> <li>• Development of customized technology solutions</li> <li>• Documenting business processes and procedures in assigned areas</li> <li>• Continuous revision and version control of templates / documents on the database</li> <li>• Provision of support for software applications</li> <li>• Coordinating the rationalisation of the system (e.g., rationalisation of salary disparities or pension funds)</li> <li>• Maintenance of HRIS security</li> </ul> <p><b>PERSAL</b></p> <ul style="list-style-type: none"> <li>• Ensure an effective PERSAL management infrastructure enabling: <ul style="list-style-type: none"> <li>- PERSAL data configuration and statistical analysis / reporting</li> <li>- Ensure a comprehensive and updated primary information source</li> <li>- Oversight of the implementation and maintenance of HRM and salary administration audit and control measures</li> </ul> </li> </ul> | <b>22</b> | 36  | 173 | 291 | 340 | 384  | 459  | 460 | 478 |
|  |           | 926 |     |     |     |      |      |     |     |
|  |           | 479 | 482 | 519 | 551 | 552  | 684  | 809 | 826 |
|  |           | 845 | 878 | 915 | 926 | 1026 | 1082 |     |     |



|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| <p><b>PERSAL [contd.]</b></p> <ul style="list-style-type: none"> <li>- Management of PERSAL establishment control function</li> <li>- Management of PERSAL access and user access</li> <li>- Provision of guidance to PERSAL controllers on information requirements</li> <li>- Extraction of management information / data from PERSAL for monitoring and reporting purposes</li> <li>- Support for HR business processes</li> <li>- Ensuring correct interface between BAS and PERSAL in terms of the approved structure</li> <li>- Establish a well-trained PERSAL user group</li> <li>- Establish comprehensive guidelines and processes in line with HR and finance policies</li> <li>- Provide strategic advice to management regarding PERSAL information</li> </ul> <p><b>SAP</b></p> <ul style="list-style-type: none"> <li>• Overall SAP system design activities including provision of system solutions for business process issues</li> <li>• Coordination of enterprise and HR SAP licenses</li> <li>• Development, implementation, maintenance and governance of SAP HR modules:             <ul style="list-style-type: none"> <li>- benefits</li> <li>- ESS</li> <li>- organizational management</li> <li>- payroll</li> <li>- people development</li> <li>- people management</li> <li>- time management</li> <li>- travel management</li> </ul> </li> <li>• Coordination of scoping, design, and implementation of SAP HR projects</li> </ul> |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| <p><b>SAP [contd.]</b></p> <ul style="list-style-type: none"> <li>• Overseeing all SAP related functionality changes and data capturing, integration, and coordination</li> <li>• Ensuring utilization of all systems</li> <li>• Ensuring integration of system enhancements</li> <li>• Provision of SAP HR configuration support</li> <li>• Configuration and maintenance of SAP HR settings</li> <li>• Identification, analysis, and provision of SAP Payroll solutions for assigned business problems</li> <li>• Identification, analysis, and provision of SAP Time Management solutions for assigned business problems</li> <li>• Identification, analysis, and provision of SAP Organisational Management, Personal Development and TEM solutions for assigned business problems</li> <li>• Performing purification (audits) of SAP HR data and procedures</li> <li>• Promotion of optimization of SAP HR system</li> <li>• Continuous assessment to ensure that HRD business processes are effectively addressed on the SAP HR system</li> <li>• Provision of proactive SAP training and end-user support</li> </ul> |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

**APPENDIX L: KPA THEME – HUMAN RESOURCE PLANNING (HRP)**

| <b>Key performance area</b>   | <b>N</b>  | <b>Advertisement #</b> |     |      |      |      |     |      |     |
|---|-----------|------------------------|-----|------|------|------|-----|------|-----|
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>• Advising managers on the best approaches and strategies to meet HR requirements through HR forecasting and planning</li> <li>• Advising managers and employees on the implementation and application of HR policies and applications</li> <li>• Recommending changes in policies, tools, and systems tailored to business needs</li> <li>• Provision of technical assistance in compilation of workplace HR plans</li> </ul>   | <b>21</b> | 3                      | 16  | 17   | 82   | 91   | 152 | 153  | 176 |
|   |           | 202                    | 463 | 531  | 533  | 542  | 592 | 631  | 861 |
|   |           | 884                    | 909 | 1006 | 1007 | 1094 |     |      |     |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Liaison with stakeholders about development of HR capacity and source funding opportunities</li> <li>• Maintenance of working relationships</li> <li>• Provision or sourcing of specialist services required to facilitate implementation</li> <li>• Coordination of HRP through internal consultation on policies and procedures</li> <li>• Consultation with other departments regarding the integration of outputs of HRP, HRD, and performance management systems</li> <li>• Management of stakeholder relations</li> </ul> | <b>12</b> | 91                     | 176 | 202  | 258  | 417  | 530 | 533  | 610 |
|   |           | 631                    | 802 | 1094 | 1108 |      |     |      |     |
| <b>Compliance</b> <ul style="list-style-type: none"> <li>• Ensuring alignment and adherence to acts, regulations, strategies, standards, plans and ethics</li> </ul>  | <b>7</b>  | 542                    | 624 | 631  | 711  | 802  | 909 | 1010 |     |

|   |          |    |     |     |     |     |     |     |  |
|---|----------|----|-----|-----|-----|-----|-----|-----|--|
| <p><b>HR administration and management</b></p> <ul style="list-style-type: none"> <li>• Overseeing the implementation of an integrated approach to HR administration and management through: <ul style="list-style-type: none"> <li>- career management</li> <li>- conditions of service</li> <li>- employee relations</li> <li>- HRD</li> <li>- OD and change management</li> <li>- performance management</li> <li>- recruitment and selection</li> </ul> </li> </ul> | <b>7</b> | 82 | 176 | 202 | 624 | 631 | 644 | 802 |  |
|---|----------|----|-----|-----|-----|-----|-----|-----|--|

|  |                  |     |     |      |      |      |      |      |      |
|--|------------------|-----|-----|------|------|------|------|------|------|
| <p><b>HRP Analyses</b></p> <ul style="list-style-type: none"> <li>• Development and implementation of systems for data management</li> <li>• Development and implementation of HR surveys</li> <li>• Management of information and data necessary for ensuring the efficiency and effectiveness of the department</li> <li>• Conducting research on best practice through networking with professional organizations and/or individuals</li> <li>• Environmental scanning to position the organisation for effect participation in relevant national, regional, and global development</li> <li>• Conducting organisational and operational investigations into HR policies and practices</li> <li>• Assessment and review of demand and supply for HRP</li> <li>• Conducting policy analyses</li> <li>• Investigating HRP strategy and practices</li> <li>• Keeping abreast of new developments, approaches, and best practices</li> <li>• Ensure development and application of an investigation methodology</li> <li>• Planning and coordination of data collection processes</li> <li>• Analyses of legislative and policy imperatives to define the department’s operational context</li> <li>• Analysis of current HR strategy and evaluating improvement potential / required changes taking into consideration all future requirements set by strategies and business plans</li> </ul> | <p><b>33</b></p> | 3   | 16  | 17   | 35   | 82   | 91   | 109  | 112  |
|  |                  | 152 | 414 | 417  | 463  | 464  | 530  | 533  | 592  |
|  |                  | 610 | 631 | 861  | 880  | 881  | 884  | 886  | 896  |
|  |                  | 909 | 927 | 1005 | 1006 | 1007 | 1010 | 1054 | 1094 |
|  | 1108             |     |     |      |      |      |      |      |      |

|  |           |      |      |      |      |      |     |     |      |
|--|-----------|------|------|------|------|------|-----|-----|------|
| <b>Monitoring and evaluation</b> <ul style="list-style-type: none"> <li>• Development and implementation of a monitoring and evaluation framework</li> <li>• Monitoring of strategic linkages</li> <li>• Analysis and assessment of HRP prescripts for effectiveness and relevancy</li> <li>• Monitoring periodic reviews of strategy</li> <li>• Identification of processes for review and improvement to limit inefficiencies, waste, and enhance customer focus with minimum cost</li> <li>• Identification of gaps and practices that inhibit the development and implementation of HRP</li> <li>• Analysis of reports</li> <li>• Analysis of relevant data for HRP imperatives</li> <li>• Analysis of high level management reports</li> <li>• Implementation, updating, and monitoring of business processes</li> <li>• Designing internal performance management systems and tools</li> </ul> | <b>29</b> | 3    | 16   | 17   | 82   | 109  | 153 | 202 | 258  |
|  |           | 414  | 415  | 417  | 464  | 530  | 531 | 610 | 631  |
|  |           | 711  | 880  | 881  | 884  | 886  | 896 | 927 | 1005 |
|  |           | 1006 | 1007 | 1054 | 1094 | 1108 |     |     |      |
| <b>Organisational design</b> <ul style="list-style-type: none"> <li>• Management of organisational structure design</li> <li>• Management of business architecture</li> <li>• Implementation of sound organization and work study practices</li> </ul>   | <b>2</b>  | 35   | 984  |      |      |      |     |     |      |

|   |           |     |     |     |      |      |      |      |      |
|---|-----------|-----|-----|-----|------|------|------|------|------|
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Development of an annual performance plan</li> <li>• Development and maintenance of business processes</li> <li>• Evaluation of department against predetermined key measurable objectives and standards</li> <li>• Management of:                             <ul style="list-style-type: none"> <li>- assets</li> <li>- finance and budget</li> <li>- people</li> <li>- resources</li> </ul> </li> <li>• Capacitate departmental staff</li> <li>• Drafting of service delivery improvement plans</li> <li>• Implementation of corrective actions when progress deviates from the plan</li> <li>• Development of a risk profile and risk mitigation plan</li> </ul> | <b>24</b> | 82  | 91  | 152 | 202  | 409  | 414  | 415  | 464  |
|   |           | 530 | 531 | 533 | 542  | 610  | 624  | 644  | 711  |
|   |           | 802 | 896 | 984 | 1005 | 1006 | 1007 | 1010 | 1094 |
| <b>Project management</b>   | <b>4</b>  | 16  | 109 | 530 | 927  |      |      |      |      |
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Management of the reporting calendar</li> <li>• Ensuring the capturing and management of HRD to inform management decisions</li> <li>• Compilation of reports for government</li> <li>• Compilation of the:                             <ul style="list-style-type: none"> <li>- departmental annual report</li> <li>- progress reports</li> <li>- strategic review reports</li> </ul> </li> <li>• Development and implementation of systems for HR intelligence reporting</li> <li>• Submissions to management</li> </ul>  | <b>12</b> | 3   | 17  | 112 | 152  | 153  | 285  | 415  | 417  |
|   |           | 463 | 531 | 644 | 1005 |      |      |      |      |

|   |                  |             |             |             |            |             |             |             |             |
|---|------------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|
| <p><b>Secretariat support</b></p> <ul style="list-style-type: none"> <li>• Provision of secretariat service during management meetings</li> </ul>   | <p><b>2</b></p>  | <p>152</p>  | <p>880</p>  |             |            |             |             |             |             |
| <p><b>Strategies: HR Planning</b></p> <ul style="list-style-type: none"> <li>• Translation of policy into action</li> <li>• Development of new approaches for HRP and forecasting</li> <li>• Formulation, development, direction, and implementation of HR strategy and plan</li> <li>• Promotion of HR strategies, policies, practices, and principles in line with bus direction and best practice</li> <li>• Development of a standard strategic planning and implementation framework</li> <li>• Ensuring appropriate and effective HR resource capacity to implement the strategy and plan</li> <li>• Implementation of scarce skills retention programme</li> <li>• Integrating the strategies of different units into a whole departmental strategic document with the required financial implications</li> <li>• Ensuring that objectives and expectations are met</li> <li>• Ensuring that work plans are reviewed and updated</li> <li>• Ensuring that quality and standards are maintained</li> <li>• Establishment of business planning processes in the department</li> <li>• Annual reviews of strategic and business plans</li> <li>• Development of high level strategic forecasts of people planning</li> <li>• Management of strategic planning calendar</li> </ul> | <p><b>41</b></p> | <p>3</p>    | <p>16</p>   | <p>17</p>   | <p>35</p>  | <p>82</p>   | <p>91</p>   | <p>109</p>  | <p>112</p>  |
|   |                  | <p>152</p>  | <p>153</p>  | <p>176</p>  | <p>202</p> | <p>258</p>  | <p>409</p>  | <p>414</p>  | <p>415</p>  |
|   |                  | <p>464</p>  | <p>504</p>  | <p>531</p>  | <p>533</p> | <p>542</p>  | <p>592</p>  | <p>610</p>  | <p>624</p>  |
|   |                  | <p>631</p>  | <p>644</p>  | <p>711</p>  | <p>802</p> | <p>861</p>  | <p>880</p>  | <p>881</p>  | <p>884</p>  |
|   |                  | <p>886</p>  | <p>896</p>  | <p>909</p>  | <p>927</p> | <p>1005</p> | <p>1006</p> | <p>1007</p> | <p>1010</p> |
|   |                  | <p>1054</p> | <p>1094</p> | <p>1108</p> |            |             |             |             |             |



**APPENDIX M: KPA THEME – INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY (IOP)<sup>49</sup>**

| <b>Key performance area</b>   | <b>N</b> | <b>Advertisement #</b> |     |      |  |  |  |  |  |
|---|----------|------------------------|-----|------|--|--|--|--|--|
| <b>Assessment and development centres</b> <ul style="list-style-type: none"> <li>Administration and management of assessment and development centres</li> <li>Development, review, and validation of competence-based assessment batteries</li> <li>Conducting psychometric assessments</li> <li>Maintenance of a database of assessment results</li> <li>Implementing quality assurance mechanisms (focusing on both the assessment process and service providers)</li> <li>Coordination of assessment results with other HR aspects (especially HRM)</li> </ul> | <b>3</b> | 472                    | 571 | 676a |  |  |  |  |  |
| <b>Career management</b> <ul style="list-style-type: none"> <li>Management of employees' career development</li> <li>Management of career incidents in relation to competency matters</li> <li>Succession planning</li> <li>Advising national and provincial departments with regard to career management and dev</li> </ul>  | <b>2</b> | 472                    | 571 |      |  |  |  |  |  |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>Consultation with stakeholders</li> </ul>   | <b>1</b> | 571                    |     |      |  |  |  |  |  |
| <b>Competency framework</b> <ul style="list-style-type: none"> <li>Development and maintenance of policy pertaining to the competency and assessment framework</li> </ul>   | <b>1</b> | 571                    |     |      |  |  |  |  |  |
| <b>HR development</b> <ul style="list-style-type: none"> <li>Facilitating workshops and focus groups</li> </ul>   | <b>1</b> | 571                    |     |      |  |  |  |  |  |

<sup>49</sup> Here, the designation refers to professionally registered industrial / organisational psychologists.

|  |          |     |      |      |      |  |  |  |  |
|--|----------|-----|------|------|------|--|--|--|--|
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Management of administrative and organizational tasks</li> <li>• Financial management</li> </ul>   | <b>3</b> | 571 | 676a | 676b |      |  |  |  |  |
| <p><b>Project management</b></p>   | <b>1</b> | 571 |      |      |      |  |  |  |  |
| <p><b>Recruitment and selection</b></p> <ul style="list-style-type: none"> <li>• Management and implementation of recruitment and selection function</li> <li>• Provision of leadership to psychologists involved in selection and separation assessments</li> </ul> | <b>4</b> | 472 | 571  | 676a | 676b |  |  |  |  |
| <p><b>Research</b></p>   | <b>1</b> | 571 |      |      |      |  |  |  |  |

**APPENDIX N: KPA THEME – EMPLOYEE RELATIONS (ER)**

| <b>Key performance area</b>   | <b>N</b>  | <b>Advertisement #</b> |     |      |      |      |      |      |      |
|---|-----------|------------------------|-----|------|------|------|------|------|------|
| <b>Advisory service</b>   | <b>71</b> | 4                      | 27  | 41   | 43   | 53   | 73   | 74   | 95   |
| • Provision of guidance to management and negotiating teams about:  |           | 107                    | 154 | 155  | 157  | 165  | 197  | 210  | 217  |
| - conditions of services  |           | 233                    | 264 | 277  | 278  | 285  | 287  | 297  | 312  |
| - dispute resolution procedures                                     |           | 347                    | 361 | 367  | 369  | 374  | 375  | 435  | 443  |
| - grievances  |           | 516                    | 527 | 543  | 558  | 570  | 574  | 593  | 618  |
| - incapacity procedures   |           | 619                    | 622 | 623  | 627  | 628  | 629  | 635  | 645  |
| - Employee relations matters  |           | 647                    | 653 | 678  | 679  | 680  | 694  | 697  | 709  |
| - misconduct  |           | 769                    | 771 | 822  | 859  | 891  | 934  | 943  | 956  |
|   |           | 963                    | 986 | 988  | 995  | 1016 | 1020 | 1050 |      |
| <b>Bargaining structures</b>  | <b>45</b> | 4                      | 41  | 43   | 73   | 96   | 107  | 154  | 165  |
| • Facilitation of bargaining structures                             |           | 208                    | 233 | 277  | 278  | 285  | 297  | 312  | 361  |
| • Coordination of bargaining structures                             |           | 374                    | 421 | 422  | 441  | 514  | 543  | 574  | 579  |
| • Contribution to negotiations / bargaining teams                   |           | 618                    | 619 | 627  | 629  | 645  | 649  | 653  | 678  |
| • Facilitating and ensuring implementation of collective agreements |           | 697                    | 699 | 709  | 740  | 744  | 753  | 769  | 832  |
| • Participation in wage negotiations                                |           | 891                    | 956 | 1016 | 1020 | 1046 |      |      |      |
| <b>Case management</b>  | <b>33</b> | 4                      | 11  | 53   | 155  | 157  | 208  | 210  | 312  |
| • Management of casework with:                                      |           | 357                    | 361 | 369  | 422  | 435  | 516  | 527  | 558  |
| - bargaining council  |           | 570                    | 618 | 635  | 649  | 653  | 678  | 694  | 709  |
| - CCMA  |           | 753                    | 771 | 832  | 925  | 934  | 1020 | 1046 | 1065 |
| - dispute resolution hearings                                       |           | 1076                   |     |      |      |      |      |      |      |
| - labour court  |           |                        |     |      |      |      |      |      |      |

|   |           |      |      |      |      |      |     |      |      |
|---|-----------|------|------|------|------|------|-----|------|------|
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>Establishment and maintenance of communication structures with, for example:                             <ul style="list-style-type: none"> <li>community structures</li> <li>government departments</li> <li>ER forums</li> <li>organised labour</li> <li>traditional leaders</li> </ul> </li> <li>Interfacing with stakeholders</li> <li>Management of workplace climate with stakeholders</li> <li>Facilitation of bilateral and multilateral relations, forums and initiatives</li> </ul> | <b>43</b> | 27   | 43   | 53   | 73   | 74   | 197 | 208  | 217  |
|   |           | 233  | 277  | 278  | 285  | 296  | 297 | 357  | 375  |
|   |           | 402  | 421  | 422  | 441  | 443  | 514 | 516  | 521  |
|   |           | 570  | 627  | 629  | 649  | 652  | 678 | 694  | 697  |
|   |           | 739  | 744  | 769  | 798  | 832  | 934 | 961  | 1016 |
|   | 1019      | 1050 | 1065 |      |      |      |     |      |      |
| <b>Compliance</b> <ul style="list-style-type: none"> <li>Ensuring compliance to:                             <ul style="list-style-type: none"> <li>group values</li> <li>legislation</li> <li>prescribed ER policies, procedures, and practices</li> <li>statutory requirements</li> <li>union agreements</li> </ul> </li> </ul>   | <b>29</b> | 27   | 46   | 73   | 74   | 95   | 107 | 154  | 285  |
|   |           | 287  | 367  | 369  | 443  | 516  | 558 | 579  | 623  |
|   |           | 627  | 628  | 653  | 694  | 739  | 859 | 925  | 934  |
|   |           | 958  | 986  | 988  | 995  | 1050 |     |      |      |
| <b>Conflict resolution</b> <ul style="list-style-type: none"> <li>Management of grievances, protests, strikes, and arbitration cases</li> </ul>   | <b>61</b> | 4    | 41   | 46   | 53   | 74   | 80  | 154  | 165  |
|   |           | 197  | 208  | 210  | 217  | 233  | 277 | 278  | 324  |
|   |           | 347  | 357  | 361  | 369  | 374  | 375 | 421  | 422  |
|   |           | 435  | 441  | 443  | 516  | 521  | 527 | 543  | 558  |
|   |           | 570  | 574  | 579  | 593  | 618  | 623 | 629  | 645  |
|   |           | 649  | 653  | 679  | 694  | 739  | 740 | 744  | 753  |
|   |           | 822  | 891  | 925  | 934  | 943  | 961 | 986  | 995  |
|   |           | 1016 | 1019 | 1020 | 1046 | 1050 |     |      |      |
| <b>Corporate social investment programme</b> <ul style="list-style-type: none"> <li>Coordination of programme</li> </ul>  | <b>1</b>  | 95   |      |      |      |      |     |      |      |
| <b>Database</b> <ul style="list-style-type: none"> <li>Maintenance of manual and electronic filing and recording systems</li> </ul>   | <b>15</b> | 41   | 107  | 347  | 435  | 619  | 627 | 628  | 653  |
|   |           | 678  | 680  | 709  | 891  | 934  | 988 | 1076 |      |

|   |           |      |      |      |      |      |      |      |     |
|---|-----------|------|------|------|------|------|------|------|-----|
| <b>Discipline</b><br><ul style="list-style-type: none"> <li>• Implementation and management of disciplinary code, procedures, and matters, for example:                             <ul style="list-style-type: none"> <li>- preparation of allegation / charge sheets</li> <li>- supporting role players (presiding officers, departmental representatives)</li> <li>- misconduct</li> <li>- abscondments</li> <li>- suspensions</li> <li>- poor work performance</li> </ul> </li> </ul> | <b>47</b> | 41   | 43   | 46   | 80   | 208  | 210  | 217  | 277 |
|   |           | 278  | 357  | 375  | 404  | 421  | 422  | 435  | 441 |
|   |           | 443  | 527  | 574  | 579  | 593  | 619  | 623  | 629 |
|   |           | 645  | 649  | 653  | 678  | 679  | 680  | 694  | 709 |
|   |           | 753  | 771  | 822  | 832  | 891  | 943  | 961  | 986 |
|   |           | 988  | 1016 | 1019 | 1020 | 1046 | 1050 | 1065 |     |
| <b>ER analyses</b><br><ul style="list-style-type: none"> <li>• Analysis of ER data to identify trends (grievances, workplace culture)</li> <li>• Keeping abreast with latest developments in the field of ER</li> </ul>   | <b>33</b> | 46   | 73   | 155  | 157  | 208  | 217  | 253  | 264 |
|   |           | 277  | 278  | 285  | 312  | 369  | 375  | 421  | 422 |
|   |           | 441  | 514  | 558  | 570  | 618  | 629  | 649  | 679 |
|   |           | 694  | 739  | 744  | 771  | 943  | 956  | 988  | 999 |
|   |           | 1046 |      |      |      |      |      |      |     |
| <b>Investigations</b><br><ul style="list-style-type: none"> <li>• Conducting investigations</li> </ul>  | <b>22</b> | 43   | 46   | 80   | 233  | 264  | 277  | 278  | 324 |
|   |           | 357  | 374  | 435  | 443  | 521  | 570  | 619  | 771 |
|   |           | 832  | 891  | 963  | 999  | 1020 | 1065 |      |     |
| <b>Job analysis / evaluation / profiling</b><br><ul style="list-style-type: none"> <li>• Conducting job evaluations</li> </ul>  | <b>1</b>  | 46   |      |      |      |      |      |      |     |
| <b>Monitoring and evaluation</b><br><ul style="list-style-type: none"> <li>• Monitoring and evaluation of:                             <ul style="list-style-type: none"> <li>- Adherence to rules and procedures</li> <li>- disciplinary cases</li> </ul> </li> </ul>  | <b>28</b> | 36   | 73   | 154  | 367  | 374  | 402  | 441  | 443 |
|   |           | 514  | 516  | 570  | 593  | 649  | 697  | 709  | 744 |
|   |           | 753  | 798  | 822  | 832  | 891  | 934  | 958  | 963 |
|   |           | 986  | 988  | 1020 | 1046 |      |      |      |     |

|   |           |     |      |     |      |     |     |      |      |
|---|-----------|-----|------|-----|------|-----|-----|------|------|
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Administration of unit</li> <li>• Operational planning</li> <li>• Management of workflow</li> <li>• People management, for example: <ul style="list-style-type: none"> <li>- capacity building</li> <li>- HRD</li> <li>- HRP</li> <li>- HRIS</li> <li>- OD</li> <li>- performance management</li> <li>- recruitment and selection</li> <li>- remuneration</li> <li>- supervision</li> </ul> </li> <li>• Financial management</li> <li>• Resource management</li> <li>• Management of service providers (e.g., implementation of Service Level Agreements and Service Delivery Improvement Plans)</li> <li>• Management of office support services</li> </ul> | <b>48</b> | 11  | 17   | 46  | 53   | 78  | 107 | 154  | 165  |
|   |           | 197 | 208  | 253 | 287  | 312 | 324 | 344  | 361  |
|   |           | 402 | 404  | 421 | 435  | 516 | 517 | 521  | 543  |
|   |           | 558 | 574  | 618 | 619  | 623 | 645 | 647  | 649  |
|   |           | 653 | 678  | 694 | 697  | 699 | 715 | 739  | 740  |
|   |           | 822 | 934  | 943 | 956  | 958 | 988 | 1019 | 1050 |
| <b>Organisational design</b>  | <b>3</b>  | 210 | 253  | 715 |      |     |     |      |      |
| <b>Organisational health, safety and wellness</b> <ul style="list-style-type: none"> <li>• Coordinating programmes</li> <li>• Ensuring that objectives are met</li> </ul>   | <b>10</b> | 14  | 53   | 253 | 404  | 593 | 699 | 715  | 925  |
|   |           | 961 | 1066 |     |      |     |     |      |      |
| <b>Policy</b> <ul style="list-style-type: none"> <li>• Development of policies and guidelines in line with best practice</li> <li>• Writing position papers</li> <li>• Ensuring fair and consistent labour practices</li> <li>• Driving and coordinating ER initiatives</li> </ul>  | <b>52</b> | 27  | 46   | 73  | 74   | 165 | 208 | 210  | 217  |
|   |           | 253 | 264  | 281 | 285  | 296 | 297 | 312  | 324  |
|   |           | 344 | 374  | 404 | 421  | 422 | 435 | 441  | 514  |
|   |           | 516 | 527  | 543 | 574  | 618 | 619 | 627  | 628  |
|   |           | 645 | 649  | 653 | 678  | 679 | 694 | 699  | 715  |
|   |           | 739 | 771  | 822 | 925  | 934 | 943 | 956  | 963  |
|   |           | 988 | 995  | 999 | 1076 |     |     |      |      |
| <b>Remuneration and compensation</b> <ul style="list-style-type: none"> <li>• Implementation of housing strategy</li> </ul>   | <b>1</b>  | 404 |      |     |      |     |     |      |      |

|   |           |      |      |      |      |      |      |      |      |
|---|-----------|------|------|------|------|------|------|------|------|
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Generation of reports on:                             <ul style="list-style-type: none"> <li>- disputes</li> <li>- grievances</li> <li>- misconduct matters</li> <li>- quality</li> </ul> </li> </ul>   | <b>27</b> | 41   | 73   | 107  | 155  | 159  | 287  | 297  | 357  |
|   |           | 369  | 375  | 435  | 517  | 570  | 623  | 627  | 628  |
|   |           | 653  | 680  | 709  | 744  | 769  | 798  | 822  | 934  |
|   |           | 988  | 1019 | 1050 |      |      |      |      |      |
| <b>Representation</b> <ul style="list-style-type: none"> <li>• Representing the unit at:                             <ul style="list-style-type: none"> <li>- annual wage negotiations</li> <li>- consultative forums</li> <li>- disciplinary procedures</li> <li>- disputes</li> <li>- hearings</li> <li>- shop steward meetings</li> <li>- union meetings</li> </ul> </li> </ul>  | <b>42</b> | 21   | 80   | 96   | 107  | 155  | 157  | 217  | 233  |
|   |           | 312  | 324  | 344  | 374  | 421  | 441  | 516  | 517  |
|   |           | 521  | 558  | 570  | 574  | 618  | 627  | 649  | 678  |
|   |           | 679  | 694  | 699  | 709  | 771  | 822  | 832  | 859  |
|   |           | 891  | 934  | 956  | 961  | 988  | 995  | 1016 | 1046 |
|   |           | 1065 | 1076 |      |      |      |      |      |      |
| <b>Sexual harassment</b> <ul style="list-style-type: none"> <li>• Coordination of role and function of departmental sexual harassment officers</li> </ul>   | <b>1</b>  | 374  |      |      |      |      |      |      |      |
| <b>Strategies: Employee Relations</b> <ul style="list-style-type: none"> <li>• Provision of strategic leadership pertaining to integrated ER service</li> <li>• Translation of department's strategy into ER practices</li> <li>• Rendering a comprehensive ER service</li> <li>• Provision of leadership and direction to unit</li> <li>• Promotion of innovative and continuous improvement</li> <li>• Alignment of ER strategies and operational policies</li> </ul> | <b>55</b> | 14   | 27   | 70   | 78   | 80   | 95   | 96   | 148  |
|   |           | 154  | 165  | 217  | 233  | 253  | 254  | 282  | 285  |
|   |           | 287  | 297  | 347  | 364  | 374  | 402  | 404  | 422  |
|   |           | 443  | 502  | 514  | 516  | 527  | 558  | 574  | 593  |
|   |           | 623  | 627  | 678  | 694  | 699  | 715  | 739  | 753  |
|   |           | 822  | 925  | 934  | 946  | 958  | 961  | 977  | 986  |
|   |           | 988  | 1016 | 1019 | 1046 | 1050 | 1065 | 1076 |      |

|   |           |      |      |      |      |     |     |     |     |
|---|-----------|------|------|------|------|-----|-----|-----|-----|
| <b>Training</b> <ul style="list-style-type: none"> <li>• Identification of training needs</li> <li>• Provision of training on ER issues, such as:                             <ul style="list-style-type: none"> <li>- ER acts and regulations</li> <li>- policies</li> <li>- prescripts</li> <li>- progressive discipline</li> <li>- trends</li> </ul> </li> </ul> | <b>54</b> | 41   | 43   | 46   | 53   | 73  | 74  | 107 | 154 |
|   |           | 157  | 197  | 208  | 217  | 233 | 264 | 277 | 278 |
|   |           | 285  | 287  | 312  | 324  | 347 | 357 | 367 | 369 |
|   |           | 374  | 435  | 441  | 521  | 543 | 558 | 570 | 579 |
|   |           | 618  | 623  | 627  | 628  | 635 | 649 | 679 | 694 |
|   |           | 739  | 740  | 753  | 771  | 832 | 934 | 956 | 988 |
| 999   | 1016      | 1020 | 1046 | 1050 | 1065 |     |     |     |     |



**APPENDIX O: KPA THEME – LECTURING**

| <b>Key performance area</b>  | <b>N</b> | <b>Advertisement #</b> |     |      |     |      |      |      |  |
|--|----------|------------------------|-----|------|-----|------|------|------|--|
| <b>Assessment of learning</b><br><ul style="list-style-type: none"> <li>Setting and marking tests and examinations</li> </ul>  | <b>2</b> | 328                    | 436 |      |     |      |      |      |  |
| <b>Career management</b><br><ul style="list-style-type: none"> <li>Coaching and mentoring junior colleagues</li> <li>Supervision of intern psychologists</li> </ul>  | <b>7</b> | 9                      | 29a | 29b  | 236 | 510  | 585  | 1057 |  |
| <b>Communication and liaison</b><br><ul style="list-style-type: none"> <li>Networking with stakeholders and industry</li> </ul>  | <b>3</b> | 30                     | 510 | 1080 |     |      |      |      |  |
| <b>Community engagement</b><br><ul style="list-style-type: none"> <li>Involvement in community outreach programmes</li> <li>Facilitation of service learning</li> </ul>  | <b>6</b> | 510                    | 585 | 663  | 664 | 1053 | 1057 |      |  |
| <b>Curriculum development</b><br><ul style="list-style-type: none"> <li>Development of relevant curricula</li> <li>Provision of academic leadership in course design, curriculum content, and study material</li> <li>Maintenance of relevance and appropriateness of courses</li> <li><i>Re-curriculation of courses</i></li> </ul> | <b>5</b> | 29a                    | 29b | 30   | 328 | 510  |      |      |  |
| <b>Development of academic department</b><br><ul style="list-style-type: none"> <li>Constructive participation in development and growth of department / programme</li> <li>Development of department's / programme's profile in academic and business community</li> <li>Rendering relevant institutional services</li> </ul>       | <b>6</b> | 9                      | 350 | 585  | 633 | 1048 | 1057 |      |  |
| <b>Information and communication technology (ICT)</b><br><ul style="list-style-type: none"> <li>Development of relevant courseware</li> <li>Development of learner support</li> </ul>  | <b>1</b> | 30                     |     |      |     |      |      |      |  |

|   |           |            |            |            |             |      |      |     |     |
|---|-----------|------------|------------|------------|-------------|------|------|-----|-----|
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Management of al aspects of executive education:                             <ul style="list-style-type: none"> <li>- client interface</li> <li>- programme delivery</li> <li>- programme design</li> <li>- programme evaluation</li> </ul> </li> <li>• Coordination and administration of academic programme</li> <li>• Coordination of committees and task teams</li> <li>• Implementation of quality assurance strategies</li> <li>• People management</li> <li>• Resource management</li> <li>• Monitoring work of academic staff</li> <li>• Implementation of operational and strategic plans</li> <li>• Provision of academic leadership</li> <li>• Implementation of fund-raising projects</li> <li>• Aligning academic programmes and institutional strategy</li> </ul> | <b>12</b> | 29a<br>547 | 29b<br>855 | 30<br>1048 | 236<br>1080 | 328  | 350  | 436 | 510 |
| <p><b>Professional engagement</b></p> <ul style="list-style-type: none"> <li>• Involvement in professional activities</li> <li>• Involvement in consulting activities</li> </ul>  | <b>3</b>  | 663        | 664        | 1045       |             |      |      |     |     |
| <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Initiating, undertaking, and supervising research</li> <li>• Contributing to the research capacity of the department</li> <li>• Promotion of departments research profile</li> <li>• Presentation of papers at conferences</li> <li>• Publication of articles in peer reviewed journals</li> <li>• Forming part of academic forums that evaluate research proposals and completed projects</li> </ul>   | <b>22</b> | 9          | 29a        | 29b        | 183         | 184  | 236  | 328 | 350 |
|   |           | 436        | 510        | 547        | 584         | 585  | 612  | 633 | 663 |
|   |           | 664        | 855        | 1045       | 1053        | 1057 | 1080 |     |     |

|  |           |      |      |      |      |     |     |     |     |
|--|-----------|------|------|------|------|-----|-----|-----|-----|
| <b>Teaching</b><br><ul style="list-style-type: none"> <li>• Implementation of student-centered facilitation skills</li> <li>• Ensuring scholarly academic and professional education and training</li> </ul> | <b>20</b> | 9    | 29a  | 29b  | 30   | 183 | 184 | 236 | 328 |
|  |           | 350  | 436  | 510  | 547  | 584 | 585 | 633 | 664 |
|  |           | 1045 | 1053 | 1057 | 1080 |     |     |     |     |

**APPENDIX P: KPA THEME – ORGANISATIONAL DEVELOPMENT (OD)<sup>50</sup>**

| <b>Key performance area</b>  | <b>N</b>  | <b>Advertisement #</b> |     |      |      |      |      |     |     |
|--|-----------|------------------------|-----|------|------|------|------|-----|-----|
| <b>Advisory service</b><br><ul style="list-style-type: none"> <li>• Provision of advice on OD and best practices in OD</li> <li>• Provision of advice on how to enhance workforce effectiveness</li> </ul>   | <b>18</b> | 128                    | 163 | 190  | 333  | 352  | 368  | 376 | 380 |
|  |           | 430                    | 447 | 602  | 743  | 754  | 774  | 800 | 862 |
|  |           | 905                    | 994 |      |      |      |      |     |     |
| <b>Career management</b><br><ul style="list-style-type: none"> <li>• Facilitation of career / talent management and succession planning</li> </ul>   | <b>6</b>  | 6                      | 225 | 333  | 385  | 700  | 868  |     |     |
| <b>Change management</b><br><ul style="list-style-type: none"> <li>• Development and implementation of a change management framework / methodology</li> <li>• Creating action plans for key change management implementation steps</li> <li>• Implementation of strategic change management</li> <li>• Conducting research on change management interventions</li> <li>• Lowering risks in managing change</li> <li>• Ensuring effective change management processes</li> <li>• Building and sharing knowledge on how to manage change</li> <li>• Delivering change interventions</li> <li>• Evaluating the effectiveness of change management interventions</li> <li>• Communicating change management vision to all stakeholders</li> <li>• Encouraging collaboration between line management, change management team, and HRD to create a clear change management vision</li> </ul> | <b>46</b> | 6                      | 71  | 118  | 146  | 163  | 190  | 222 | 225 |
|  |           | 227                    | 261 | 267  | 269  | 280  | 333  | 363 | 380 |
|  |           | 385                    | 401 | 403  | 447  | 452  | 488  | 503 | 508 |
|  |           | 518                    | 546 | 548  | 580  | 700  | 732  | 742 | 743 |
|  |           | 754                    | 800 | 805  | 814  | 841  | 862  | 901 | 905 |
|  |           | 924                    | 994 | 1021 | 1035 | 1036 | 1052 |     |     |

<sup>50</sup> Includes Change management, Organisational effectiveness, Organisational performance, Transformation

|   |           |      |      |      |      |     |     |     |      |
|---|-----------|------|------|------|------|-----|-----|-----|------|
| <p><b>Change management (contd.)</b></p> <ul style="list-style-type: none"> <li>• Creation of an appropriate climate for change</li> <li>• Building capacity to manage change</li> <li>• Ensuring that changes are embedded and consolidated</li> <li>• Facilitation of durable change to realise the vision and strategy</li> <li>• Management and evaluation of change programmes and projects in line with time, cost, and quality parameters</li> <li>• Ensuring that the change management interventions lead to operational benefits</li> <li>• Identification and tracking the benefits and outcomes of change management interventions</li> <li>• Preparation of affected business areas for the transition of new ways of working</li> <li>• Optimising the timing of release of project deliverables</li> </ul> |           |      |      |      |      |     |     |     |      |
| <p><b>Communication and liaison</b></p> <ul style="list-style-type: none"> <li>• Liaison with OD stakeholders</li> <li>• Establishment of strategic partnerships with internal and external stakeholders</li> <li>• Transformation of stakeholder relationships</li> <li>• Coaching team members regarding OD practices</li> <li>• Compilation of procedure manuals</li> </ul>  | <b>28</b> | 227  | 267  | 269  | 299  | 306 | 401 | 452 | 488  |
|   |           | 503  | 518  | 580  | 599  | 611 | 637 | 655 | 665  |
|   |           | 743  | 754  | 823  | 841  | 905 | 906 | 924 | 1027 |
|   |           | 1035 | 1052 | 1093 | 1103 |     |     |     |      |
| <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>• Compliance with Skills Development Strategy</li> </ul>  | <b>1</b>  | 225  |      |      |      |     |     |     |      |

|  |           |                 |            |            |            |            |            |            |            |
|--|-----------|-----------------|------------|------------|------------|------------|------------|------------|------------|
| <p><b>Economic empowerment</b></p> <ul style="list-style-type: none"> <li>• Development and implementation of Black Economic Empowerment (BEE) strategy</li> <li>• Compilation and coordination of BEE scorecards according to set targets</li> <li>• Development of information management system to integrate data and complete BEE scorecards</li> <li>• Identification of organisational shortcomings regarding Broad Based Black Economic Empowerment (BBBEE) requirements</li> <li>• Facilitation of progressive BBBEE targets</li> <li>• Implementation of policies and procedures to measure BBBEE progress</li> <li>• Representing organisation on industry associations relating to BBBEE</li> </ul> | <b>2</b>  | 1041            | 1072       |            |            |            |            |            |            |
| <p><b>Employment equity (EE)</b></p> <ul style="list-style-type: none"> <li>• Management and facilitation of EE targets, systems, processes, and strategies</li> <li>• Implementation of EE plans</li> </ul>   | <b>18</b> | 6<br>546<br>901 | 334<br>580 | 352<br>599 | 368<br>602 | 401<br>611 | 451<br>766 | 488<br>805 | 508<br>862 |
| <p><b>HR development</b></p> <ul style="list-style-type: none"> <li>• Management of HRD portfolio</li> <li>• Implementation of HRD strategy and processes</li> <li>• Establishment of HRD policy infrastructure</li> <li>• Development and implementation of training resources</li> <li>• Coordination of learnership / internship programmes</li> </ul>  | <b>14</b> | 6<br>655        | 127<br>766 | 225<br>261 | 315<br>455 | 334<br>868 | 385<br>924 | 434        | 611        |
| <p><b>HR planning</b></p> <ul style="list-style-type: none"> <li>• Implementation of strategic HRP</li> </ul>  | <b>5</b>  | 3               | 127        | 430        | 774        | 796        |            |            |            |
| <p><b>HR information systems</b></p> <ul style="list-style-type: none"> <li>• Implementation of OD information management system</li> <li>• Development and maintenance of database of HRD interventions, learners, and service providers</li> <li>• Provision of OD information for timely decision support</li> </ul>  | <b>7</b>  | 227             | 385        | 434        | 611        | 906        | 1012       | 1093       |            |

|   |           |     |     |      |      |      |      |      |      |
|---|-----------|-----|-----|------|------|------|------|------|------|
| <b>Job analysis / evaluation / profiling</b> <ul style="list-style-type: none"> <li>• Coordination of OD and job evaluations</li> <li>• Identification of posts to be evaluated</li> <li>• Development of job evaluations in proper, consistent, and equitable manner</li> <li>• Implementation of job analyses, job grading, and job design</li> </ul>   | <b>24</b> | 33  | 71  | 128  | 146  | 222  | 227  | 259  | 315  |
|   |           | 334 | 352 | 363  | 368  | 376  | 602  | 632  | 637  |
|   |           | 700 | 743 | 805  | 905  | 924  | 994  | 1021 | 1093 |
| <b>Monitoring and evaluation</b> <ul style="list-style-type: none"> <li>• Monitoring and evaluation of OD interventions</li> <li>• Monitoring the internal and external business environment by conducting environmental scanning initiatives to ensure alignment of strategy and organizational culture</li> <li>• Monitoring compliance between OD strategies, policies and budget</li> </ul>                     | <b>14</b> | 225 | 227 | 259  | 299  | 334  | 434  | 508  | 602  |
|   |           | 754 | 796 | 862  | 906  | 1012 | 1036 |      |      |
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Management of: <ul style="list-style-type: none"> <li>- Finance</li> <li>- people</li> <li>- performance</li> <li>- resources</li> <li>- service providers</li> <li>- transversal HR functions</li> </ul> </li> <li>• Partnering with HR to ensure ongoing success</li> <li>• Implementation of Batho Pele principles</li> </ul> | <b>32</b> | 6   | 34  | 71   | 128  | 146  | 222  | 227  | 259  |
|   |           | 299 | 315 | 333  | 334  | 352  | 434  | 447  | 488  |
|   |           | 508 | 518 | 599  | 611  | 637  | 665  | 742  | 743  |
|   |           | 774 | 800 | 862  | 906  | 1012 | 1036 | 1092 | 1103 |
| <b>Organisational design</b> <ul style="list-style-type: none"> <li>• Development and identification of organisational structure and post establishment gaps and needs</li> <li>• Investigation of OD structures and staff establishment</li> <li>• Alignment of organisational structure with strategies</li> <li>• Updating post establishment by creating and abolishing posts on request</li> </ul>             | <b>12</b> | 71  | 128 | 146  | 227  | 259  | 363  | 368  | 518  |
|   |           | 805 | 994 | 1027 | 1093 |      |      |      |      |

|  |           |     |     |      |      |     |     |     |     |
|--|-----------|-----|-----|------|------|-----|-----|-----|-----|
| <b>Organisational diagnosis</b> <ul style="list-style-type: none"> <li>• Conducting organizational diagnosis</li> <li>• Management of the organisational diagnosis (culture and climate) procedures</li> <li>• Coordination of organisational performance analysis ensuring research and benchmarking</li> <li>• Acquisition, adaptation, design, and development of specialised, scientifically validated institutional diagnosis methodologies and instruments (e.g., surveys, analytical reviews, value surveys, opinion and cultural surveys)</li> <li>• Drafting terms of reference of institutional organisation surveys</li> <li>• Execution of institutional diagnostic surveys to analyse, describe and explain employees current functioning and identify areas for further interventions</li> <li>• Analysis and distribution of information on contemporary management techniques</li> </ul> | <b>20</b> | 118 | 267 | 269  | 333  | 334 | 352 | 363 | 380 |
|  |           | 430 | 455 | 665  | 732  | 742 | 805 | 823 | 824 |
|  |           | 841 | 924 | 1035 | 1036 |     |     |     |     |



|   |           |     |     |     |     |     |     |      |      |
|---|-----------|-----|-----|-----|-----|-----|-----|------|------|
| <b>Performance management</b> <ul style="list-style-type: none"> <li>• Implementation and management of an integrated performance management system</li> <li>• Alignment of performance management system in terms of standards of performance, periodic reporting, and HRD</li> <li>• Continuous organisational renewal</li> <li>• Development of a framework that will enable the department to manage organizational performance</li> <li>• Conducting regular performance reviews</li> <li>• Compilation of a database for performance agreements</li> <li>• Implementation of performance auditing</li> <li>• Implementation and continuous improvement of performance management system (Balanced Scorecard methodology)</li> </ul> | <b>24</b> | 6   | 54  | 118 | 190 | 315 | 334 | 352  | 368  |
|   |           | 385 | 434 | 518 | 580 | 611 | 632 | 655  | 665  |
|   |           | 766 | 774 | 796 | 800 | 841 | 862 | 906  | 924  |
| <b>Project management</b>   | <b>5</b>  | 227 | 546 | 665 | 823 | 924 |     |      |      |
| <b>Psychometric assessments</b> <ul style="list-style-type: none"> <li>• Conducting psychometric assessments</li> </ul>   | <b>1</b>  | 841 |     |     |     |     |     |      |      |
| <b>Remuneration</b> <ul style="list-style-type: none"> <li>• Implementation of payment, incentives, rewards, and recognition system</li> <li>• Supporting best practice contractor recognition scheme</li> </ul>  | <b>6</b>  | 163 | 190 | 380 | 434 | 665 | 906 |      |      |
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Management of business reporting</li> <li>• Documentation and reporting on OD interventions</li> <li>• Reporting on progress on quarterly basis</li> <li>• Development of appropriate mechanisms for reporting purposes</li> </ul>  | <b>16</b> | 34  | 54  | 127 | 227 | 359 | 385 | 430  | 434  |
|   |           | 508 | 518 | 665 | 743 | 766 | 906 | 1012 | 1052 |
| <b>Representation</b> <ul style="list-style-type: none"> <li>• Representing the OD unit on relevant committees and forums</li> </ul>  | <b>2</b>  | 127 | 306 |     |     |     |     |      |      |

|  |           |      |      |      |      |      |      |      |      |  |
|--|-----------|------|------|------|------|------|------|------|------|--|
| <b>Research</b> <ul style="list-style-type: none"> <li>• Investigating and/or analysing:                             <ul style="list-style-type: none"> <li>- culture / climate</li> <li>- efficiency and effectiveness of work procedures, systems, and methods</li> <li>- employees attitudes and perceptions</li> <li>- HR effectiveness</li> <li>- impact</li> <li>- job design</li> <li>- norms and standards</li> <li>- OD trends</li> <li>- organizational effectiveness</li> <li>- training and development needs</li> <li>- workflow</li> </ul> </li> <li>• Using questionnaires, surveys, audits, and climate assessments</li> </ul>   | <b>21</b> | 34   | 71   | 146  | 163  | 190  | 267  | 269  | 352  |  |
|  |           | 352  | 380  | 385  | 430  | 434  | 447  | 508  | 548  |  |
|  |           | 632  | 732  | 743  | 841  | 1036 |      |      |      |  |
|  |           |      |      |      |      |      |      |      |      |  |
| <b>Strategies: Organisational development</b> <ul style="list-style-type: none"> <li>• Effective and efficient implementation of OD service</li> <li>• Ensuring OD capability in the organization is best in class globally</li> <li>• Coordination and implementation of OD projects</li> <li>• Development and maintenance of interventions and initiatives aimed at developing an organisation capable of meeting its business objectives and responding to change</li> <li>• Implementation of interventions to manage organizational climate and culture</li> <li>• Execution and supervision of OD interventions (individual, group, inter-group, management level)</li> <li>• Implementation of OD interventions by means of:                             <ul style="list-style-type: none"> <li>- balanced scorecard development and implementation</li> <li>- business process re-engineering</li> <li>- capacity building</li> </ul> </li> </ul> | <b>71</b> | 6    | 34   | 54   | 71   | 118  | 128  | 146  | 163  |  |
|  |           | 190  | 222  | 225  | 227  | 259  | 261  | 267  | 269  |  |
|  |           | 280  | 299  | 306  | 315  | 333  | 352  | 359  | 363  |  |
|  |           | 368  | 376  | 380  | 385  | 401  | 430  | 447  | 455  |  |
|  |           | 488  | 503  | 508  | 518  | 546  | 548  | 580  | 599  |  |
|  |           | 602  | 611  | 632  | 637  | 655  | 700  | 732  | 742  |  |
|  |           | 743  | 754  | 774  | 796  | 800  | 805  | 841  | 862  |  |
|  |           | 868  | 905  | 906  | 924  | 940  | 983  | 994  | 1012 |  |
|  |           | 1021 | 1027 | 1035 | 1036 | 1051 | 1092 | 1103 |      |  |

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| <p><b>Strategies: Organisational development (contd.)</b></p> <ul style="list-style-type: none"> <li>- career path development</li> <li>- cost reduction</li> <li>- elimination of redundancy and waste, particularly in back-office functions (e.g., finance, HR, IT, procurement)</li> <li>- EAP</li> <li>- facilitation</li> <li>- group problem solving</li> <li>- job design</li> <li>- knowledge management</li> <li>- leadership development</li> <li>- management development</li> <li>- mentorship strategy</li> <li>- organisational learning networks</li> <li>- organisational performance analysis</li> <li>- organisational redesign</li> <li>- recruitment</li> <li>- relationship building</li> <li>- retention strategies</li> <li>- service delivery redesign</li> <li>- Six sigma</li> <li>- skills retention</li> <li>- staff establishment interventions</li> <li>- succession planning</li> <li>- systems implementation</li> <li>- talent identification</li> <li>- team building and development</li> <li>- wellness interventions</li> <li>- workflow process alignment</li> <li>- workforce capacity planning</li> <li>- work organisation</li> </ul> <ul style="list-style-type: none"> <li>• Development and implementation of OD procedures</li> </ul> |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |    |     |     |     |     |      |      |      |     |
|---|----|-----|-----|-----|-----|------|------|------|-----|
| <p><b>Strategies: Organisational development (contd.)</b></p> <ul style="list-style-type: none"> <li>• Streamlining of business processes and improvement of procedures and methods</li> <li>• Conducting business process analysis and design to promote performance optimization</li> <li>• Ensuring that organisational resources are combined and utilized efficiently and effectively</li> <li>• Transformation of the organisation through consolidation into a centralised function with a focus on customer service and continuous improvement</li> </ul> |    |     |     |     |     |      |      |      |     |
| <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Administration and management of training</li> <li>• Facilitation of structured and unstructured people development workshops and programmes</li> <li>• Implementation of needs- and outcomes-based training programmes</li> </ul>  | 6  | 6   | 225 | 434 | 455 | 766  | 841  |      |     |
| <p><b>Transformation</b></p> <ul style="list-style-type: none"> <li>• Facilitation and coordination of transformational initiatives</li> <li>• Coordination of corporate governance compliance</li> <li>• Management of the transformation portfolio</li> <li>• Provision of guidance in the planning and management of transformation</li> </ul>   | 16 | 6   | 127 | 163 | 227 | 261  | 299  | 363  | 451 |
| 488   |    | 599 | 611 | 841 | 862 | 1021 | 1027 | 1072 |     |
| <p><b>Workplace Skills Plan (WSP)</b></p> <ul style="list-style-type: none"> <li>• Development and implementation of WSP</li> <li>• Identification of skills gaps and critical skills needs</li> </ul>  | 4  | 434 | 766 | 841 | 906 |      |      |      |     |

**APPENDIX Q: KPA THEME – ORGANISATIONAL HEALTH, SAFETY AND WELLNESS**

| <b>Key performance area</b>  | <b>N</b> | <b>Advertisement #</b> |     |     |     |     |      |      |     |
|--|----------|------------------------|-----|-----|-----|-----|------|------|-----|
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>• Coaching managers and supervisors on issues that impact on employee wellness (e.g., dealing with employees, monitoring of job performance, referrals)</li> <li>• Provision of professional advice to management</li> </ul>  | <b>9</b> | 466<br>1032            | 493 | 522 | 534 | 586 | 695  | 819  | 867 |
| <b>Case management</b> <ul style="list-style-type: none"> <li>• Monitoring cases</li> <li>• Conducting follow-ups</li> <li>• Management of crises, trauma, and debriefing</li> <li>• Management of sexual harassment cases</li> </ul>  | <b>8</b> | 108                    | 198 | 444 | 466 | 493 | 522  | 620  | 911 |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Management of partnerships, for example: <ul style="list-style-type: none"> <li>- community-based structures</li> <li>- government structures</li> <li>- internal and external stakeholders</li> <li>- professional bodies</li> <li>- service providers</li> </ul> </li> <li>• Establishment of forums</li> <li>• Ensuring integrated delivery of employee quality of life by consulting relevant forums</li> <li>• Promoting wellness programmes to stakeholders</li> </ul> | <b>8</b> | 65                     | 108 | 466 | 539 | 540 | 695  | 819  | 867 |
| <b>Evaluations</b> <ul style="list-style-type: none"> <li>• Conducting evaluations for: <ul style="list-style-type: none"> <li>- external referrals</li> <li>- health assessments</li> <li>- health screening</li> <li>- recommendations</li> </ul> </li> </ul>  | <b>7</b> | 522                    | 539 | 540 | 586 | 911 | 1028 | 1032 |     |

|  |           |     |      |      |     |     |     |     |     |
|--|-----------|-----|------|------|-----|-----|-----|-----|-----|
| <b>Monitoring and evaluation</b> <ul style="list-style-type: none"> <li>• Implementation of monitoring and evaluation framework</li> <li>• Monitoring implementation of programmes</li> <li>• Monitoring and improvement of unit's client satisfaction index</li> <li>• Designing comprehensive toolkits to monitor and evaluate employee wellbeing</li> <li>• Monitor <i>Behavioural Risk Management</i> (BRM)</li> </ul>   | <b>15</b> | 65  | 108  | 158  | 172 | 493 | 522 | 539 | 540 |
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Management of the: <ul style="list-style-type: none"> <li>- administration</li> <li>- database (files, records, logs)</li> <li>- employee relations</li> <li>- donor funding to projects</li> <li>- finance and budget</li> <li>- operational and strategic planning</li> <li>- resources</li> <li>- service-level agreements with providers</li> <li>- team</li> </ul> </li> <li>• Implementation and maintenance of ethical and legal guidelines</li> </ul> | <b>19</b> | 18  | 65   | 158  | 172 | 198 | 444 | 493 | 522 |
|  |           | 539 | 540  | 586  | 620 | 695 | 819 | 867 | 911 |
|  |           | 998 | 1028 | 1032 |     |     |     |     |     |
| <b>Project management</b>  | <b>6</b>  | 65  | 172  | 444  | 493 | 586 | 620 |     |     |
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Compilation of reports</li> </ul>  | <b>11</b> | 65  | 108  | 172  | 444 | 493 | 522 | 539 | 540 |
|  |           | 586 | 620  | 1028 |     |     |     |     |     |
| <b>Research</b> <ul style="list-style-type: none"> <li>• Keeping abreast with latest developments in field</li> <li>• Management continuous improvement programme</li> <li>• Conducting benchmarking investigations in the field of organisational wellness</li> <li>• Facilitation of employee wellness climate surveys</li> <li>• Development of contingency plans</li> <li>• Conducting needs analyses</li> </ul>   | <b>8</b>  | 65  | 172  | 444  | 493 | 681 | 695 | 819 | 911 |

|   |           |     |     |     |     |     |     |      |      |
|---|-----------|-----|-----|-----|-----|-----|-----|------|------|
| <b>Strategies: Organisational health, safety and wellness</b><br><ul style="list-style-type: none"> <li>• Planning, implementation and management of:                             <ul style="list-style-type: none"> <li>- awareness campaigns</li> <li>- Counseling programmes</li> <li>- diversity training</li> <li>- EAPs</li> <li>- employee outreach education programmes</li> <li>- gender projects</li> <li>- health promotion programmes</li> <li>- HIV-AIDS workplace programmes</li> <li>- integrated health and wellness programmes</li> <li>- integrated, pro-active employee health and wellness programmes</li> <li>- life skills education</li> <li>- lifestyle management strategies</li> <li>- preventative programmes</li> <li>- social interaction programmes</li> <li>- social services</li> <li>- sports and recreation programmes</li> <li>- stress management workshops</li> <li>- workshops and information sessions</li> </ul> </li> <li>• Coordination and management of programmes and interventions to employees and their families</li> </ul> | <b>24</b> | 18  | 65  | 108 | 158 | 172 | 198 | 444  | 466  |
|   |           | 476 | 493 | 522 | 534 | 539 | 540 | 586  | 620  |
|   |           | 681 | 695 | 819 | 867 | 911 | 998 | 1028 | 1032 |

**APPENDIX R: KPA THEME – PERFORMANCE MANAGEMENT**

| Key performance area  | N         | Advertisement # |             |            |             |     |     |      |      |
|---|-----------|-----------------|-------------|------------|-------------|-----|-----|------|------|
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>• Provision of advice to:                             <ul style="list-style-type: none"> <li>- employees</li> <li>- management</li> <li>- stakeholders</li> </ul> </li> <li>• Advising department on performance management and development system</li> <li>• Management of performance consulting</li> </ul>  | <b>12</b> | 1<br>902        | 87<br>982   | 137<br>985 | 244<br>1097 | 292 | 772 | 777  | 866  |
| <b>Career management</b>  | <b>1</b>  | 23              |             |            |             |     |     |      |      |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Management of relationships with stakeholders</li> <li>• Establishment of linkages and partnerships</li> <li>• Responding to enquiries</li> </ul>   | <b>8</b>  | 237             | 262         | 569        | 876         | 877 | 902 | 1095 | 1097 |
| <b>Compliance</b> <ul style="list-style-type: none"> <li>• Alignment of                             <ul style="list-style-type: none"> <li>- Performance management and development system to general business plan as well as business unit plans</li> <li>- Performance management system and integrated development plan</li> <li>- Organisational performance management systems and employee performance management systems</li> <li>- Incentives and budget</li> <li>- Performance management system and HR processes</li> </ul> </li> <li>• Adherence to performance management cycle</li> </ul> | <b>10</b> | 1<br>982        | 456<br>1097 | 569        | 772         | 835 | 876 | 902  | 945  |



|   |           |             |             |             |     |      |     |     |     |
|---|-----------|-------------|-------------|-------------|-----|------|-----|-----|-----|
| <p><b>HR information systems</b></p> <ul style="list-style-type: none"> <li>• Maintenance of performance management database</li> <li>• Maintenance of electronic performance management information management system</li> <li>• Automating the performance management system</li> <li>• Capturing performance management incentives</li> <li>• Provision of performance management information</li> </ul>   | <b>11</b> | 87<br>945   | 244<br>1003 | 346<br>1095 | 490 | 542  | 569 | 714 | 866 |
| <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>• Processing employee Performance management incentives</li> <li>• Development and implementation of a non-monetary reward system aimed at rewarding outstanding performance</li> <li>• Management of SMS and MMS benefits</li> </ul>   | <b>5</b>  | 1           | 346         | 490         | 663 | 1003 |     |     |     |
| <p><b>Induction</b></p> <ul style="list-style-type: none"> <li>• Assistance with induction of employees</li> </ul>  | <b>1</b>  | 714         |             |             |     |      |     |     |     |
| <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• Monitoring, coordination, and evaluation of: <ul style="list-style-type: none"> <li>- employee equity</li> <li>- employee wellness</li> <li>- HRD strategies</li> <li>- HIV-AIDS workplace programmes</li> <li>- incentives and rewards</li> <li>- institutional service delivery standards and levels</li> <li>- performance reviews</li> <li>- Performance management systems</li> <li>- process management</li> </ul> </li> </ul> | <b>10</b> | 133<br>1003 | 440<br>1097 | 456         | 468 | 538  | 569 | 945 | 982 |

|  |           |     |     |     |      |      |      |     |      |
|--|-----------|-----|-----|-----|------|------|------|-----|------|
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Management of: <ul style="list-style-type: none"> <li>- finance and budget</li> <li>- IT</li> <li>- people</li> <li>- quality management system (<i>Integrated Quality Management System: IQMS</i>)</li> <li>- resources</li> </ul> </li> <li>• Provision of leadership</li> </ul> | <b>5</b>  | 237 | 243 | 538 | 542  | 945  |      |     |      |
| <p><b>Performance agreements</b></p> <ul style="list-style-type: none"> <li>• Negotiating, developing, coordinating, managing, and advising on performance agreements</li> <li>• Coordination of memoranda of understanding</li> <li>• Management of probation</li> </ul>  | <b>7</b>  | 244 | 346 | 440 | 456  | 772  | 866  | 982 | 1003 |
| <p><b>Performance management administration</b></p> <ul style="list-style-type: none"> <li>• Assistance with administration and implementation of performance management procedures</li> <li>• Administration of performance management correspondence and logistics</li> </ul>  | <b>3</b>  | 1   | 244 | 714 |      |      |      |     |      |
| <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Development and maintenance of performance management policies</li> </ul>  | <b>8</b>  | 87  | 133 | 292 | 483  | 866  | 980  | 982 | 1097 |
| <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Reporting on compliance and conformity to performance management principles</li> <li>• Compilation of reports, submissions, and statistics</li> <li>• Submission of reports on performance, performance management, organisational performance, and institutional transformation</li> </ul>                 | <b>22</b> | 1   | 87  | 133 | 237  | 262  | 292  | 440 | 456  |
|  |           | 483 | 490 | 538 | 542  | 569  | 693  | 714 | 777  |
|  |           | 808 | 866 | 872 | 1003 | 1095 | 1097 |     |      |

|   |           |     |     |     |      |      |     |     |     |
|---|-----------|-----|-----|-----|------|------|-----|-----|-----|
| <b>Research</b> <ul style="list-style-type: none"> <li>• Investigating and implementation of systems and interventions for the creation of a high performance culture</li> <li>• Conducting research on best practices and trends in performance management</li> <li>• Conducting impact analyses / studies</li> <li>• Designing and conducting employee satisfaction surveys</li> <li>• Conducting CD needs analyses</li> <li>• Identification of barriers to individual performance</li> </ul>  | <b>20</b> | 1   | 23  | 87  | 137  | 243  | 244 | 292 | 538 |
|   |           | 569 | 772 | 808 | 835  | 836  | 850 | 866 | 872 |
|   |           | 876 | 877 | 902 | 1003 |      |     |     |     |
| <b>Strategies: Performance management</b> <ul style="list-style-type: none"> <li>• Management of the purpose, functions, strategies, projects, activities, and programmes of performance management</li> <li>• Planning and implementation of interventions aimed at enhancing individual and organisational performance</li> <li>• Implementation of individual and organisational performance improvement policies and initiatives</li> <li>• Management of individual performance management</li> <li>• Implementation of personal development plans</li> <li>• Development and implementation of performance scorecards</li> <li>• Implementation of systems and interventions for the creation of a high performance culture</li> <li>• Development and coordination of the setting of key performance indicators and targets</li> <li>• Integration of organisational performance management system within employee performance management system and other HR processes</li> <li>• Provision of strategic direction</li> </ul> | <b>37</b> | 1   | 23  | 133 | 137  | 243  | 244 | 262 | 292 |
|   |           | 346 | 468 | 440 | 456  | 483  | 490 | 538 | 542 |
|   |           | 569 | 693 | 714 | 772  | 777  | 808 | 835 | 836 |
|   |           | 850 | 866 | 872 | 876  | 877  | 885 | 902 | 945 |
|   |           | 980 | 982 | 985 | 1095 | 1097 |     |     |     |

|   |           |          |           |            |            |     |     |     |     |
|---|-----------|----------|-----------|------------|------------|-----|-----|-----|-----|
| <p><b>Strategies (Performance management) [contd.]</b></p> <ul style="list-style-type: none"> <li>• Planning, coordination and implementation of strategies and processes to facilitate the development of employee competence and performance to high standards in support of strategic and operational objectives</li> <li>• Management and institutionalisation of organisational performance management services</li> <li>• Implementation of capacity development programmes and system improvements to enhance performance</li> </ul> |           |          |           |            |            |     |     |     |     |
| <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Conducting training on Performance management systems</li> </ul>  | <b>12</b> | 1<br>877 | 87<br>902 | 237<br>982 | 243<br>103 | 244 | 490 | 538 | 866 |

**APPENDIX S: KPA THEME – QUALITY ASSURANCE (QA)**

| <b>Key performance area</b>  | <b>N</b> | <b>Advertisement #</b> |     |      |      |  |  |  |  |
|--|----------|------------------------|-----|------|------|--|--|--|--|
| <b>Accreditation</b> <ul style="list-style-type: none"> <li>• Management of accreditation, registration and certification of providers and programmes</li> <li>• Ensuring that recommendations for accreditation or registration approval are evaluated within time frame</li> <li>• Ensuring stakeholders and staff are aware of statutory and procedural requirements relating to their functions</li> </ul> | <b>4</b> | 207                    | 366 | 596  | 1077 |  |  |  |  |
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>• Provision of advice and consulting service</li> </ul>   | <b>1</b> | 89                     |     |      |      |  |  |  |  |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Liaison with internal and external stakeholders</li> <li>• Drafting and publication of QA guidelines</li> </ul>  | <b>3</b> | 207                    | 301 | 596  |      |  |  |  |  |
| <b>Compliance</b> <ul style="list-style-type: none"> <li>• Ensuring compliance of QA system with acts and statutory requirements (e.g., SAQA requirements)</li> <li>• Reviewing Conditional Compliance Plan (CCP)</li> <li>• Completion of post-verification reports</li> <li>• Ensuring alignment between QA system and national / international benchmarks</li> </ul>  | <b>4</b> | 277                    | 366 | 596  | 1077 |  |  |  |  |
| <b>HR information systems</b> <ul style="list-style-type: none"> <li>• Development and maintenance of QA database</li> <li>• Ensuring that data is readily accessible, complete, and accurate</li> <li>• Capturing of data and submitting it for upload to different programmes</li> </ul>   | <b>3</b> | 89                     | 596 | 1077 |      |  |  |  |  |

|   |          |     |     |      |     |      |  |  |  |
|---|----------|-----|-----|------|-----|------|--|--|--|
| <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• Monitoring and evaluation of: <ul style="list-style-type: none"> <li>- adherence to statutory requirements and policies implementation of strategic and business plans</li> <li>- processes</li> <li>- progress in terms of achieving targets</li> <li>- service providers / contractors</li> <li>- structures</li> <li>- systems</li> <li>- utilization of resources</li> </ul> </li> <li>• Conducting site visits for monitoring and reporting purposes</li> </ul> | <b>5</b> | 89  | 301 | 366  | 596 | 1077 |  |  |  |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Management of: <ul style="list-style-type: none"> <li>- finance and budget</li> <li>- people</li> <li>- service delivery by providers</li> </ul> </li> <li>• Planning and implementation of operational functions</li> <li>• Management of QA capacity building</li> </ul>  | <b>3</b> | 89  | 366 | 1077 |     |      |  |  |  |
| <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Development and maintenance of QA policies</li> </ul>   | <b>2</b> | 301 | 596 |      |     |      |  |  |  |
| <p><b>Project management</b></p> <ul style="list-style-type: none"> <li>• Implementation and management of projects</li> <li>• Management of project scoping and planning</li> <li>• Coordination of projects</li> </ul>  | <b>3</b> | 89  | 366 | 1077 |     |      |  |  |  |

|  |          |    |     |     |     |     |      |  |  |
|--|----------|----|-----|-----|-----|-----|------|--|--|
| <p><b>Strategies: Quality assurance</b></p> <ul style="list-style-type: none"> <li>• Development, implementation, and management of QA service, system and policies</li> <li>• Development and implementation of structures, processes, and systems for the effective and efficient management of functions, such as:             <ul style="list-style-type: none"> <li>- accrediting, auditing, and monitoring service providers</li> <li>- data base management</li> <li>- maintenance of electronic provider management system</li> <li>- programme scoping</li> </ul> </li> <li>• Coordination of SAQA-ETQA QA requirements to meet sector needs</li> <li>• Development of procedures to quality assure training providers and maintain industry standards</li> <li>• Building the capacity of stakeholders</li> <li>• Management of <i>Quality Assurance of earner Achievement (QALA)</i></li> <li>• Development and implementation of recognition of prior learning (RPL) activities</li> </ul> | <b>6</b> | 89 | 207 | 301 | 366 | 596 | 1077 |  |  |
|--|----------|----|-----|-----|-----|-----|------|--|--|

**APPENDIX T: KPA THEME – RECRUITMENT AND SELECTION (R&S)<sup>51</sup>**

| Key performance area  | N         | Advertisement # |     |      |      |      |      |     |     |
|---|-----------|-----------------|-----|------|------|------|------|-----|-----|
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>• Advising management and staff on the application of relevant HR policies and procedures to ensure the correct and consistent implementation of processes and systems and compliance to legislation</li> <li>• Advising line managers regarding prioritisation of posts to be filled and R&amp;S trends</li> </ul>    | <b>10</b> | 19              | 72  | 84   | 102  | 467  | 690  | 692 | 703 |
|   |           | 781             | 879 |      |      |      |      |     |     |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Coordination of stakeholder relations</li> <li>• Conducting briefings to prospective service providers and management</li> <li>• Liaison with SETAs</li> <li>• Provision of specialist consulting services to ensure the attraction of right talent</li> <li>• Promoting programmes to employers</li> </ul> | <b>6</b>  | 19              | 72  | 703  | 781  | 829  | 976  |     |     |
| <b>Compliance</b> <ul style="list-style-type: none"> <li>• Ensuring compliance with:                             <ul style="list-style-type: none"> <li>- departmental strategy</li> <li>- employment practice policies</li> <li>- legislative requirements</li> </ul> </li> </ul>  | <b>30</b> | 19              | 88  | 123  | 139  | 199  | 209  | 230 | 231 |
|   |           | 322             | 337 | 354  | 356  | 437  | 467  | 523 | 646 |
|   |           | 657             | 675 | 685  | 686  | 763  | 792  | 816 | 879 |
|   |           | 894             | 922 | 1015 | 1039 | 1059 | 1069 |     |     |

<sup>51</sup> Including Placement, Staffing, Resourcing, and Provisioning.



|   |           |      |      |     |     |     |     |      |      |
|---|-----------|------|------|-----|-----|-----|-----|------|------|
| <p><b>Conditions of service</b></p> <ul style="list-style-type: none"> <li>• Management of appointments and service conditions / benefits, such as: <ul style="list-style-type: none"> <li>- funeral plans</li> <li>- home owner allowances</li> <li>- leave</li> <li>- pensions</li> <li>- retirements</li> <li>- SMS / MMS packages</li> <li>- terminations</li> <li>- transfers</li> </ul> </li> </ul> | <b>3</b>  | 209  | 646  | 816 |     |     |     |      |      |
| <p><b>HR planning</b></p> <ul style="list-style-type: none"> <li>• Development, coordination, and evaluation of HR planning and provisioning in accordance with the organisation's needs</li> <li>• Coordination and updating skills plans</li> </ul>   | <b>4</b>  | 72   | 88   | 209 | 314 |     |     |      |      |
| <p><b>HR information systems</b></p> <ul style="list-style-type: none"> <li>• Development and maintenance of database</li> <li>• Acquisition, analysis, and management of information</li> <li>• Administration and management of establishment on PERSAL</li> </ul>  | <b>18</b> | 88   | 199  | 209 | 322 | 338 | 358 | 646  | 675  |
|   |           | 685  | 692  | 781 | 792 | 816 | 854 | 1029 | 1038 |
|   |           | 1059 | 1069 |     |     |     |     |      |      |
| <p><b>Induction</b></p> <ul style="list-style-type: none"> <li>• Conducting induction presentations to newly appointed employees</li> </ul>   | <b>4</b>  | 322  | 675  | 703 | 816 |     |     |      |      |
| <p><b>Job analysis / evaluation / profiling</b></p> <ul style="list-style-type: none"> <li>• Management of job profiling process</li> </ul>   | <b>2</b>  | 209  | 816  |     |     |     |     |      |      |

|   |           |     |      |      |     |     |     |     |     |
|---|-----------|-----|------|------|-----|-----|-----|-----|-----|
| <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• Monitoring and evaluation of:             <ul style="list-style-type: none"> <li>- placements</li> <li>- service quality</li> <li>- social implementation</li> </ul> </li> </ul>   | <b>2</b>  | 72  | 437  |      |     |     |     |     |     |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Coordination of R&amp;S projects</li> <li>• Management of:             <ul style="list-style-type: none"> <li>- finance and budgets</li> <li>- learnership programmes</li> <li>- people</li> <li>- performance</li> <li>- quality</li> <li>- remuneration and benefits</li> <li>- risk</li> <li>- service delivery</li> <li>- service level agreements</li> <li>- staff training</li> <li>- stakeholders (e.g., agencies)</li> <li>- tender processes</li> <li>- training and development</li> </ul> </li> <li>• Management of operational planning and work organisation</li> <li>• Development and implementation of an annual plan that supports the achievement of strategies</li> <li>• Preparation of R&amp;S plans</li> <li>• Preparation of operational plans aligned with programme objectives and mission</li> <li>• Handling internal and external customer enquiries</li> </ul> | <b>19</b> | 72  | 73   | 84   | 88  | 199 | 209 | 338 | 354 |
|   |           | 437 | 523  | 646  | 690 | 703 | 781 | 816 | 854 |
|   |           | 879 | 1015 | 1038 |     |     |     |     |     |

|   |           |      |     |     |     |     |      |      |     |
|---|-----------|------|-----|-----|-----|-----|------|------|-----|
| <b>Policy</b> <ul style="list-style-type: none"> <li>• Development and implementation of R&amp;S policies and procedures to ensure vacancies are filled with suitable candidates in terms of job requirements and in compliance with organisational policy</li> <li>• Development and implementation of policies in accordance with the needs of the organisation</li> <li>• Formulation of guidelines, business solutions, and best practice models for R&amp;S processes</li> <li>• Formulation of guidelines for selection and management of recruitment agencies</li> <li>• Implementation of support programmes for employees with disabilities</li> <li>• Implementation of EE policy that promotes the transformation of the organisation in line with policy and objectives and in compliance with relevant legislation</li> <li>• Revision of policy and procedural manual</li> <li>• Development and implementation of system specifications</li> </ul> | <b>17</b> | 72   | 84  | 88  | 209 | 255 | 266  | 314  | 337 |
|   |           | 467  | 646 | 675 | 690 | 703 | 792  | 829  | 879 |
|   |           | 1029 |     |     |     |     |      |      |     |
| <b>Psychometric assessments</b><br>Management of assessments  | <b>1</b>  | 72   |     |     |     |     |      |      |     |
| <b>Research</b> <ul style="list-style-type: none"> <li>• Investigating:                         <ul style="list-style-type: none"> <li>- prospective service providers</li> <li>- R&amp;S processes, models and techniques</li> </ul> </li> <li>• Conducting research for benchmarking purposes</li> <li>• Conducting exit interviews</li> </ul>  | <b>7</b>  | 19   | 454 | 657 | 703 | 829 | 1059 | 1069 |     |

|   |           |     |      |      |      |      |      |     |     |  |
|---|-----------|-----|------|------|------|------|------|-----|-----|--|
| <p><b>Strategies: Recruitment and selection</b></p> <ul style="list-style-type: none"> <li>• Development of a R&amp;S strategy in line with business needs</li> <li>• Management of ad hoc project team</li> <li>• Drawing up contracts for fixed-term contracts</li> <li>• Management of graduate recruitment programme</li> <li>• Provision of administration and logistical support</li> <li>• Implementation of R&amp;S procedure:                             <ul style="list-style-type: none"> <li>- Receiving request to advertise post</li> <li>- Drawing up a job and person specification</li> <li>- Preparing of internal vacancy circulars</li> <li>- Preparing of external advertisements</li> <li>- Implementation of methods of obtaining suitable candidates</li> <li>- Ensuring placement of advert in relevant media</li> <li>- Sourcing suitable candidates</li> <li>- Receiving of applications</li> <li>- Managing the response handling phase (compiling executive summaries / preliminary short-lists, finalisation of short lists with managers)</li> <li>- Participation in short-listing process</li> <li>- Sorting and recording of applications</li> <li>- Drawing up interview guides</li> <li>- Preparing guidelines for short-listing</li> <li>- Convening the panel</li> <li>- Compiling applicants' profiles</li> <li>- Data capturing</li> <li>- Reference checking</li> <li>- Scheduling interviews</li> <li>- Coordinating interview packs</li> <li>- Invigilating competency testing</li> <li>- Arranging interviews</li> <li>- Compiling and finalising deliberations for appointment reports</li> </ul> </li> </ul> | <b>31</b> | 19  | 72   | 84   | 88   | 199  | 266  | 314 | 322 |  |
|   | 354       | 356 | 437  | 467  | 523  | 573  | 675  | 685 |     |  |
|   | 703       | 762 | 763  | 781  | 792  | 816  | 829  | 854 |     |  |
|   | 879       | 964 | 1017 | 1029 | 1038 | 1059 | 1069 |     |     |  |

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| <p><b>Strategies: Recruitment and selection (contd.)</b></p> <ul style="list-style-type: none"> <li>- Participating in selection panel</li> <li>- Giving feedback to successful and unsuccessful candidates</li> <li>- Ensuring that proper contractual documents are drawn and signed</li> <li>- Prepare contracts of employment</li> <li>- Processing relocations</li> <li>- Payment to service providers</li> <li>- Closing the assignment</li> </ul> |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

**APPENDIX U: KPA THEME – REMUNERATION**

| Key performance area   | N  | Advertisement # |     |      |      |      |      |     |      |
|--|----|-----------------|-----|------|------|------|------|-----|------|
| <p><b>Advisory service</b></p> <ul style="list-style-type: none"> <li>• Provision of specialised advice in the fields of:                             <ul style="list-style-type: none"> <li>○ compensation and benefits policies, strategies, and levels</li> <li>○ employee benefits</li> <li>○ fringe benefits</li> <li>○ occupational specific dispensations</li> <li>○ remuneration</li> <li>○ salary grade</li> </ul> </li> <li>• Provision of advice to ensure consistency and fairness in remuneration strategies</li> <li>• Advising management on policy and service conditions changes in the case of mergers and acquisitions</li> </ul>   | 22 | 15              | 42  | 129  | 377  | 433  | 501  | 601 | 668  |
|  |    | 691             | 745 | 752  | 760  | 764  | 797  | 895 | 896  |
|  |    | 897             | 935 | 1000 | 1001 | 1105 | 1109 |     |      |
| <p><b>Communication and liaison</b></p> <ul style="list-style-type: none"> <li>• Establishment and maintenance of working relations with internal and external stakeholders in relation to management of the employment process, for example:                             <ul style="list-style-type: none"> <li>- group schemes</li> <li>- leave</li> <li>- pensions</li> <li>- salaries</li> <li>- termination of employment</li> </ul> </li> <li>• Communication of policies, strategies, and procedures</li> <li>• Provision of data and reports regarding compensation and benefits packages</li> <li>• Liaising with compensation and benefits managers to create a workable functional network</li> <li>• Conducting information sharing sessions on service benefits and conditions</li> </ul> | 9  | 15              | 42  | 433  | 501  | 760  | 764  | 935 | 1105 |
|  |    | 1109            |     |      |      |      |      |     |      |

|   |          |    |     |     |      |      |     |     |      |
|---|----------|----|-----|-----|------|------|-----|-----|------|
| <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>• Ensuring compliance with: <ul style="list-style-type: none"> <li>- collective agreements</li> <li>- directives</li> <li>- financial controls regarding the coordination of corporate budgets</li> <li>- global strategic direction on compensation</li> <li>- legislation</li> </ul> </li> <li>•</li> </ul> | <b>5</b> | 42 | 752 | 760 | 935  | 1105 |     |     |      |
| <p><b>HR information systems</b></p> <ul style="list-style-type: none"> <li>• Maintenance of electronic archives, HR records, and files for existing and past employees</li> <li>• Management and control of payroll system</li> <li>• Maintenance of the PERSAL / SAP systems</li> </ul>   | <b>4</b> | 38 | 42  | 760 | 1105 |      |     |     |      |
| <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• Monitoring the employee benefits scheme</li> </ul>   | <b>2</b> | 15 | 691 |     |      |      |     |     |      |
| <p><b>Operational management of function</b></p> <ul style="list-style-type: none"> <li>• Management of: <ul style="list-style-type: none"> <li>- finance and budget</li> <li>- operations</li> <li>- people</li> <li>- team</li> </ul> </li> <li>• Supervising operations</li> <li>• Coordinating processes to ensure effectiveness and credibility</li> </ul>               | <b>8</b> | 15 | 38  | 42  | 377  | 387  | 433 | 501 | 1109 |

|  |           |     |     |     |      |      |      |     |     |
|--|-----------|-----|-----|-----|------|------|------|-----|-----|
| <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Development, implementation, and upgrading of HR policies and guidelines with reference to service benefits and conditions, remuneration philosophy and strategies in knowledge intensive organisations</li> <li>• Formulation and updating the organisational rewards strategies, policies, procedures, and practices in support of the strategic initiatives</li> <li>• Development and implementation of innovative compensation and benefit strategies to both attract and retain the best talent</li> <li>• Designing compensation and benefit procedures based on current trend analysis, policy, and company strategy</li> <li>• Revision of compensation policies</li> <li>• Recommendations with regard to new and existing remuneration and rewards / benefits practices</li> <li>• Structuring policy for expatriate remuneration and benefits</li> </ul> | <b>14</b> | 42  | 129 | 387 | 433  | 601  | 691  | 745 | 760 |
|  |           | 797 | 875 | 897 | 935  | 1105 | 1109 |     |     |
| <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Conducting research regarding the latest remuneration and benefits practices</li> <li>• Conducting salary and market surveys (national and global)</li> <li>• Analysis of information required for wage negotiations</li> <li>• Conducting external market pricing for executive-level roles</li> <li>• Keeping abreast with best practices remuneration practices</li> <li>• Execution of remuneration benchmark exercises and surveys</li> <li>• Ensuring compensation activities remain effective, competitive, and consistent with latest trends</li> </ul>  | <b>12</b> | 129 | 377 | 501 | 668  | 691  | 752  | 760 | 797 |
|  |           | 875 | 897 | 935 | 1105 |      |      |     |     |



|   |           |           |           |           |             |             |     |     |     |
|---|-----------|-----------|-----------|-----------|-------------|-------------|-----|-----|-----|
| <p><b>Strategies: Remuneration</b></p> <ul style="list-style-type: none"> <li>• Implementation of payroll policies</li> <li>• Administration of: <ul style="list-style-type: none"> <li>- disability plans</li> <li>- employee schemes</li> <li>- financial disclosures</li> <li>- housing allowance scheme</li> <li>- incentive schemes</li> <li>- leave</li> <li>- long-service awards</li> <li>- medical aid</li> <li>- outside remunerative work</li> <li>- pension</li> <li>- retirement plans</li> <li>- service termination processes</li> <li>- share schemas</li> <li>- variable pay</li> </ul> </li> <li>• Implementation the strategic goals of the remuneration system by ensuring internal quality of remuneration practices and external competitiveness</li> <li>• Translation of business strategy into a remuneration strategy</li> <li>• Coordinating the implementation of annual salary review processes and payment of performance bonus plans</li> <li>• Coordination of mandating processes in terms of salary and policy changes</li> <li>• Supporting pay reviews and other pay actions</li> <li>• Implementation of SARS legislation related to PAYE</li> <li>• Preparation of PAYE tax returns and IRP5 on a monthly and annual basis</li> <li>• Management of monthly reconciliation of all statutory accounts</li> </ul> | <b>13</b> | 15<br>760 | 38<br>895 | 42<br>897 | 377<br>1000 | 501<br>1001 | 601 | 691 | 752 |
|---|-----------|-----------|-----------|-----------|-------------|-------------|-----|-----|-----|

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| <p><b>Strategies: Remuneration (contd.)</b></p> <ul style="list-style-type: none"> <li>• Performing all administrative functions for the remuneration committee</li> <li>• Attending to employee benefit enquiries and complaints</li> </ul> |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

**APPENDIX V: KPA THEME – RESEARCH**

| <b>Key performance area</b>  | <b>N</b> | <b>Advertisement #</b> |     |     |     |     |  |  |  |
|--|----------|------------------------|-----|-----|-----|-----|--|--|--|
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Development of partnerships</li> <li>• Networking with stakeholders</li> </ul>   | <b>5</b> | 56                     | 57  | 289 | 319 | 513 |  |  |  |
| <b>Database</b> <ul style="list-style-type: none"> <li>• Maintenance of research database</li> </ul>   | <b>1</b> | 319                    |     |     |     |     |  |  |  |
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Planning and organising</li> <li>• Implementation of control activities</li> <li>• Management of: <ul style="list-style-type: none"> <li>- finance and budget</li> <li>- logistics</li> <li>- people</li> </ul> </li> </ul> | <b>2</b> | 319                    | 513 |     |     |     |  |  |  |
| <b>Policy</b> <ul style="list-style-type: none"> <li>• Formulation, implementation, and evaluation of policy</li> <li>• Analysis of policies to determine gaps and shortcomings</li> </ul>   | <b>2</b> | 289                    | 513 |     |     |     |  |  |  |
| <b>Project management</b>  | <b>1</b> | 513                    |     |     |     |     |  |  |  |
| <b>Publications</b> <ul style="list-style-type: none"> <li>• Supporting the development of a range of publications</li> </ul>  | <b>1</b> | 57                     |     |     |     |     |  |  |  |
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Reporting research findings and recommendations in specialised and secular press</li> <li>• Formulation of the annual research report</li> </ul>   | <b>4</b> | 57                     | 289 | 319 | 513 |     |  |  |  |

|   |          |    |    |     |     |     |  |  |  |
|---|----------|----|----|-----|-----|-----|--|--|--|
| <p><b>Strategies: Research</b></p> <ul style="list-style-type: none"> <li>• Identification of research needs and research priorities</li> <li>• Formulating research proposals</li> <li>• Conceptualising, conducting, and coordinating qualitative and quantitative research</li> <li>• Formulating project charters for projects carried out by consultants</li> <li>• Provision of research designs and methodologies</li> <li>• Development of research tools and instruments</li> <li>• Development of programme evaluation instruments</li> <li>• Performing data and statistical analyses</li> <li>• Facilitation of focus groups</li> <li>• Identification of needs and opportunities in sectors</li> <li>• Presentation of consultative workshops and research seminars</li> <li>• Development and implementation of research projects</li> <li>• Determination of cost implications of new operational procedures</li> <li>• Developing case study material for use in training programmes</li> <li>• Implementation of research results (strategy development)</li> <li>• Development of programmes in line with research findings</li> <li>• Providing research direction for strategic planning, implementation, monitoring, and evaluation of core business</li> <li>• Providing line function units with relevant and up-to-date information and research resource support</li> <li>• Formulation of skills plans</li> </ul> | <b>5</b> | 56 | 57 | 289 | 319 | 513 |  |  |  |
|---|----------|----|----|-----|-----|-----|--|--|--|

**APPENDIX W: KPA THEME – WORKSTUDY**

| Key performance area  | N  | Advertisement # |      |     |     |      |      |     |      |
|---|----|-----------------|------|-----|-----|------|------|-----|------|
| <b>Advisory service</b> <ul style="list-style-type: none"> <li>• Presenting advisory and consulting services on application of workstudy, job evaluation, grading of jobs, development of job descriptions as well as changes to the post establishment</li> <li>• Presenting proposals to management regarding work efficiency</li> </ul>  | 21 | 81              | 136  | 196 | 248 | 263  | 271  | 288 | 407a |
|   |    | 407b            | 410  | 416 | 418 | 890  | 891  | 894 | 897  |
|   |    | 898             | 899  | 975 | 992 | 1110 |      |     |      |
| <b>Communication and liaison</b> <ul style="list-style-type: none"> <li>• Conducting road shows on job evaluation and job descriptions</li> </ul>   | 2  | 890             | 899  |     |     |      |      |     |      |
| <b>Database</b> <ul style="list-style-type: none"> <li>• Maintaining:                             <ul style="list-style-type: none"> <li>- generic job description database</li> <li>- job evaluation records and filing system</li> <li>- statistics and information pertaining to job evaluation</li> </ul> </li> </ul>   | 6  | 407a            | 407b | 891 | 897 | 914  | 1110 |     |      |
| <b>Job analysis / evaluation / profiling</b> <ul style="list-style-type: none"> <li>• Coordination of the job evaluation system</li> <li>• Development, implementation, and maintenance of job evaluation prescripts</li> <li>• Analysing and grading jobs according to the job evaluation system</li> <li>• Compiling generic job descriptions, job profiles, and organizational charts in line with departmental structure</li> </ul> | 17 | 62              | 114  | 136 | 196 | 248  | 270  | 271 | 349  |
|   |    | 407a            | 410  | 416 | 418 | 914  | 975  | 992 | 1014 |
|   |    | 1110            |      |     |     |      |      |     |      |

|  |           |     |     |      |      |     |      |     |     |
|--|-----------|-----|-----|------|------|-----|------|-----|-----|
| <b>Operational management of function</b> <ul style="list-style-type: none"> <li>• Managing: <ul style="list-style-type: none"> <li>- change</li> <li>- finance and budget</li> <li>- people</li> <li>- performance</li> <li>- planning</li> </ul> </li> </ul>   | <b>7</b>  | 62  | 136 | 270  | 271  | 416 | 898  | 899 | 914 |
| <b>Policy</b> <ul style="list-style-type: none"> <li>• Developing and maintaining policy relating to job evaluation, job grading, and utilization of scarce resources</li> <li>• Developing and implementation of norms and standards</li> </ul>   | <b>5</b>  | 114 | 136 | 407b | 416  | 418 | 1110 |     |     |
| <b>Post establishments</b> <ul style="list-style-type: none"> <li>• Conducting establishment investigations</li> <li>• Management of post establishment</li> <li>• Adjusting post establishment</li> <li>• Undertaking studies in post establishment requirements</li> <li>• Determining post establishment requirements</li> <li>• Maintaining establishment control</li> <li>• Conducting workstudy investigations on the organisational structure</li> <li>• Creating and abolishing posts</li> </ul> | <b>12</b> | 81  | 114 | 248  | 263  | 349 | 407b | 890 | 898 |
|  |           | 899 | 975 | 992  | 1110 |     |      |     |     |
| <b>Project management</b> <ul style="list-style-type: none"> <li>• Participating in a variety of project teams</li> </ul>  | <b>2</b>  | 136 | 410 |      |      |     |      |     |     |
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• Compiling organisational and establishment reports</li> <li>• Doing presentations</li> </ul>   | <b>5</b>  | 81  | 248 | 271  | 898  | 899 | 1110 |     |     |

|  |           |                   |           |            |            |            |            |            |            |
|--|-----------|-------------------|-----------|------------|------------|------------|------------|------------|------------|
| <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Conducting research into best practices</li> <li>• Conducting job description audits</li> <li>• Gathering managerial information</li> <li>• Investigating organizational requirements to avoid duplication and overspending</li> <li>• Investigating departmental equipment needs to enhance productivity</li> </ul>   | <b>5</b>  | 62                | 114       | 416        | 914        | 1110       |            |            |            |
| <p><b>Strategies: Workstudy</b></p> <ul style="list-style-type: none"> <li>• Receiving, prioritising, and assessing posts to be evaluated</li> <li>• Developing and maintaining organisational structures in alignment with strategic objectives</li> <li>• Designing and amending departmental organisational structures</li> <li>• Improving productivity and work efficiency in a cost effective manner</li> <li>• Improving business processes through the utilisation of various techniques, for example: <ul style="list-style-type: none"> <li>- business process reengineering</li> <li>- designing and controlling departmental forms</li> <li>- development of model posts</li> <li>- development of organograms</li> <li>- form design</li> <li>- improvement of working conditions</li> <li>- organizational development services</li> <li>- revised work layouts</li> <li>- small group activities</li> <li>- time and method studies</li> <li>- workflow analysis</li> </ul> </li> </ul> | <b>17</b> | 62<br>407b<br>914 | 81<br>416 | 114<br>418 | 196<br>890 | 248<br>891 | 270<br>894 | 271<br>897 | 288<br>899 |

**APPENDIX X**  
**KPA THEMES**



APPENDICES C-Y: KPA THEMES AND CLUSTER DESCRIPTIONS

|  | A1: Assmt and evaluation | C1: Career Management | C2: Consulting | C3: Consumer Psych | E1: EAP | E2: Employment Equity | H1: HR Admin & Mngmt | H2: HR Development | H3: HR Information Systems | H4: HR Planning | I1: Industrial / Org Psychology | I2: Employee Relations | L1: Lecturing | O1: Org Development | O2: Org Health, safety & Wellness | P1: Performance Mngmt | Q1: Quality Assurance | R1: Recr & Selection | R2: Remuneration | R3: Research | W1: Workstudy | TOTAL |
|--|--------------------------|-----------------------|----------------|--------------------|---------|-----------------------|----------------------|--------------------|----------------------------|-----------------|---------------------------------|------------------------|---------------|---------------------|-----------------------------------|-----------------------|-----------------------|----------------------|------------------|--------------|---------------|-------|
| Accreditation                          |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       | 4                     |                      |                  |              |               | 4     |
| Ad hoc HR projects                     | 1                        |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 1     |
| Advisory service                       |                          |                       |                |                    |         | 1                     | 154                  | 57                 | 8                          | 21              |                                 | 71                     |               | 18                  | 9                                 | 12                    | 1                     | 10                   | 22               |              | 21            | 405   |
| Advocacy                               |                          |                       |                |                    | 5       | 4                     |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 9     |
| Alignment                              |                          | 4                     |                |                    | 5       | 7                     |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 16    |
| Assessment and development Centres     | 7                        | 8                     |                |                    |         |                       |                      | 4                  |                            |                 | 3                               |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 22    |
| Assessment of learning                 |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        | 2             |                     |                                   |                       |                       |                      |                  |              |               | 2     |
| Auxiliary services                     |                          |                       |                |                    |         |                       | 4                    |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 4     |
| Bargaining structures                  |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 45                     |               |                     |                                   |                       |                       |                      |                  |              |               | 45    |
| Benchmarking                           |                          | 8                     |                |                    |         | 1                     | 21                   |                    | 1                          |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 31    |
| Case management                        |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 33                     |               |                     | 8                                 |                       |                       |                      |                  |              |               | 41    |
| Change management                      |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               | 46                  |                                   |                       |                       |                      |                  |              |               | 46    |
| Communication and liaison              |                          | 14                    | 3              | 1                  | 3       | 2                     | 73                   | 91                 | 3                          | 12              | 1                               | 43                     | 3             | 28                  | 8                                 | 8                     | 3                     | 6                    | 9                | 5            | 2             | 318   |
| Community engagement                   |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        | 6             |                     |                                   |                       |                       |                      |                  |              |               | 6     |
| Competency frameworks                  |                          | 3                     |                |                    |         |                       | 6                    | 6                  |                            |                 | 1                               |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 16    |
| Compliance                             | 3                        |                       |                |                    |         |                       | 106                  | 16                 | 3                          | 7               |                                 | 29                     |               | 1                   |                                   | 10                    | 4                     | 30                   | 5                |              |               | 214   |
| Conditions of service                  |                          |                       |                |                    |         |                       | 58                   |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       | 3                    |                  |              |               | 61    |
| Conflict resolution                    |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 61                     |               |                     |                                   |                       |                       |                      |                  |              |               | 61    |
| Counselling services                   | 1                        |                       |                |                    | 8       |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               | 9     |
| Corporate social investment programmes |                          |                       |                |                    |         |                       | 2                    |                    |                            |                 |                                 | 1                      |               |                     |                                   |                       |                       |                      |                  |              |               | 3     |
| Curriculum development                 |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        | 5             |                     |                                   |                       |                       |                      |                  |              |               | 5     |
| Database                               | 1                        |                       |                |                    | 2       |                       |                      |                    |                            |                 |                                 | 15                     |               |                     |                                   |                       |                       |                      |                  | 1            | 6             | 25    |

APPENDICES C-Y: KPA THEMES AND CLUSTER DESCRIPTIONS

|  | A1: Assmt and evaluation | C1: Career Management | C2: Consulting | C3: Consumer Psych | E1: EAP | E2: Employment Equity | H1: HR Admin & Mngmt | H2: HR Development | H3: HR Information Systems | H4: HR Planning | I1: Industrial / Org Psychology | I2: Employee Relations | L1: Lecturing | O1: Org Deveplemt | O2: Org Health, safety & Wellness | P1: Performance Mngmt | Q1: Quality Assurance | R1: Recr & Selection | R2: Remuneration | R3: Research | W1: Workstudy | TOTAL |     |
|--|--------------------------|-----------------------|----------------|--------------------|---------|-----------------------|----------------------|--------------------|----------------------------|-----------------|---------------------------------|------------------------|---------------|-------------------|-----------------------------------|-----------------------|-----------------------|----------------------|------------------|--------------|---------------|-------|-----|
| Development of academic dept                         |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 6                      |               |                   |                                   |                       |                       |                      |                  |              |               | 6     |     |
| Discipline   |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 47                     |               |                   |                                   |                       |                       |                      |                  |              |               |       | 47  |
| Economic empowerment                                 |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               | 2                 |                                   |                       |                       |                      |                  |              |               |       | 2   |
| Employee relations analyses                          |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 33                     |               |                   |                                   |                       |                       |                      |                  |              |               |       | 33  |
| Evaluations  |                          |                       |                |                    | 5       |                       |                      |                    |                            |                 |                                 |                        |               |                   | 7                                 |                       |                       |                      |                  |              |               |       | 12  |
| Generic consulting                                   |                          |                       | 12             |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 12  |
| HR Consulting  |                          |                       | 24             |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 24  |
| HRD Administration                                   |                          |                       |                |                    |         |                       |                      | 51                 |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 51  |
| HRP Analyses   |                          |                       |                |                    |         |                       |                      |                    |                            | 33              |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 33  |
| Identification of critical positions and individuals |                          | 2                     |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 2   |
| Incentives   |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  | 5            |               |       | 5   |
| Induction  |                          |                       |                |                    |         |                       | 13                   |                    |                            |                 |                                 |                        |               |                   |                                   | 1                     |                       | 4                    |                  |              |               |       | 18  |
| Information and communication technology (ICT)       |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        | 1             |                   |                                   |                       |                       |                      |                  |              |               |       | 1   |
| Information management                               |                          |                       | 1              |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 1   |
| Investigations                                       |                          |                       |                | 1                  |         | 2                     |                      |                    |                            |                 |                                 | 22                     |               |                   |                                   |                       |                       |                      |                  |              |               |       | 25  |
| Job analysis/evaluation/profiling                    | 3                        |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 1                      |               | 24                |                                   |                       |                       | 2                    |                  |              |               | 17    | 47  |
| Management and leadership development                |                          |                       | 5              |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 5   |
| Monitoring and evaluation                            |                          | 5                     |                |                    | 6       |                       | 5                    | 45                 |                            | 29              |                                 | 28                     |               | 14                | 15                                | 10                    | 5                     | 2                    | 2                |              |               |       | 166 |
| Needs assessment                                     |                          |                       |                |                    |         |                       |                      | 55                 |                            |                 |                                 |                        |               |                   |                                   |                       |                       |                      |                  |              |               |       | 55  |
| Organisational design                                |                          |                       | 6              |                    |         |                       | 58                   | 4                  |                            | 2               |                                 | 3                      |               | 12                |                                   |                       |                       |                      |                  |              |               |       | 85  |

APPENDICES C-Y: KPA THEMES AND CLUSTER DESCRIPTIONS

|                                       | A1: Assmt and evaluation | C1: Career Management | C2: Consulting | C3: Consumer Psych | E1: EAP | E2: Employment Equity | H1: HR Admin & Mngmt | H2: HR Development | H3: HR Information Systems | H4: HR Planning | I1: Industrial / Org Psychology | I2: Employee Relations | L1: Lecturing | O1: Org Development | O2: Org Health, safety & Wellness | P1: Performance Mngmt | Q1: Quality Assurance | R1: Recr & Selection | R2: Remuneration | R3: Research | W1: Workstudy | TOTAL |     |    |
|---------------------------------------|--------------------------|-----------------------|----------------|--------------------|---------|-----------------------|----------------------|--------------------|----------------------------|-----------------|---------------------------------|------------------------|---------------|---------------------|-----------------------------------|-----------------------|-----------------------|----------------------|------------------|--------------|---------------|-------|-----|----|
| Organisational development consulting |                          |                       | 14             |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 14  |    |
| Organisational diagnosis              |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               | 20                  |                                   |                       |                       |                      |                  |              |               |       |     | 20 |
| Operational management of function    | 3                        | 5                     | 3              | 1                  | 7       |                       | 130                  | 129                | 7                          | 24              | 3                               | 48                     | 12            | 32                  | 19                                | 5                     | 3                     | 19                   | 8                | 2            | 7             |       | 467 |    |
| Performance agreements                |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   | 7                     |                       |                      |                  |              |               |       | 7   |    |
| Performance management administration |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   | 3                     |                       |                      |                  |              |               |       | 3   |    |
| Policy                                |                          |                       |                |                    | 5       |                       | 135                  | 39                 | 8                          |                 |                                 | 52                     |               |                     |                                   | 8                     | 2                     | 17                   | 14               | 2            | 5             |       | 287 |    |
| Post establishments                   |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              | 12            |       | 12  |    |
| Professional engagement               |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        | 3             |                     |                                   |                       |                       |                      |                  |              |               |       | 3   |    |
| Project management                    |                          |                       |                |                    |         |                       | 9                    | 8                  |                            | 4               | 1                               |                        |               | 5                   | 6                                 |                       | 3                     |                      |                  | 1            | 2             |       | 39  |    |
| Psychometric assessment               | 5                        |                       |                |                    |         |                       | 3                    |                    |                            |                 |                                 |                        |               | 1                   |                                   |                       |                       | 1                    |                  |              |               |       | 10  |    |
| Publications                          |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  | 1            |               |       | 1   |    |
| Reporting                             | 1                        |                       |                | 1                  | 9       | 2                     | 55                   | 72                 | 9                          | 12              |                                 | 27                     |               | 16                  | 11                                | 22                    |                       |                      |                  | 4            | 5             |       | 246 |    |
| Representation                        |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 42                     |               | 2                   |                                   |                       |                       |                      |                  |              |               |       | 44  |    |
| Secretariat support                   |                          |                       |                |                    |         |                       |                      | 24                 |                            | 2               |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 26  |    |
| Service level agreements              |                          |                       |                |                    |         |                       | 4                    |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 4   |    |
| SETA                                  |                          |                       |                |                    |         |                       |                      | 1                  |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 1   |    |
| Sexual harassment                     |                          |                       |                |                    |         |                       |                      |                    |                            |                 |                                 | 1                      |               |                     |                                   |                       |                       |                      |                  |              |               |       | 1   |    |
| Skills Development Facilitator (SDF)  |                          |                       |                |                    |         |                       |                      | 10                 |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 10  |    |
| Strategic career management           |                          | 15                    |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 15  |    |
| Strategic HRM                         |                          |                       |                |                    |         |                       | 80                   |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 80  |    |
| Strategies: Career management         |                          | 19                    |                |                    |         |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 19  |    |
| Strategies: EAP                       |                          |                       |                |                    | 16      |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 16  |    |
| Strategies: Employment Equity         |                          |                       |                |                    |         | 3                     |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 3   |    |
| Strategies: Employee relations        |                          |                       |                |                    |         |                       |                      |                    |                            |                 | 55                              |                        |               |                     |                                   |                       |                       |                      |                  |              |               |       | 55  |    |

APPENDICES C-Y: KPA THEMES AND CLUSTER DESCRIPTIONS

|  | A1: Assmt and evaluation | C1: Career Management | C2: Consulting | C3: Consumer Psych | E1: EAP   | E2: Employment Equity | H1: HR Admin & Mngmt | H2: HR Development | H3: HR Information Systems | H4: HR Planning | I1: Industrial / Org Psychology | I2: Employee Relations | L1: Lecturing | O1: Org Deveplement | O2: Org Health, safety & Wellness | P1: Performance Mngmt | Q1: Quality Assurance | R1: Recr & Selection | R2: Remuneration | R3: Research | W1: Workstudy | TOTAL       |     |
|--|--------------------------|-----------------------|----------------|--------------------|-----------|-----------------------|----------------------|--------------------|----------------------------|-----------------|---------------------------------|------------------------|---------------|---------------------|-----------------------------------|-----------------------|-----------------------|----------------------|------------------|--------------|---------------|-------------|-----|
| Strategies: HR development                             |                          |                       |                |                    |           |                       |                      | 161                |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |             | 161 |
| Strategies: HR info systems                            |                          |                       |                |                    |           |                       |                      |                    | 22                         |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |             | 22  |
| Strategies: HR admin & mngmt                           |                          |                       |                |                    |           |                       | 96                   |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |             | 96  |
| Strategies: HR planning                                |                          |                       |                |                    |           |                       |                      |                    |                            | 41              |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |             | 41  |
| Strategies: Org development                            |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               | 71                  |                                   |                       |                       |                      |                  |              |               |             | 71  |
| Strategies: Organisational Health, Safety and Wellness |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     | 24                                |                       |                       |                      |                  |              |               |             | 24  |
| Strategies: Perf management                            |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   | 37                    |                       |                      |                  |              |               |             | 37  |
| Strategies: Quality assurance                          |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       | 6                     |                      |                  |              |               |             | 6   |
| Strategies: Recr and selection                         |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       | 31                   |                  |              |               |             | 31  |
| Strategies: Remuneration                               |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      | 13               |              |               |             | 13  |
| Strategies: Research                                   |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  | 5            |               |             | 5   |
| Strategies: Workstudy                                  |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              | 17            |             | 17  |
| Surveys  |                          |                       | 5              |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |             | 5   |
| Teaching   |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 | 20                     |               |                     |                                   |                       |                       |                      |                  |              |               |             | 20  |
| Training   | 1                        |                       |                |                    | 3         | 1                     |                      | 20                 |                            |                 |                                 | 54                     |               | 6                   |                                   | 12                    |                       |                      |                  |              |               |             | 97  |
| Transformation   |                          |                       |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               | 16                  |                                   |                       |                       |                      |                  |              |               |             | 16  |
| Workforce planning                                     |                          | 5                     |                |                    |           |                       |                      |                    |                            |                 |                                 |                        |               |                     |                                   |                       |                       |                      |                  |              |               |             | 5   |
| Workplace Skills Plan (WSP)                            |                          |                       |                |                    |           |                       |                      | 42                 |                            |                 |                                 |                        |               | 4                   |                                   |                       |                       |                      |                  |              |               |             | 46  |
| <b>TOTAL</b>   | <b>26</b>                | <b>88</b>             | <b>73</b>      | <b>4</b>           | <b>74</b> | <b>23</b>             | <b>1012</b>          | <b>835</b>         | <b>61</b>                  | <b>187</b>      | <b>9</b>                        | <b>711</b>             | <b>58</b>     | <b>318</b>          | <b>107</b>                        | <b>135</b>            | <b>31</b>             | <b>125</b>           | <b>78</b>        | <b>21</b>    | <b>94</b>     | <b>4070</b> |     |

**APPENDIX Y**  
**KPA CLUSTER DESCRIPTIONS**

| # | CLUSTER NAME                       | CLUSTER DESCRIPTION  |
|---|------------------------------------|--|
| 1 | Accreditation                      | <ul style="list-style-type: none"> <li>a. Managing the accreditation, registration and certification of service providers and programmes.</li> <li>b. Evaluating recommendations for accreditation within the prescribed time frame</li> <li>c. Communicating procedural and statutory requirements to staff and stakeholders.</li> </ul>  |
| 2 | Ad hoc projects                    | <ul style="list-style-type: none"> <li>a. Accepting responsibility for the effective implementation ad hoc projects.</li> </ul>  |
| 3 | Advisory service                   | <ul style="list-style-type: none"> <li>a. Providing specialised knowledge, advice, guidance and support on the application of relevant IOP principles, policies, regulatory and legislative frameworks, best practices or strategies in a variety of contexts to ensure correct and consistent implementation.</li> <li>b. Providing problem-solving services.</li> <li>c. Presenting information, proposals, or professional assistance to management, employees, trade unions, or other stakeholders.</li> <li>d. Coaching managers and supervisors on issues that influence employee effectiveness.</li> <li>e. Recommending changes in policies, systems or procedures tailored to organisational or business needs.</li> <li>f. Identifying and analysing trends, opportunities, risks and governance issues.</li> <li>g. Building capacity by providing training workshops.</li> </ul> |
| 4 | Advocacy                           | <ul style="list-style-type: none"> <li>a. Promoting awareness, issues, policies and programmes relating to HIV-AIDS, diversity, equity, human rights, multi-lingualism and transformation,</li> <li>b. Promoting the commemoration of significant days, such as Woman's Day, World's Aids Day and Youth Day.</li> <li>c. Sensitising employees and management on special issues.</li> </ul>  |
| 5 | Alignment                          | <ul style="list-style-type: none"> <li>a. Establishing synergy and alignment between projects, programs, business plans, best practice requirements, policies, frameworks and acts.</li> <li>b. Establishing alignment between specific programmes and the core business of organisations.</li> <li>c. Ensuring that agreements are met.</li> </ul>  |
| 6 | Assessment and development centres | <ul style="list-style-type: none"> <li>a. Sourcing assessment projects.</li> <li>b. Establishing assessment and development centres.</li> <li>c. Administering and managing assessment and development centres.</li> <li>d. Developing, reviewing and validating assessment batteries.</li> <li>e. Scheduling and conducting assessments.</li> <li>f. Coordinating electronic assessments.</li> <li>g. Managing service providers.</li> <li>h. Developing and maintaining databases of assessment findings.</li> <li>i. Developing and maintaining competence databases.</li> <li>j. Implementing quality assurance mechanisms (involving both assessment procedures and service providers).</li> <li>k. Aligning competence and skills development databases.</li> <li>l. Coordinating assessment findings with other business processes.</li> </ul>  |

| #  | CLUSTER NAME              | CLUSTER DESCRIPTION   |
|----|---------------------------|---|
| 7  | Assessment of learning    | a. Setting and marking tests, assignments and examinations.   |
| 8  | Auxiliary services        | a. Managing auxiliary services.   |
| 9  | Bargaining structures     | a. Facilitating and coordinating bargaining structures.<br>b. Contributing to bargaining teams.<br>c. Participating in negotiations.<br>d. Facilitating and ensuring implementation of collective agreements.   |
| 10 | Benchmarking              | a. Ensuring effective and efficient management of standards.<br>b. Collating data and information on local, national and global partners and competitors.<br>c. Administering benchmarking processes.<br>d. Establishing and maintaining best practice activities and procedures.   |
| 11 | Case management           | a. Managing and monitoring cases relating to the bargaining council, CCMA, dispute resolution hearings, labour court, crises, trauma, debriefing and sexual harassment.<br>b. Conducting follow-ups.  |
| 12 | Change management         | a. Developing and implementing effective change management frameworks and methodologies.<br>b. Creating action plans for key change management implementation steps.<br>c. Creating an appropriate climate for change (preparing target business areas for new ways of working).<br>d. reparation of affected business areas for the transition of new ways of working<br>e. Implementing strategic change management.<br>f. Managing change in line with time, cost, and quality parameters.<br>g. Conducting research on the effectiveness (benefits, outcomes) of change management interventions.<br>h. Communicating change management visions to stakeholders.<br>i. Encouraging collaboration between change management teams, management and stakeholders.<br>j. Building capacity to manage change.<br>k. Ensuring the embeddedness, consolidation, durability and operational benefits of change.<br>l. Optimising the timing of release of project deliverables. |
| 13 | Communication and liaison | a. Establishing and maintaining strategic partnerships and communication structures to create a workable functional network with: <ul style="list-style-type: none"> <li>• community-based structures,</li> <li>• customers,</li> <li>• departments,</li> <li>• employees,</li> <li>• forums,</li> <li>• government structures,</li> <li>• internal and external stakeholders,</li> <li>• management,</li> <li>• organised labour,</li> <li>• professional and regulatory bodies,</li> <li>• service providers,</li> <li>• statutory institutions,</li> <li>• traditional leaders.</li> </ul>   |

| #  | CLUSTER NAME                       | CLUSTER DESCRIPTION   |
|----|------------------------------------|---|
| 13 | Communication and liaison [contd.] | <ul style="list-style-type: none"> <li>b. Facilitating bilateral and multilateral relations, forums and initiatives.</li> <li>c. Releasing information, data, reports and guidelines.</li> <li>d. Conducting briefing or information sharing sessions and roadshows to service providers and management.</li> <li>e. Coordinating and attending seminars and workshops.</li> <li>f. Responding to enquiries.</li> </ul>   |
| 14 | Community engagement               | <ul style="list-style-type: none"> <li>a. Facilitating service learning.</li> <li>b. Involvement in community outreach programmes.</li> </ul>   |
| 15 | Competency framework / modeling    | <ul style="list-style-type: none"> <li>a. Developing, implementing and maintaining competency models / competency profiles.</li> <li>b. Identifying job-specific competencies.</li> <li>c. Identifying key strategic competencies.</li> <li>d. Identifying prioritised jobs.</li> <li>e. Identifying skills shortages and priorities.</li> <li>f. Developing and implementing</li> </ul>  |
| 16 | Compliance                         | <ul style="list-style-type: none"> <li>a. Ensuring compliance with: <ul style="list-style-type: none"> <li>• Business plan;</li> <li>• Collective agreements;</li> <li>• Directives;</li> <li>• Financial controls;</li> <li>• Legislation and regulations;</li> <li>• Policies, frameworks, procedures and practices;</li> <li>• Quality assurance standards;</li> <li>• Statutory requirements;</li> <li>• Strategy.</li> </ul> </li> </ul>   |
| 17 | Conditions of service              | <ul style="list-style-type: none"> <li>a. Developing, interpreting and implementing policies pertaining to conditions of service, for example: <ul style="list-style-type: none"> <li>• Bursaries,</li> <li>- Bursaries,</li> <li>- Compensation,</li> <li>- Employee benefits,</li> <li>- Funeral plans,</li> <li>- Home owner allowances,</li> <li>- Housing,</li> <li>- Ill-health retirement,</li> <li>- Incapacity leave,</li> <li>- Incentive bonuses,</li> <li>- Injury on duty processes,</li> <li>- Leave,</li> <li>- Long-service recognition,</li> <li>- Medical aid,</li> <li>- Package structuring,</li> <li>- Pension fund,</li> <li>- Probation,</li> <li>- Resettlement expenditure,</li> <li>- Reward strategies,</li> <li>• Service termination,</li> <li>• SMS / MMS packages,</li> <li>• Terminations, and</li> <li>• Transfers.</li> </ul> </li> </ul> |



| #  | CLUSTER NAME                           | CLUSTER DESCRIPTION  |
|----|--|--|
| 18 | Conflict resolution                    | a. Managing grievances, protests, strikes and arbitration cases.   |
| 19 | Counselling services                   | a. Providing first-line counseling services.<br>b. Providing rehabilitation services.<br>c. Referring deserving employees for specialised assistance.<br>d. Providing follow-up services.  |
| 20 | Corporate social investment programmes | a. Coordinating and managing corporate social investment programmes.   |
| 21 | Curriculum development                 | <ul style="list-style-type: none"> <li>• Developing relevant and appropriate curricula.</li> <li>• Providing academic leadership in course design, curriculum content, and development of study material.</li> <li>• <i>Re-curriculation</i> of courses and modules..</li> </ul>   |
| 22 | Database                               | a. Maintaining of manual or electronic filing and recording systems.<br>b. Developing and maintaining databases relating to: <ul style="list-style-type: none"> <li>• Assessment findings,</li> <li>• Case work records,</li> <li>• Consumer queries and complaints,</li> <li>• Job descriptions,</li> <li>• Job evaluation records,</li> <li>• Skills.</li> </ul>   |
| 23 | Development of academic department     | <ul style="list-style-type: none"> <li>• Participating constructively in the development and growth of departments or programmes.</li> <li>• Developing the profile of academic departments in academic and business communities.</li> <li>• Rendering relevant institutional services.</li> </ul>   |
| 24 | Discipline                             | a. Implementing and managing disciplinary procedures, for example: <ul style="list-style-type: none"> <li>- Misconduct,</li> <li>- Abscondments</li> <li>- Suspensions, and</li> <li>- Poor work performance.</li> </ul> b. Preparing allegation / charge sheets.<br>c. Supporting role players (presiding officers, departmental representatives) during disciplinary procedures.   |
| 25 | Economic empowerment                   | <ul style="list-style-type: none"> <li>• Developing and implementing Black Economic Empowerment (BEE) strategies.</li> <li>• Compiling and coordinating BEE scorecards according to set targets.</li> <li>• Developing information management systems to integrate data and complete BEE scorecards.</li> <li>• Identifying organisational shortcomings regarding Broad Based Black Economic Empowerment (BBBEE) requirements.</li> <li>• Facilitating progressive BBBEE targets.</li> <li>• Implementing policies and procedures to measure progress with BBBEE.</li> <li>• Representing organisations at forums and associations relating to BBBEE.</li> </ul> |
| 26 | Employee / labour relations analyses   | a. Analysing Employee relations data to identify trends relating to, for example: <ul style="list-style-type: none"> <li>• Grievances,</li> <li>• Workplace culture.</li> </ul> b. Analysing the latest developments in the field of Employee relations.   |

| #  | CLUSTER NAME                  | CLUSTER DESCRIPTION   |
|----|-------------------------------|---|
| 27 | Evaluations                   | <ul style="list-style-type: none"> <li>a. Conducting evaluations of personal and work-related problems.</li> <li>b. Conducting evaluations for: <ul style="list-style-type: none"> <li>• External referrals,</li> <li>• Health and wellness screening.</li> </ul> </li> </ul>   |
| 28 | Generic consulting            | <ul style="list-style-type: none"> <li>• Consulting and supporting management and employees.</li> <li>• Demonstrating a broad range of consulting and facilitation skills, for example: <ul style="list-style-type: none"> <li>• Coaching,</li> <li>• Critical evaluation of ideas,</li> <li>• Mentoring,</li> <li>• Negotiation,</li> <li>• Team building.</li> </ul> </li> <li>• Designing and delivering business solutions.</li> <li>• Implementing and coordinating the roll out of initiatives and projects.</li> <li>• Enhancing the productivity and profitability of organisations.</li> </ul>   |
| 29 | HR consulting                 | <ul style="list-style-type: none"> <li>• Developing and implementing HR strategies, plans, and projects.</li> <li>• Developing and implementing HR planning procedures.</li> <li>• Implementing comprehensive HR services.</li> <li>• Aligning HR practices with business strategies.</li> <li>• Conducting research relating to current HR trends and practices.</li> <li>• Providing general HR administrative services</li> <li>• Developing, reviewing and implementing specific HR processes and functions, for example: <ul style="list-style-type: none"> <li>- Career / Talent management;</li> <li>- Competency framework development;</li> <li>- Exit management;</li> <li>- Headhunting (national networking capacity);</li> <li>- Health, safety and wellness;</li> <li>- HR development;</li> <li>- HR risk assessment and action planning;</li> <li>- HR technology;</li> <li>- Job analysis, evaluation, and profiling;</li> <li>- Employee relations;</li> <li>- Performance management;</li> <li>- Recruitment and selection;</li> <li>- Remuneration and compensation;</li> <li>- Workforce transition planning and execution.</li> </ul> </li> </ul> |
| 30 | HR development administration | <ul style="list-style-type: none"> <li>• Managing administrative and logistical arrangements for all HR development activities (before, during, and after presentation of modules and courses).</li> <li>• Developing HR development administrative infrastructures, including: <ul style="list-style-type: none"> <li>• Accommodation;</li> <li>- Fax service;</li> <li>- Filing system;</li> <li>- Information technology (IT) support;</li> <li>- Learning aids, tools, and equipment;</li> <li>- Travel arrangements;</li> <li>- Typing.</li> </ul> </li> <li>• Ensuring professional standards during the presentation of HRD activities.</li> </ul>   |

| #  | CLUSTER NAME   | CLUSTER DESCRIPTION   |
|----|--|---|
| 30 | HR development administration [contd.]               | <ul style="list-style-type: none"> <li>• Ensuring accreditation of programmes and service providers through relevant statutory bodies.</li> <li>• Administering bursary, grant, and study aid systems</li> </ul>  |
| 31 | HR planning analyses                                 | <ul style="list-style-type: none"> <li>• Planning and coordinating data collection processes.</li> <li>• Developing and implementing systems for data management.</li> <li>• Developing and implementing HR surveys.</li> <li>• Assessing and reviewing demand and supply for HR planning.</li> <li>• Analysing HR strategies, policies and practices.</li> <li>• Analysing legislative and policy imperatives to define the operational context.</li> <li>• Environmental scanning to position the organisation for effective participation in relevant national, regional, and global development.</li> <li>• Keeping abreast of current developments, approaches, and best practices.</li> </ul> |
| 32 | Identification of critical positions and individuals | <ol style="list-style-type: none"> <li>a. Designing systems to identify critical positions and individuals.</li> <li>b. Linking positions and individuals to career paths.</li> <li>c. Specifying entry requirements and requirements for progression within specific career paths.</li> </ol>  |
| 33 | Incentives   | <ul style="list-style-type: none"> <li>• Developing and implementing non-monetary reward systems aimed at rewarding outstanding performance.</li> <li>• Processing performance incentives and benefits.</li> </ul>  |
| 34 | Induction  | <ol style="list-style-type: none"> <li>a. Developing and implementing induction programmes.</li> <li>b. Conducting induction presentations.</li> </ol>  |
| 35 | Information and communication technology (ICT)       | <ol style="list-style-type: none"> <li>a. Developing relevant courseware.</li> <li>b. Developing learner support systems.</li> </ol>  |
| 36 | Information management                               | <ol style="list-style-type: none"> <li>a. Providing information management consulting services.</li> </ol>  |
| 37 | Investigations                                       | <ol style="list-style-type: none"> <li>a. Investigating: <ul style="list-style-type: none"> <li>• Consumer complaints and trends,</li> <li>• Discriminatory conditions and employment practices,</li> </ul> </li> <li>b. Conducting employment equity and affirmative action audits.</li> </ol>   |
| 38 | Job analysis / evaluation / profiling                | <ol style="list-style-type: none"> <li>a. Managing job evaluation systems.</li> <li>b. Identifying posts to be evaluated.</li> <li>c. Identifying competencies (managing the competency architecture)..</li> <li>d. Compiling and reviewing generic job descriptions, job profiles, and organisational charts and aligning them with organisational structures.</li> <li>e. Developing and conducting job evaluations properly, consistently and equitably.</li> <li>f. Implementing and coordinating job analyses, job grading, job design and job profiling processes.</li> </ol>   |
| 39 | Management and leadership development                | <ul style="list-style-type: none"> <li>• Identifying management potential.</li> <li>• Implementing HR strategies through development and presentation of management and leadership development programmes.</li> </ul>   |

| #  | CLUSTER NAME              | CLUSTER DESCRIPTION   |
|----|---------------------------|---|
| 40 | Monitoring and evaluation | <ol style="list-style-type: none"> <li>a. Developing and implementing a monitoring and evaluation framework.</li> <li>b. Identifying processes for review and improvement to limit inefficiencies and waste.</li> <li>c. Conducting site visits.</li> <li>d. Designing toolkits to monitor and evaluate processes.</li> <li>e. Monitoring and evaluation of: <ul style="list-style-type: none"> <li>• Achievement of targets;</li> <li>• Adherence to regulations and statutory requirements;</li> <li>• Alignment of strategies, policies and budgets;</li> <li>• Business processes;</li> <li>• Career management systems;</li> <li>• Cost-benefit of HR development procedures;</li> <li>• Customer satisfaction;</li> <li>• Data and reports (e.g., compliance, trends, progress);</li> <li>• Internal and external business environment;</li> <li>• Interventions (e.g., organisational development and change management);</li> <li>• Performance management systems and tools (e.g., incentives and rewards);</li> <li>• Policy implementation processes (e.g., employee equity, employee relations, wellness, HIV-AIDS);</li> <li>• Practices that inhibit the effective development and implementation of policies and strategies;</li> <li>• Programme implementation processes (e.g., effectiveness and efficiency);</li> <li>• Resource utilisation;</li> <li>• Service providers and contractors;</li> <li>• Service delivery standards and levels;</li> <li>• Strategy implementation and strategic linkages.</li> </ul> </li> <li>f. Providing feedback to management to facilitate decision-making and planning.</li> </ol> |
| 41 | Needs assessment          | <ol style="list-style-type: none"> <li>a. Identifying development opportunities (personal, group, organisational).</li> <li>b. Assessing training, development, and capacity building needs through: <ul style="list-style-type: none"> <li>- appraisal schemes,</li> <li>- consultation with line managers,</li> <li>- job analysis,</li> <li>- organisational needs analysis,</li> <li>- performance review processes.</li> </ul> </li> <li>c. Identifying internal (business-related) and external (socio-political) needs and requirements.</li> <li>d. Identifying mission-critical positions.</li> </ol>  |
| 42 | Organisational design     | <ol style="list-style-type: none"> <li>a. Developing, reviewing and coordinating organisational design and post establishment frameworks (<i>business architecture</i>) to reduce costs.</li> <li>b. Identifying organisational design and establishment gaps and needs.</li> <li>c. Reviewing and updating post establishments by creating and abolishing posts.</li> <li>d. Implementing effective and efficient work study practices.</li> <li>e. Implementing business re-engineering processes.</li> </ol>   |

| #  | CLUSTER NAME                          | CLUSTER DESCRIPTION  |
|----|---------------------------------------|--|
| 43 | Organisational development consulting | <ul style="list-style-type: none"> <li>• Planning, designing and implementing organisational development and –change strategies</li> <li>• Implementing diversity, employment equity, organisational culture and transformation strategies.</li> <li>• Implementing post-transformation organisational development processes.</li> <li>• Establishing norms and standards.</li> </ul>  |
| 44 | Organisational diagnosis              | <ol style="list-style-type: none"> <li>a. Conducting and coordinating organisational diagnosis procedures to survey, for example, organisational culture and climate.</li> <li>b. Coordinating organisational performance analyses.</li> <li>c. Developing and adapting specialised, scientifically validated institutional diagnosis methodologies and instruments (e.g., surveys, analytical reviews, value surveys, opinion and cultural surveys).</li> <li>d. Drafting terms of reference of institutional organisation surveys.</li> <li>e. Executing institutional diagnostic surveys to analyse, describe and explain the current functioning of employees and identify areas requiring intervention.</li> </ol>  |
| 45 | Operational management of function    | <ol style="list-style-type: none"> <li>a. Coordinating and managing the following aspects: <ul style="list-style-type: none"> <li>- Administration;</li> <li>- Assets;</li> <li>- Business processes;</li> <li>- Database;</li> <li>- Employee relations;</li> <li>- Facilities;</li> <li>- Finance and budget;</li> <li>- HR processes;</li> <li>- Induction and orientation;</li> <li>- Logistics;</li> <li>- Monitoring and evaluation;</li> <li>- Office support services;</li> <li>- Operations and strategy;</li> <li>- Performance;</li> <li>- Projects;</li> <li>- Provision of leadership;</li> <li>- Quality;</li> <li>- Remuneration;</li> <li>- Resources;</li> <li>- Risk (profile, mitigation);</li> <li>- Service delivery;</li> <li>- Service providers;</li> <li>- Staff;</li> <li>- Transversal HR functions;</li> <li>- Work organisation and workflow</li> </ul> </li> </ol> |
| 46 | Performance agreements                | <ul style="list-style-type: none"> <li>• Negotiating, developing and coordinating performance agreements.</li> <li>• Coordinating memoranda of understanding.</li> </ul> <ol style="list-style-type: none"> <li>a. Managing probation processes.</li> </ol>  |
| 47 | Performance management administration | <ol style="list-style-type: none"> <li>a. Assisting with administration and implementation of performance management procedures.</li> <li>b. Administering performance management correspondence and logistics.</li> </ol>   |

| #  | CLUSTER NAME            | CLUSTER DESCRIPTION  |
|----|-------------------------|--|
| 48 | Policy                  | <ul style="list-style-type: none"> <li>• Formulating, implementing, monitoring and reviewing policy frameworks relating to, for example: <ul style="list-style-type: none"> <li>• Disability;</li> <li>• Employment equity;</li> <li>• Employee practices;</li> <li>• Quality assurance.</li> </ul> </li> <li>• Aligning policies, best practice models and procedural manuals with strategic and business plans, organisational needs and legislative frameworks.</li> <li>• Negotiating policies with employees, management, unions and stakeholders.</li> <li>• Operationalising policies.</li> <li>• Maintaining policy and procedure manuals (guidelines, standards, protocols, work instructions, codes of practice, governance- and information systems).</li> <li>• Developing roll-out processes to ensure dissemination of information on policies.</li> <li>• Analysing policies to determine gaps and shortcomings.</li> </ul> |
| 49 | Post establishments     | <ul style="list-style-type: none"> <li>• Conducting establishment investigations to determine post establishment requirements.</li> <li>• Coordinating and controlling post establishments.</li> <li>• Adjusting post establishments by creating and abolishing posts.</li> </ul>  |
| 50 | Professional engagement | <ol style="list-style-type: none"> <li>a. Contributing to professional organisations and activities.</li> <li>b. Participating in consulting activities.</li> </ol>  |
| 51 | Project management      | <ol style="list-style-type: none"> <li>a. Participating in project teams.</li> <li>b. Implementing and coordinating projects through: <ul style="list-style-type: none"> <li>○ Compiling project scope documentation;</li> <li>○ Reporting on the status of projects;</li> <li>○ Designing project action plans;</li> <li>○ Compilation of action logs;</li> <li>○ Updating project plans;</li> <li>○ Distributing project information;</li> <li>○ Flagging warnings on timelines and budgets;</li> <li>○ Organising project team/stakeholder meetings;</li> <li>○ Identifying risks and implementing mitigating actions.</li> </ul> </li> </ol>   |
| 52 | Psychometric assessment | <ul style="list-style-type: none"> <li>• Administering and coordinating assessments.</li> <li>• Providing feedback.</li> <li>• Preparing assessment reports.</li> <li>• Ensuring confidential and appropriate recording of results.</li> </ul> <ol style="list-style-type: none"> <li>a. Ensuring adequate filing of records and findings.</li> </ol>  |
| 53 | Publications            | <ol style="list-style-type: none"> <li>a. Supporting the development of a range of publications.</li> </ol>  |
| 54 | Representation          | <ol style="list-style-type: none"> <li>a. Representing departments or units on relevant committees or forums during: <ul style="list-style-type: none"> <li>- Annual wage negotiations,</li> <li>- Consultative forums,</li> <li>- Disciplinary procedures,</li> <li>- Disputes,</li> <li>- Hearings,</li> <li>- Shop steward meetings,</li> <li>- Union meetings.</li> </ul> </li> </ol>  |

| #  | CLUSTER NAME                         | CLUSTER DESCRIPTION  |
|----|--------------------------------------|--|
| 55 | Reporting                            | <ul style="list-style-type: none"> <li>• Developing and implementing appropriate mechanisms for reporting purposes.</li> <li>• Managing the reporting calendar.</li> <li>• Capturing and managing information and data to inform decisions and strategies.</li> <li>• Documenting and compiling reports, such as: <ul style="list-style-type: none"> <li>• Annual, quarterly, or monthly reports,</li> <li>• Compliance reports,</li> <li>• Disputes, grievances, or misconduct reports,</li> <li>• Establishment reports,</li> <li>• Management reports,</li> <li>• Progress reports,</li> <li>• Statutory reports.</li> <li>• Strategic review reports.</li> </ul> </li> <li>• Developing reports using <i>SAP Query</i> and <i>Query manager</i>.</li> <li>• Dissemination of information through exhibitions, impact reports, presentations, roadshows, as well as specialised and secular press.</li> </ul> |
| 56 | Secretariat support                  | a. Providing secretarial services (e.g., meeting scheduling, minute taking, handling correspondence) at meetings such as Advisory committees and Skills Development Forums.  |
| 57 | Service level agreements             | <p>a. Managing service-level agreements.</p> <p>b. Monitoring alignment between work performance and service-level agreements.</p>   |
| 58 | SETA                                 | a. Coordinating and managing SETA operations through the application and adherence to relevant policies, procedures and legislation.   |
| 59 | Sexual harassment                    | a. Coordinating the roles and functions of sexual harassment officers.   |
| 60 | Skills development facilitator (SDF) | a. Coordinating skills development initiatives.  |
| 61 | Strategic career management          | <ul style="list-style-type: none"> <li>• Translating business strategy into career management strategies.</li> <li>• Implementing career management policy.</li> <li>• Developing integrated career management frameworks (<i>career management architecture</i>)</li> <li>• Facilitating the achievement of strategic and operational objectives through implementation of policies that optimise staffing and talent supply.</li> <li>• Developing and managing talent and capability agendas (<i>talent pipeline / talent pool / talent skill-pool</i>).</li> </ul>   |
| 62 | Strategic HR management              | <p>a. Formulating and implementing HR strategies.</p> <p>b. Interpreting functional strategies and linking them to HR strategies.</p>  |

| #  | CLUSTER NAME                                     | CLUSTER DESCRIPTION   |
|----|--|---|
| 63 | Strategies: Career management                    | <p>a. Analysis of performance.</p> <p>b. Alignment of individual career plans and organisational career management processes.</p> <p>c. Managing career incidents.</p> <p>d. Facilitating career planning processes.</p> <p>e. Implementing integrated career management procedures and interventions, for example:</p> <ul style="list-style-type: none"> <li>- Bursary programmes,</li> <li>- Career incidents,</li> <li>- Career paths,</li> <li>- Coaching,</li> <li>- Accelerated development programmes targeting hard and/or soft skills,</li> <li>- Diversity management,</li> <li>- Acquisition of educational qualifications,</li> <li>- Integrated individual development plans,</li> <li>- Learnerships,</li> <li>- Mentoring,</li> <li>- Performance management,</li> <li>- Recruitment / talent attraction,</li> <li>- Retention,</li> <li>- Reward and recognition framework,</li> <li>- Selection,</li> <li>- Succession planning.</li> </ul> <p>f. Providing guidance on <i>career pathing</i>.<br/>Tracking and developing process flows.</p> |
| 64 | Strategies: Employee assistance programmes (EAP) | <ul style="list-style-type: none"> <li>• Developing, coordinating, presenting, implementing and revising strategies, programmes, workshops, and training sessions relating to: <ul style="list-style-type: none"> <li>- Career development,</li> <li>- Disability management,</li> <li>- Gender empowerment and mainstreaming,</li> <li>- Good governance,</li> <li>- Health and Safety,</li> <li>- HIV / AIDS,</li> <li>- Skills development,</li> <li>- Trauma management,</li> <li>- Tuberculosis,</li> <li>- Wellness,</li> <li>- Workplace violence,</li> <li>- Youth programmes.</li> </ul> </li> <li>• Developing EAP infrastructure.</li> <li>• Establishing employee support groups.</li> <li>• Preparing business plans.</li> <li>• Developing and implementing short-term EAP interventions.</li> </ul>  |
| 65 | Strategies: Employment equity                    | <ul style="list-style-type: none"> <li>• Developing and coordinating equity and diversity programs.</li> <li>• Implementing diversity management programmes (e.g., <i>Women in Mining</i> and <i>Accommodation of disabled employees</i> programmes).</li> <li>• Managing and facilitating equity targets, systems, processes and strategies.</li> </ul>  |



| #  | CLUSTER NAME                              | CLUSTER DESCRIPTION   |
|----|---|---|
| 66 | Strategies: HR information systems (HRIS) | <ul style="list-style-type: none"> <li>• Developing, implementing, controlling, maintaining and upgrading integrated HRIS (i.e., archives, charts, databases, files, modules, records, statistical records).</li> <li>• Acquiring, capturing and analysing data and submitting it for upload to different programmes.</li> <li>• Ensuring the accuracy, comprehensiveness and accessibility of data.</li> <li>• Providing information for timely decision support.</li> <li>• Automating the HRIS.</li> <li>• Implementing process transactions: <ul style="list-style-type: none"> <li>• Capturing, updating, integrating and coordinating information;</li> <li>• Documenting business processes and procedures;</li> <li>• Extraction of information for monitoring and reporting purposes;</li> <li>• Generating reports;</li> <li>• Managing appropriate and secure access;</li> <li>• Creation and abolishment of organisational structure, components and posts system;</li> <li>• Moving personnel across components of the organisational structure in the system;</li> <li>• Revising database documents and templates;</li> <li>• Integrating system enhancements;</li> <li>• Implementing audit and control measures.</li> </ul> </li> <li>• Developing detailed functional specifications for new developments or enhancements.</li> <li>• Developing customised technology solutions.</li> <li>• Providing support for software applications.</li> <li>• Coordinating the rationalisation of the system (e.g., rationalising the salary disparities or pension funds of merged organisations).</li> <li>• Establishing effective HRIS infrastructure that promotes: <ul style="list-style-type: none"> <li>- Data configuration and statistical reporting,</li> <li>- Comprehensive and updated primary information sources,</li> <li>- Establishment of control functions,</li> <li>- Alignment between processes and policies,</li> <li>- Purification of data and procedures,</li> <li>- Optimisation of HRIS system,</li> <li>- Continuous assessment to ensure that business processes are effectively addressed on the HRIS,</li> <li>- Proactive training and end-user support.</li> </ul> </li> </ul> |
| 67 | Strategies: Employee relations            | <ul style="list-style-type: none"> <li>• Coordinating and managing the Employee relations function.</li> <li>• Interpreting and applying legislative frameworks.</li> <li>• Dealing with grievances, disputes and disciplinary procedures.</li> <li>• Providing strategic leadership pertaining to integrated Employee relations services.</li> <li>• Translating business strategy into appropriate Employee relations practices.</li> <li>• Aligning operational policies and Employee relations strategies.</li> <li>• Rendering comprehensive Employee relations services.</li> <li>• Providing leadership and direction to unit.</li> <li>• Promoting innovation and continuous improvement.</li> </ul>  |

| #  | CLUSTER NAME                     | CLUSTER DESCRIPTION   |
|----|----------------------------------|---|
| 68 | Strategies: HR development (HRD) | <ul style="list-style-type: none"> <li>• Managing the HRD portfolio.</li> <li>• Planning and executing skills development strategies based on strategic objectives.</li> <li>• Providing strategic direction.</li> <li>• Defining and revising the function's mission, purpose, objectives and priorities.</li> <li>• Establishing HRD policy infrastructure.</li> <li>• Analysing training and development needs.</li> <li>• Designing <i>scarce skills programmes</i>.</li> <li>• Applying learning design methodologies.</li> <li>• Designing and facilitating training and development programmes.</li> <li>• Cost-effective resource utilisation (estimating project costs).</li> <li>• Coordinating learnerships, internships, and apprenticeships.</li> <li>• Optimising optimal business processes.</li> <li>• Implementing HRD strategy, including:               <ul style="list-style-type: none"> <li>- Assessments of learning,</li> <li>- Curricula design,</li> <li>- Delivery of array of training programmes,</li> <li>- Development of learning materials,</li> <li>- E-learning,</li> <li>- Evaluation of training programmes,</li> <li>- Experiential designs,</li> <li>- Implementation of structured learning programmes,</li> <li>- Implementation of improvement strategies,</li> <li>- Needs-based training,</li> <li>- Presentation of competency-based training,</li> <li>- Scheduling,</li> <li>- Self-managed learning,</li> <li>- Web-based instruction methodology.</li> </ul> </li> </ul> |
| 69 | Strategies: HR planning (HRP)    | <ol style="list-style-type: none"> <li>a. Formulating, developing, directing, and implementing HRP policies in line with general strategies, business plans and best practice models.</li> <li>b. Ensuring appropriate and effective HR capacity to develop and implement integrated operational and strategic HR plans.</li> <li>c. Implementing scarce skills retention programmes.</li> <li>d. Developing high level strategic forecasting solutions.</li> <li>e. Developing new HRP approaches.</li> <li>f. Managing the strategic planning calendar.</li> <li>g. Preparing HRP budgets.</li> </ol>   |

| #  | CLUSTER NAME                                 | CLUSTER DESCRIPTION   |
|----|--|---|
| 70 | Strategies: HR administration and management | <p>a. Administering, coordinating an integrated approach to generic HR functions such as:</p> <ul style="list-style-type: none"> <li>• Appointments,</li> <li>• Career development,</li> <li>• Conditions of service,</li> <li>• Employee relations,</li> <li>• HRD,</li> <li>• Organisational development and change management,</li> <li>• Performance management,</li> <li>• Promotions,</li> <li>• Recruitment and selection,</li> <li>• Salary adjustments,</li> <li>• Terminations,</li> <li>• Transfers.</li> </ul> <p>b. Maintaining employee records unit and HR registry.</p> <p>c. Establishing control measures for:</p> <ul style="list-style-type: none"> <li>○ Access to documents, records, and information (compliance with statutory prescripts pertaining to safekeeping of documents);</li> <li>○ Copying, distributing, and filing documents.</li> </ul>   |
| 71 | Strategies: Organisational development (OD)  | <ul style="list-style-type: none"> <li>• Establishing and maintaining high-performance organisational cultures.</li> <li>• Coordinating and implementing an effective and efficient OD service.</li> <li>• Developing and maintaining interventions and initiatives aimed at developing organisations capable of meeting their business objectives and responding to change.</li> <li>• Implementing interventions to manage organisational structure, climate and culture.</li> <li>• Executing and supervising OD interventions (at individual, group, inter-group, management level).</li> <li>• Implementing OD interventions by means of: <ul style="list-style-type: none"> <li>• Balanced scorecard development and implementation;</li> <li>• Business process analysis and design;</li> <li>• Business process re-engineering;</li> <li>• Capacity building;</li> <li>• Career path development;</li> <li>• Change management.</li> <li>• Cost reduction;</li> <li>• Elimination of redundancy and waste, particularly in back-office functions (e.g., finance, HR, IT, procurement);</li> <li>• EAP;</li> <li>• Facilitation;</li> <li>• Group problem solving;</li> <li>• Job design;</li> <li>• Knowledge management;</li> <li>• Leadership development;</li> <li>• Management development;</li> <li>• Mentorship strategy;</li> <li>• Organisational learning networks;</li> <li>• Organisational performance analysis;</li> <li>• Organisational redesign;</li> </ul> </li> </ul> |

| #  | CLUSTER NAME  | CLUSTER DESCRIPTION   |
|----|---|---|
| 71 | Strategies: OD<br>[contd.]                                      | <ul style="list-style-type: none"> <li>• Recruitment;</li> <li>• Relationship building;</li> <li>• Retention strategies;</li> <li>• Service delivery redesign;</li> <li>• Six-sigma programme;</li> <li>• Skills retention;</li> <li>• Staff establishment interventions;</li> <li>• Succession planning;</li> <li>• Systems implementation;</li> <li>• Talent identification;</li> <li>• Team building and development;</li> <li>• Wellness interventions;</li> <li>• Workflow process alignment;</li> <li>• Workforce capacity planning;</li> <li>• Work organisation.</li> <li>• Streamlining business processes and improving procedures and methods.</li> <li>• Promoting performance optimisation.</li> <li>• Utilising organisational resources efficiently and effectively.</li> <li>• Transforming organisations through consolidation into centralised functions with a focus on customer service and continuous improvement.</li> <li>• Upholding and championing organisational core values and teamwork ethics.</li> </ul> |
| 72 | Strategies:<br>Organisational<br>health, safety and<br>wellness | <p>a. Planning, implementation and coordinating health, safety and wellness interventions and programmes such as:</p> <ul style="list-style-type: none"> <li>• Awareness campaigns;</li> <li>• Counseling programmes;</li> <li>• Disability programmes;</li> <li>• Diversity training;</li> <li>• Employee assistance programs;</li> <li>• Employee outreach education programmes;</li> <li>• Finance advisory counseling;</li> <li>• Gender projects;</li> <li>• Health promotion programmes;</li> <li>• HIV-AIDS workplace programmes;</li> <li>• Human rights programmes;</li> <li>• Integrated health-promotion and wellness programmes;</li> <li>• Life skills education;</li> <li>• Lifestyle management strategies;</li> <li>• Organisational wellness programmes;</li> <li>• Preventative programmes;</li> <li>• Social interaction programmes;</li> <li>• Social services;</li> <li>• Sports and recreation programmes;</li> <li>• Stress management programmes;</li> <li>• Workshops and information sessions.</li> </ul>     |

| #  | CLUSTER NAME                       | CLUSTER DESCRIPTION  |
|----|------------------------------------|--|
| 73 | Strategies: Performance management | <ul style="list-style-type: none"> <li>a. Managing and institutionalising integrated, values-based organisational performance management services.</li> <li>b. Developing and implementing individual and organisational performance management interventions, strategies, frameworks, projects and programmes.</li> <li>c. Integrating organisational performance management systems with employee performance management systems and other HR processes.</li> <li>d. Coordinating and implementing strategies and processes to facilitate the development of employee competence and performance to high standards in support of strategic and operational objectives.</li> <li>e. Implementing systems to create a high performance culture.</li> <li>f. Implementing personal development plans.</li> <li>g. Conducting regular performance reviews.</li> <li>h. Compiling a database for performance agreements.</li> <li>i. Implementing performance auditing systems.</li> <li>j. Developing and implementing performance scorecards.</li> <li>k. Developing and coordinating key performance indicators and targets.</li> <li>l. Providing strategic direction.</li> <li>m. Implementing capacity development programmes and system improvements to enhance performance.</li> <li>n. Designing and coordinating performance incentive systems.</li> <li>o. Implementing and continuous improvement of performance management system (Balanced scorecard methodology).</li> </ul> |
| 74 | Strategies: Quality assurance (QA) | <ul style="list-style-type: none"> <li>• Developing, implementing and managing QA policies, systems and services.</li> <li>• Developing and implementing processes and systems for the effective and efficient management of functions, for example: <ul style="list-style-type: none"> <li>• Accrediting, auditing, and monitoring service providers;</li> <li>• Managing databases;</li> <li>• Maintaining electronic provider management systems;</li> <li>• Programme scoping.</li> </ul> </li> <li>• Coordinating statutory QA requirements to meet sector needs.</li> <li>• Developing procedures to maintain industry standards.</li> <li>• Building the capacity of stakeholders.</li> <li>• Managing of <i>Quality Assurance of Learner Achievement (QALA)</i>.</li> <li>• Developing and implementing recognition of prior learning (RPL) activities.</li> </ul>   |

| #  | CLUSTER NAME                                   | CLUSTER DESCRIPTION  |
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| 75 | Strategies:<br>Recruitment and selection (R&S) | <ul style="list-style-type: none"> <li>• Managing the HR provisioning function.</li> <li>• Developing R&amp;S strategies in line with business needs.</li> <li>• Implementing R&amp;S procedures according to agreed policies and procedures: <ul style="list-style-type: none"> <li>• Receiving request to advertise post;</li> <li>• Drawing up job and person specifications;</li> <li>• Preparing internal vacancy circulars;</li> <li>• Preparing external advertisements;</li> <li>• Implementing methods of obtaining suitable candidates;</li> <li>• Placing adverts in relevant media;</li> <li>• Sourcing suitable candidates;</li> <li>• Receiving applications;</li> </ul> </li> <li>• Managing the response handling phase (compiling executive summaries / preliminary short-lists, finalisation of short lists with managers);</li> <li>• Sorting and recording applications;</li> <li>• Drawing up interview guides;</li> <li>• Preparing guidelines for short-listing;</li> <li>• Convening the panel;</li> <li>• Compiling applicant profiles;</li> <li>• Data capturing;</li> <li>• Reference checking;</li> <li>• Interview scheduling;</li> <li>• Coordinating interview packs;</li> <li>• Invigilating competency testing or guiding assessors involved in selection assessments;</li> <li>• Arranging interviews;</li> <li>• Compiling and finalising deliberations for appointment reports;</li> <li>• Participating in selection panel;</li> <li>• Giving feedback to successful and unsuccessful candidates;</li> <li>• Ensuring that proper contractual documents are prepared and signed;</li> <li>• Preparing contracts of employment;</li> <li>• Processing relocations;</li> <li>• Payment to service providers;</li> <li>• Closing assignments.</li> </ul> |

| #  | CLUSTER NAME                | CLUSTER DESCRIPTION   |
|----|-----------------------------|---|
| 76 | Strategies:<br>Remuneration | <ul style="list-style-type: none"> <li>• Translating business strategies into remuneration policies and strategies.</li> <li>• Implementing the strategic goals of the remuneration system by ensuring: <ul style="list-style-type: none"> <li>• Internal quality of remuneration practices;</li> <li>• Effective integration with related business processes;</li> <li>• External competitiveness.</li> </ul> </li> <li>• Implementing payroll policies, strategies, systems and modules.</li> <li>• Administering: <ul style="list-style-type: none"> <li>- Disability plans;</li> <li>- Employee schemes;</li> <li>- Financial disclosures;</li> <li>- Housing allowance scheme;</li> <li>- Incentive, recognition and reward schemes;</li> <li>- Leave;</li> <li>- Long-service awards;</li> <li>- Medical aid benefits;</li> <li>- Outside remunerative work;</li> <li>- Payment;</li> <li>- Pension;</li> <li>- Retirement plans;</li> <li>- Service termination processes;</li> <li>- Share schemas;</li> <li>- Variable pay.</li> </ul> </li> <li>• Coordinating the implementation of annual salary review processes and payments of performance bonuses.</li> <li>• Coordination of mandating processes in terms of salary and policy changes/</li> <li>• Supporting pay reviews and other pay actions.</li> <li>• Implementing SARS legislation related to PAYE.</li> <li>• Preparing PAYE tax returns and IRP5 on a monthly and annual basis.</li> <li>• Coordinating monthly reconciliation of all statutory accounts.</li> <li>• Performing administrative functions for remuneration committees.</li> <li>• Attending to employee benefit enquiries and complaints.</li> </ul> |
| 77 | Strategies:<br>Research     | <ul style="list-style-type: none"> <li>• Identifying research needs and priorities.</li> <li>• Formulating and reviewing research policies and proposals.</li> <li>• Conceptualising, conducting, and coordinating qualitative and quantitative research.</li> <li>• Conceptualising the designs, methodologies and instruments of investigations.</li> <li>• Initiating, conducting and supervising research.</li> <li>• Formulating project charters for projects carried out by consultants.</li> <li>• Developing research instruments (e.g., audits, questionnaires, surveys).</li> <li>• Performing data and statistical analyses.</li> <li>• Designing and maintaining databases.</li> <li>• Facilitating focus groups.</li> </ul>   |

| #  | CLUSTER NAME                     | CLUSTER DESCRIPTION   |
|----|----------------------------------|---|
| 77 | Strategies:<br>Research [contd.] | <ul style="list-style-type: none"> <li>• Conducting investigations of, for example: <ul style="list-style-type: none"> <li>• Benchmarking;</li> <li>• Best practice models;</li> <li>• Business needs and climate;</li> <li>• Competence levels, profiles and gaps;</li> <li>• Continuous improvement strategies;</li> <li>• Employee assistance programmes;</li> <li>• Employee attitudes and perceptions;</li> <li>• Implementation and impact of policies;</li> <li>• National and sectoral trends;</li> <li>• Norms and standards;</li> <li>• Organisational climate or culture;</li> <li>• Organisational effectiveness;</li> <li>• Remuneration practices;</li> <li>• Training and development needs;</li> <li>• Workflow.</li> </ul> </li> <li>• Presenting consultative workshops and research seminars.</li> <li>• Developing case study material for use in training programmes.</li> <li>• Implementing research results through strategy and programme development.</li> <li>• Providing research direction for strategic planning, implementation, monitoring, and evaluation of core business.</li> <li>• Providing line function units with relevant and up-to- date information and research resource support.</li> <li>• Promoting the research profile of organisations.</li> <li>• Reporting on the findings of investigations and publishing articles in peer reviewed journals.</li> </ul> |
| 78 | Strategies:<br>Workstudy         | <ul style="list-style-type: none"> <li>• Receiving, prioritising, and assessing posts to be evaluated.</li> <li>• Developing, maintaining and amending organisational structures in alignment with strategic objectives.</li> <li>• Improving productivity and work efficiency in cost effective ways.</li> <li>• Improving business processes through the utilisation of techniques such as: <ul style="list-style-type: none"> <li>- Business process reengineering;</li> <li>- Designing and controlling departmental forms;</li> <li>- Development of model posts;</li> <li>- Development of organograms;</li> <li>- Form design;</li> <li>- Improvement of working conditions;</li> <li>- Organisational development services;</li> <li>- Revised work layouts;</li> <li>- Small group activities;</li> <li>- Time and method studies;</li> <li>- Workflow analysis;</li> </ul> </li> </ul>  |
| 79 | Surveys                          | <ol style="list-style-type: none"> <li>a. Identifying needs.</li> <li>b. Conducting capability assessments.</li> <li>c. Diagnosing organisations.</li> </ol>  |
| 80 | Teaching                         | <ol style="list-style-type: none"> <li>a. Implementing student-centered facilitation skills.</li> <li>b. Promoting scholarly academic and professional education and training.</li> </ol>   |



| #  | CLUSTER NAME                | CLUSTER DESCRIPTION  |
|----|-----------------------------|--|
| 81 | Training                    | <ol style="list-style-type: none"> <li>a. Identifying training needs.</li> <li>b. Developing and presenting best practice HRD interventions.</li> <li>c. Implementing needs- and outcomes-based training programmes.</li> <li>d. Planning and facilitation of outdoor training programmes (e.g., team building, leadership, and motivational learning activities).</li> <li>e. Developing and implementing e-learning interventions.</li> <li>f. Facilitating train-the-trainer programmes.</li> <li>g. Coordinating training documentation (e.g., copying, packaging, distribution).</li> </ol> |
| 82 | Transformation              | <ul style="list-style-type: none"> <li>• Managing transformation portfolios.</li> <li>• Planning, facilitating and coordinating transformational initiatives.</li> <li>• Coordinating corporate governance compliance.</li> </ul>  |
| 83 | Workforce planning          | <ol style="list-style-type: none"> <li>a. Developing and implementing workforce planning models.</li> <li>b. Identifying capability needs.</li> <li>c. Identifying resourcing requirements.</li> </ol>   |
| 84 | Workplace Skills Plan (WSP) | <ul style="list-style-type: none"> <li>• Developing and implementing WSPs.</li> <li>• Identifying and skills gaps and critical skills needs.</li> <li>• Formulating <i>WSP Implementation Reports</i>.</li> <li>• Drafting guidelines on electronic WSP development.</li> </ul>  |