

**THE ASSESSMENT OF FIRST-LINE
MANAGEMENT COMPETENCIES AT A
SELECTED AUTOMOTIVE MANUFACTURER
USING A RECOGNITION OF PRIOR
LEARNING APPROACH**

BY

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DECLARATION

“I **Paul Poisat** hereby declare that:

- the work in this dissertation is my own original work;
- all sources used or referred to have been documented and recognized; and
- this dissertation has not been previously submitted in full or partial fulfillment of the requirements for an equivalent or higher qualification at any other recognized educational institution.”

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ABSTRACT

This research addresses the problem of determining which managerial competencies first-line managers operating in a world class organisation should have. To achieve this objective a three-step method was followed. Firstly, an approach had to be found for the assessment of managerial competencies at the selected organisation involved in the research project. A comprehensive literature survey was conducted in an attempt to establish an approach and identify management competencies for first-line managers. Secondly, the recognition of prior learning (RPL) approaches appropriate to first-line managers were investigated and synthesized with the managerial competence approach of step one. Finally, the managerial competencies were assessed utilising the matrix of managerial competence instrument developed in accordance with the findings of the research.

The information obtained from the literature study and from the candidates who were assessed resulted in various findings and recommendations. Using the matrix of managerial competence instrument, it was found that the majority of first-line managers at the organisation were competent. Notwithstanding this finding, a major

recommendation is that the organisation should become more future and development orientated in its training strategy.

Finally, the research project has created the foundation for the development of a managerial competency model at the selected organisation. Findings of the literature survey and development of the RPL instrument provide guidelines for future RPL initiatives, both at the selected organisation and at the Port Elizabeth Technikon.

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CHAPTER 1

INTRODUCTION

1.1 PROBLEM DEFINITION

In south africa it will require a supreme human effort to overcome the inertia caused by the limited application of advanced manufacturing technologies, outdated business processes, poor literacy and skills levels, industrial conflict and crime (joubert, 1995). Government's plan to address the skills shortage, poor literacy and address those employees previously disadvantaged in the recognition of skills is provided for by the south african qualifications authority (saqa) act (phillips, 1996).

The saqa act provides a strategy for the development of skills within a national competency-based framework, which it is hoped, will provide the impetus for organisations to become competitive internationally. Fischer and maritz (1994, p.22) believe that the competency-based approach is in the best interest of south africa, as this is the only fair basis upon which assessment can be applied across industries.

Dawson (1984), Wisner (1994) and Glaze (1994) believe that a competency-based approach can deliver skilled employees and managers who are prepared for the challenges of the future. Sonnenfeld and Ingols (1994) concur, but caution that there is a vast amount of information and knowledge and skills required for a changing environment. Here again the competency approach provides an unambiguous path of necessary skills to be obtained.

In South Africa a lot of uncertainty exists about the implementation of the framework provided by the report of the Ministerial Committee for Development Work on the NQF (1996). Therefore a number of ad hoc experiments have been conducted by industry in the absence of clear guidelines. Edwards (1997) advises that these experiments are necessary and will lead to successes in the interim, which will in turn provide guidelines for future projects.

Edward's assertion formed the basis of this research project which wanted to determine the competencies of first line managers within a selected motor manufacturing organisation. This is one of the crucial steps in the development of a competency-based model according to Dubois (1996, p.22). Berry (1995, p.4) points out that first line managers have taken on a key role in organisations and are ill equipped to deal

with these situations. First line managers' jobs are complicated by the different demands being placed on them by management and subordinates, as well as by organisational change and competitiveness. Plunkett (1996, p.4) notes that the role of the supervisor is continually changing as subordinates' and management's expectations change, and that this is the only management level that is in the "middle", dealing with both management and subordinates. Beach (1985,p.342) concurs by summarising the supervisor's role as being 'crucial to all organised endeavours'. Of particular importance to the research project is quin's (1997) assertion that 'the first line manager's position is where the real need lies' and this forms the basis of the exploration of the main problem of this research:

How should the managerial competencies of first-line managers be assessed when using a recognition of prior learning approach?

1.2 SUB-PROBLEMS

Further examination of the main problem lead to the formulation of the following sub-problems:

Sub problem 1

WHICH MANAGERIAL COMPETENCES SHOULD FIRST-LINE MANAGERS HAVE?

SUB PROBLEM 2

Which recognition of prior learning assessment method best suits the first-line management position?

SUB PROBLEM 3

To what extent do first-line managers comply with the managerial Competencies (identified in sub problem 1 above) when applying the recognition of prior learning method (identified in sub problem 2 above)?

1.3 DELIMITATION OF THE RESEARCH

In Order To Develop A Manageable Research Structure The Topic Was Delineated As Follows:

1.3.1 First-line management

The research was limited to an analysis of the managerial competencies of first-line managers as defined by Ivancevich, Lorenzi, Skinner and Crosby (1997, p.15).

These managers coordinate the work of others - workers - who aren't themselves managers. People at the first-line management level are often called supervisors, office managers, or foremen.

This research focussed on the managerial competences of co-ordinators involved with production. The position of the co-ordinator level is best illustrated in figure 1.1 which depicts the organisational chart of the selected motor manufacturer.

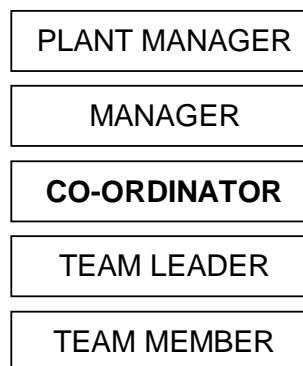


Figure 1.1: Organisational Structure Of Selected Organisation

An Analysis Of The Co-Ordinator's Responsibilities Matches Ivancevich's Definition Of The First-Line Manager, (Mentioned Above). It Also Agrees With Smith's (1984,P.8) Supposition That The Primary Task Of First-Level Managers Is Supervision Over The Implementation Of Operating Plans.

Berry (1995,P.2) States That Very Few Organisations Are Satisfied With The Performance Of Their First Level Supervisors. This Assertion Accentuates The Need To Assess First-Line Management's Managerial Competencies. Excluding Supervisors From The Other Functions, That Is, Finance, Marketing, Human Resources, Etcetera, Does Not Imply That Research In These Functions Is Unnecessary.

1.3.2 Management competences

In Order To Promote A Manageable Research Structure, The Research Was Limited To The Managerial Competencies Of First Line Managers. Research By Boyatzis (1982), Mintzberg (1980), And Steward (1981) Into The Characteristics And Attributes Of Successful Managers Has Revealed That A Number Of Distinguishable Characteristics Exist Among The Top Performers; These Characteristics Are Referred To As Clusters. This Finding Is Of

Particular Importance To This Research, Since It Provided The Basis For Determining The Management Competencies Of First-Line Managers.

Many Competency-Based Approaches To Management Development Have Evolved: From A Focus On Job Requirements To Individual Characteristics. These Approaches Are Discussed In Detail In Chapter 2. The Management Charter Initiative (Mci) (1997) Aims At Developing National Standards In The United Kingdom That Are Compatible With National Vocational Qualifications And This Is The Approach On Which This Research Was Based. The Mci Approach To Determining Management Standards, Which Focusses On The Job Requirements, Was Selected For The Following Reasons:

- The Assessment Of Competence Takes Place In The Real Work Setting.
- The standards can be used as flexible tools and adapted to the needs of the organisation (Meyer, 1996, p.108).
- The approach provides internationally benchmarked standards and defined management standards at first line management level.
- The approach allows for the use of functional analysis that provides a set of competencies which facilitate structural management development (Meyer, 1996, p.108).

1.3.3 Organisation delimitation

Research into first-line management's managerial competencies was limited to the Production Co-ordinators at a selected Eastern Cape Motor Manufacturing Company which is structured and functions according to world class manufacturing principles.

Meyer (1996, P.112) Points Out That Many Organisations Develop Their Own Competency Models Or Profiles For Different Levels Of Management, These Are Influenced By The Particular Organisation's Culture And Value Systems. Meyer's Observation Is Particularly Relevant To This Research, Since It Directed The Researcher To Determine Those Essential Managerial Competencies Required By First-Line Managers Operating According To World Class Standards At The Selected Motor Manufacturer.

1.3.4 Competence

Research Into The Competencies Of First-Line Managers Is Limited To Managerial Competencies Only. This Does Not Imply That The Technical Competencies Required To Perform The Job Do Not Merit Research.

1.3.5 Theoretical delimitation

The Objective Of The Research Was To Provide An Approach Based On Existing Theory, Which Would Identify Managerial Competencies For First-Line Managers And Provide A Basis For The Assessment Of These Competencies.

1.4 SUBJECT OF EVALUATION

The Term 'Management Competencies' Incorporates Two Notions, Management And Competence, Which Will Be Discussed Separately To Facilitate Analysis Of These Problematic Concepts.

1.4.1 Management

Research Conducted In The Field Of Management Reveals That It Is A Complex And Variable Activity That Depends Largely On The Situation In Which The Manager Finds Himself. Sloman (1994, P.86) Criticises The Approach Taken By Researchers Who Divide Management Tasks And Roles Into Competences, Questioning Whether The Role Of Management Can Be Subdivided. Burgoyne (1994, P.86) Points Out

That Separating The Management Competences Merely 'Illuminates Different Facets Of What Is At The End Of The Day A Complex Whole'.

Meyer (1996, P.99) Supports Sloman And Adds That There Is No Universally Accepted Body Of Knowledge On The Varying Roles Of Management. A Further Complicating Factor Is The Continuously Changing Nature Of The Management Function As A Result Of The Managers' Career Progression, And Organisational Changes. This Notion Is Augmented By Reid (1994, P.103) Who States That The Managerial Competencies Are Specific To An Organisation At A Given Time.

In Contrast To The Views Mentioned Above, The Following Researchers Boyatzis, (1982); Mintzberg, (1980); Steward And Steward, (1981) Have Suggested Clusters Of Characteristics, Attributes And Skills Possessed By Successful Managers. In This Regard, Klemp And Mclelland In Reid (1994, P.102) Found That There Is A Common Set Of Competencies That Managers At The Same Level Possess. These Are Termed 'Generic Competencies'.

Due To The Complex Nature Of Management And The Factors Which Contribute To Its Dynamism, There Are Many Approaches To

Determining Managerial Competencies. Meyer (1996, P.112) Places The Mci And American Management Association (Asa)/Mcber Approaches At Opposite Ends Of A Continuum For Determining Managerial Competencies. The Different Approaches Characterise The Two Poles On The Performance/Attribute Continuum. The Mci Approach Was Of Particular Relevance To This Study Since It Provided Internationally Benchmarked Standards Of Managerial Competence Against Which The First-Line Managers At The Selected Motor Manufacturing Firm Could Be Evaluated.

1.4.2 Competence

The Words 'Competence' And 'Competency' Are Used Interchangeably In The Literature. There Is, However, A Distinction To Be Made Between The Concepts: Competence, Refers To An Individual's Ability To Perform A Job And Competency, Refers To Overall Ability. Woodruffe (1993, P.29) Distinguishes Between The Two Concepts As Follows:

- The aspects of the job that have to be performed competently; and
- what people need to bring to the job in order to perform tasks to the required level of competence.

From The Above Distinction, Woodruffe (1993,P.29) Developed The Following Definition Of Competency.

A Competency Is A Set Of Behaviour Patterns That The Incumbent Needs To Bring To A Position In Order To Perform Its Tasks And Functions With Competence.

The Mci (1997, P.111) Maintains The Distinction And Defines The Two Concepts As Follows:

Competence - the ability to perform in the workplace to the standards required.

Competency - a set of skills and attitudes, described in terms of behaviours, which can be observed and which are essential for effective performance.

1.4.3 Management competences

In Order To Promote A Manageable Research Structure The Managerial Competences For Analysis Were Limited To The Following Elements Of Competence, Namely; A1, B1, C1, C4, C12, C16 And D1, In Terms Of The Mci Framework Of Managerial Competence (Mci,

1997,P.6). These Elements Of Competence Are Discussed In Chapter 4 (See Appendix A For Summary Of Key Roles).

The First-Line Manager's Job Will Be Analysed According To The National Standards Set For Each Of The Elements Of Competence Mentioned Above (Mci,1997,P.11). Omitting The Other Key Roles Identified By The Mci Does Not Imply That Any Of The Roles Are Less Important Or Does Not Require Further Research.

1.5 OBJECTIVES OF THE RESEARCH

The Objectives Of This Research Project Are:

- To establish a theoretical framework for the analysis of the managerial competences of first-line managers.
- To establish guidelines for the assessment of first-line managers against internationally benchmarked standards.
- To investigate and select the most appropriate method of applying recognition of prior learning to first-line managers.
- To provide guidelines for future research and implementation strategies of management competences in an industrial setting.

1.6 RESEARCH METHODOLOGY

The Nature Of The Research Problems, Which Required A Large Degree Of Verbal Input, Demanded A Qualitative Approach. This Is Because, According To Leedy (1997, P.107) “Qualitative Researchers Are Often Described As Being The Research Instrument Because The Bulk Of Their Data Collection Is Dependent On Their Personal Involvement (Interviews, Observations) In The Setting”. From The Various Types Of Business Research Described In The Literature, The Approach Followed In This Research Project Is Best Described As Action Research.

In The Types Of Business Approaches Summarised By Radder (1997, P.21), The Main Aims Of Action Research Are:

- to improve the knowledge of the sponsoring organisation;
- to address potential problems which have relevance to theory;
and
- to report the findings to the sponsor as well as to practising professionals, and in professional journals.

The following three steps were followed in the research:

- A) A managerial competence profile for first-line managers was determined by a process of synthesis of existing theory and a

functional analysis of the co-ordinators at the selected motor manufacturer. The profile was developed by:

- a literature survey of first-line managerial competences;
- a functional analysis of first-line managers at a selected motor manufacturer; and
- interviews with the first-line managers.

B) RPL assessment techniques were surveyed and the most appropriate technique for the assessment of first-line managers was developed based on;

- a review of pertinent literature;
- determination of the nature of the competences that would be assessed; and
- interviews with the managers of the target population and academics.

The process mentioned above, by which data is obtained from a group is called the descriptive survey method or normative study (Leedy, 1997, p.218).

C) Outcomes from research sections a and b mentioned above, were then synthesised into an assessment tool for prior learning and administered on the target population described in section 1.3.1.

1.7 RELEVANCE OF THE RESEARCH

The Research Highlights Those Key Competences Required By First-Line Managers, Which Purport To Yield Results Required By World Class Organisations. In Doing So The Research Builds On An Existing Body Of Knowledge Regarding Management Competencies And Specifically Accentuates Those Competencies Required By First-Line Managers. This Information Will Be Of Value When Other Human Resource Functions Are Planned, That Is, Training And Development, Performance Assessment And Career Development.

The Results Of The Research Indicate How Well First-Line Managers Compare To Internationally Benchmarked Standards And The Extent Of Skills Acquisition By Local First-Line Managers. In The Course Of The Research, Guidelines Were Developed For The Implementation Of A Competency-Based Approach To The Analysis Of Managerial Competence, Which May Prove Useful To Other Organisations Wishing To Implement A Similar Approach.

Individuals Are Often Promoted To Managerial Positions Within Their Organisations On The Grounds Of Being Good Operators And It Appears That Little Attention Is Given To The Requirements Of The Managerial Job. This Study Includes An Analysis Of The Key Competences Required By First-Line Management And Will Provide Useful Information For The Selection And Promotion Of Managers.

Utilizing an RPL approach in the assessment of first line managers' managerial competencies provides a useful tool for both current and potential first-line managers to assess their present level of competence.

For the researcher, utilizing the RPL approach has provided valuable insights into the RPL process design and assessment considerations, which may add value to the Port Elizabeth Technikon's own RPL process.

1.8 CONCLUDING REMARKS

This chapter provided the basis for the significance of the research while identifying various sub-problems to be solved in order to determine the managerial competencies of first-line managers. Delimitation of research was conducted in order to provide an outline of the intended research parameters. Furthermore, the research methodology adopted was described and the relevance outlined.

CHAPTER 2

AN APPROACH FOR IDENTIFYING MANAGEMENT COMPETENCIES FOR FIRST-LINE MANAGERS

2.1 INTRODUCTION

With the promulgation of the SAQA Act 1995, South Africa's approach to the development of its human resources is undergoing major changes. SAQA provides the foundation for the country's future national qualification framework (NQF), which is based on outcomes and a competency approach. Central to this approach is the identification of competencies, which contribute to incumbent competence and in turn add to the effectiveness of the organisation. The main problem identified in chapter one, namely, how to measure the management competencies of first line managers by using a RPL approach, attempts to apply the requirements set by SAQA in determining competencies and analysing approaches to RPL. Solving the first sub-problem, namely, which managerial competences should first line managers have, was achieved in two ways:

- (a) A literature survey was conducted of firstly, the competency-based approaches to management and secondly, the nature and measurement of the required competencies.
- (b) Management standards were identified through a process of

synthesizing the managerial competencies identified in (a) above and a functional analysis which is outlined in chapter four.

The aim of this chapter is to deal with point (a) above, that is, to survey the approaches to determining managerial competencies. Analysing five different yet related areas to the determination of managerial competencies will achieve the aim of the chapter, they are as follows:

- The application and development of competency models;
- Approaches to the development of management competencies;
- South African approaches in determining competences;
- Applications of a managerial competence approach; and
- Measurement of competencies.

Managerial competency-based approaches have their origin in early management theory, which provides the basis for many of the approaches that will be examined. The focus of the chapter, despite the role that early managerial theorists such as Mintzberg (1973, p.4) and Drucker (1974, p.11) have played, is to trace the more recent advance of competency-based approaches in management development, which is pertinent to this research.

Firstly, the rationale for the components and development of a competency-based approach will be explored. Secondly, various managerial competency-based approaches will be analysed and thirdly, South African approaches will be considered. This will be followed by examination of the application of a managerial competency approach and measurement of competencies. Finally, the chapter will conclude by synthesizing the major approaches to the development of managerial competencies and deriving an approach for this research project.

2.2 THE APPLICATION AND DEVELOPMENT OF COMPETENCY MODELS

An Investigation Of The Development Of Competency Models Is Included To Provide Guidelines For Developing An Approach To Answering The Main Research Question (Mentioned In Chapter One). According To Wheeler And Wheeler (1999, P.36), Uncertainty Exists Surrounding The Meaning Of The Concept Competency, Which May Be Attributed To The Various Applications Of Competencies. This Is Of Particular Relevance To This Research Project As The Specific Purpose, Namely, Determining The Managerial Competencies By Using An Rpl Approach, Will Impact Significantly On The Definition Of Competence And In Turn, On The Development Of The Competency-Based Rpl Approach.

The early origins and definitions of competence, will be discussed next in order to clarify the significance of the concept and its relevance to this research.

2.2.1 Defining competence

Before competencies can be identified, it must first be understood what is meant by a competency. Definitions abound, and Meyer (1996, p.32) cautions that the nature of the definition of competency normally relates to the purpose for which it is being used. Woodruffe (1993, p.29) regards Boyatzis (1982) as the founder of the competency approach to management. Boyatzis (1982) first formulated the explanation of competency:

A job competency is an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one's self-image or social role, or a body of knowledge which he/she uses. The existence and possession of these characteristics may or not be known to the person. In this sense, the characteristics may be unconscious aspects of the person. Because job competencies are underlying characteristics, they can be said to be generic. A generic characteristic may be apparent in many forms of behaviour, or a wide variety of different actions. (Boyatzis, 1982, p.21)

The competency characteristics mentioned above are formulated in Table 2.1.

MOTIVES	The things a person consistently thinks about or wants that causes action. (Spencer & Spencer 1993, p.9)
TRAITS	Physical characteristics and consistent response to situations or information. (Spencer & Spencer 1993, p.10)
SELF- CONCEPT	A person's attitudes, values, or self-image. (Spencer & Spencer 1993, p.10)
KNOWLEDGE	Information a person has in specific content areas. (Spencer & Spencer 1993, p.10)
SKILL	The ability to perform a certain physical or mental task. (Spencer & Spencer 1993, p.11)

Table 2.1: Competency Characteristics

(Source: Spencer & Spencer 1993. p.9)

Spencer and Spencer (1993, p.12), in their analysis of the competency characteristics, expound that "motive, trait, and self-concept competencies

predict skill behaviour actions which in turn predict job performance outcome.” This taxonomy is known as the causal flow model which is shown in Figure 2.1 below.

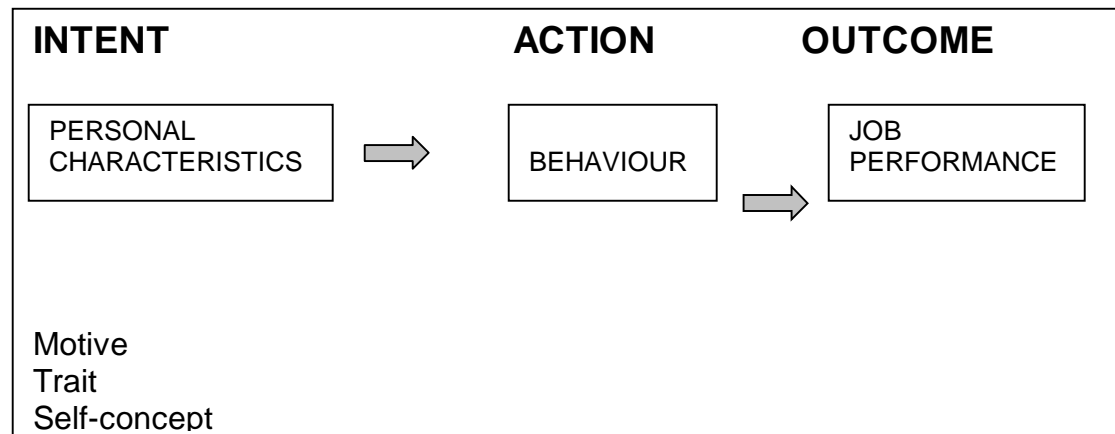


Figure 2.1: Casual Flow Model

(Source: Spencer & Spencer 1993, p.12)

Woodruffe (1993, p.29) expounds on Boyatzis' (1982, p.21) definition of competency and emphasizes the necessity to clearly define what is meant by competency. He cautions that without a precise definition:

- The person wanting to specify an organisation's competencies has no clear idea what is being looked for. No technique for identifying competencies can be employed successfully amidst a general confusion over what a competency is. (Woodruffe, 1993, p.29)
- There can be no theoretical contribution to what causes individuals to have or to lack a competency and no theoretically based advice on

whether they can be developed. (Woodruffe, 1993, p.29)

In order to clarify the concept competency, Woodruffe (1993, p.29), building on Boyatzis' (1982) definition, distinguishes between;

- aspects of the job that have to be performed competently; and
- what people need to bring to the job in order to perform the aspects at the required level of competence.

The distinction mentioned above lead to Woodruff's (1993, p.29) definition of competence:

A competency is a set of behaviour patterns that the incumbent needs to bring to a position in order to perform its tasks and functions with competence.

Dubois (1993, p.9) defines job competence as “an employee’s capacity to meet (or exceed) a job’s requirements by producing the job outputs at an expected level of quality within the constraints of the organisation’s internal and external environments.” This definition is consistent with those of Boyatzis and Woodruffe.

To bring clarity to the understanding of definitions of competence Meyer (1996, p.33) suggests that all definitions can be located on a continuum, with attribute and performance definitions at opposite ends.

ATTRIBUTE _____ PERFORMANCE

Definitions

Definitions

Attribute definitions infer underlying competencies or characteristics from behaviour. Boyatzis's (1982) definition would qualify in this category due to the inclusion of motive, aspects of self-image and traits. Meyer (1996, p.33) cautions against the difficulty of measuring attributes and problems that may be encountered with validity.

At the other extreme of the continuum lie the performance-based definitions of competencies which focus on required performances or outcomes. These definitions are useful for defining skill-based competencies and focus entirely on competence in the job context. Performance-based definitions, according to Meyer (1996, p.34), have no value in identifying potential, and gives rise to difficulty in defining higher order, complex performance. Dubois' (1993, p.9) definition falls within the performance-based definitions.

Meyer (1996, p.34) asserts that all the definitions have applicational value and that the definition which best suits the situation should be adopted. This notion is supported by Wheeler and Wheeler (1999, p.37) who affirm that “competencies only make sense in their use - they are empty and almost nonsensical otherwise.”

Boyatzis (1982), Woodruffe (1993), and Meyer (1996) all acknowledge that if the term ‘competency’ is not understood it can lead to inaccuracies in identifying and measuring them. The definition by Dubois (1993, p.9), which focuses on “an employee’s competency to meet a job’s requirements by producing the job outputs at an expected level of quality,” which falls within Meyer’s (1996, p.34) performance based classification of competence, is of particular relevance to this study and was used in this research. The definition refers to the incumbent’s capacity to meet job requirements and produce outputs which form an integral part of this research.

2.2.2 Differentiating between types and levels of competencies

Boyatzis (1982, p.25) further differentiates between types and levels of competencies. Types of competencies relate to the ‘different domain[s], or arena[s], of human functioning.’ Competency can exist in individuals at three psychological levels:

- motives existing at the unconscious level;
- self-image at the conscious level; and
- skills at the behavioural level. (Boyatzis, 1982, p.27)

This important distinction by Boyatzis (1982), although contributing vastly to the interpretation of competencies, was only partially applied in this research. Different types of competencies of first-line managers were considered within a specific performance level. Where other applications were considered, for example, training and management development, cognisance was taken of higher levels of performance. In this regard, the level of competence is of particular relevance when training courses are developed or career counseling administered.

A further distinction made by Boyatzis (1982, p.23) is between 'threshold competencies', which are deemed essential to performing a job but do not necessarily relate to superior performance, and those competencies that are causally related to superior performance. This distinction was criticized by Woodruffe (1993, p.34) as an over-simplification, which emphasizes one type of competency, that is, performance competency, at the expense of threshold competency. Woodruffe (1993, p.34) points out that a clear distinction between threshold and performance competencies is not always possible and that it is more a question of 'degree'. At an organisational level, he argues that the emphasis will be placed solely on

what is regarded as a core competency at the expense of peripheral competencies.

Sufficient proof exists in the literature (Jacobs, 1989); (Cockerill, 1989); (Spencer & Spencer, 1993) to justify the distinction between competencies that are required to perform the job and those that signify superior performance. Jacobs (1989, p.33) distinguishes between soft and hard competencies, whereas Spencer and Spencer (1993) distinguish between threshold and differentiating competencies. Threshold competencies, according to Spencer and Spencer's (1993, p.15) taxonomy, represent the "essential characteristics (usually knowledge and skills) that everyone in a job needs to be minimally effective but do not distinguish between superior and average performers", whereas differentiating competencies distinguish between superior and average performers.

Cognisance Has Been Taken Of The Significance Of The Abovementioned Distinctions And Although The Distinction Is Necessary When Competencies Are Employed To Determine Superior Performance, Threshold Type Competencies Formed The Basis Of This Research. The Meaning Accorded Threshold Competencies, Namely, Those Competencies That Are Deemed Essential To Performing The Job, Was Used In This Research.

Woodruffe (1993, p.30) mentions that apart from the behavioural competency dimensions, certain specific technical skills are required for the job. Applying this assertion to the job of a first-line manager in the motor trade, it would refer to the ability and skills pertaining to mechanical know-how which may be regarded as technical competencies.

According to Woodruffe (1993, p.30) calling these technical skills 'competence's':

Is likely only to muddle the definition of a competency again, and it seems better to use a separate label. These technical skills and abilities apply particularly to those jobs with a professional component.

This distinction was included in the research and the identification of competencies therefore excluded technical skills.

2.2.3 Life cycles of competencies

Competencies must be future orientated and continuously updated if they are to add value (Woodruffe, 1993, p.35). This notion is supported by Meyer (1996, p.44) who argues that the changing values of competencies requires a proactive approach to their acquisition and maintenance. Both these assertions signify that competencies change with time, which

implies that some may become outdated. Iles (1993, p.65) advances this notion, explaining the competency life cycle concept as comprising the following:

- emerging competencies, necessary to respond to emerging or future orientated requirements;
- maturing competencies, the value of which is declining;
- transitional competencies, which emerge and decline as an organisation moves through its own life cycle;
- core competencies, which are enduring in importance irrespective of changes in strategy.

Iles's (1993) competency life cycle concept, displaying the interaction between mature, emerging and core competencies, is depicted in Figure 2.2.

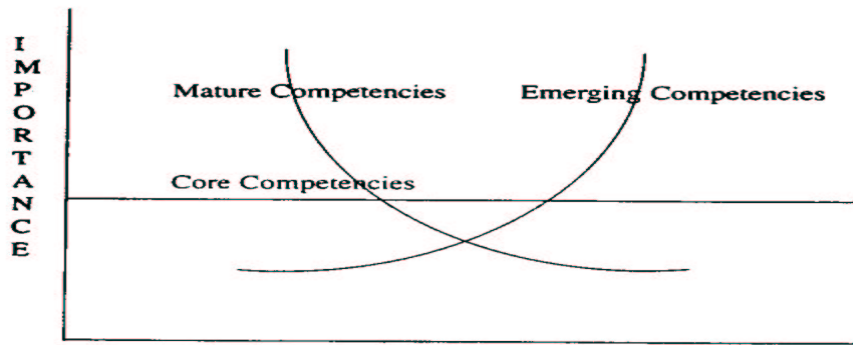


FIGURE 2.2: COMPETENCY LIFE CYCLE

(Source: Iles 1993, p.65)

Core competencies, in terms of Iles' (1993) taxonomy, have formed the foundation of this research. However, cognisance was taken of emerging competencies emanating from the requirements of the organisation. The emphasis of this research was not to predict future competencies but rather to provide a framework of competencies against which RPL approaches could be tested.

2.2.4 Competency model development

Dubois (1993, P.71) Distinguishes Among Five Different Approaches To Competency Model Development, Which Will Be Discussed Briefly. Surveying The Approaches Was Fundamental In Deciding On An Approach To This Research. Just As The Definition Of Competency Depends On The Purpose For Which It Will Be Used (See Section 2.2.1),

So Too Must The Approach Complement Its Application (Dubois, 1993, P.110).

- The **Job Competence Assessment Method** uses a procedure referred to as 'job competence assessment', which determines what job competencies differentiate exemplary from average job performance. Exemplary and average performers are then interviewed about the dimensions of their jobs, whereafter the job competency model is constructed. (Dubois, 1993, p.71)

- In the **Modified Job Competence Assessment Method** the 'job competence assessment' procedure is repeated. The modification, distinguishing it from the method mentioned above, is having exemplary and average performers write or record their critical behaviour stories, as opposed to being interviewed.

- When an organisation implements the **Generic Model Overlay Method**, a prepared competency model, which suits the application and circumstances of the organisation, is selected and superimposed on a job (Dubois, 1993, p.86). If considered at face value, this approach closely resembles the process followed in this research, with the exception that certain modifications had to be implemented to resemble organisation specific outcomes. The Customized Generic

Model Method(discussed below), which allows for modifications, therefore resembles most closely the approach adopted in this research.

- “The **Customized Generic Model Method** relies on the researcher’s tentative identification of a universe of candidate generic competencies that fully characterize the attributes of the exemplary and average performers of a job in the organisation. The universal list of competencies is then researched and interpreted within the job and the larger organisational context. Specific competencies that characterise the successful employee are then verified. These competencies are then used to develop the competency model.” (Dubois, 1993, p.72)
The Customized Generic Model Method is of particular relevance to this research and will be discussed in more detail, in the following section (2.2.5).

- In the **Flexible Job Competency Model Method** a vast variety of comprehensive information sources and the future assumptions of the organisation and job are combined, in order to derive behavioural indicators for each job competency (Dubois, 1993, p.72). This approach relies on comprehensive information regarding outputs and standards of performance for a particular job. Specific job standards and outputs of exemplary and average performers were nonexistent, in

the job under scrutiny in this research, thereby limiting the applicability of this approach.

2.2.5 Customized generic model method

The Customised Generic Model Method is of particular importance to this research and represents the approach adopted in establishing first-line managerial competencies. According to Dubois (1993, p.91), this method utilizes a set of generic competencies which is specific to a job, its outputs and the application environment where the job exists. The researcher took cognisance of Dubois' (1993) criteria in selecting a generic competency model, which was applied in the job of first-line managers. The generic managerial competency model is discussed in detail in chapter four.

Dubois (1993, p.92) suggests that the following steps be followed in compiling the Customised Generic Model Method:

- Enlist initial client or client group support and develop a project plan;
- Assemble and review all available information pertinent to the job;
- Research an initial set of job competencies;
- Organise a focus group;
- Convene the focus group and develop a draft, "best

estimate” competency model;

- Research the draft, “best estimate” competency model in the organisation and develop the final competency model; and
- Brief the client or client group on the project results. Prepare the final project products.

These steps were followed by the researcher in developing an approach to answer the first sub-question to this research, namely, what are the managerial competencies of first-line managers? In the next section the approaches to the development of managerial competencies are identified.

2.3 APPROACHES TO THE DEVELOPMENT OF MANAGEMENT COMPETENCIES

In order to understand how management competencies are derived, this section will focus firstly, on the context of management, secondly, on the different approaches to managerial competence and finally identify generic management competencies.

2.3.1 Context of management

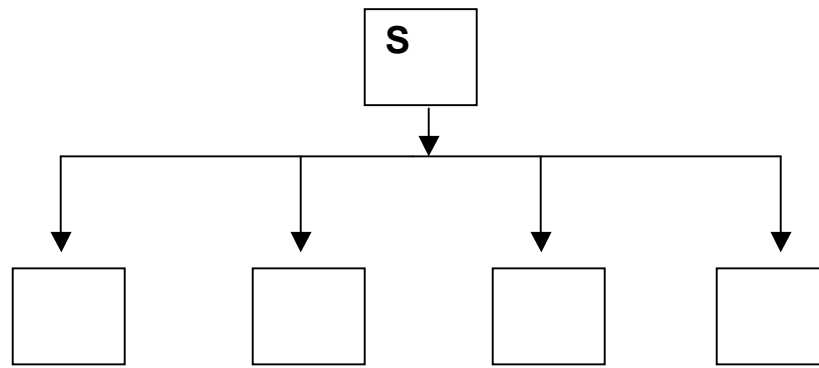
The world of work is continuously undergoing change as new technologies, materials and methods impact on markets, customers, products and the way in which they are managed. Venter (1998, p.43) declares that 'business as usual' is taking on a whole new meaning and summarises some of the forces that necessitate a new approach as follows:

The ebb and flow of today's global economy, technological evolution, market and shifting customer demands, changing work forces, etc. are forcing organisations to rethink the way they operate. (Venter 1998, p.43)

This Rethinking Of The Way In Which Organisations Ought To Do Business Translates Into A Move Away From Traditional Structures To Flat, Flexible Structures And Decision-Making Processes That Cross Traditional Boundaries (Venter, 1998, P.44). For The Same Reasons Louis Allen And Associates (1996, P.26) Maintain That New Ways Of Leading And Managing Have Emerged. Meyer (1996, P.102) Describes This Changing Role Of Management As One Of "Providing Or Facilitating The Conditions Necessary To Enable Empowered Operators To Function Effectively And Provide Quality Products And Services To Customers." As

Organisations Move From Hierarchical Structures To Truly Self-Directed Teams, According To Meyer (1996, P.102), The Central Role Of The Management/Supervisor Shifts From Being Fully Responsible To One Where She/He Acts In An Advisory/Support Role. This Change Is Depicted In Figure 2.3.

Flatter organisational structures, self-directed teams, emphasis on customer satisfaction, and the commensurate change it has brought about in the central role of the manager/supervisor are all characteristics of World Class Manufacturing (Finnemore, 1998, p.129). Taking cognisance of the characteristics of World Class Manufacturing organisations has special significance to this research, as the motor manufacturing organisation utilized in this research was moulded on World Class Manufacturing standards (Quin, 1998).



Hierarchy – Manager / Supervisor has full responsibility

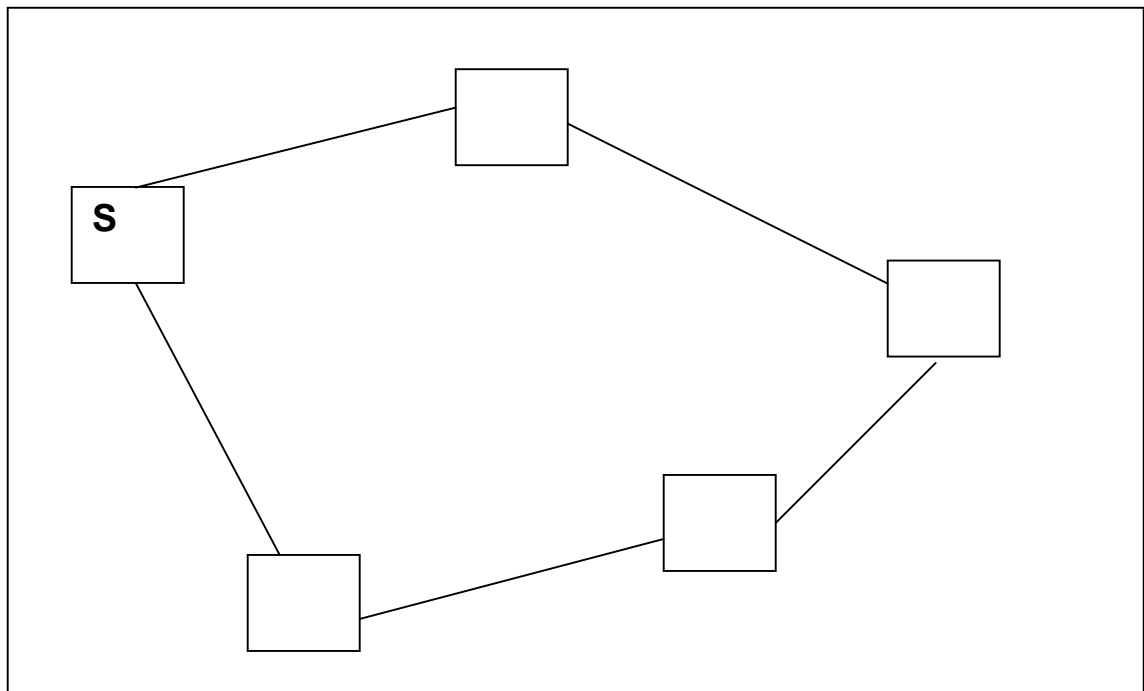


Figure 2.3: Central role of manager / supervisor

(Source: Meyer 1996, p.102)

2.3.2 Boyatzis' research into management competencies

Boyatzis' (1982) study, based on the definition of competence mentioned in 2.2.1, involved extensive research on managerial competencies. His study endeavoured to determine what enables people in managerial jobs to demonstrate the specific actions which lead to specific results. Boyatzis' competency assessment studies included more than 2000 managers in 14 different management jobs in 12 organisations. From the 21 characteristics which were originally identified on the basis that they provided statistical proof of performance on the job and were not unique to a specific product or service, 19 competencies were shown to lead to effective performance by managers. These 19 competencies had consistently distinguished superior managers in different organisations and in different functions. Boyatzis (1982, p.21) grouped these competencies into five distinct clusters:

- **Goal and action management cluster**

According to Boyatzis (1982, p.60), "at the core of every manager's job is the requirement to make things happen toward a goal or consistent with a plan. Managers need to set goals and initiate

actions to achieve them". Boyatzis (1982, p.62) identified four competencies in this cluster:

- Efficiency orientation
- Proactivity
- Diagnostic use of concepts
- Concern with impact

- **The leadership cluster**

This Cluster, Boyatzis (1982, P.99) Argues, Is Where The Manager Must Activate The Human Resources And Stimulate People. Managers Must Decide How Resources Will Be Organised And Stimulate Interest By Communicating Goals, Plans And The Rationale For The Application Of Resources. Motivation Of Subordinates Is Included In This Cluster.

Boyatzis (1982, P.118) Identified Four Competencies In This Cluster:

- Self-confidence
- Use of oral presentations
- Logical thought
- Conceptualization

- **The human resource management cluster**

In this cluster Boyatzis (1982, p.121) accentuates the fact that managers have to work with people. Interaction takes place with subordinates, peers, directors, customers, suppliers, stock holders, etcetera. This cluster includes the following four competencies:

- Use of socialized power
- Positive regard
- Managing group processes
- Accurate self-assessment

- **The directing subordinates cluster**

Managers Are Expected To Improve The Performance Of Their Subordinates By Giving Directions, Orders, Commands, And Performance Feedback. Boyatzis (1982, P.143) Distinguished Three Competencies Comprising This Cluster. They Are Mentioned Below:

- Developing others
- Use of unilateral power
- Spontaneity

- **The focus on others cluster**

This Cluster Draws On The Assumption That Managers Have To Take Important Decisions Which Influence Many People And The Organisation. Boyatzis (1982, P.159) Compares The Wisdom That Elders Have Gathered Over Time Thus Elevating Them To Positions Of Leadership, To The Maturity Expected From Managers In Dealing With Various Organisational Problems. This Cluster Deals With The Factors Which Relate To Managers' Maturity Although It Does Not Necessarily Refer To Age. The Four Competencies Which Form Part Of This Cluster Are Mentioned Below:

- Self-control
- Perceptual objectivity
- Stamina and adaptability
- Concern with close relationships

These 19 competencies can be referred to as a generic job competency model for managers and have been used extensively in the application of competencies to management development. McBer, a management consultancy (Brown, 1993, p.25), has continually built upon the research of Boyatzis (1982, p.21) and will be discussed next.

2.3.3 The AMA/McBer approach

The AMA/McBer approach is regarded as the most influential approach to managerial competence in America (Meyer, 1996, p.109). This approach defines management competence as:

An underlying characteristic of a manager which, if used effectively, leads to effective managerial behaviour. (Brown, 1993, p.26)

The AMA/McBer approach also utilizes the five competency clusters identified by Boyatzis (1982, p.21) and claims that a manager's possession of a competence does not necessarily lead to effective job performance, but suggests that the use of the competence results in, or leads to, effectiveness (Brown, 1993).

The AMA/McBer approach can be linked to the attribute approach which Meyer (1996, p.109), notes runs into difficulty in showing a clear relationship between competence, its importance for a particular managerial job and effective performance in the job. A detailed list of McBer's professional competencies are set out in Table 2.2.

MCI	MCBER	BOYATZIS	DULEWICZ	AACSB	WOOD-RUFFE
Maintain activities to meet requirements		Efficiency orientation	Planning & organising	Planning & organising	
Assess the work of teams & individuals	Achievement orientation		Achievement orientation		Drive to achieve results
Manage yourself	Initiative	Proactivity		self-objectivity	
Manage your time to meet your objectives	Concern for order				
Contribute to the control of resources	Use of concepts	Diagnostic use of concepts		Quantitative analysis	Incisiveness to have a clear understanding.

MCI	McBER	BOYATZIS	DULEWICZ	AACSB	WOOD-RUFFE
Maintain activities to meet requirements		Conceptualisation	Strategic perspective	Business Environment & strategy	Goal orientation to win in the long term
Make recommendations for improvements to work activities	Analytical thinking	Logical thought	Analysis and judgment	Information gathering and problem analysis	Incisiveness to have a clear understanding.
Manage the performance of teams and individuals	Self-confidence	Self-confidence		Disposition to lead.	Self-confidence to lead the way
Minimize conflict in your team	Self-control				
	Tenacity		Energy & initiative		
Support the efficient use of resources		Concern with impact			
Create effective working relationships	Interpersonal sensitivity	Positive regard	Interpersonal sensitivity		
	Direct persuasion & influence	Use of socialised power	Persuasiveness	Leadership	

MCI	McBER	BOYATZIS	DULEWICZ	AACSB	WOOD-RUFFE
Contribute to the development of teams and individuals	Developing others	Developing others		Human Resources	
Allocate work to teams & individuals	Directing others	Use of unilateral power	Managing staff	Delegation and control	
Gain the trust & support of colleagues and team members	Organization awareness Group management	Management group processes			
Gain the trust & support your manager	Relationship building	Concern with close relationships			
	Flexibility	Stamina and adaptability	Adaptability & resilience		
Develop your own skills to improve your performance	Concern with personal impact	Accurate self-assessment		Self-objectivity	
			Business sense and curiosity	Business strategy & finance	

MCI	McBER	BOYATZIS	DULEWICZ	AACSB	WOOD-RUFFE
Provide feedback to teams & individuals on their work		Use of oral presentation	Oral communication	Oral communication/ presentation skills	
Manage information for action				Written communication	
Make recommendation for the use of resources				Decision-making	

Table 2.2: Comparison of the generic management competencies.

(Adapted from: Cresswell 1995, p.52)

A further distinguishing factor of the AMA/McBer approach compared with other influential approaches such as the MCI (1997, p.4), is the process which is followed for competence acquisition. The AMA/McBer approach, according to Meyer (1996, p,110), follows six steps in the acquisition of competence. The six steps are:

- Recognition Awareness of the competence when one sees it.
- Understanding Discovering how the competence levels relate to managerial performance.

- Assessment Measurement to determine the degree of command of the competence.
- Experimentation Exploring new behaviours.
- Practice Using the competence in the work setting.
- Application Consistent use of the competence on the job in ways which are appropriate to the context.

Acquiring competence in the AMA/McBer approach differs significantly from the MCI (1997, p.4) approach utilized in this research, which employs functional analysis and experiential learning. The MCI (1997, p.4) approach aims at developing national standards in the United Kingdom and is discussed next.

2.3.4 The Management Charter Initiative (MCI)

The MCI approach will be discussed in depth, as it provided the basis for the establishing of management standards and their measurement for this research. The MCI (1997, p.4) approach falls within the performance based approaches (defined in paragraph 2.2.1), and Meyer (1996, p.33) places it at the opposite end of the continuum in relation to attribute approaches such as AMA/McBer. MCI (1997, p.8) standards differ from traditional skill or attribute based descriptions of competence as they are

based on functions of management defined as 'the outcomes which are achieved when they are undertaken competently.'

MCI standards represent a benchmark of best management practice in the United Kingdom and were compiled after functional analysis had been conducted on more than two thousand organisations of varying sizes (MCI, 1997, p.1). This led to the first set of standards being published in 1989. They covered the following key areas: managing operations, managing finance, managing people, and managing information at each of three levels, namely, supervisory, first-line, and middle management. These key areas and the approach adopted by the MCI have come in for a lot of criticism. Wills (1993, p.9) presents the arguments against the MCI approach as follows:

- Management is a holistic and complex activity which cannot be split up and represented as parts.
- Lists of management competencies are concerned with technical aspects of management and ignore the moral or ethical dimensions.
- Management is changing and dynamic in that it is always at the boundary between order and chaos.
- Lists of management competencies and narrow definitions suggest that these exist independently of the people who use them.

- The approach ignores the importance of collaborative competency.
- The so-called 'soft' personal qualities such as creativity, assertiveness and sensitivity are often omitted from assessment mechanisms.

The criticisms mentioned above, as well as Lester's (1994, p.1) assertion that the standards are grounded on a formal, hierarchical conception of management, which uses terminology that reflects historical ways of thinking and organising, encouraged the MCI (1997 p.1) to refine its standards. Over four thousand managers were utilized in the research which resulted in the revised management standards publicised in 1997. Many of the criticisms mentioned against the 1989 competencies which were based on historic management terminology and thinking, have been replaced by the new standards which now comprise seven key areas.

The revised MCI (1997, p.3) standards cover the seven key areas of:

- Managing activities
- Managing resources
- Managing people
- Managing information
- Managing energy
- Managing quality
- Managing projects

At each level the standards contain between five and seventeen units of competence and demonstrate a progression based on increasing complexity and responsibility. Each unit of competence comprises elements of competence which provide detailed descriptions of the performance required by managers, together with a specification of the required knowledge and understanding. Detailed specifications are provided for the knowledge and understanding underpinning competence in each element and MCI (1997, p.9) also identifies more behaviourally-based personal competencies relating to managers at all levels. A detailed discussion covering units and elements of competence is included in chapter four (see Appendix A for the integrated structure of MCI competencies).

Wills (1993, p.10) argues the case for using the MCI standards as follows:

- The approach provides a vocabulary and data base for use by management development specialists.
- The assessment of competence takes place in the real work setting rather than in a business school or other simulated environment.
- Standards can be used as flexible tools and adapted in their use to the needs of the organisation.
- The use of functional analysis provides a set of competencies which facilitate structural management development.

- It is a move towards the concept of a 'chartered' manager; the same concept as a 'chartered engineer'.

The merits of the MCI approach are augmented by Meyer (1996, p.109) who adds that "generic management standards can provide recognition for certain levels and elements of managerial competence, especially at the lower levels, if contextual differences are taken into account." Meyer's (1996, p.109) assertion together with Wills' (1993, p.10) recommendations for using the MCI standards provided the *raison d'être* for applying these standards in this research. Berry (1996, p.5) conducted extensive research into the application of the MCI standards in the United Kingdom and strongly agreed with their application in this research project. Having examined the various approaches to management standards, the following arguments firmly influenced the use of the MCI approach. Firstly, the approach allows for the assessment of competencies in the real work setting. Secondly, provision is made to adapt the standards to the requirements of the organisation. Thirdly, functional analysis allows for structural management development and finally the approach, according to Meyer (1996, p.109) and Berry (1996, p.5), is appropriate to the study of first-line managers.

2.3.5 The American Assembly of Collegiate Schools of Business approach (AACSB)

This approach also centres on outcomes and distinguishes between two broad groups of competency outcomes, namely:

- content and
- skills and personal characteristics. (Meyer 1996, p.110)

The content group comprises the following:

- Accounting
- Business environment and strategy
- Finance
- Human resources and organisational theory
- Marketing
- Management information systems
- Quantitative analysis/operations and operations management.

The skills and personal characteristics group comprises the following:

- Leadership
- Oral communication/presentation skills
- Written communication
- Planning and organising

- Information gathering and problem analysis
- Decision making
- Delegation and control
- Self-objectivity
- Disposition to lead

In this approach, management is viewed as multi-functional and may traverse many professions. According to Meyer (1996, p.111), “management is underpinned by a variety of meta-competencies, most of which apply to personal effectiveness in a modern economy and not only to management.”

Meyer (1996, p.111) criticises the AACSB approach for placing its focus on the content group of competencies, which are easy to assess, and not articulating or assessing the skills and personal characteristic competencies. The researcher has taken cognisance of Meyer’s (1996) assertions and concludes that the AACSB approach may therefore be more appropriate to identifying competencies for Business Schools and curriculum development.

Scrutinizing the approaches discussed thus far, it is evident that there is a large degree of overlap between the generic competencies generated by

the various approaches. Although the competencies have different labels they often refer to the same characteristics.

Dulewicz (1989, p.57) notes:

After twenty years experience of managerial assessment and job analysis in a wide range of organisations, I have long felt that lists of competencies generated by different organisations for similar levels of management have a high degree of commonality.

In Table 2.2 The Researcher Attempted To Group Competencies Which Have Different Labels But In The Researcher's Opinion Are Similar. In Addition To The Research Already Discussed, Dulewicz (1989, P.56) And Woodruff's (1993, P.30) Research Will Also Be Mentioned. Dulewicz (1989, P.56) Identified Twelve Independent Dimensions Of Management Performance Which He Called Supra-Competencies. Dulewicz's (1989, P.56) List Of Supra-Competencies Are Set Out In Table 2.2, Which Contains A Comparison Of The Generic Management Competencies Identified In The Approaches Discussed Thus Far. Woodruffe (1993, P.30) Also Developed A List Of Generic Competencies And These Too Are Included In Table 2.2.

The major advantage of the job competence approach is that it studies the manager in the job and therefore requires the input of the incumbent. Cockerill (1989, p.56) comments that in his experience the "competency

based approach to management development has a high and demonstrable payback for the investment it requires, is relevant to the challenges of the present and future, is based on behaviours that managers use and that can be clearly observed, rather than surrounding itself with mysticism and is welcomed by managers”.

Next the approach to generating organisation specific managerial competencies will be examined.

2.3.6 Organisation specific approaches

While the generic management competencies discussed thus far provide a useful point of departure for the generation of a list of competencies, their application within an organisation will require adjustment to suit the specific needs of the organisation. This view is supported by Boyatzis (1982), Dubois (1993) and Weightman (1995) who contend that there is a need to link managerial performance to corporate strategy and culture. Weightman (1995, p.80) points out that the approach selected in order to generate managerial competencies will depend on whether the organisation intends to bring about a cultural change or use them for management development. Karpin (1995, p.1), conducting research on behalf of the Australian Government into the needs of Australian

managers to meet the challenges of the Asia-Pacific Century, found that competencies are most useful when they are developed as follows:

- Determined by current emerging business requirements.
- Based on successful management performance.
- Designed to be simple and easy to use.
- Associated with equally important key technical competencies.
- Enterprise focussed and tailor-made to suit enterprise needs.
- Developmentally orientated.

This basis, established by Karpin (1995, p.7), on which managerial competencies should be developed, confirms the rationale for selecting the Customized Generic Model Method discussed in section 2.2.5. The first 3 points and the last mentioned above allow for the integration of the MCI approach. Meyer's (1996, p.116) competency approach to management development represented in Figure 2.4, incorporates most of Karpin's (1995, p.7) findings and complements the Customized Generic Model Method which provided the basis for this research.

MANAGERIAL COMPETENCY APPROACH

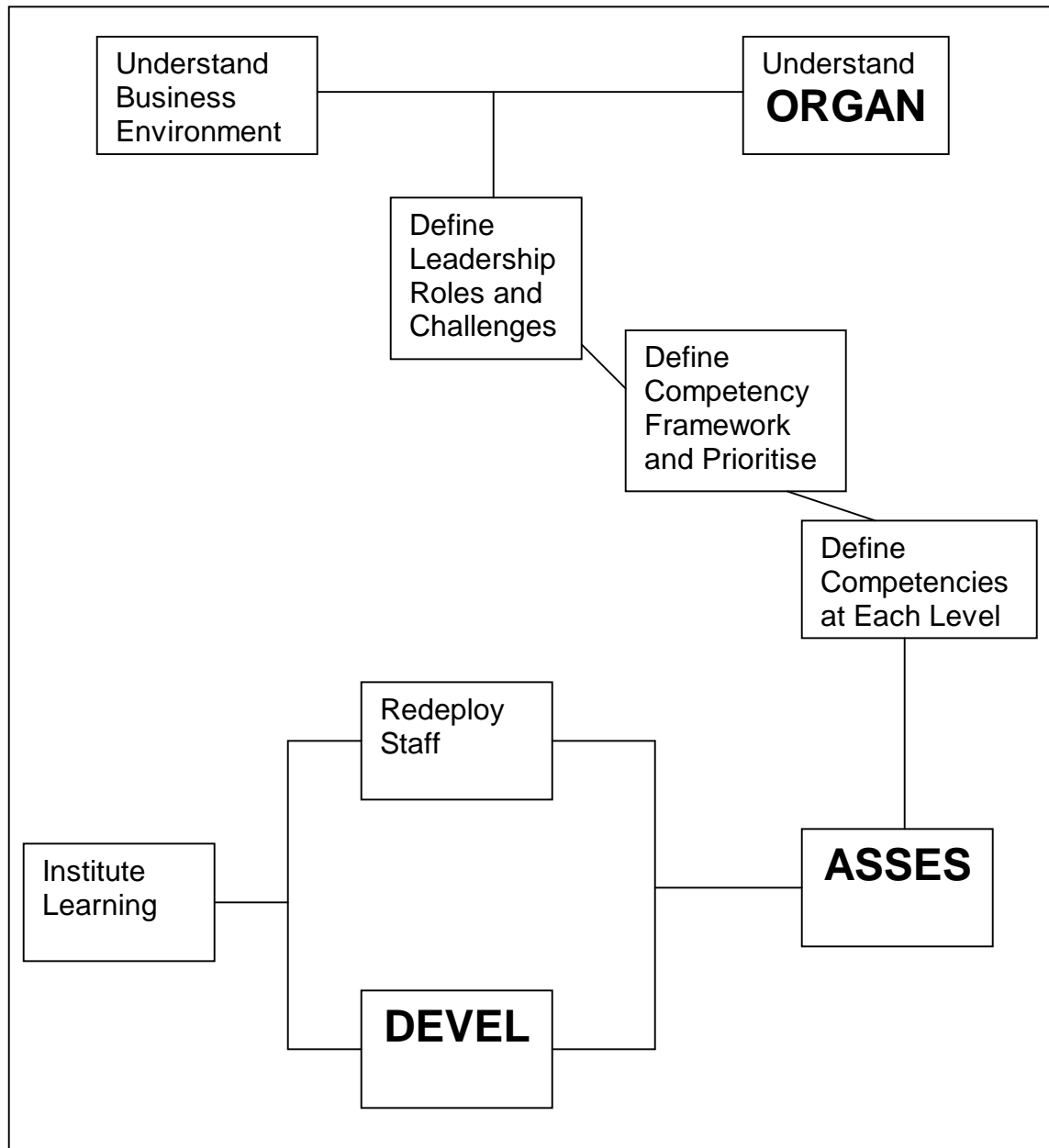


Figure 2.4: Managerial competency approach

(Source: Meyer, 1996, p.116)

In Figure 2.4 Meyer's (1996, p.116) competency approach to managerial development is outlined and comprises a number of steps. These steps are described below.

- **Understanding the business environment**

Before competencies can be generated a clear understanding should be developed of the business environment in which the organisation and managers operate. The economic, technological, socio-political and legislative issues, with which the organisation's management will need to deal, should be considered (Meyer, 1996, p.117).

- **Understanding organisational realities**

Management occurs within the context of organisational strategy, values, culture, and available systems, which according to Meyer (1996, p.117) are often misunderstood. Management competencies should therefore be congruent with the features of the organisation. This assertion is endorsed by Karpin (1995) (see pp 56 - 57).

- **Defining leadership roles and challenges**

By interpreting the business environment and understanding organisational realities a list of leadership roles are derived (Meyer, 1996, p.117).

- **Defining a competency framework and prioritise**

Here A Lists Of Managerial Competencies Is Compiled Taking Into Account The Strategic Competencies Required By The Organisation (Meyer, 1996, P.118).

- **Defining competencies at each level**

Competencies are interpreted and defined for each level of management. Meyer (1996, p.118) states that at the first-line manager's level, competencies need to be more specific than at senior management levels.

- **Assessing current incumbents**

Meyer (1996 p.119) asserts that the central purpose of having management competencies is to ensure that the right calibre of managers

is available and therefore the process is integrated with selection, succession planning and development.

- **Establishing learning contracts**

Once the incumbents have been assessed and gaps established between present competencies and desired competencies, options to close the gap need to be considered. According to Meyer (1996, p.122), learning contracts spell out the full extent of learning that is required by the incumbent.

- **Redeploying staff**

If the gap between desired and actual competencies is too big, incumbents should be redeployed either within or outside the organisation (Meyer, 1996, p.122).

- **Instituting learning**

The final step in Meyer's (1996, p.122) approach is to implement the learning contracts, or redeploy incumbents.

Meyer's (1996, p.116) approach to the development of managerial competencies together with the Customized Generic Model Method, discussed in section 2.2.5, underpin the approach adopted in this research. The following steps mentioned in Meyer's (1996, p.116) taxonomy, namely, defining leadership roles and challenges, defining a competency framework, assessing current incumbents and defining competencies at each level are of particular relevance and follow closely the approach suggested by the Customised Generic Model Method.

2.4 SOUTH AFRICAN APPROACHES IN DETERMINING COMPETENCES

Generic managerial competency models have been utilized in numerous studies into competencies within the South African context. McBer's job competency method was used by Lapinsky (1989, p.12) to establish a managerial competency model which is relevant to the South African situation. Lapinsky's (1989, p.78) research corresponded well with the international study, although a significant difference did emerge. This was the ability to handle complex socio-political change, which emerged as a distinguishing competency for the local sample.

Bussin (1992, p.43) used Dulewicz's (1989, p.56) supra-competencies, (Table 2.2) to determine the managerial competencies required to manage

stakeholders in the retail industry. Bussin's (1992, p.95) research revealed that the same competencies were not required to manage the different stakeholders and that management required an array of competencies and skills.

The generic management competencies formulated by Boyatzis (1982), Woodruffe (1993) and Dulewicz (1989) formed the foundation for Cresswell's (1995) research into the managerial competencies of attorneys. Cresswell's (1995, p.134) research, comprising the generic competency models referred to above, produced twenty nine competencies which were regarded as essential competencies within the managerial and service provisioning of attorneys.

A different approach to determining managerial competencies was adopted by Tromp (1993), who asked 450 South African employers what competencies they sought in a manager. The results of Tromp's (1993, p.84) research revealed that communication, problem solving, decision-making, leadership and managerial skills were the most consistent managerial competencies required by organisations. This corresponds favourably with the managerial competency models discussed in Table 2.2. Kemp (1997, p.3) employed the competency based approach to research the inter-personal competencies required by managers to manage diversity successfully. His research culminated in the

development of an integrated model of interpersonal competencies for managing diversity.

The studies referred to above are indicative of the wide acceptance that the job competence approach to management enjoys in South Africa and that this approach is appropriate for application to the job of first-line manager. Fischer and Maritz (1995, p.29) conclude that it is an “absolute necessity for every major South African organisation to have a competency framework that can be used to integrate its human resource practices”. In the following section the different applications of the managerial competence approach will be surveyed.

2.5 APPLICATIONS OF A MANAGERIAL COMPETENCE APPROACH

Dubois (1996, p.66) describes the use of competency based models as follows:

Competency models provide the adhesive or ‘glue’ that is needed among the subsystems of the human resource management system. Their use helps the organisation take a unified and coordinated approach to creating job designs, employee selection systems and methods, performance management and improvement mechanisms, employee development, career planning and pathing, succession planning, performance appraisal, and compensation systems.

From the above the pivotal role competencies within numerous human resource functions becomes evident. Meyer (1996, p.40) concurs with Dubois' view and links competence not only to the human resource processes, but identifies it as a strategic tool for the strategic competencies required by organisations. These strategic competencies then become the basis on which managerial competencies are formulated which is at the core of all other human resource functions (Meyer, 1996, p.40). Cannon's (1995, p.126) framework, developed in the context of management development (see Figure 2.5) best depicts Dubois' (1996) and Meyer's (1996) points of view.

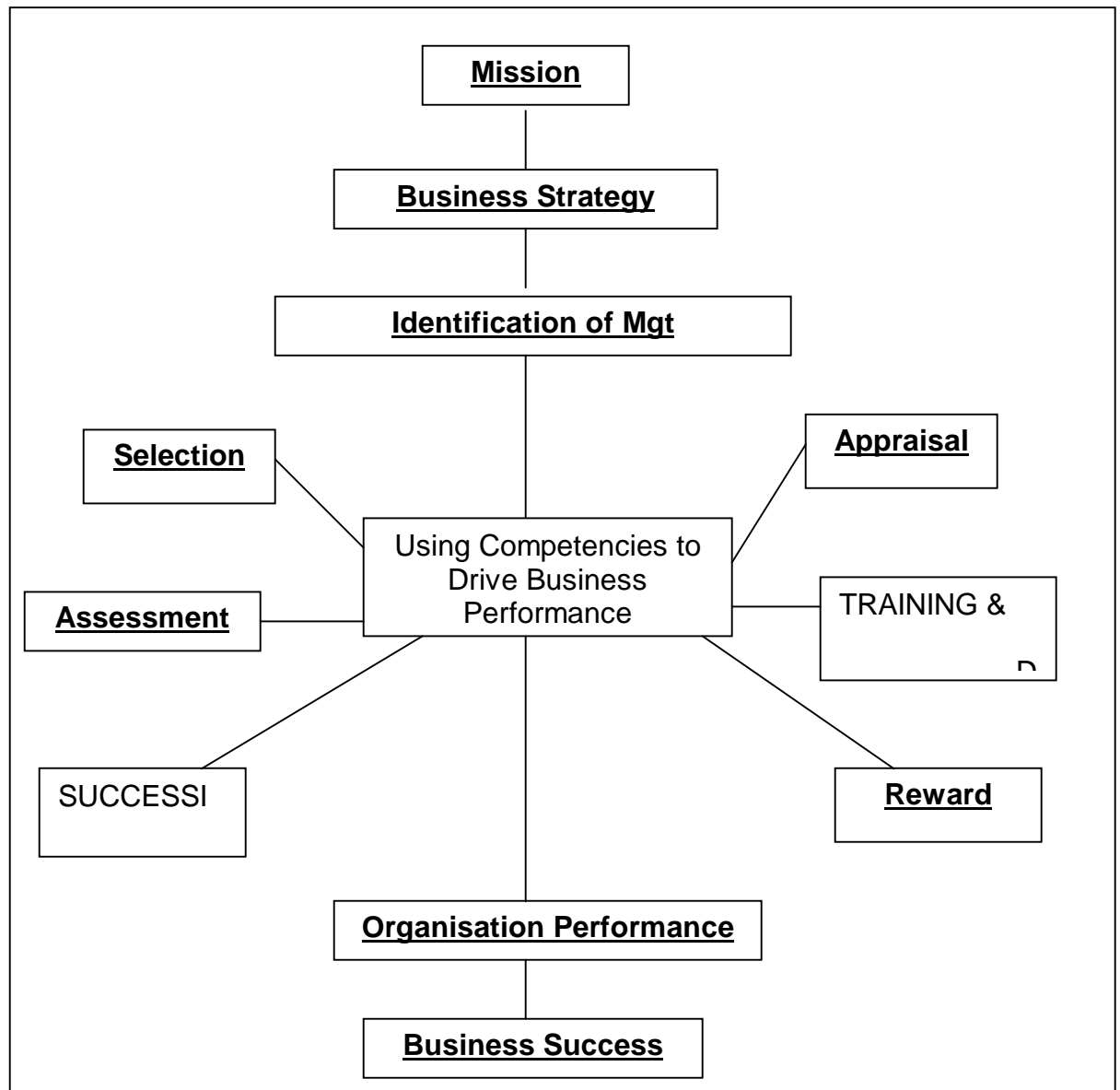


FIGURE 2.5: APPLICATION OF MANAGERIAL COMPETENCIES

(Source: Cannon, 1995, p.126)

In Cannon's (1995, p.126) framework, the process of assessment is added to the list of human resource functions already mentioned. Assessment of competencies is complex and involves making judgements

about individuals which may influence their careers (Weightman, 1995, p.106). The measurement of competencies is briefly examined in the next section.

2.6 MEASUREMENT OF COMPETENCIES

Once a list of managerial competencies has been established, consideration should be given to how these competencies will be measured and the reason for assessment. Weightman (1995, p.106) points out that the reason for assessment will influence the approach which needs to be taken seriously since the incumbent's development, education, and promotional opportunities may depend on it. Assessment is a fundamental aspect of a standards-based system, such as the MCI (1997) approach employed in this research, which according to Weightman (1995, p.106) demands elaborate assessment procedures, especially if assessment is done for certification purposes. An assessment system is viewed by Meyer (1996, p.87) as comprising the following major processes:

- Application of assessment mechanisms
- Moderation of assessment
- RPL

Assessment mechanisms applicable to the RPL approach in the measurement of competencies, is of particular relevance to this research and forms the basis of discussion in chapter three. Although the need for thorough assessment procedures is recognised, a discussion thereof falls outside the scope of this research. The focus, of this research is on the assessment mechanisms required for the establishment of a RPL approach which will enable assessment of managerial competencies within an organisation. This addresses the second sub-question in this research which is discussed in chapter three.

2.7 SYNTHESIS OF THE COMPETENCY DEVELOPMENT APPROACHES FOR THE DEVELOPMENT OF MANAGERIAL COMPETENCIES

Acknowledging Wheeler and Wheeler's (1999, p.37) assertion that "competencies only make sense in their use - they are empty and almost nonsensical otherwise", the researcher adopted Dubois' (1993, p.9) definition of competence:

An employee's capacity to meet (or exceed) a job's requirements by producing the job outputs at an expected level of quality within the constraints of the organisation's internal and external environments.

This definition - a performance based definition according to Meyer (1996, p.34) - best suited the aim of this research, which was to determine the first-line manager's managerial job outputs. Although this definition may suffice as far as the establishment of competencies is concerned, the researcher has also taken cognisance of Woodruff's (1993, p.29) assertion that there are two components to competency, namely

- Aspects of the job that have to be performed competently; and
- what people need to bring to the job in order to perform the aspects to the required level of competence.

The Second Aspect Of Woodruff's (1993, P.29) Definition, Which Is Not Covered By Dubois (1993, P.9), In The Researcher's Opinion Would Be More Appropriate When Mechanisms For Rpl Are Considered.

The Customized Generic Model Method Approach Is Best Suited To This Research, As It Utilizes A Set Of Generic Competencies, Specific To A Job, Its Outputs And The Application Environment Where The Job Exists (Dubois, 1993, P.91).

Dubois (1993, P.92) Proposes A Seven-Step Approach To The Compilation Of The Customized Generic Model Method, Which Forms The Foundation Of The Approach Adopted In This Research. These Steps Are Outlined In Section 2.2.5. Step Three Requires That Job Competencies Be Researched; Here The Mci (1997) Approach Is Selected For The Following Reasons:

- It allows for the assessment of competencies in the real work setting.
- Provision is made for adapting standards to the requirements of the organisation.

- It is appropriate to the study of first-line managers (Meyer, 1996, p.109).

Understanding the business environment and organisation realities - mentioned by Meyer (1996, p.116) and discussed in section 2.3.6 - were also considered in developing the approach to this research. These considerations together with Dubois' (1993) Customized Generic Model Method and the integration of the MCI (1997) approach were used in developing the approach adopted in this research, which is outlined below:

- Gain top management support and develop a project plan.
- Assemble available information pertinent to the first-line manager's position.
- Research and select an initial set of job competencies and link with functional analysis. The MCI (1997) approach was adopted for this.
- Organise a focus group - managers of the first-line managers.
- Develop a draft competency model and provide feedback to the focus group.
- Revise the draft competency model and make adjustments.
- Brief the focus group on final project results.

These Steps Reflect The Approach Adopted In Answering The First Sub-Problem Of This Research And Are Discussed In Detail In Chapter Four.

2.8 CONCLUDING REMARKS

The aim of the chapter was to determine an approach for the identification of managerial competencies of first-line managers. The approach adopted was to examine the development of competency models in general and identify approaches for the development of managerial competencies in particular. This was achieved firstly, by analysing the nature of competencies. The analysis revealed that the definition of competency should suit the purpose for which it is applied. Secondly, the approach adopted for the determination of competence should complement its application. Thirdly, comparison of the managerial competencies identified by the approaches revealed a large degree of overlap, although the terms differed. Finally, the chapter concluded with a synthesis of the models for competency development and formulated an approach for this research.

In the next chapter the mechanisms for RPL will be examined in order to determine which are best suited to the first-line manager's job.

CHAPTER 3

RECOGNITION OF PRIOR LEARNING FOR FIRST-LINE MANAGERS

3.1 INTRODUCTION

In chapter two an approach for the development of managerial competencies was formulated. This approach provided for the determination of the managerial competencies of first-line managers. By utilising the MCI (1997, p.3) approach for the development of managerial competencies, specific outcomes could be determined which, according to Meyer (1996, p.74), are regarded as the 'building blocks' of the NQF. The Report of the Ministerial Committee (1996, p.30) notes that outcomes should be expressed as integrated national standards within the NQF framework, which demands the holistic development of competence, and encompasses knowledge, skills and attitudes. The identification of outcomes, therefore, makes it possible to credit learners'/managers' achievements at every level, regardless of learning route or rate followed. According to the Report of the Ministerial Committee (1996, p.30) this paves the way for the RPL.

RPL is defined by Meyer (1996, p.89) as follows:

The verification of skills, knowledge, and abilities obtained through training, education, work experience and/or life experiences.

The aim of this chapter, which addresses the second sub-problem of this research, is to determine the RPL assessment method that would best suit the first-line manager's position, based on the managerial competencies identified utilizing the approach developed in chapter 2 (section 2.7). The aim of the chapter is to examine the following themes relating to RPL:

- RPL in South Africa;
- methods of assessment;
- RPL process;
- assessment principles; and
- synthesis of the RPL-methods and development of RPL-instrument.

Firstly, in this chapter, the emergence of RPL in the South African context will be explored, to provide a basis for the investigation of an approach most appropriate for first-line managers. Secondly, various methods of assessment will be considered followed, in the third instance, by an outline of the steps in the RPL process. Next, assessment principles utilized in the RPL process are considered. Finally, the chapter concludes with the development of an RPL-instrument for this research through a synthesis of the previously mentioned steps.

3.2 RPL IN SOUTH AFRICA

Examination Of The Rationale For And The Context Within Which Rpl Is Administered In South Africa Are Included To Provide A Basis For The Selection Of An Rpl-Approach For First-Line Managers. This Section Investigates The Rationale, Principles And Framework Which Provide The Cornerstone For An Rpl-Approach Within The South African Context.

3.2.1 Rationale

Due to the discriminatory practices of the past, education in South Africa is racially biased. According to Human and Shaw (1991, p.142), this could be used by organisations as a proxy for race. This would imply that previously disadvantaged people were excluded on the basis of their inferior qualifications, which was where the emphasis for access to and promotions within organisations were placed (Fischer & Maritz, 1994, p.29). Human & Shaw (1991, p.142) calls for innovative assessment of skills, abilities and aptitudes, which they suggest may be achieved by adopting a competency-based approach. This inequality in the South African education and training system prompted the restructuring of the system. According to the Report of the Ministerial Committee (1996, p.24), South Africa=s new education and training system is an outcomes-based system, which has as its starting point the intended outputs (exit

outcomes) as opposed to the inputs of the traditional curriculum-driven education and training system.

The SAQA Act of 1995, established SAQA to oversee the development and implementation of the NQF (National Qualifications Framework), which made provision for the registration of national standards and qualifications (Report of the Ministerial Committee, 1996, p.25). The principles underlying the NQF, which provide the basis for the new approach to education and training, are discussed in the following section.

3.2.2 Principles underlying the NQF

The Following Principles Clearly Indicate That The Nqf Is Intended To Be A Way Of Achieving Fundamental Restructuring Of The Education And Training System. According To Ridley (1997, P.5) These Principles, (Presented In Table 3.1) Will Serve To Promote The Upgrading Of Learning Standards, Encourage The Creation Of New And Flexible Curricula, Monitor And Regulate The Quality Of Qualifications And Permit A High Level Of Articulation Between Qualifications Based On The Recognition And Accumulation Of Credits.

PRINCIPLE	Education & Training should:
Integration	form part of a system of human resources development which provides for the establishment of a unifying approach to education and training.
Relevance	be and remain responsive and appropriate to national development needs.
Credibility	have national and international acceptance.
Coherence	work within a consistent framework.
Flexibility	allow for multiple pathways to the same learning ends.
Standards	be expressed in terms of a nationally agreed framework and internationally accepted outcomes.
Legitimacy	provide for the participation of all national stakeholders in the planning and co-ordination of standards and qualifications.
Access	provide ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression.
Articulation	provide for learners, on successful completion of accredited prerequisite, to move between components of the delivery system.
Progression	ensure that the framework of qualifications permits individuals to move through the levels of national

	qualifications.
Portability	enable learners to transfer their credits or qualifications from one learning institution and/or employer to another.
Recognition of prior learning	through assessment give credit to learning which has already been acquired in different ways.
Guidance of learners	provide counselling of learners by specially trained individuals who meet nationally recognised standards for educators and trainers.

Table 3.1: Principles underlying the NQF

(Carrell, Elbert, Hatfield, Grobler, Marx and Van der Schyf. 1998, p.341)

Fischer and Maritz (1994, p.22) believe that a competency-based approach is the only fair basis of training and development measurement across organisations, industries and nationally.” They also contend that the competency-based approach with its emphasis on outcomes, can effectively meet the principles of the NQF, (see Table 3.1.)

Competencies, according to Fischer and Maritz (1994, p.30), provide an ideal framework to comply with the principles of access, articulation, accreditation, progression, portability, guidance to learners and RPL. In supporting the principles of accreditation and recognition of prior learning Fischer and Maritz (1994, p.30), states:

In the future there will be a greater need to find substitutes for experience and qualifications due to the fact that affirmative action appointees may not have the appropriate experience or paper qualifications, yet a system must be found to take into account their current skills.

A competency-based approach coupled to the outcomes promulgated by the NQF and the principles it embraces, set the foundation for RPL within the South African context. Recognition of prior learning therefore fulfills an important education and training need in providing alternative means of recognising competence. This complies with Human and Shaw=s (1991, p.142) call for innovative assessment methods, mentioned in section 3.2.1. In addition, Meyer (1996, p. 89) supports Fisher and Maritz (1994, p.30) and Human and Shaw (1991, p.142) mentioned above:

Rpl Has Achieved A High Profile In This Country Since Many People, Especially Those From Historically Disadvantaged Communities, Have Capabilities Developed Outside The Formal Learning System But For Which They Receive No Formal Recognition.

RPL therefore appears to be one of the key cornerstones of the NQF which will help to pave the way for a more portable and flexible education and training system for all. Given its important role of upliftment, RPL seems an apt tool for assessing managerial competence.

3.2.3 Framework of the NQF

Fenton (1995, p.33) contends that the NQF will require that employees are assessed against very specific standards contained in competency models for the job. This notion is refined in the SAQA Act of 1995 (p.3) which defines the new approach to gaining a qualification as follows:

Formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the NQF as may be determined by the relevant bodies registered by the SAQA.

The Report Of The Ministerial Committee (1996, P.39) Points Out That A Qualification No Longer Depends On A Learner Attending A Particular Course, But On A Learner Accumulating Credits. This Means That Qualifications Can Be Achieved By Full, Part-Time, Or Distance Learning Or By A Combination Of These, Together With The Assessment Of Prior Learning And Experience. A National Qualification Will Therefore, Define A Genuine Competence At A Particular Level On The Nqf. (Report Of The Ministerial Committee, 1996, P.41).

The proposed structure of the NQF as contained in the Report of the Ministerial Committee (1996, p.48), comprises eight levels which describe

the various learning contexts, and suggest the kinds of qualification or award

associated with each of the eight levels. Level five, in terms of the proposed NQF structure, is a higher education and training band, where diplomas, and occupational certificates can be awarded. The location of learning would be universities, technikons, colleges in the private/professional sectors and workplace arenas. NQF, level five, is of particular relevance to this research, as the managerial competencies required by first-line managers are placed at this level. The starting point when employing the RPL approach is determining the level of assessment and selecting the relevant standards against which assessment will take place (Babb, 1999, p.48).

In order for individuals to match their job competencies with national standards, organisations will have to follow a competency-based approach, which will enable individuals to be assessed. Thereafter qualifications may be awarded or deficiencies pointed out (Babb, 1999, p.48). In the next section the methods of assessment will be examined.

3.3 METHODS OF ASSESSMENT

Determining the method of assessment is the next logical step once competencies have been identified. Identifying appropriate methods of

assessment is part of an assessment system that comprises effective processes, mechanisms and assessment principles (Meyer, 1996, p.86) and Babb (1998, p.48) defines assessment as follows:

A structured process for gathering evidence and making judgements about an individual=s performance in relation to registered national standards.

Assessment, in terms of the definition above, involves making judgements about an individual=s performance, which may affect the employment and education status of that individual. However, Weightman (1995, p.106) believes that the competency approach offers a way of reducing the subjective nature of this judgement. Consideration should also be given to the purpose of assessment as this will significantly influence the assessment process. Assessment undertaken for in-house development, for accreditation or for formal qualifications will therefore require significantly different approaches (Weightman, 1995, p.106). These differences are of particular relevance to this research and were taken into consideration when determining the assessment methods appropriate to RPL first-line managers at the selected organisation.

Assessment methods are the instruments through which proof or evidence is collected in order to prove an individual=s competence. The importance of selecting appropriate assessment methods is axiomatic and should

therefore comply with the following assessment principles according to Evans (1988, p.7) and Babb (1998, p.48):

- The method needs to be appropriate for what is being assessed.
- A combination of assessment methods should be used in order to cater for individual learning styles.
- The method should enable judgements to be made about the evidence of prior learning submitted.
- Different methods may be suited to a particular unit standard or specific outcome.
- Different assessment methods may be combined into one assessment activity, depending on the context.

The Above Guidelines Were Considered In Selecting Appropriate Assessment Methods For First-Line Managers. Next, The Various Assessment Methods Are Discussed.

3.3.1 Observation

With this method the assessor observes the candidate performing a particular activity at the workplace. According to Corporate College International (1998, p.58), observed performance in the workplace is an effective method of assessment, as it enables candidates to demonstrate their competence in a 'real life' context. For example, Weightman (1995, p.97) points out that there are certain behaviours specific to managerial

jobs, such as continual interruptions and working under pressure, which do not emerge during interviews. Weightman (1995, p.98) characterizes two types of observation based on the level of formality pursued namely, informal and structured observation. The major advantage of structured observation is that it “allows the researcher to record behaviour as it occurs and thus frees him/her from dependence on the respondent’s ability to describe his/her actions” (Weightman, 1995, p.98). This is an important contention and makes observation particularly relevant, as an RPL assessment method, for the following reasons. Firstly, it is a means to assess those behaviours which are not easily distinguished and therefore difficult to pin point in interviews. Secondly, it is a mechanism which requires no oral or written input by the candidate, which makes it appropriate for the assessment of candidates from previously disadvantaged communities.

The advantages and disadvantages of observation as discussed by Weightman (1995, p.114) are summarised below.

The advantages of observation are:

- One actually sees the behaviour to be judged.
- It has high face validity and so a high credibility.

The disadvantages of observations are:

- It is very time consuming.
- It can be inhibiting for the candidate.
- There is real difficulty in knowing when to sample the particular event.

3.3.2 Demonstration

With a demonstration, the observation consists of a structured, practical demonstration, and the assessor can see both the process and the finished

product. Demonstrations are used according to Babb (1998, p.48), when the workplace activity being assessed is not being performed at the time of assessment. It is important that the conditions during the demonstration resemble the workplace as closely as possible (Corporate College International, 1998, p.55).

3.3.3 Pen and paper tests

Pen and paper tests are used to measure the understanding of factual knowledge (Meyer, 1996, p.87). They may also be used to assess conceptual reasoning or in conjunction with demonstrations. Pen and

paper tests assume a high standard of literacy which may hamper assessment of previously disadvantaged communities. However, some competencies require objective testing as a result of the development of a specialised subject area (Whitaker, 1989, p.59).

3.3.4 Oral questioning

In conjunction with demonstrations oral tests are used to test factual understanding. Meyer (1996, p.87) points out that these may also be used where the candidate does not have the necessary literacy level. This renders oral questioning especially appropriate in South Africa, given the level of literacy.

Corporate College International (1998, p.55) points out that oral questioning can be administered quickly and allows probing questions to be asked. Conversely, it may be stressful to the candidate, which in turn may influence responses.

3.3.5 Projects

Project work involves giving candidates an activity, which they have to complete individually or in groups, without supervision. These activities can be carried out in the workplace and in the learning environment. Bedward and Rexworthy (1996, p.9) assert that in cases where academic

accreditation is sought, project work must be done individually and appropriate methods and models to the problem-solving process should be applied. Babb (1998, p.48) points out that projects may include case studies, especially for those learners who have limited work experience.

Projects are included in the portfolio method (discussed in 3.3.7), and are used as evidence from which the assessor makes a judgement. It follows from Meyer=s (1996, p.88) assertion, that projects are a source of evidence which form part of a wider body of evidence, which may include a combination of methods, including those already discussed.

3.3.6 Computer-based assessment

Computer-based assessment may be in the form of simulations or be more interactive, which will allow the assessor to seek further responses and ask clarifying questions. This form of assessment allows the learner to determine the pace and timing of assessment (Byham, 1999, p.4). A further use of computer-based assessment confirmed by Byham (1999, p.4), is its suitability towards self-development by potential managers.

3.3.7 Portfolios

Portfolios are especially useful to assess skills and learning that has taken place in the past (Meyer, 1996, p.88). The notion of assessing past

learning is augmented by Babb (1998, p.48) who adds that portfolios comprise work samples and documents of achievement which, when viewed within their generic context, represent a collection of evidence for purposes of assessment. Cohen and Whitaker (1994, p.49) add that the process incorporated in compiling portfolios allows learners to reflect on the learning that has taken place in the past. The importance of the process as part of the development aspect of portfolio compilation is confirmed by Bedward and Rexworthy (1996, p.3), who adds that the responsibility for quality evidence rests with the candidate. Bedward and Rexworthy (1996, p.8) propose that evidence should be sufficient, appropriately work-based, and adequately coupled to self-awareness and self-development.

In the United Kingdom portfolio compilation, is not only used for formal accreditation with educational institutions but is acknowledged as a viable mechanism to gain workplace accreditation for competence. As Cohen and Whitaker (1994, p.49) point out:

Their use is no longer restricted to formal educational institutions; the workplace has now recognised their value. Documenting prior and current learning as evidence of competence is now part of many workplace agreements.

Although Cohen and Whitaker (1994, p.49) are referring to practices in the United Kingdom, they are, of particular relevance to this research, as portfolio compilation is deemed one of the viable methods for the assessment of managerial competencies within the workplace.

The following advantages and disadvantages of portfolios are highlighted by Weightman (1995, p.117).

Advantages of portfolios:

- The individual is responsible for the portfolio and decides what to include.
- It is a record of achievement or competency, not a record of attempts or failures.
- It emphasises continuous development and life-long learning.

Disadvantages of portfolios:

- They are difficult to contain and it can be hard to decide how much documentation to produce.
- They are time consuming.
- Confidentiality of certain material may preclude inclusion of vital evidence.

The disadvantages mentioned above were taken into consideration by the researcher, in deciding upon a method of assessment for first-line managers. In order to deal with the first disadvantage, namely, containment the researcher examined other methods which would compliment portfolio compilation and thereby specify or delimit the type of evidence required in order to prove competence. A further consideration taken into account stems from Cohen and Whitaker=s (1994, p.49) assertion that >developing a portfolio reflects the skill and inclination of the compiler=. This is indicated as an advantage by Weightman (1995, p.117). However, acceding to Human and Shaw=s (1991, p.142) assertion (mentioned in section 3.2.1) that assessment methods which make provision for the inadequate education of previously disadvantaged employees should be sought, the researcher was prompted to refine the portfolio method. A possible way to confine evidence is by employing mapping, which is discussed in the following section.

3.3.8 Mapping

Mapping, according to Weightman (1995, p.118), involves the process of comparing a predetermined list of competencies with the experiences, opportunities and abilities of the candidate. The technique is therefore ideally suited to be employed in conjunction with MCI (Management Charter Initiative) standards. Torrington, et al (1992, p.3) utilised the mapping method to identify opportunities for students studying science

and engineering to collect evidence towards the national MCI competency-based standards for management.

Torrington et al, (1992, p.3) research at The University of Manchester Institute of Science and Technology (UMIST), produced a matrix where the MCI standards are depicted on the y-axis and the courses on the x-axis. This matrix allowed them to identify opportunities (possible forms of evidence) where students may qualify for accreditation measured against the MCI management standards, per course. Weightman (1995, p.121) cautions that mapping involves a detailed process which requires a thorough understanding of the experiences (possible evidence) that are available and the criteria being applied. The matrix developed by Torrington et al (1992, p.3) is particularly relevant to this research and represents the approach selected for the attainment of the second sub-problem, namely; to determine the RPL assessment method that would best suit the first-line manager's position.

In support of the researcher's selection of mapping as one of the methods to assess the competencies of first-line managers, the following similarities were identified with Torrington et al (1992, p.3) research:

- Both studies used mapping to identify opportunities for the compilation of evidence.
- Both studies focussed on managerial competencies.

- Both studies used the MCI management standards.
- Both studies analysed first level management standards.

Based on these similarities the research, the researcher contended that adopting mapping in conjunction with portfolio building would alleviate the problems of containment, provide direction and cater for previously disadvantaged employees, as argued in 3.3.7.

3.4 RPL PROCESS

A Detailed Analysis Of The RPL Process Falls Outside The Scope Of This Research Project. However, This Does Not Imply That The RPL Process May Be Ignored. The Focus Of This Section Includes The Principles And Steps In The RPL Process, Which Will Provide Guidelines In Complementing The Most Appropriate Assessment Methods For First-Line Managers (Discussed In Section 3.3). Whitaker (1989, P.48) Identifies Six Steps In The RPL Process, Namely, Identification, Articulation, Documentation, Measurement, Evaluation And Transcription. These Steps Are Discussed Next With The Aim Of Accentuating The Activities Pertinent To Each Step.

3.4.1 Identification

Identifying The Standard Or Competence For Which Accreditation Is Sought And Matching That With An Appropriate Experience, Is The First And Most Crucial Part In The Rpl Process, According To (Whitaker, 1989, P.49). Evans (1988, P.7) Concur And Identifies The Following Three Stages Within The Identification Step:

- Scrutinising those experiences where something was learned.
- Writing clear statements of what was learned.
- Compiling supporting evidence for what was learned.

Evans (1988, p.7) clarifies the three stages by reiterating that it is learning that should be assessed and not the experience. Experience is therefore only relevant as far as it contributes to learning, which is submitted as evidence in meeting a required standard. Matching learning gained from past experience to a standard or competence for which accreditation is sought, can be problematic for the candidate.

Whitaker (1989, p.50) suggests the following criteria for equating the learning that has taken place with the level of competence, or standard that is being challenged.

- Relating learning directly to the competency.
- Indicating that learning is at the level of competence being assessed.

- Comparing learning to that required by the job.
- Identifying learning as that acquired after high school and expected for professional acceptance.

Whitaker (1989, p.51) suggests that the learning justifications described above can be approached by using various techniques including time-line resume, work description, autobiography or portfolio. Two further requirements for completing the identification process are that outcomes should be specifically stated and the recency of learning be considered.

3.4.2 Articulation

This Step Involves Determining The Relationship Between The Validity Of The Learning Experience And The Credit That Is Sought. Whitaker (1989, P.54) Describes The Process As Follows:

In Most Instances The Validity Of A Learning Experience For Credit Purposes Depends Upon A Demonstrated Relationship To A Defined Degree Or Other Program Objective.

Whitaker=s (1989, p.54) assertion is supported by Meyer (1996, p.90) who suggests that the “demonstration of competence should adhere to the performance criteria specified in the unit standard or element”. This

implies that there should be a means of determining whether the learning is relevant to the level of accreditation sought. In determining whether a particular learning experience is appropriate for accreditation, Whitaker (1989, p.54) proposes the following guidelines:

- An institutional rationale for crediting particular types of learning should be established.
- Attention should be given to the mix of experiential and theoretical learning.
- Candidates applying for accreditation should indicate how prior experiential learning contributes to the individual's achievement of competence.
- When educational goals are identified and articulated candidates should look both forward and backward: backward to incorporate past learning and forward to identify gaps in that learning.

The above guidelines are augmented by Weightman (1995, p.105) who assumes a more practical approach to assessing competencies within organisations. He proposes that "judgements are important but can be modified as time goes on.@ Weightman (1995, p.107) amplifies Whitaker=s (1989, p.54) guidelines by posing the following questions:

- Why are we assessing?
- Is it important that the assessment is very accurate?
- Is the assessment compulsory?

- How much time and effort are we prepared to put into the process?
- How frequently do we want to assess?
- What sort of evidence is required?
- What will happen as a result of the assessment?

The insights provided by Weightman (1995, p107) are of particular relevance to this study for the following reasons. Firstly, examination of the questions posed by Weightman (1995, p.107) lends support to the approach adopted in this study (outlined in section 2.7). Secondly, reference is made to articulation for purposes other than academic accreditation, which complements this study with its emphasis on organisational accreditation. Finally, Weightman's (1995, p.107) questions support Evans (1988, p.7) proposal, that the method of assessment should be appropriate for what is being assessed, which is the notion adopted in this research.

3.4.3 Documentation

The purpose of documentation is to provide evidence of the learning contained in the portfolio, and/or of the or competencies for which accreditation is sought. According to Lamdin (1997, p.102), documentation may be direct or indirect. Corporate College International (1998, p.58), describes direct documentation as the strongest form of evidence in

support of the candidate's claim to learning/competence, as it refers to things the candidate has produced or achieved, for example, publications, test scores, job descriptions, learning products, job performance reports and verification of accomplishments. Lamdin (1997, p.104) cautions that for assessment purposes, all direct documentation should be validated for authenticity by an original signature or accompanying letter of confirmation.

Indirect forms of documentation deal with information about the candidates accomplishments and may include letters written on the candidate's behalf, commendations and evaluations (Lamdin, 1997, p.105). Documentation which provides a vague description of skills, or fails to mention the candidate by name is a weak form of evidence and should therefore be avoided (Lamdin, 1997, p.105). Distinguishing between the types of documentation to be considered for assessment purposes is of special significance to this study and was taken into consideration when selecting the appropriate types of documentation to be considered as valid proof of competence for first-line managers.

Documentation In The Rpl Process Involves More Than Compiling A Set Of Documents. Documentation Serves Several Mutually Exclusive Functions, (Mandell And Michelson ,1990, P.2):

- organising documents may be a learning experience;

- seen as an accumulation of information for assessment;
- seen as a way of consulting third party expertise; and
- serves as a record for both the candidate and the organisation.

The above functions of documentation were taken into consideration in determining the most appropriate method of assessing first-line managers. Examination of the first function mentioned above, indicates that it may be necessary to coach candidates in the type, selection and arrangement of documentation. With this in mind, the researcher was cautioned to examine those assessment techniques that would not discriminate against previously disadvantaged employees, and to identify documents which would serve as a valid form of evidence.

Two major considerations with documentation are their authenticity and validity. Here Whitaker (1989, p.57) recommends the following guidelines:

- Assessors should check for authenticity and that candidates are responsible for work presented.
- Letters which serve as proof of learning should clarify the nature of the learning and the dependability of the source.
- Credentials of those individuals writing letters in support of learning should be clear and they should have first-hand knowledge of the experiential learning cited.
- Authors of letters in support of learning should give an indication of the candidate's level of competence.

Whitaker (1989, p.58) cautions that the quantity of documentation should not override considerations of the relevance of learning and poor performance in the assessment. Although Whitaker's (1989, p.57) guidelines are directed more at assessors, they provide important clues regarding the nature of what can be considered as evidence. Cognisance was taken of these guidelines in selecting evidence to serve as proof of the competence of first-line managers.

3.4.4 Measurement

This Step In The Rpl Process Deals Exclusively With The Judgements That Are Made By Assessors Regarding The Skills And Knowledge For Which Accreditation Is Sought (Evans, 1988, P.7) And Falls Outside The Parameters Of This Research (Defined In Section 1.5). However, The Principles Assessors Should Consider In Their Judgements Are Mentioned Below.

Whitaker (1989, p.59) believes that "accuracy of judgement is particularly essential since inconsistency from one judge to another is unfair to students and may discredit the assessment process" and suggests the following guidelines to be followed by assessors as a form of quality assurance for measurement:

- Fit assessment method to learning activity.

- Fit assessment method to the learner.
- Utilize assessment as learning.
- Ensure reliability.
- Ensure validity.
- Plan the process and train the assessors.
- State results objectively.
- Encourage supervised self-assessment.

Scrutiny of the above guidelines reveals that most apply to the roles performed by assessors. However, the first two refer to assessment methods. These two guidelines were considered by the researcher in analysing the different assessment methods in section 3.3.

3.4.5 Evaluation

In the previous step the amount of learning is determined through measurement. In this final evaluation step, before awarding credit consideration is given to whether standards have been met and the amount of credit, commensurate with learning, that should be awarded (Whitaker 1989, p.65). This step falls outside the demarcated field of study for this research (see section 1.5) since it deals exclusively with the awarding of credit. Excluding a thorough analysis of evaluation does not imply that it is any less important or does not merit further research. Next,

reference will be made to the guidelines to be considered in the process of evaluation before credit is granted.

Lamdin (1997, p.159) recommends the following guidelines when considering granting credit for prior learning:

- Determine the criteria for evaluation. These may be based on existing competence statements (Whitaker, 1989, p.66).
- Decide who interprets and applies the criteria.
- Ensure equity in evaluation and credit awards.
- Consider alternative types of recognition.
- Develop and publish credit policies.
- Provide for review and appeal.
- Provide useful feedback.

Analysis of the above guidelines provides little insight into the selection of assessment methods. However, strong justification is found for utilising the MCI competency based approach (described in section 2.3.4), which utilises competency statements.

The final step in Whitaker=s (1989, p.48) six step RPL-process involves record keeping of accredited learning and is discussed next.

3.4.6 Transcription

The Purpose Of This Step According To Whitaker (1989, P.70), Is To Record And Describe The Level And Content Of Learning That Is Accredited. This Step Does Not Involve Making Judgements About Learning, Which Is The Purpose Of Step Five. In Transcription Attention Is Given To Capturing Accredited Learning And Clear Communication To Third Parties. Whitaker (1989, P.71) Advises That Careful Consideration Should Be Given To The Following Factors When Considering Transcriptions:

- The transcription should be appropriate to the nature of the candidate=s learning.
- In describing the content of learning, a clear description of the competence or knowledge should be given.
- In describing the level of learning, the scope and depth of learning achieved should be included.
- The conditions under which learning occurred should be described.
- Dates when learning was assessed, supervision and location may all be considered useful in order for third parties to judge the currency of the learning (Adapted from Whitaker 1989, p.72).

Analysis of the final step in Whitaker=s (1989, p.72) RPL-process, provides no further guidelines in selecting an appropriate assessment method for first-line managers. It is, however, a crucial step in the RPL-

process and was therefore considered. Next, consideration will be given to principles of assessment that should be applied during the RPL-process.

3.5 PRINCIPLES OF ASSESSMENT

Employing A Competency-Based Approach Does Not Eliminate The Need For Judgements To Be Made About A Candidate's Performance, Which Should Follow Sound Principles To Ensure Impartiality. Weightman (1995,P.106) Points Out That The Use Of Competencies Clarifies What Performance Needs To Be Judged, But That Someone Must Still Make The Judgement. The Nature Of Such Judgements Fall Outside The Scope Of This Research. The Focus In This Section Is Placed On The Assessment Principles, Which May Provide Further Insight Into The Selection Of Rpl-Methods For First-Line Managers.

On Table 3.2 Analysis Of The Assessment Principles Suggested By Meyer (1996, P.90), Have Been Condensed Into Three Categories, Namely Methods, Processes And Judgment. Classification Of The Assessment Principles In These Categories Is Undertaken To Emphasize Those Principles That More Directly Influence The Selection Of An Rpl Method. This Does Not Suggest That Any Of The Assessment Principles In A Particular Category Takes Precedence Over Any Other Category.

METHOD	<u>PROCESS</u>	<u>JUDGEMENT</u>
<ul style="list-style-type: none"> • Competency must be demonstrated under conditions close as possible to those conditions close under which the learning will normally be applied. • Demonstration of competence should adhere to performance criteria specified in unit standard. • Use multiple assessment methods to gather evidence. • When only a sample of required performance is measured, a sufficient amount of evidence is required. • Oral assessment should be allowed where specific written or reading ability is not required. • Oral assessment should be accompanied by a checklist. 	<ul style="list-style-type: none"> • Practical • Cost effective • Create minimum disruption in workplace • Access to assessment should not be artificial e.g. educational qualification, age, etc. • An appeals mechanism should be set up. • Process of setting assessment should be open to all stakeholders. • Record of assessment should be maintained. • Provide feedback to the learner and provide coaching / counseling. • Assessment procedures and criteria for judging performance should be available to all learners. 	<ul style="list-style-type: none"> • Competency must be assessed under conditions as close as possible to those where learning is applied. • Assessment should be reliable and fair. • Assessors should be competent in both the performance being assessed and assessment techniques. • Assessment practices should be equitable to all groups of learners.

Table 3.2: Assessment Principles

Source: Adapted from: Meyer (1996, p.90)

Closer Scrutiny Of Meyer's (1996, P.90) Assessment Principles In Table 3.2, Provides Useful Guidelines Which Are Particularly Relevant To This Research In The Selection Of An Rpl Method. These Guidelines Are The First Four Represented In The Method Column In Table 3.2 And Comprise The Following:

- Competency Must Be Demonstrated As Close As Possible To Those Conditions Where Learning Will Normally Be Applied.
- Demonstration Of Competence Should Adhere To Performance Criteria Specified In Unit Standards.
- Multiple Assessment Methods Must Be Used To Gather Evidence.
- When Only A Sample Of Performance Is Measured, A Sufficient Amount Of Evidence Is Required.

Whittaker (1989, P.59) Mentions Two Crucial Factors That Should Be Considered In The Selection Of An Rpl-Method, Which Agree With Meyer's (1996, P.90) Assessment Principles Mentioned Above. Firstly, The Assessment Method Should Fit The Learning Activity And Secondly, The Method Should Fit The Learner. These Two Principles Are Best Encapsulated By Whittaker's (1989, P.59) Assertion:

Assessment Of Experiential Learning Should Employ Measurement Methods That Fit The Character Of The Learning.

All The Assessment Principles Mentioned Above Provide Useful Guidelines In Selecting An Appropriate Rpl Method. These Principles, In Particular, Were Considered In The Selection Of An Rpl Approach For First-Line Managers.

3.6 SYNTHESIS OF THE RPL METHODS AND DEVELOPMENT OF RPL-INSTRUMENT

According To Human And Shaw (1991, P.42), Fisher And Maritz (1994,P.30) And Meyer (1996, P.89) (See Section 3.2.2), It Is Evident That Rpl Will Fulfil A Major Role In South Africa's Outcomes-Based Education And Training System. The Popularity Of Rpl May Be Attributed To Its Ability To:

- Judge The Competencies Of Previously Disadvantaged Communities.
- Measure Across Organisations And Industries, And Nationally.
- Find Substitutes For Experience And Qualifications.
- Provide A Link Between Education And Training (Industry).

The Basis For Selecting An Rpl-Method In This Research, Was Found In The Rationale For Employing An Rpl Approach In The South African Context (Discussed Above).

Further Consideration In Deciding An Rpl-Method Is Given To Evans (1988, P.7) And Babb's (1998, P.48) Recommendations, Discussed In Section 3.3, And Are Summarised As Follows:

- The Method Needs To Be Appropriate For What Is Being Assessed.
- Use A Combination Of Methods.
- The Method Should Enable Judgements To Be Made About The Evidence Of Prior Learning Submitted.
- Different Methods May Be Suited To A Particular Unit Standard Or Specific Outcome.
- Different Assessment Methods May Be Combined Into One Assessment Activity.

These Guidelines Are Of Particular Relevance To This Research Project And Were Considered In The Selection Of An Rpl-Method. Meyer (1996, P.90) And Whittaker's (1989,P.59) Assertions Discussed In Section 3.5, Augments Those Of Evans (1989) And Babb (1998) And Provides Further Clues For The Use Of Oral Assessment In The Rpl-Method. Using A Checklist For Oral Assessments, Recommended By Meyer (1996,P.90), Is Especially Relevant, And Forms An Integral Part In The Rpl-Method Selected In This Research Project.

On Examining The Guidelines For Selecting An Rpl-Method, It Was Noted That A Number Or Combination Of Methods May Be Used. The Researcher Reviewed Various Rpl-Methods (Discussed In Section 3.3), With The Aim Of Determining An Rpl-Method That Would Suit The Nature Of The Learning Activity And The Learner (Highlighted By Whitaker, 1989,P.59 And Discussed In 3.5). This Prompted The Researcher To Consider A Combination Of Methods, Which Resulted In The Portfolio Development, Mapping And Oral Questioning Methods Being Identified As Most Appropriate For This Research.

Portfolio Development Has Been Established As An Effective Rpl-Method For The Assessment Of Managerial Competencies, (Discussed In 3.3.7). However, It Was Necessary To Alleviate The Disadvantages Associated With This Method. Particular Emphasis Was Placed On Reducing Containment And Time Spent On Developing Portfolios In The Organisation Involved In This Research. Refinement Of The Portfolio Method Required The Inclusion Of Mapping And Oral Interviews. Mapping Was Of Particular Significance To This Research, Due To Its Applicability For The Assessment Of Managerial Competencies (Indicated By Torrington And Weightman's (1992,P.3) Research, Discussed In 3.3.8.) The Similarities Found Between This Research And That Of Torrington Et Al (1992,P.3) Stimulated The Researcher To Formulate A Pro-Forma That Provides The Basis Of The Rpl-Method, Employed In This Research. The Pro-Forma Is Depicted In Figure 3.1.

Unit Standard Element	<u>Performance Criteria</u>							
EVIDENCE								

FIGURE 3.1: PRO-FORMA – RPL-INSTRUMENT

The Pro-Forma Makes Provision For The Selected Unit Standards And The Elements Of Each Which Are Required For The Assessment Of Managerial Competencies At A Given Level Of Management. (The Selection Of The Level Of Management And Specific Unit Standards Are Discussed In Chapter 4). The Pro-Forma Also Makes Provision For The Representation Of Performance Standards For Each Element. The Evidence Column Allows Candidates To Identify And List All The Possible Forms Of Evidence Which Have Been Produced By Them, Or Which They Are Involved In, Which May Prove Their Competence. The Various Pieces Of Evidence Are Then Matched Against The Performance Criteria For Each Element.

Observing Mandell And Michelson's (1990,P.2) Warning, That Candidates May Need Coaching In Assembling Evidence, The Researcher Sought To Refine The Rpl-Method Further By Recording All Possible Forms Of Evidence And Matching Them To The Performance Criteria. Since Performance Criteria Have Been Interpreted And Forms Of Evidence Identified, The Task Of Candidates Was Simplified. It Was Hoped This Method Would Also Reduce The Containment Problem Associated With Portfolios (See Section 3.3.7), And Speed Up The Compilation Of Evidence For The Rpl Exercise. The Forms Of Evidence Were Established By Conducting A Functional Analysis Of The First-Line Manager's Position. The Process Followed In Conducting The Functional Analysis Is Described In Chapter 4. It Was Not The Aim Of The Model To Evaluate The Evidence Of The Candidate; It Merely Sets Out The Type Of Evidence That Was Required For A Specific Element. Judging The Quality Of Evidence Was Left To A Qualified Assessor And Falls Outside The Scope Of This Research.

3.7 CONCLUDING REMARKS

The Aim Of The Chapter Was To Investigate The Rpl Assessment Methods That Would Best Suit The First-Line Manager's Position. This Was Achieved By Firstly, Reviewing The Rationale For Rpl Within The South African Context And In Particular, The New Outcomes-Based Approach To Education And Training. This Revealed That There Was Great Acceptance Of Rpl As A Result Of Historic Educational Inequalities. Secondly, Rpl-Methods Were Examined With The View Of Identifying

Those Methods That Proved Most Appropriate For The Assessment Of First-Line Managerial Competencies. Sufficient Evidence Was Found That accentuated portfolios, mapping and interviews as the methods most suited to this research project. Thirdly, the rpl-process was scrutinised for further guidelines that might assist the researcher in selecting the rpl-method most conducive to the first-line management position. Directives in relation to documentation and utilisation of a number of rpl-methods proved particularly useful to the researcher. Next, the assessment principles were examined. This revealed that, rpl-methods should be appropriate to both the candidate and the competencies evaluated. Finally, from the guidelines provided by examining the sections outlined above, an rpl-method (pro-forma) was developed which would best suit the first-line manager's position.

In the next chapter the research methodology utilised in this research project is discussed.

CHAPTER 4

Research methodology

4.1 INTRODUCTION

This chapter outlines the research methodology used in determining the first line manager's managerial competencies and the process employed to develop an rpl approach. The aims of the chapter are firstly, to outline the nature of the research; secondly, to describe the process followed in this research; thirdly, to explain how the managerial competencies were derived and finally, to discuss the development of the rpl-approach.

4.2 THE NATURE OF THE RESEARCH

The approach adopted in this research falls within the non-experimental research design (leedy, 1997,p.189). A finer description of the approach, which complies with the characteristics of action research is advanced by saunders, lewis and thornhill (2000,p.92):

- It involves the management of change.
- There is close collaboration between researchers and practitioners.

- There should be implications beyond the immediate project. For academics in particular, Saunders et al (2000,p.95) explain that action research results could be informative in other contexts and provide a source for the development of theory.

All these characteristics were evident in this research project including the aims of action research, mentioned by radder (1997,p.21) and discussed in chapter 1. However, techniques from other better-known strategies were included.

Saunders et al, (2000, p.92) point out that when the research strategy is labelled, it is important that an approach is used that will meet the research questions.

What matters is not the label that is attached to a particular strategy, but whether it is appropriate for your particular research question[s] and objectives. We must also emphasise that these strategies should not be thought of as being mutually exclusive. (saunders et al, 2000, p.92)

From the above, it can be inferred that a variety of research techniques, including those from other strategies, may be utilised. The interview and checklists utilised in this research project, fall within the descriptive survey strategy (leedy, 1997, p.191).

Salkind (2000, p.198) outlines the survey research process as comprising a flow plan that delineates the objective of the study, specifies the methods for data collection, and concludes with a final report or summary of the findings. This research project also followed a flow plan with specific actions and methods utilised for completion of each step, and culminated in a final report. The plan is outlined in section 4.3.

From the discussion above, it can be inferred that action research endeavours to bring about change by improving knowledge, which may be utilised in other or related contexts and provide solutions while the process of research is under way. The nature of this research project namely, the determination of first-line managers' managerial competencies at a specified motor manufacturer and the compilation of an rpl-approach, meet all the characteristics of action research.

4.3 RESEARCH PROCESS – FLOW PLAN

The flow plan for the research comprises fifteen steps that were derived from the literature survey of both management competency and RPL-approaches. Table 4.1 depicts the fifteen-step approach utilised in this research.

1.	Conduct literature survey (approaches to determine management competencies)
2.	Obtain top management support
3.	Select sample group
4.	Discuss with target group
5.	Obtain biographical details
6.	Select specific management standards
7.	Conduct pilot interview
8.	Interview first-line managers
9.	Discuss results with senior management
10.	Conduct literature survey (RPL-approaches)
11.	Compile matrix
12.	Verify matrix with management
13.	Utilise matrix among RPL first-line managers
14.	Compile report
15.	Present report to senior management

Table 4.1: Research process – flow plan

4.3.1 Conduct literature survey (approaches to determine management competencies)

The first step involved an extensive literature review of the approaches to the measurement of management competencies. The aim was to provide guidelines for the process that had to be followed. Here Dubois's (1993) Customized Generic Model Method (discussed in 2.2.5) provided the basic foundation for the research and is clearly evident in the fifteen step

approach represented in Table 4.1.

A further aim of the literature review was to survey those approaches to the development of managerial competencies that had set standards of measurement. This posed a particular problem as there were no South African approved management standards that could be used to determine first-line managers' managerial competencies. The MCI approach (discussed in section 2.3.4) provided a wide range of standards and proved to be the most popular and up to date approach, dealing as it does with managerial competencies in a world class manufacturing environment. Selection of particular management standards is discussed in section 4.3.6.

4.3.2 Obtain top management support

The aim of the project was explained to senior management, namely, the human resources manager, the training and development manager and the plant manager. According to Dubois (1993, p.92), their commitment to the project lends it credibility and is crucial in gaining support further down the hierarchy. In conjunction with senior management the researcher identified first-line managers as the target population for the research project. The reasons for selecting this level of management were twofold.

Firstly, management identified first-line managers as having the greatest

need for training, given the organisation's developmental plans. Secondly, since they were considered to be a world class organisation, top management was eager to determine how well first-line managers' managerial competence rated against international standards. (The level of first-line managers level in the hierarchy, at the selected motor manufacturer is outlined in section 1.3.1).

4.3.3 Select sample group

The entire population of first-line managers (16 representing five departments) at the selected motor manufacturing plant were included in the research project.

4.3.4 Discuss with target group

The researcher and the Training and Development Manager from the selected motor manufacturer met with all the first-line managers and outlined the nature of the research project. First-line managers were informed via their immediate managers that a joint project, initiated by the Port Elizabeth Technikon and their organisation, carried the approval of top management.

Background to the research project was provided and the PE Technikon's (researcher) involvement was explained. First-line managers'

commitment was elicited and the process, outlined in Table 4.1, was explained. Agreeing on the next steps to follow in the project concluded the meeting.

4.3.5 Obtain biographical details

Saunders, Lewis and Thornhill (2000, p150) caution that it would be impossible to collect, or analyse all the available data owing to restrictions of time, money and often, access. Leedy (1997, p.192) advises that a lack of design and precision of expression can account for a number of inaccuracies. The following suggestions (Leedy, 1997, p.193) concerning the compilation of questionnaires were followed:

- Be courteous
- Simplify
- Consider first impressions
- Make it brief
- Check for consistency
- Offer the results of your study to respondents

In designing the questionnaire the above factors were considered. Questionnaires were completed during the meeting held with the entire population (first-line managers).

McMillan and Schumacher (1993, p.479) assert that “qualitative data

analysis tends to be primarily an inductive process of organising data into categories and identifying patterns (relationships) among the categories.” This assertion accurately describes the aim of the questionnaire utilised in this research. The questionnaire was based on Berry’s (1996) research conducted in the United Kingdom, which focused on determining approaches to RPL. The questionnaire (adapted from Berry’s (1996, p.7) research) is shown in Appendix B. The questionnaire contained four sections: (A) Biographical information; (B) Education and training; (C) Formal work experience; and (D) Learning outside formal employment.

Section A provided biographical data regarding the respondent’s age and physical disabilities (if any).

Section B provided data concerning the respondent’s education and training, specifically school education, post school education, other formal studies and training courses attended at both the selected employer and previous employers.

In section C respondents were asked to comment on their previous work experience. Data was collected on the number of previous employers, duration in position, key activities and achievements.

Section D provided data regarding the respondent’s hobbies and interests outside the formal employment relationship. Data was collected on

learning that might have been attributed to the duties performed and/or achievements reached while participating in clubs or societies.

4.3.6 Select specific management standards

In selecting the unit standards for this research project, the researcher, followed the guidelines suggested by the MCI approach (1997, p.4), considered Berry's (1996, p.4) recommendations with regard to unit standards for first-line managers, and consulted the first-line managers' immediate managers. This approach was followed to cater for the specialised requirements of first-line managers at the selected motor manufacturer. Catering to the specific needs of an organisation is encouraged by the MCI (1997, p.5) approach, as a result of the differing roles assumed by managers in organisations of varying sizes.

In an attempt to clarify the MCI methodology, the various components comprising the unit standards are outlined in Figure 4.1. The key purpose is determining the point of departure for the key roles, units of competence and elements of competence. For each element of competence a comprehensive list of performance criteria, knowledge requirements, evidence requirements and examples of evidence are provided. The performance criteria, evidence requirements and examples of evidence proved particularly useful during the functional analysis phase of the research project, (discussed in 4.3.8).

The managerial competencies identified for assessment in this project consisted of 8 units of competence, which comprised a further 20 elements of competence. Selection of the units of competence is discussed later in this section.

COMPONENTS OF THE MCI MANAGEMENT STANDARDS

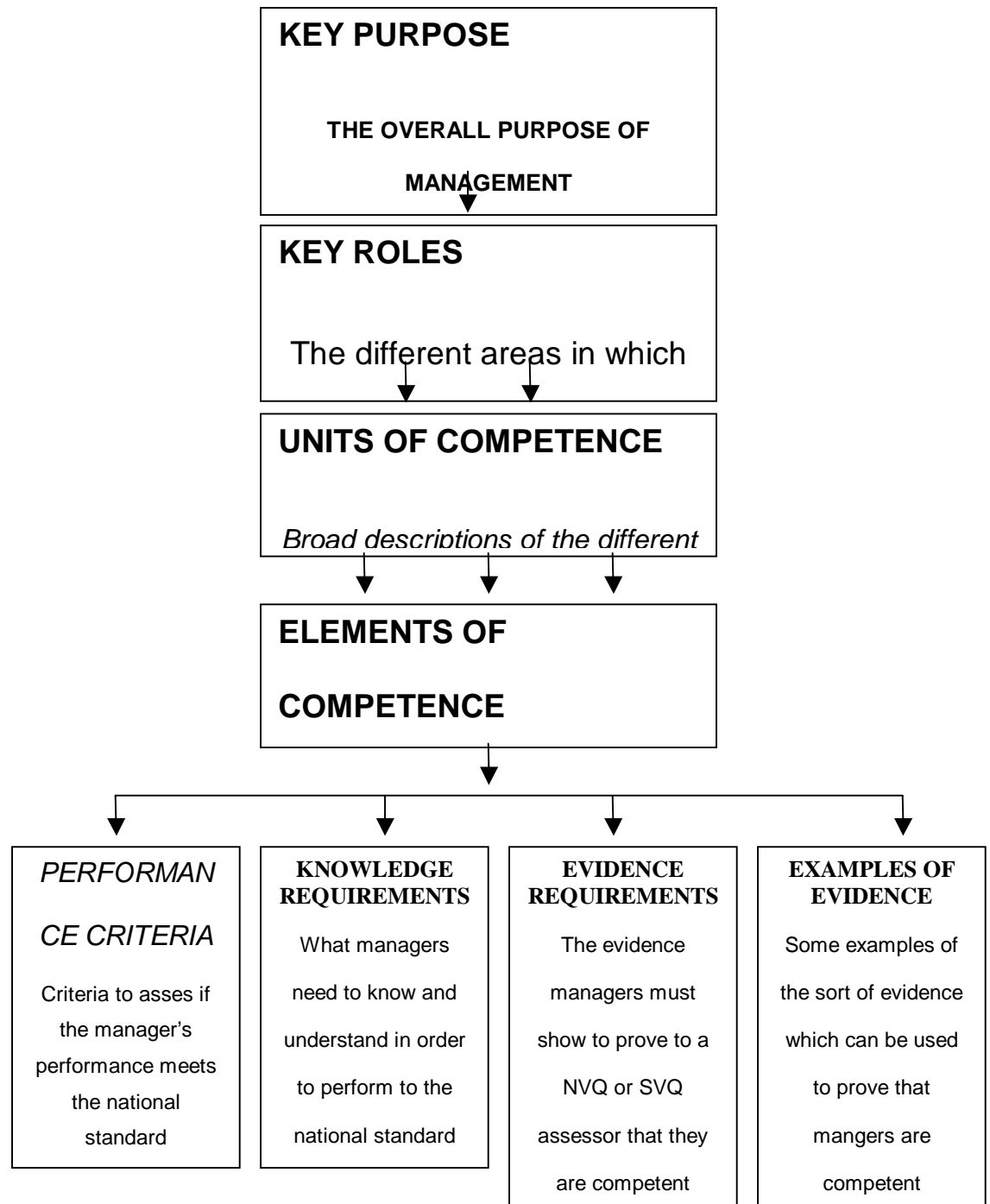


Figure 4.1: Components of the management standards

(Source: MCI, 1997, p10)

The MCI's (1997, p.4) guidelines and recommendations were followed in the selection of unit standards for first-line management. A process of managerial mapping was used to select the appropriate unit standards. This comprised gathering job descriptions and matching them to the appropriate role descriptors contained in the Integrated Structure, from which the unit standards most closely reflecting the work first-line managers perform were selected. Units recommended by the MCI (1997, p.5) for first-line managers, include the following:

- Maintain activities to meet requirements (A1).
- Support the efficient use of resources (B1).
- Manage yourself (C1).
- Create effective working relationships (C4).

The management unit standards mentioned above were verified with the managers of the sample population and their input was sought in order to ensure that the selected standards reflected management practice as experienced at their organisation. Discussions held with management led to the inclusion of four further management standards, namely:

- Manage information for action (D1).
- Contribute to the development of teams and individuals (C9).
- Lead the work of teams and individuals to achieve their objectives (C12).
- Deal with poor performance in your team (C16).

The selected management standards identified above were outlined by identifying the units of competence and various elements of each unit. Of particular importance to this research were the descriptors of performance criteria, evidence requirements and examples of evidence, which played a major role in the functional analysis and compilation of the rpl-matrix, discussed later in this chapter.

▪ **MAINTAIN ACTIVITIES TO MEET REQUIREMENTS (A1)**

This unit of competence, according to the MCI (1997, p.13) is about activities for which managers are responsible in order to meet the requirements of their organisation and customers. The unit further deals with agreeing, planning, and monitoring work activities, maintaining suitable work conditions and continuously looking for ways to improve work activities. The unit is comprised of three elements, all of which were applied in this research project, as follows:

- Maintain work activities to meet requirements (A1.1).
- Maintain healthy, safe and productive working conditions (A1.2).
- Make recommendations for improvements to work activities (A1.3).

The performance criteria for each element mentioned above are outlined in the functional analysis discussed in section 4.3.8.

- **Support the effective use of resources (B1)**

Managing resources involves the planning and utilization of physical resources, namely, money, premises, capital, equipment, supplies and material. This unit of competence examines the effectiveness and efficiency with which resources are utilized by management (MCI, 1997, p.3). The unit entitled “support the effective use of resources” is comprised of two elements that were included in this research. They are:

- Make recommendations for the use of resources (B1.1).
- Contribute to the control of resources (B1.2).

The performance criteria for each element mentioned above are outlined in the functional analysis discussed in section 4.3.8.

- **Manage yourself (C1)**

This unit of competence falls within the key role “manage people”. Managing people is described by the MCI (1997, p.2) as: “the work of managers in getting the most from their teams”. The following areas of management involvement are considered, namely, recruiting, training, building the team, allocating and evaluating work, and dealing with people problems. A further area includes managing oneself and relations with others at work (MCI, 1997, p.2). The unit “managing yourself” is subdivided into two elements of competence, namely:

- Develop your own skills to improve your performance (C1.1).
- Manage your time to meet your objectives (C1.2).

Performance criteria for the elements mentioned above are analysed in the functional analysis discussed in section 4.3.8.

- **Create effective working relationships (C4)**

This unit of competence is highly recommended by the MCI (1997, p.4) for first-line managers. It focuses on the building of good relationships and dealing with conflict among team members and those whom they report to.

“Creating effective working relationships” is comprised of three elements:

- Gain the trust and support of colleagues and team members (C4.1).
- Gain the trust and support of your manager (C4.2).
- Minimize conflict in your team (C4.3)

Performance criteria for the elements mentioned above are analysed in the functional analysis discussed in section 4.3.8.

- **Contribute to the development of teams and individuals (C9)**

This unit concerns the development of teams and individuals to improve their performance, and thereby enhancing their ability to contribute to organizational objectives. The unit is earmarked for those managers and supervisors who make a significant contribution to developing the

knowledge and skills of individuals and teams but do not have overall responsibility for the process (MCI, 1997, p.4). There are four elements of competence that comprise the unit “contributing to the development of teams and individuals”:

- Contribute to the identification of development needs (C9.1).
- Contribute to planning and development of teams and individuals (C9.2).
- Contribute to development activities (C9.3).
- Contribute to the assessment of people against development objectives (C9.4).

Performance criteria pertaining to the element c9.1 (above) are analysed in the functional analysis discussed in section 4.3.8.

- **Lead the work of teams and individuals to achieve their objectives (C12)**

This is another unit of competence that is specifically recommended by the MCI (1997, p.5) for supervisors and first-line managers. The unit applies to first-line managers who have a tightly defined area of responsibility and a relatively small team of people to manage. The focus falls on managing performance by allocating work, agreeing to objectives and work plans, assessing performance, and providing feedback to teams and individuals.

There are three elements of competence comprising this unit:

- Plan the work of teams and individuals (C12.1).
- Assess the work of teams and individuals (C12.2).
- Provide feedback to teams and individuals on their work (C12.3).

Performance criteria for the elements mentioned above are analysed in the functional analysis discussed in section 4.3.8.

- **Deal with poor performance in your team (C16)**

This unit of competence is earmarked for managers who are in charge of departments or operating units, and was included for research purposes on the insistence of management at the selected organisation (see section 4.3.6.). The unit addresses the actions to be taken in cases of poor performance and the institution of disciplinary and grievance procedures (MCI, 1997, p.5). The unit comprises three elements:

- Support team members who have problems affecting their performance (C16.1).
- Implement disciplinary and grievance procedures (C16.2).
- Dismiss team members whose performance is unsatisfactory (C16.3).

Performance criteria for the elements mentioned above are analysed in the functional analysis discussed in section 4.3.8.

- **Manage information for action (D1)**

The MCI (1997, p.5) recommends this unit for first-line managers with a tightly defined area of responsibility and whose authority is limited to taking decisions which affect their immediate work. The MCI (1997, p.4) describes this unit as getting the information required, giving information and advice to others and holding meetings to exchange information. There are three elements of competence comprising this unit:

- Gather required information (D1.1).
- Inform and advise others (D1.2).
- Hold meetings (D1.3).

Performance criteria for the elements mentioned above are analysed in detail in the functional analysis discussed in section 4.3.8. The management standards outlined above represent the selected standards against which first-line managers' were assessed.

4.3.7 Conduct pilot interview

This step involves the collection of data which prompted the research to consider the method and problems associated with data collection. Leedy (1997, p.218) cautions alertness to the presence of bias, which is not always easy to detect, especially in descriptive and normative survey studies. Leedy's (1997, p.219) definition of bias was particularly relevant to

this research:

Any influence, condition or set of conditions that singly or together distort the data from what may have been obtained under the conditions of pure chance.

The researcher endeavoured to safeguard against bias in data obtained via interviews by taking cognisance of the following:

- The interviewer's personality may affect the responses of the interviewee.
- Tone of voice may influence a respondent.
- Inflection or accent within the sentence may influence how a respondent replies.

A pilot interview was held with an experienced, senior first-line manager, (identified by senior management) who would be best suited to verify the selected management unit standards. The aim of the interview was to test whether the selected unit standards concurred with a first-line manager's perception of his roles and tasks. A further aim of the pilot interview was to check whether tasks and roles were accurately interpreted against the unit standards.

Careful planning preceded the pilot interview. The following guidelines (Leedy, 1997, p.199) were followed:

- Assure respondents of confidentiality.
- Build rapport before the interview.
- Explain potential benefits of the project.
- Pose questions in a language that is clear and meaningful to the respondent.
- In phrasing questions, specify the frame of reference you want the respondent to use in answering the question.
- Use simple probes.
- Do not cross-examine the respondent.
- Do not change interview topics too often.
- Do not ask leading questions.

The process followed in determining the unit standards as well as the aim of the interview were outlined to the first-line manager. The researcher proceeded to verify the unit standards and gathered information about systems and procedures followed by first-line managers not previously mentioned in job descriptions.

The pilot interview proved particularly valuable in familiarising the researcher with organisational processes, systems and the lingua franca of the organisation. The respondent experienced no problems during the pilot interview. The researcher concluded that the approach to the interview contained no significant flaws and no further changes were undertaken.

4.3.8 Interview first-line managers

The purpose of this step was to interpret the performance criteria of each of the 20 elements of competence identified in 4.3.6, in terms of the first-line managers' roles and responsibilities at the selected organisation. An approach referred to as "functional analysis" was used. Functional analysis methodology (MCI, 1997,p.8) requires that units of competence are reduced to elements of competence, which provide detailed descriptions of the performance expected by managers. The fundamental question asked during the functional analysis for completion of this stage was: "What has to happen for this to be achieved?" Answers to this question led to specific activities or work performances that were clearly distinguishable and could therefore serve as proof of competence. By following this approach provision was made for the translation of the MCI's units of competence into the lingua franca of the first-line managers at the selected organisation.

For each element of competence described in 4.3.6, the performance criteria were stipulated and first-line managers' tasks and duties recorded. Data collected via interviews with first-line managers were collated, utilizing the interview data capture sheet shown in figure 4.2.

Unit A1		Maintain activities to meet requirement	
Element A1.1 Maintain activities to meet requirements			
Performance criteria	Who involved	Functions	Evidence
A) AGREES REQUIREMENTS WITH CUSTOMERS IN SUFFICIENT DETAIL TO ALLOW WORK TO BE PLANNED			

Figure 4.2: Interview Data Capture Sheet

The interview data capture sheet was developed in response to Saunders et al (2000, p.381) suggestions relating to the collection, processing and classification of data. Saunders et al (2000, p.381) propose that “the way in which you are likely to analyse the qualitative data which you collect is through the creation of a conceptual framework” This assertion directly contributed to the development of the interview data capture sheet, depicted in Figure 4.2. In an attempt to reduce bias and contamination, and promote the orderly management of data, the data capture sheet was used for each interview on all the selected management standards (see Appendix C for the completed Data Capture Sheets).

The interview data capture sheet displays the performance criteria for each element of competence: who is involved, functions and tasks, and

evidence. Data is then sourced, via the interview described in section 4.3.7, and recorded directly in the appropriate categories (see Figure 4.2).

The completed functional analysis is included in Appendix C. The forms of evidence as shown in Table 4.2 were derived from an analysis of the data represented in the interview data capture sheets (see Appendix C). These forms of evidence, generated via the functional analysis therefore denote the minimum requirements first-line managers will have to comply with in order to prove competence of the selected standards.

C.V. experience profile	Hearing confirmation
Rasi sheet	Safety checklist
Request for change	Safety undertaking
QNPS – Problem-solving	Safety talk
QA – Vehicle audit	Safety master record
SOS – 1 document	CIP suggestion record
Inter office memorandum	Maintenance job card
Minutes of meeting (various)	Expense budget explanation
Build status	F SAP 0069
Audit sheet	CPAR
Teardown spot – weld sheet	Disciplinary records
Measuring report	QPR – problem solving
Material tag	
Through runner rate	
Key performance indicators (KPI's)	
Suggestion log sheet	
Safety committee meetings (minutes)	

Table 4.2: Forms of evidence

The forms of evidence for first-line managers' managerial competencies appeared in the lingua franca of managers at the selected organisation and through the functional analysis, now comply with the performance criteria stipulated by the mci (1997, p.8) standards. Identification of the forms of evidence through the functional analysis, paved the way for the compilation of the matrix of managerial competencies instrument, discussed in section 4.3.11.

4.3.9 Discuss results with senior management

Adhering to Dubois's (1993, p.91) suggested outline for the development of managerial standards referred to in section 2.2.5, this step is necessary to verify research data, correct inaccuracies and, ensure commitment from senior management.

Senior management agreed with the outcome of the functional analysis, which described the elements of competence of first-line managers. There were no concerns raised and management agreed to proceed with the next step, which represented the RPL phase.

4.3.10 Conduct literature survey (RPL-approaches)

This step in the research process involved answering the second sub problem (outlined in section 1.2) namely; which RPL-method best suits the first-line manager's position? A comprehensive literature survey was

conducted with the aim of identifying an RPL-approach that would allow first-line managers to compile evidence of competence in a straightforward, least disruptive way. The researcher approached the literature survey by taking cognisance of Human and Shaw (1991, p.142), Fisher and Maritz (1994, p.30) and Meyer's (1996, p.89) assertions discussed in section 3.2.2, and developed the following criteria for the selection of an RPL-approach:

- Select an approach that could accommodate the MCI standards (discussed in section 4.3.6);
- Take into account the literacy level of first-line managers and those aspiring to become managers;
- Streamline the ease with which evidence of competence may be collected;
- Limit written forms of evidence in order to cater for previously disadvantaged people; and
- Identify an approach that makes assessment possible.

The abovementioned criteria were considered in the review of the literature which included RPL in South Africa, methods of assessment, the RPL process and assessment principles. Revising the literature according to the aforestated headings prompted the researcher to refine the selection criteria for an RPL-method suited to first-line managers. Suggestions by Evans (1988, p.7) and Babb (1998, p.48) (discussed in

section 3.6.1), were included in the selection criteria of an RPL-method. The criteria outlined above as well as guidelines obtained via the literature review were synthesised into an RPL-instrument (discussed in section 3.6.1). The RPL-instrument forms the basis of the remainder of the research project, on which the matrix of evidence was compiled for first-line managers. The matrix of evidence is discussed in the following section (4.3.11).

In scrutinising the literature, extensive use was made of primary and secondary literature sources. Saunders et al (2000, p.50) define primary literature sources as the first occurrence of a piece of work and include reports, government publications, conference reports, theses, unpublished manuscripts and company reports.

Secondary sources were also considered in the literature review. These sources are identified by Saunders et al (2000, p.50) as comprising newspapers, books, journals, internet and some government publications. As a result of the recency of the topic, tertiary sources were of little value and were therefore consulted to a lesser extent.

4.3.11 Compile matrix

This step in the research process, in the researcher's opinion, represents the apex of the notion, action research. Eden and Huxham (1996, p.75) support Radder's (1997, p.21) assertion (discussed in section 1.6) that action research addresses potential problems that have relevance to theory and improves the knowledge of the sponsoring organisation. They argue that the findings of action research result from "involvement with members of an organisation over a matter, which is of genuine concern to them" (Eden & Huxham, 1996, p.75). This step in the research process represents both the integration of theory and the crucial point where answers for the organisation may be forthcoming.

Compilation of the matrix of evidence for first-line managers comprised three separate yet related steps. Firstly, an approach had to be found which contained a set of management standards against which first-line managers, at the selected organisation could be compared. (Finding an approach for the measurement of managerial competencies of first-line managers is discussed in detail in chapter 2 and in section 4.3.1).

Secondly, a functional analysis (discussed in section 4.3.8), was conducted in order to translate MCI standards into the lingua franca of

first-line managers and to identify possible forms of evidence, which would meet MCI outcomes. Completion of these steps provided the basis for the formulation of the matrix of evidence.

Thirdly, an RPL-method was sought to represent the MCI standards, now reduced to organisation-specific language, in a way that would facilitate the RPL process and suit first-line managers (see criteria discussed in 4.3.10). Analysis of the various RPL-methods (discussed in chapter three) provided the answer. Weightman et al research (see section 3.3.8), agreed that mapping was ideally suited to the MCI standards. This contributed to the development of the RPL-instrument outlined in section 3.6.1. Synthesis of the RPL-instrument, select management standards (outlined in section 4.3.6), and forms of evidence (Table 4.2) led to the development of the matrix of managerial competence instrument shown in Figure 4.3.

Format of the competency instrument, comprises the selected managerial standards and all forms of evidence collected via the functional analysis, and juxtaposes this evidence against the performance criteria of each element of competence. The complete matrix of managerial competence instrument is included in Appendix D.

The matrix lists various forms of evidence which may provide proof of competence in meeting the performance criteria stipulated in the MCI (1997, p.4) management standards manuals. Evidence that would meet certain performance criteria has been matched to the performance criteria of each element of competence. The first-line manager's role in compiling the portfolio of evidence is simplified, as the matrix indicates which forms of evidence are required to meet the performance outcomes for each element.

TITLE OF UNIT: _____								
Title of element: _____								
Evidence reference number	Forms of evidence	Performance criteria						
		a	b	c	D	e	f	g
A								
B								
C								

Figure 4.3: Matrix of managerial competence instrument.

4.3.12 VERIFY MATRIX WITH MANAGEMENT

This step fulfilled a dual purpose in the research process. Firstly, it provided an opportunity to present feedback to senior management and reaffirm their commitment to the research project. Secondly, confirmation of evidence depicted in the matrix of managerial

competence instrument had to be obtained before proceeding to the next step in the research process. Verifying the various forms of evidence mentioned in the matrix of managerial competence instrument was critically important for the remainder of the research project. First-line managers as well as prospective first-line managers would be assessed against these forms of evidence.

Senior management comprising the plant manager, hr manager, training and development manager as well as the first-line managers' immediate managers were all summoned to verify the evidence depicted in the matrix of managerial competence instrument.

4.3.13 UTILIZE MATRIX AMONG RPL FIRST-LINE MANAGERS

This step addresses the third sub-problem, (outlined in section 1.2), identified in this research, which endeavours to answer the question: “to what extent do first-line managers comply with the managerial competencies, by applying the recognition of prior learning approach?” In order to complete this step, first-line managers had to collect proof of evidence for the matrix of managerial competence instrument (referred to in 4.3.11). The anthology of evidence was approached utilizing the following four steps:

Firstly, first-line managers had to be briefed on the process to be followed: types of proof, schedule for submission and portfolio building. First-line managers were requested to supply documented proof of their involvement in items contained in the evidence locator grid of the matrix of managerial competence instrument. The requirements for proof of evidence, (discussed in section 3.4.3) were outlined with special emphasis on the following criteria:

- Direct and indirect forms of documentation.
- Type, selection and arrangement of documentation.
- Authenticity and recency of proof.
- Validity of the proof in relation to proving competence.

First-line managers were given a4 files in which to collate their evidence according to the numbering system of the matrix of managerial competence evidence instrument. This would initiate the compilation of portfolios which, in addition to mapping, was the second rpl-approached identified as appropriate for this research (discussed in sections 3.3.7 and 3.6.1).

Secondly, it was decided to limit first-line managers' initial attempt at collecting forms of evidence to unit standard a1 according to the mci stratification. Two weeks were agreed upon with first-line managers to

complete gathering proof to meet the requirements of competence for unit standard a1.

Thirdly, a follow-up meeting was convened to check first-line managers' progress on unit a1 and provide guidelines where necessary. This meeting proved exceptionally useful as a number of questions relating to forms of evidence emerged. The meeting provided an opportunity for the researcher to coach the first-line managers in compiling their portfolios and clarify requirements for the remainder of units that had to be completed. One month was allocated for completion of the remainder of the standards (outlined in section 4.3.6).

Finally, the completed portfolios were collated, providing the researcher with the required data that would provide the answer to the third sub-problem of this research project.

4.3.14 Compile report

Leedy (1997, p.294) describes a research report as follows:

The researcher is acquainting the reader with the problem, with the data brought to bear upon the resolution of that problem, the means

employed in gathering those data, the process of analysis to which they were submitted, and the conclusions reached.

The researcher noted Leedy's (1997, p.294) recommendations and used them in compiling the report to the senior management of the selected organisation. The report comprised the following:

- Process followed.
- Method of research and data collection.
- Interpretation of RPL process and matrix formulation (outlined in chapter 5).
- Results of RPL on first-line manager's job (summarised in chapter 5).
- Lessons learnt and recommendations (discussed in chapter 7).
- Future research prospects.

From the outline provided above it is clear that the report presented to the selected organisation represented a condensed version of the research approach adopted in this study.

4.3.15 Present report to senior management

The report was presented to senior management at the selected organisation by both the researcher and Berry (1996) who outlined

various sections. Management responded favourably to the report and future involvement and the road ahead were discussed.

4.4 CONCLUDING REMARKS

This chapter provided a comprehensive review of the methodology applied in the research project. The nature of the research project was described and categorised within the most common methodologies. The research process outlined in section 4.3 formed the basis of the methodological elucidation of this chapter.

The research sample, selection of managerial standards, development of the biographical questionnaire, development of an rpl-approach and the process of rpl-ing first-line managers were discussed.

The following chapter will consist of an analysis and interpretation of the response data from the biographical questionnaire and rpl assessment.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF RESULTS

5.1 INTRODUCTION

In the previous chapter the research methodology used during the project was discussed and the development of the rpl-instrument outlined. In this chapter the meaning of the data obtained via the questionnaire, (discussed in section 4.3.5) together with the results of the rpl intervention, (outlined in section 4.3.13) will be delineated.

The data will be analysed and interpreted in terms of the framework of the questionnaire, namely:

- The biographical data
- Education and training
- Work experience
- Learning outside formal employment.

Finally this chapter will attempt to provide answers to the third sub problem: “To what extent do first-line managers comply with the managerial competencies, by applying a recognition of prior learning method?” The results are presented in the form of tables and graphs to provide a graphical illustration and to ensure a clear interpretation.

5.2 RESULTS FROM THE QUESTIONNAIRE

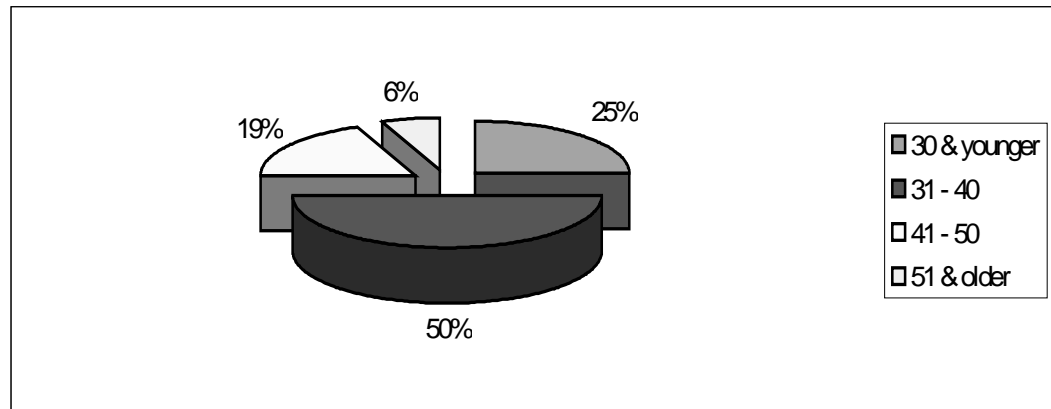
5.2.1 Results from Section A of the questionnaire

Table 5.1 and figure 5.1 display the age of the first-line managers at the selected organisation. The majority (50%) fell into the 31-40 age bracket and 75 percent of the first-line managers were thirty and older. This implies that the majority of the first-line managers have had a number of years working experience and therefore may have been better equipped to be repl-ed. The population of first-line managers was all male.

TABLE 5.1: AGE OF THE FIRST-LINE MANAGERS

Age category	No.	Percentage
30 & younger	4	25
31 – 40	8	50
41 – 50	3	19
51 & older	1	6

FIGURE 5.1: GRAPHIC ILLUSTRATION OF THE AGE OF FIRST-LINE MANAGERS

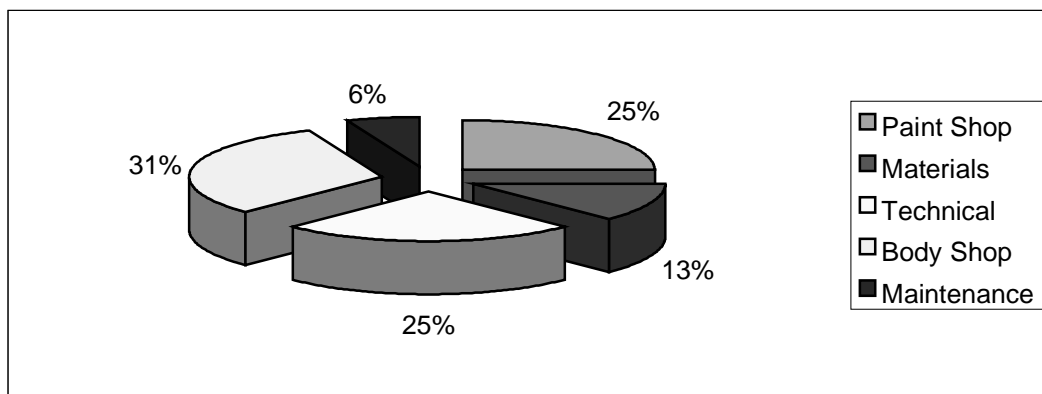


The departmental representation of first-line managers is depicted in table 5.2 and graphically illustrated in figure 5.2. The data indicates a fairly even spread among departments with the exception of the maintenance department, which represented 6 percent of the population. Body shop had the largest representation with 31 percent. The relative even spread among departments reflects a fair representation, which allows for varied responses and interpretations that should make the study more relevant and applicable.

TABLE 5.2: FIRST-LINE MANAGERS PER DEPARTMENT

Departments	No.	Percentage
Paint Shop	4	25
Materials	2	13
Technical	4	25
Body Shop	5	31
Maintenance	1	6

Figure 5.2: Graphic illustration of the first-line managers per department



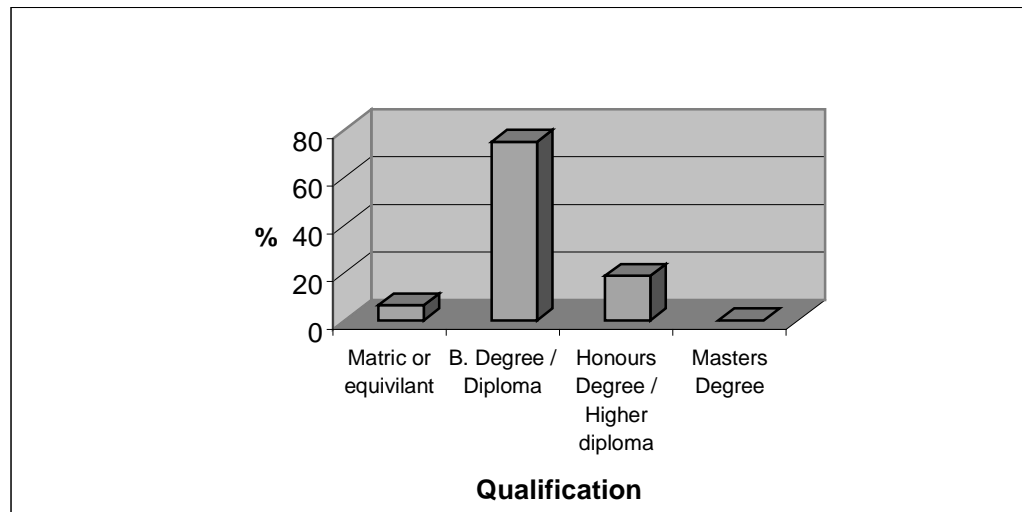
5.2.2 Results from Section B of the questionnaire

Table 5.3 and figure 5.3 illustrate the qualification level of first-line managers. The majority of first-line managers (94%) had a b. Degree or diploma, and higher. This indicates that first-line managers at the selected organisation were well qualified for their positions. This could have had an impact on the rpl-intervention.

TABLE 5.3: EDUCATIONAL QUALIFICATIONS OF FIRST-LINE MANAGERS

Qualification	No.	Percentage
Matric or equivalent	1	6
B. Degree / Diploma	12	75
Honours Degree / Higher diploma	3	19
Masters Degree	0	0

Figure 5.3: Graphic illustration of the educational qualifications of first-line managers



The nature of the first-line managers' qualifications is shown in table 5.4 and figure 5.4. The majority of the population (75%) had qualifications that were highly suited to their positions, which fell into the engineering (37%) and production management (38%) categories.

TABLE 5.4: NATURE OF THE QUALIFICATIONS

Nature of qualification	No.	Percentage
Personnel Management	2	13
Engineering	6	37
Production Management	6	38
Physical Education	1	6
Business Administration	1	6

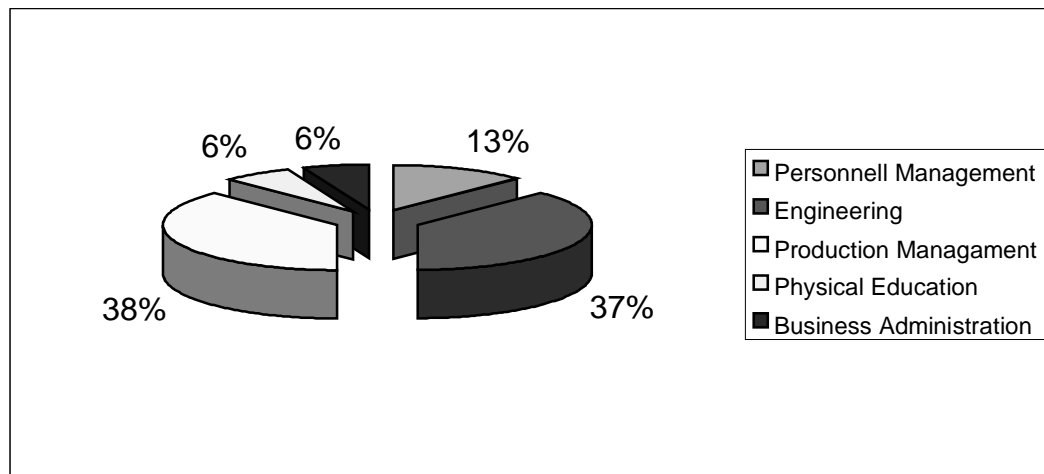
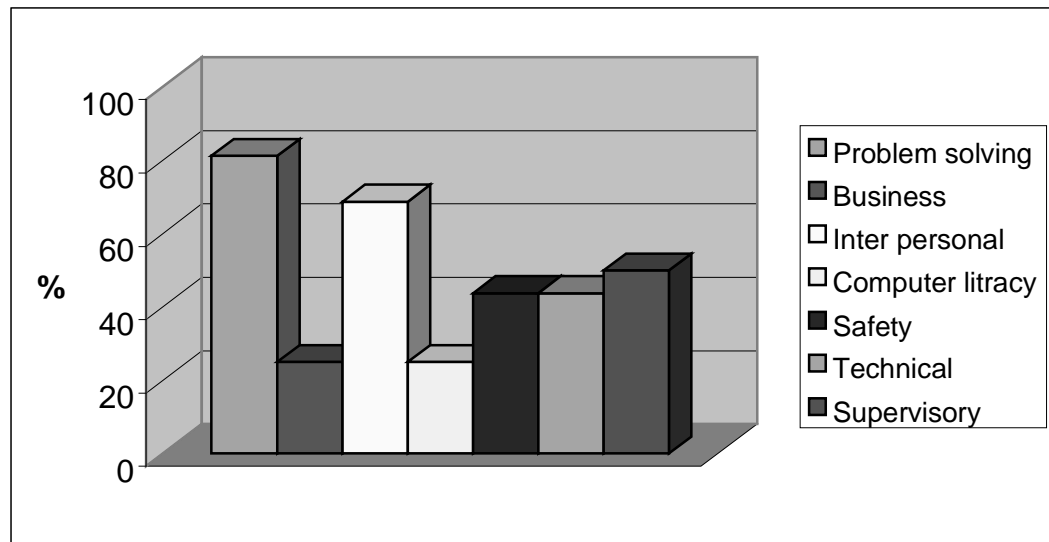
Figure 5.4: Illustration of the nature of the qualifications

Table 5.5 and figure 5.5 indicate the types of training first-line managers had. The majority of first-line managers (81%) had training in problem solving, followed by inter personal training (69%). Business and computer literacy training represented the smallest portion (25 percent of the population had received training in these categories).

TABLE 5.5: TYPES OF TRAINING

Types	No.	Percentage
Problem solving	13	81
Business	4	25
Inter personal	11	69
Computer literacy	4	25
Safety	7	44
Technical	7	44
Supervisory	8	50

FIGURE 5.5: GRAPHIC ILLUSTRATION OF THE TYPES OF TRAINING

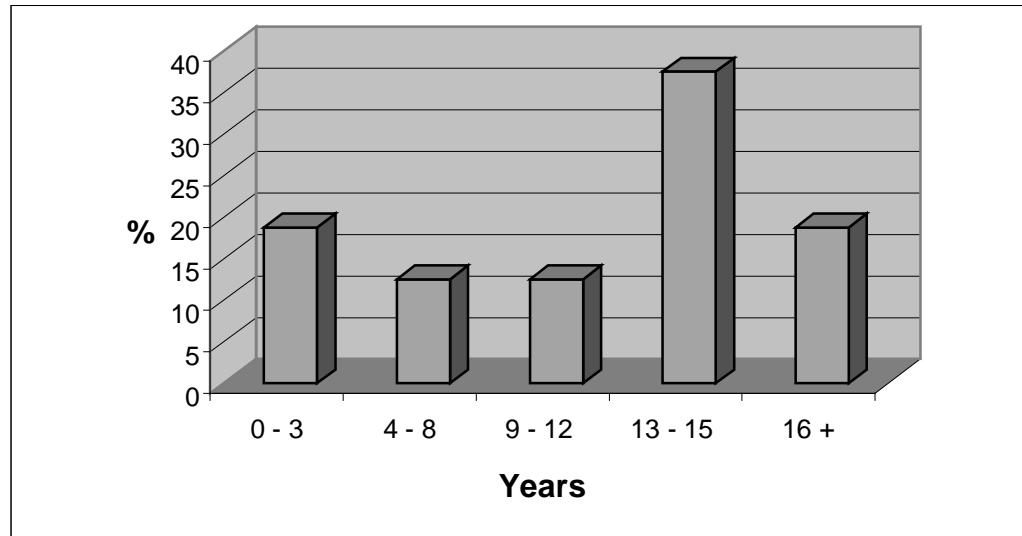
5.2.3 RESULTS FROM SECTION C OF THE QUESTIONNAIRE

Table 5.6 and figure 5.6 show the work experience of first-line managers. Of significance was that 70 percent of the first-line managers had nine years of service and more. This indicates that the majority of first-line managers had had fairly extensive work experience, which could have had a significant effect on the rpl-intervention.

Table 5.6: Work experience of first-line managers

Years	No.	Percentage
0 – 3	3	19
4 – 8	2	13
9 - 12	2	13
13 - 15	6	38
16 +	3	19

FIGURE 5.6: GRAPHIC ILLUSTRATION OF THE WORK EXPERIENCE
OF FIRST-LINE MANAGERS

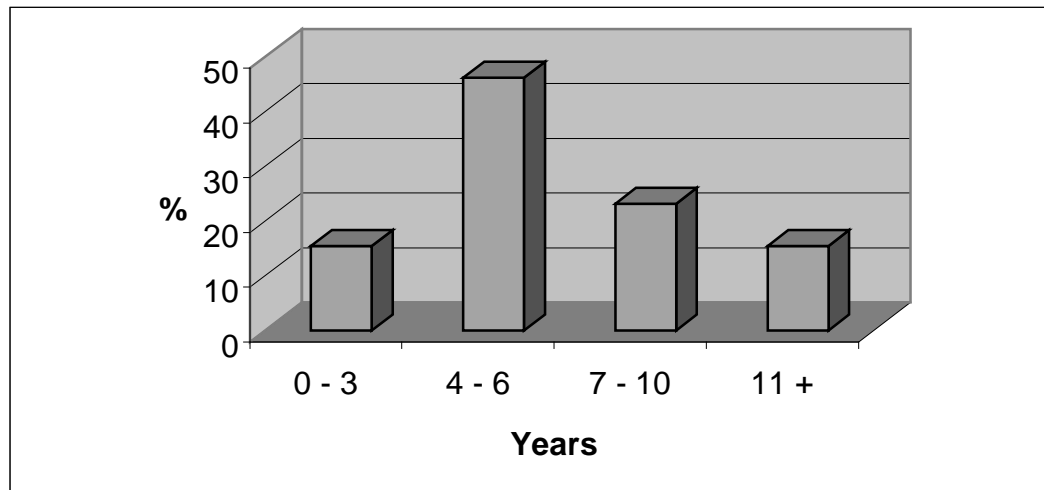


The experience of first-line managers gained in a supervisory capacity other than at the selected organisation is shown in table 5.7 and illustrated in figure 5.7. The majority of first-line managers (82%) had supervisory experience prior to joining the organisation. Analysis revealed that 84 percent had had 4 years supervisory experience and more.

TABLE 5.7: SUPERVISORY EXPERIENCE OF FIRST-LINE MANAGERS

Years	No.	Percentage
0 - 3	2	15
4 - 6	6	46
7 - 10	3	23
11 +	2	15

FIGURE 5.7: GRAPHICAL ILLUSTRATION OF
SUPERVISORY EXPERIENCE OF FIRST-LINE MANAGERS



The results depicted in table 5.7 above, indicate that the first-line managers had considerable supervisory experience in their previous jobs. This experience and learning that occurred outside their current work environment could have significantly influenced the results of the rpl intervention.

5.2.4 RESULTS FROM SECTION D OF THE QUESTIONNAIRE

There was no significant correlation found between the interests and hobbies of first-line managers and the jobs they performed. Only 18 percent of the first-line managers had an interest that related to their line of work, namely, motor racing and repairing vehicles.

None of the first-line managers were affiliated to any professional body and only 12 percent (2 candidates) held office in a social/sports club. From the data obtained in this section, it can be deduced that there was no significant correlation to suggest that the results of the rpl intervention could have been influenced.

5.3 RESULTS FROM THE RPL INTERVENTION

Table 5.8 illustrates the outcome of the rpl assessment, conducted on first-line managers at the selected organisation, by utilising the matrix of managerial competence instrument developed in section 4.3.11.

Examination of the table of results clearly identifies two sets of information. Firstly, the data clearly indicates those first-line managers who had not complied with all the performance requirements of the selected elements, namely, candidates 1, 3, 4, 9 and 14. Secondly, the data points to a large overlap in elements of competence among candidates that were not met. These elements of competence were:

- C1.1 Develop your own skills to improve your performance
- C9.1 Contribute to the identification of development needs
- C16.1 Support team members who have problems affecting their performance
- D1.3 Hold meetings.

TABLE 5.8: RESULTS OF THE FIRST-LINE MANAGERS RPL
INTERVENTION

Unit	Element	Candidates															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
A1	A1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	A1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	A1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B1	B1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C1	C1.1	✗	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓
	C1.2	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓
C4	C4.1	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C4.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C4.3	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓
C9	C9.1	✗	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✓	✓
C12	C12.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C12.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C12.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C16	C16.1	✗	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓
	C16.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C16.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D1	D1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	D1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	D1.3	✗	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓

The results of the rpl assessment (shown in table 5.8) also indicate that ten of the first-line managers (62,5%) complied with all the selected management standards applied in this research project. This represents a significant proportion of first-line managers and can probably be attributed to the wealth of experience (depicted in figure 5.6), educational qualifications (depicted in figure 5.3) and years of supervisory experience (depicted in figure 5.7) among candidates.

5.4 SUMMARY OF RESULTS

This Section Will Firstly, Summarise The Results Of The Questionnaire And Secondly, Delineate The Results Of The Rpl Assessment.

5.4.1 SUMMARY OF QUESTIONNAIRE RESULTS

The majority of first-line managers (75 %) were 30 years and older which indicates that the respondents represented a mature management core especially when their work experience is considered. Analysis of first-line managers' work experience revealed that 70 percent had more than 9 years experience. In

addition, 82 percent had supervisory experience prior to their current position, of which 84 percent had more than 4 years supervisory experience (see figure 5.7). It can thus be deduced that the first-line managers at the organisation had had considerable work and supervisory experience which could have had a positive impact on the rpl results, (depicted in table 5.8).

The research findings relating to section b of the questionnaire revealed that first-line managers were well educated and trained for their current positions. The majority of respondents (94%) had a b. Degree or diploma and higher. The nature of the qualifications was suited to the job of first-line manager, since 75 percent either had a production management or industrial engineering degree or diploma. The high educational levels were endorsed by equally high training figures: 81 percent of first-line managers had received training in problem solving and 69 percent in inter-personal skills. From the data mentioned above, it may thus be concluded that first-line managers at the organisation were very well educated and trained in managerial competencies. This finding would have had a significant influence on the rpl results. Business and computer literacy training represented the smallest portion, namely, 25 percent. This significant finding was amplified by the rpl results. It may be deduced that most of the organisations training effort is

aimed at meeting current requirements and that future skills/competencies are neglected. This notion is referred to again in section 5.4.2.

Section d of the questionnaire that examined the interests, hobbies and affiliation to professional bodies revealed very little information which could impact on the rpl results. Only 18 percent of respondents had an interest that related to their work and only 12 percent held office in a social/sport club. First-line managers who held leadership positions outside the formal work environment fell in the 41 years and older age bracket. The relatively young profile of first-line managers (75 percent being younger than 40), may account for the small portion of first-line managers' involvement in leadership positions outside the organisation.

5.4.2 SUMMARY OF RPL ASSESSMENT

Results of the rpl assessment, utilising the matrix of managerial competence instrument, revealed that the majority of first-line managers (62.5%) were competent. This signified that these first-line managers at the organisation complied with the mci's international management standards for world class organizations.

The reason for the relatively high percentage of first-line managers who were found to be competent can probably be attributed to the high educational levels and many years of supervisory experience among respondents (see figures 5.3 and 5.7).

The matrix of managerial competence instrument further identified the respondents who were not yet competent, namely, candidates 1,3,4,9 and 14, and demarcated the elements of competence where further training or proof of evidence was required.

Interpreting the elements of competence where candidates required further proof of evidence or training revealed a clear trend. In most cases, the following elements of competence were outstanding, namely, c1.1, c9.1, c16.1 and d1.3 (see table 5.8). These findings seems to support the earlier findings discussed in section 5.4.1, which indicated that training was aimed at meeting current needs. The elements of competence, mentioned above, that were not met, tend to point to the future orientation of the job of first-line manager, that is “develop your own skills to improve your performance, contribute to the identification of development needs and support team members who have problems affecting their performance”. There appears to be a correlation between age and those candidates found to be not yet competent. The majority of the

candidates (three of the five) found to be not yet competent fell in the 30 years and younger category. A further deduction which may be made from this trend, is that there are certain areas where the job of first-line manager, as it is structured at the organisation, does not provide for the elements of competence mentioned above. Those candidates who were found to be competent had to rely on other forms of proof, namely, supervisory experience and education.

5.5 CONCLUDING REMARKS

The purpose of this chapter was to analyse and interpret the data obtained from the biographical questionnaire and rpl assessment of first-line managers. The aim was to solve the third sub problem that sought to determine the extent of first-line managers' compliance with managerial competencies, utilising an rpl approach. The approach developed (namely, the matrix of managerial competence instrument from the literature survey) and utilised to assess first-line managers' competencies was applied successfully and proved appropriate for the assessment of first-line managers at the organisation.

Results from the rpl assessment indicated that the majority of first-line managers were found to be competent. However; there was room for improvement, especially for the future orientation of the job of first-line manager at the organisation. The next chapter will focus on various conclusions and recommendations based on the previous findings of the study.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter will provide a synopsis of the main findings, problems and limitations associated with the research process, and recommendations for implementation at the organisation in an attempt to solve the main problem of this research, namely: “how should the managerial competencies of first-line managers be assessed when using a recognition of prior learning approach?” Finally, opportunities for future research will be presented.

6.2 MAIN FINDINGS

The main problem posed in this research was:

How should the managerial competencies of first-line managers be assessed, when using a recognition of prior learning approach?

To determine the recognition of prior learning approach that would best suit the assessment of first-line managers, the following sub problems were identified:

- Which managerial competencies should first-line managers have?
- Which recognition of prior learning assessment method best suits the first-line management position?
- To what extent do first-line managers comply with the managerial competencies (identified in the first sub problem), by applying the recognition of prior learning method (identified in the second sub problem)?

Sub problems one and two were addressed via a literature survey discussed in chapters 2 and 3, respectively. The third sub problem was addressed by applying the rpl instrument (matrix of managerial competence instrument) mentioned in section 4.3.11, developed through synthesising the findings of sub problems one and two.

Findings relating to the first sub problem (discussed in chapter 2) provided the researcher with the approach and steps necessary to embark on the assessment of managerial competencies. The steps and the selection of the mci approach were discussed in sections 2.7 and 4.3.6, respectively.

Findings to the second sub problem were discussed in chapter 3, and revealed that the matrix in conjunction with the portfolio method provided the ideal approach to rpl first-line managers. These findings culminated in

the development of the forerunner of the matrix of managerial competence instrument, namely the pro-forma rpl-instrument (discussed in section 3.6).

Answering the first two sub problems paved the way for the third, which implied that the matrix of managerial competence instrument, (discussed in section 4.3.11 and depicted in appendix d) had to be applied to the first-line managers of the organisation. The matrix of managerial competence instrument, depicted in appendix d, is a direct outcome of this research and pertains specifically to the selected organisation. The interview data capture sheet developed to meaningfully collate data, (outlined in section 4.3.8) may be regarded as incidental to this research project. However it simplifies the handling of data and may be of use in other studies involving competencies.

The rpl assessment results of first-line managers of the organisation that was researched, revealed that the majority of respondents were competent measured against international management standards (mci). However, certain recommendations (see 6.4) and comments can be made on the types of competencies not yet made provision for.

6.3 PROBLEMS AND LIMITATIONS

No major problems were experienced in the theoretical research component of this research project, as there is a wealth of international

literature available. In the south african context, however, there was very little information available on both management standards and rpl. At the time of conducting this research, there were no south african management standards registered, which necessitated the use of generic standards (mci).

The use of generic management standards at the organisation was not ideal and initially there seemed to be uncertainty with regard to their application. Once the standards had been interpreted into the lingua franca of the organisation, management was more at ease with them.

Although senior management gave their commitment to the research project, the researcher believes that there should have been more involvement from management in the process.

The research findings relate to the organisation that participated in the research project; caution should therefore be displayed in generalising the results obtained on a broader basis.

6.4 RECOMMENDATIONS

The following recommendations were tendered to the organisation in an effort to address the competencies which were not yet made provision for, since the job of first-line manager is currently structured.

- It is recommended that more developmental emphasis be given to the level directly below the first-line manager's position. This recommendation will address two of the elements of competence identified as incomplete during the rpl assessment (c9.1 and c16.1).
- The notion of continuous learning should be inculcated among first-line managers through the utilization of information technology and developmental training programs. This recommendation will address the element of competence (c1.1): develop your own skills to improve your performance.
- It is recommended that the organisation review its training strategy, which is focused on providing skills training to meet current requirements of the job. The matrix of managerial competence instrument developed during this research identified elements of competence which could provide the basis for proposed training and

development. In addition, more emphasis should be placed on computer literacy and business training.

- In order to meet the requirement of element d1, that is hold meetings, it is recommended that first-line managers formalise the holding of meetings by compiling agendas and keeping minutes.
- The first-line managers' immediate superiors should embark on career counselling and address the future development needs as well as career pathing.
- Candidates need further coaching and training in portfolio compilation.
- If the organisation is going to develop a managerial competency model, it is crucial that the trade union be involved in the process.

6.5 OPPORTUNITIES FOR FURTHER RESEARCH

A research project of this nature endeavours to address specific questions and many more questions are encountered along the way, which may form the basis for future research. In this instance, the following areas are worthy of further examination:

- Similar research can be conducted on higher levels of management at the selected organisation, or at other organisations.
- A management competency model can be developed, at the organisation with this research forming the foundation.
- The matrix of managerial competencies for first-line managers can be applied to other organisations in the automotive sector for comparative studies.
- Further research into acceptable RPL approaches at different levels in the organisation is needed.
- Credits can be awarded by tertiary educational institutions in line with NQF requirements for competencies achieved.

6.6 CONCLUSION

The purpose of this research project was to continue the search for first-line management competencies by utilising a rpl approach. The research project synthesised the managerial competencies of first-line managers with an rpl approach, which led to the development of the matrix of managerial competence instrument. Development of the matrix of managerial competence instrument represents a significant contribution towards the

development of a managerial competence model at the organisation, and possibly throughout the automotive sector. Incorporating an rpl approach, in the researcher's opinion, was of particular significance, as rpl is destined to play a major role in determining competence.

the change in south africa's training and educational qualifications to a competency, outcomes based system aligned with the nqf, requires a different mind set and approach. The researcher believes that this research project has contributed to the organisation's understanding of a competency based approach, and contributed to the body of knowledge surrounding first-line management competencies.

The following outcomes are of benefit to the organisation that participated in the research project:

- It provided an assessment of the first-line management competencies gauged against international standards.
- The matrix of managerial competence instrument provided a tool for the assessment of potential first-line managers and can be used to identify training needs.
- Research results provided the basis for the development of a managerial competence model at the organisation.
- A tool now exists at the organisation to rpl potential first-line managers.

The success of South African organisations resides in the competence levels of our human resource. Management have a major role to play in the success of the organisation and thereby contribute to the strengthening of our economy. Managerial competence is therefore the currency necessary to place South Africa on the road to economic renaissance.

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APPENDIX A

**THE INTEGRATED
STRUCTURE OF THE MCI
STANDARDS**

Key Role A: Manage Activities

Manage Activities describes the manager's work in managing the operation to meet customers' requirements and continuously improve its performance.

- A1 Maintain activities to meet requirements
- A2 Manage activities to meet requirements
- A3 Manage activities to meet customer requirements
- A4 Contribute to improvements at work
- A5 Manage change in organizational activities
- A6 Review external and internal operating environments
- A7 Establish strategies to guide the work of your organisation
- A8 Evaluate and improve organizational performance

KEY ROLE B: MANAGRE

SOURCES

Manage Resources covers planning and using physical resources (money, premises, capital equipment, supplies and materials) effectively and efficiently.

- B1 Support the efficient use of resources
- B2 Manage the use of physical resources
- B3 Manage the use of financial resources
- B4 Determine the effective use of resources
- B5 Secure financial resources for your organisation's plans

KEY ROLE C: MANAGE PEOPLE

Manage People describes the work of managers in getting the most from their teams. It covers recruiting, training, building the team, allocating and evaluating work, and dealing with people problems. It also includes managing oneself and relations with others at work.

- C1 Manage yourself

C2 Develop your own resources

C3 Enhance your own performance

C4 Create effective working relationships

C5 Develop productive working relationships

C6 Enhance productive working relationships

C7 Contribute to the selection of personnel for activities

C8 Select personnel for activities

C9 Contribute to the development of teams and individuals

C10 Develop teams and individuals to enhance performance

C11 Develop management teams

C12 lead the work of teams and individuals to achieve their objectives

C13 Manage the performance of teams and individuals

C14 Delegate work to others

C15 Respond to poor performance in your team

C16 Deal with poor performance in your team

C17 Redeploy personnel and make redundancies

Key Role D: Manage Information

Manage Information describes the manager's role in obtaining, analyzing and using information effectively to take decisions. It also covers leading and contributing to meetings.

D1 Manage information for action

D2 Facilitate meetings

D3 Chair and participate in meetings

D4 Provide information to support decision making

D5 Establish information management and communication systems

D6 Use information to take critical decisions

Key Role E: Manage Energy

Manage Energy describes the role of those managers with special responsibility for ensuring the organisation develops and implements policies for using energy in the most efficient way.

E1 identify the scope for improvement in the way the organisation manages energy

- E2 Provide advice on the development and implementation of energy policies
- E3 Promote energy efficiency
- E4 Monitor and evaluate energy efficiency
- E5 Identify improvements to energy efficiency
- E6 Provide advice and support for the development of energy efficient practices
- E7 Provide advice and support for the development and implementation of systems to measure energy usage
- E8 Provide advice and support for improving energy efficiency

Key Role F: Manage Quality

Manage Quality describes the specialist role of the quality manager, covering total quality management, quality assurance and quality control.

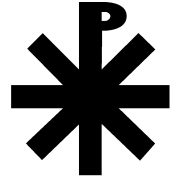
- F1 Promote the importance and benefits of quality
- F2 Provide advice and support for the development and implementation of quality policies

- F3 Manage continuous quality improvement
- F4 Implement quality assurance systems
- F5 Provide advice and support for the development and implementation of quality policies
- F6 Monitor compliance with quality systems
- F7 Carry out quality audits

Key Role G: Manage Projects

Manage Projects describes the role of those responsible for planning, controlling and completing projects to the sponsor;s satisfaction/

- G1 Contribute to project planning and preparation
- G2 Co-ordinate the running of projects
- G3 Contribute to project closure
- G4 Plan and prepare projects
- G5 Manage the running of projects
- G6 Complete projects



PE TECHNIKON

APPENDIX B

MANAGEMENT STANDARDS RESEARCH PROJECT

It will be greatly appreciated if first-line managers can complete the following biographical questionnaire.

Completion of the questionnaire forms part of the Management Standards Research Project sanctioned by senior management.

All information will be treated as strictly confidential and it will be impossible to identify any individual on the strength of the results included in the final report.

Should further information be required, please inquire from Mr Paul Poisat or contact him on (041) 5043750.

Thank you for your co-operation

Paul Poisat
Researcher

Dave Berry
Supervisor

CONTENTS

PART A : PERSONAL INFORMATION

PART B : EDUCATION AND TRAINING

PART C : FORMAL WORK EXPERIENCE

PART D : LEARNING OUTSIDE FORMAL EMPLOYMENT

PART A - PERSONAL INFORMATION

1. Surname: _____

2. First name: _____

3. Age: 30 & younger

31 – 40

41 – 50

51 & older

4. Tel (work): _____

5. Tel (home): _____

6. Physical Disabilities:

PART B - EDUCATION & TRAINING

1. Highest Qualification Completed:

- Matric or equivalent
- B. Degree / Diploma
- Honours degree / Higher diploma
- Masters degree or higher

2. Field of qualification:

- Personnel management
- Engineering
- Production management
- Business Administration
- Other

If other specify:

3. Training courses attended:

- Problem solving
- Business
- Inter – Personal
- Computer literacy
- Safety
- Technical
- Supervisory
- Other

If other specify:

PART C - FORMAL WORK EXPERIENCE

1. Current department:

- Paint shop
- Materials
- Technical
- Body shop
- Maintenance
-

2. Job Title: _____

3. Manager: _____

4. Years with current organisation: _____

5. Years with other organisation: _____

6. Total years of experience:

- 0 – 3
- 4 – 8
-
-
-

9 – 12

13 – 15

16 +

7. Total years supervisory experience

0 – 3

4 – 6

7 – 10

11 +

8. OUTLINE OF WORK EXPERIENCE

Please enter the outline of your work record below. The list should be chronological with your most recent position first.

Company: _____

Department: _____

Position: _____

From: _____ To: _____

Key activities:

Achievements:

Company: _____

Department: _____

Position: _____

From: _____ To: _____

Key activities:

Achievements:

Company: _____

Department: _____

Position: _____

From: _____ To: _____

Key activities:

Achievements:

PART D - LEARNING OUTSIDE FORMAL EMPLOYMENT

1. Hobbies & Interests:

2. Learning outside formal employment.

Name of organisation: _____

From: _____ To: _____

Duties / achievements:

Contact person: _____

Name of organisation: _____

From: _____ To: _____

Duties / achievements:

Contact person: _____

3. Membership to any official body or organization:

Organisation: _____

Position: _____

Year: _____

Duties / achievement:

Organisation: _____

Position: _____

Year: _____

Duties / achievement:

Management Standards Research – Project

UNIT A1 MAINTAIN ACTIVITIES TO MEET REQUIREMENTS

Element A1.1 Maintain activities to meet requirements

Performance criteria	<u>Who</u> involved	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) agrees requirements with customers in sufficient detail to allow work to be planned	Internal - by area External - by type Supplier - reject parts Customer complaint Consolidators	Paint shop vehicle audit Buy off by area Deals with customer complaints from areas Contractual and supply procedures Day-to-day: work instructions	Written reports other areas and from dealers. Supply quality assurance (SQA) QPR (problem report) Buy off report Reject tag Written contract - dictated by purchasing - conformance criteria
b) Explain requirements to relevant people in sufficient detail and at an appropriate level and pace.	Other co-ordinators Team leaders	Process audit defect area Process specifications Deviation from specification by area	RMR, Process sheet, process violations, work instruction, SOS, Lab reports, BOM (Bill of

	Team members Managers	Work instruction and operating procedure Operating SOS Ensure work requirements, targets, changes are communicated. Day-to-day telephonic discussion - daily communication	Material), Audit sheets. Shortage reports, quality 5- step plans.
c) You confirm with relevant people their understanding of, and commitment to, meeting requirements.	Co-ordinators Team Leaders Team members On-site supply personnel	Deviation from matl. Approval requirements. Operating SOS Ensure adherence to process and standard. Liase with other co-ordinators, run meetings for communication	Minutes of meeting SOS Releases, faxes to confirm requirements. Production schedules
d) You monitor your team's work which takes place at appropriate intervals and complies with your organisation's procedures.	Team leader & members	Monitoring production volume Volume & schedule by area Re-runs by area Colour changes Production stoppages Work in progress Units scrapped Deviations from production sequence. Monitoring of production processess Maintenance - breakdowns Monitoring safety Monitoring quality and cost – budget	Hourly run targets Colour change request Scrap tag Quality network plan Conformance to work instruction

			& scrap assembly time Quality audits - bi - weekly Visual management	
e)	The work under your control normally meets agreed requirements.	all levels	Final vehicle audit Paint shop vehicle audit First time buy off Process audit defect area Deviation from specification Daily follow-up & meetings to ensure lean supply & standards.	Audit sheets, Buy off sheets, field reports, lab reports, test results, warranty claim reports Visual management Lean materials manual & QNPS
f)	When products, services and processes do not meet agreed requirements, you take prompt and effective corrective action.	All levels	Deviations from production processes and SOS's requires prompt action. System stock correction and cycle counting	Process deviations, specification deviations, lab reports, material specs, work unit ?, SOS. 5 step material tags Cycle counting investigation report (SAP)
g)	Records relating to the work under your control are complete, accurate and in line with your organisation's procedures.	Co-ordinator & manager	Auditing of vehicles - final & paint shop, Production volume checks & production process control. Absenteeism & multi-skilling, line stoppages, record scrap, inventory records.	Audit sheets, Buy off sheets, field reports, lab reports, test results, warranty claim reports, scrap reports Visual management ISO inspection & Audits, quality plan, audit and operation.
h)	You give opportunities to relevant people to make recommendations for improving work	Team leaders and team members	CIP suggestions Process suggestions	Quality problem report (QPR) Quality Network Prod System

activities.	team members	Liase with other co-ord. Support teams & run meetings - effective communication	(QNPS)
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Management Standards Research – Project

UNIT A1 MAINTAIN ACTIVITIES TO MEET REQUIREMENTS

Element A1.2 Maintain healthy, safe and productive working conditions

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You inform relevant people about their legal and organisational responsibilities for maintaining healthy, safe and productive working conditions.	Team leader Team member Safety committee	Compliance with OHSAct Hazardous register Safety hazards identified Keep informed on safe working practices	Safe work procedures I.d. hazards list OSHAct Monthly NOSA inspection
b) You give sufficient support to relevant people to ensure they are able to work in a healthy, safe and productive way.	Team leaders Team members	Ensure safety requirements are met Responsible for training according to OHSAct.	Monthly safety checklists Fire minute & safety talks Also include a above
c) you give opportunities to relevant people to make recommendations for improving working conditions.		CIP suggestions raised & implemented	CIP suggestion form
d) working conditions under your control conform		Participate in safety inspections	NOSA

	to organisational and legal requirement.		Train ee's in evacuation procedure	OHSAct
e)	working conditions under your control are as conducive to the work activity as possible withing organisational constraints.		Stress the importance of safety & housekeeping CIP Adherence to company safety rules Safe working conditions Ergonomics	CIP / method improvement Continuous appraisals Continuous upgrade
f)	you respond to breaches in health and safety requirements in ways which are prompt and consistent with organisational and legal requirements.		Safety hazards identified and counter measures in place Access control into paint shop All accidents are investigated.	NOSA OHSAct Incident reports
g)	you make recommendations for improving working conditions clearly and promptly to relevant people.		- Recommendations are made at safety committees and sub-structures - Training of team leaders and members (safety procedures) - Support team and ensure corrective action within and outside the team	Accident investigation report
h)	your records relating to health and safety and working conditions are complete, accurate and comply with organisational and legal requirements.		Compiling reports on; - nr. of incidents - lost time & injuries Hazardous substance register	NOSA inspections Monthly safety committee and sub-structures.

Management Standards Research – Project

UNIT A1 MAINTAIN ACTIVITIES TO MEET REQUIREMENTS

ELEMENT A1.3 MAKE RECOMMENDATIONS FOR IMPROVEMENTS TO WORK ACTIVITIES

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You provide opportunities for relevant people to suggest ways of improving activities.	External customers Internal by area	Final vehicle audit Responding to customer complaints Liaising with other co-ord.	Audit reports Visual management Performance appraisals of ee's CIP suggestions Job card & design control change sheet.
b) Your recommendations for improvements to activities are based on sufficient, valid and reliable information.	Co-ordinator	Recommendations are based on quality monitoring system as well as budgets, CAPEX, scrap and assembly time	Buy off sheets Audits Budgets Quality plan & memo's
c) Your recommendations for improvements are consistent with the objectives of your team and your organisation.	Co-ordinator	Objectives are agreed to by team leaders (8). Report at daily meeting	Performance management system? Memo's , minutes
	Co-ord of other	Liaison with co-ord of other areas	Minutes of meetings?

d)	Your recommendations take into account the impact of introducing changes on other parts of your organisation.	areas	Run meetings to ensure effectiveness	Shortage reports, production schedule.
e)	You make recommendations promptly to the relevant people.	Co-ordinators	Recommendations in terms of quality, standards and output are directed to team leaders and members asap.	CIP QNPS Incident reports
f)	You present your recommendations in a manner and form consistent with your organisation's procedures.		CIP suggestions Verbal feedback only	QNPS Delta production system (DPS) Team leaders file

Management Standards Research – Project

Unit B1 Support the efficient use of resources

Element B1.1 Make recommendations for the use of resources

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You give relevant people opportunity to provide information on the resources your team needs.	Team leaders Other areas Managers Suppliers	Day to day liaison with team leaders - giving instructions Close liaison with other co-ordinators, scrap, quality, safety, deviation from schedule. Team area meetings. Process enquiries	Job card - request for tools. Suggestion scheme
b) Your recommendations for the use of resources take account of relevant past experience..		Compiling Budget refer to previous year. Responsible for budget - expense stoor. Forecast for material.	Deviation from production. SAP system of budgeting. Material requisition. EPL
c) Your recommendations take account of trends and developments which are likely to affect the use of resources.		Production stoppages. Work in progress Stock control Defects	Tally sheet Visual management SAP system

		Production build schedule; b-shop, p-shop, assembly & plant.	
d)	Your recommendations are consistent with team objectives and organisational policies.		Meeting production schedule, build & quality requirements; safety, scrap.
e)	Your recommendations clearly indicate the potential benefits you expect from the planned use of resources.		Working within the budget; adhering to set targets; schedule, scrap & quality.
f)	Your recommendations are presented to relevant people in an appropriate and timely manner.	Managers	Ensure company procedures applied with & adequate documentation provided. Performance action plan & evaluation by manager. SAP system CIP suggestions Performance evaluation QNPS Shift end report

Management Standards Research – Project

UNIT B1 SUPPORT THE EFFICIENT USE OF RESOURCES

Element B1.2 Contribute to the control of resources

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You give relevant people opportunities to take individual responsibility for the efficient use of resources.	Team leaders	Manage several teams in the absence of co-ordinators. Material rack layout. Team leaders draw tools & responsible for maintenance of tools. Verbal instructions are given to team leaders ie. suggestions, problems, improvements.	Visual inspection & monthly check. Individual instruction sheet for monitoring tools & equipment. Audit reports, safety inspections, shift patterns.
b) You monitor the use of resources under your control at appropriate intervals.		Cost account list - Monitor team leader. Monthly report back - cost, quality, waste. Monthly expenditure per cost centre	Report from SAP system. Monitoring of cost internal & external.
c) The use of resources by your team is efficient and takes into account the potential impact on the environment.		Assembly time Housekeeping Scrap (metal) - Chicks	Visual management - defects, scrap, cost quality. Daily visual management.

			Trim scrap - sold to external client. Recycling of consumables & re-use.	
d)	You monitor the quality of resources continuously and ensure consistency in product and service delivery	Suppliers & other areas	Liaise with other co-ordinators. Buy off inspectors	Visual management Reject product
e)	You identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possible.	Supplier & other area	Liaise with other dept's SQA for suppliers.	5 S format to resolve problems.
f)	You make recommendations for improving the use of resources to relevant people in an appropriate and timely manner.	Team leaders / suppliers / managers	Support team and make sure corrective action is taken. Take immediate corrective action.	CPAR Rejection note
g)	Your records relating to the use of resources are complete, accurate and available to authorised people only.		Records are initiated and authorised immediately and open for scrutiny for appropriate personnel.	Includes, requests for tools, Budgets, etc. EPL, materials budget.

Management Standards Research – Project

UNIT C1 MANAGE YOURSELF

Element C1.1 Develop your own skills to improve your performance

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You assess your skills and identify your development needs at appropriate intervals.	Co-ordinator - manager	This section seems to be neglected by Co-ordinators & the Company. Co-ordinators not tuned in to continuous self development & updating of skills. Seems to wait for the company to drive their development. Appraisal system	KPI's Multi-skilling F SAP 0069
b) Your assessment takes account of the skills you need to work effectively with other team members.			KPI's
c) Your plans for developing your skills are consistent with the needs you have identified.		Through KPI's highlight needs & tie in with functions to perform	
d) Your plans for developing your skills contain specific measurable and realistic objectives.		Included in appraisal system.	Set out clearly by KPI's & monitored regularly
e) You undertake development activities which are		Survey done to determine need for	

	consistent with your plans for developing your skills.	Management	training courses - limited to functions of the comp.	Library as & when required.
f)	You obtain feedback from relevant people and use it to enhance your performance in the future.	Management, suppliers	Performance management system - seems like there is a lack of feedback.	
g)	You update your plans for developing your skills at appropriate intervals.		This is done informally on an ad hoc basis.	KPIs & appraisal

Management Standards Research – Project

Unit C1 Manage yourself

Element C1.2 Manage your time to meet your objectives

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) Your objectives are specific, measurable and achievable.		Major effort lies with the achievement of specific company objectives set in terms of the performance management system. Specified within broad parameters - plant new - therefore benchmarks are only now being established	Performance management system. Lot of latitude allowed.
b) You prioritise your objectives in line with organisational objectives and policies.		Objectives spelt out by manager - quality plan	
c) You plan activities which are consistent with your objectives and your personal resources.		Planning & corrective action - continuous improvement	
d) Your estimates of the time you need for activities are realistic and allow for unforeseen circumstances.			
e) You take decisions as soon as you have sufficient information.			QNPS CPAR

f)	You minimise unhelpful interruptions to, and digressions from, planned work.		T&A function is of a highly disruptive nature - continuously changing and rescheduling & reacting to pressures.
g)	You regularly review progress and reschedule activities to help achieve your planned objectives.		Monthly progress reviews - KPI's Schedule/quality

Management Standards Research – Project

UNIT C4 CREATE EFFECTIVE WORKING RELATIONSHIPS

Element C4.1 Gain the trust and support of colleagues and team members

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You consult with colleagues and team members about proposed activities at appropriate times and in a manner which encourages open, frank discussion	Artisans Artisan's assistants & Co-ordinators	Informal discussions & reason & outcome expected. Allow for feedback & suggestions. Informal discussion set up workshop if needed. On-job-discussions Conduct briefs	Job card system QNPS Briefs White board- work instruction change ISO meeting review audits
b) You keep colleagues and team members informed about organisational plans and activities.		Team area disseminate information Regular discussions Training performance EPG board	Information & quality - buy-off feedback - relay to ee's. Verbal & memo's
c) you honour the commitments you make to		Report backs, meetings	Gate pass Keep your promises

	colleagues and team members.			
d)	You treat colleagues and team members in a manner which shows your respect for individuals and the need for confidentiality.		Payslips handed out individually - if sensitive issue done on individual basis - counselling in private	
e)	You give colleagues and team members sufficient support for them to achieve their work objectives.		Very close relationship Open door policy - delegate authority - maintain two way communication Ensure general well being of staff	ID trng needs, SOS. PM, progress reports, CIP.
f)	You discuss your evaluation of their work and behaviour directly with the colleagues and team members concerned.	On line, individually & as team	Evaluation via job card Verbal feedback only Use SOS as basis for discussion.	Job analysis card. Multi-skilling charts, team leaders file

Management Standards Research – Project

Unit C4 Create effective working relationships

Element C4.2 Gain the trust and support of your manager

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You give your manager timely and accurate reports on activities, progress, results and achievements.	Co-ordinators - management	Report on condition of plant Breakdowns Daily meetings	Month-end report Shift end reports Specialist reports may lag behind
b) You give your manager clear, accurate and timely information about emerging threats and opportunities.	Co-ordinators - management	Done verbally / intuition Planning of weekend work. One-on-one Identification of trends - QC Feedback given as quick as possible	Verbal/written
c) You consult your manager about organisational policies and ways of working at appropriate times.	Co-ordinators then referred to management	Shift work & overtime One-on-one QC refers to management	team approach with mngr. involved at later stage.
d) Your proposals for action are clear and realistic.		Verbal reporting Suggestion well formulated then reported on.	Job card. Various comp. procedures
e) You present your proposals for action to your manager at appropriate times.		Meetings if required Proactive reporting	QNPS - analysis ISO

f) Where you have disagreements with your manager, you make constructive efforts to resolve these disagreements.		Outside the office - meetings Suggestions are allowed to be challenged & opinions voiced. (not all depts)	open forum (not all dept's)
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Management Standards Research – Project

Unit C4 Create effective working relationships

Element C4.3 Minimise conflict in your team

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You inform team members of the standards of work and behaviour you expect, in a manner and at a level and pace appropriate to the individuals concern.	Co-ordinator	Work instruction for every PM(preventative maintenance) Recommended time is stipulated. Communicate within a training & development atmosphere. EPG/team meetings, defect feedback.	Work instructions Well educated team members makes giving of instructions easier.
b) You provide appropriate opportunities for team members to discuss problems which directly or indirectly affect the work.	Team leader, co-ordinator	Team area meetings. Informal agenda Ask for feedback	CIP
c) You take action promptly to deal with conflict between area of responsibility.		Prompt action required as a result of the job.	
d) You inform relevant people about conflicts outside your area of responsibility.		Major problems referred to area manager.	
e) The way you resolve conflict minimises disruption to work and discord between team members.		Open relationship & discussion. Make use of arbitration HR dept.	Disciplinary records Team meetings

f)	Records of conflicts and their outcomes are accurate and comply with requirements for confidentiality and other organisational policies.	Co-ordinator	Conduct disciplinary hearings Counselling and follow-up Acts as prosecutor in hearings	Personnel file Disciplinary records

Management Standards Research – Project

UNIT C9 CONTRIBUTE TO THE DEVELOPMENT OF TEAMS AND INDIVIDUALS

Element C9.1 Contribute to the identification of development needs

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You give opportunities to team members to help identify their own development needs.	Co-ordinator	Multi-skilling within area Train & prepare ee to level where he can give training	F SAP 0069
b) You identify their development needs accurately and use sufficient, reliable and valid information.		Done on an ad hoc basis	
c) The development needs you identify are consistent with team objectives and organisational values.			
d) You present information on development needs to authorised people only, in the required format and to agreed deadlines.		Ee normally on probation for three months.	Training dept. initiates via menu of training courses.

Management Standards Research – Project

UNIT C12 LEAD THE WORK OF TEAMS AND INDIVIDUALS TO ACHIEVE THEIR OBJECTIVES

Element C12.1 Plan the work of teams and individuals

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You give opportunities to your team members to contribute to the planning and organisation of their work.		Shut down plan. Tools, spares etc. left to artisan. Work to specific objectives (not time) maintenance.	
b) Your plans are consistent with your team's objectives.		All jobs done according to objectives	
c) Your plans cover all those personnel whose work you are responsible for.	All involved		
d) Your plans and schedules are realistic and achievable within organisational constraints.		Objectives are achievable within time limits set.	
e) Your plans and the way you allocate work take full account of team members abilities and development needs.		Allocate work according to the skills of the individual. Development - lead by example.	
f) You explain to your team members your plans and their work activities in sufficient detail and			

	at a level at a place appropriate to them.			
g)	you confirm you teams member's understanding of your plans and their work activities at appropriate times.		Instruction is accompanied by a wider description of the problem	Job card approach
h)	you update your plans at regular intervals and take account of individual, team and organisational changes.		Scheduling of PM (plant maintenance) & re-scheduling.	

Management Standards Research – Project

UNIT C12 LEAD THE WORK OF TEAMS AND INDIVIDUALS TO ACHIEVE THEIR OBJECTIVES

Element C12.2 Assess the work of teams and individuals

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You explain the purpose of assessment clearly to all involved.		Assessed via monthly breakdown report.	
b) You give opportunities to team members to assess their own work.			
c) Your assessment of work takes place at times most likely to maintain and improve effective performance .		Assessment during performance of the job.	
d) Your assessment are based on sufficient, valid and reliable information.		Service manuals equipment	
e) You make your assessment objectively against clear and agreed criteria.			

Management Standards Research – Project

Unit C12 Lead the work of teams and individuals to achieve their objectives

Element C12.3 Provide feedback to teams and individuals on their work

Performance criteria	<u>Who</u> <u>involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You provide feedback to your team members in a situation and in a form and manner most likely to maintain and improve performance.		Done on informal basis	
b) The feedback you give is clear and is on an objective assessment of your team members work.		Feedback given on job card	
c) Your feedback recognises team member's achievements and provides constructive suggestions and encouragement for improving their work.		Verbal encouragement	Inter-personal relations
d) The way you give feedback shows respect for individuals involved.		Value relationship & maintains relationship.	
e) You treat all feedback to individuals and teams confidentially.		Informal feedback - done with radios - motivational aspect	
f) You give opportunities to team members to respond to feedback and recommend how they			Suggestion scheme

respond to feedback and recommend how they could improve their work.			CIP
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Management Standards Research – Project

UNIT C16 DEAL WITH POOR PERFORMANCE IN YOUR TEAM

Element C16.1 Support team members who have problems affecting their performance

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
A) You promptly identify poor performance and bring it to the attention of the team member concerned	Coordinator Team members Team leaders	Obtain QC feedback	Visual inspection records Check quality – ovens
b) You give the team member the opportunity to discuss actual or potential problems affecting their performance	Coordinator Team members Team leaders	Hold discussions daily with staff	

C) you discuss these issues with the team member at a time and place appropriate to the type, seriousness and complexity of the problem	Coordinator Team members Team leaders	Hold group discussions daily	
D) you gather and check as much information as possible to identify the nature of the problem	Coordinator Team members Team leaders	Obtain necessary information from buy off boards	QC feedback Buy – Off boards
e) you agree with the team members a course of action which is appropriate, timely and effective	Counsellors Personnel depart.	Can employee handle self, If not-give or gain assistance	Spray back – immediately Write if necessary
f) where necessary, you refer the team member to support services appropriate to their individual circumstances	Counsellors Personnel depart.	Council individual Establish cause of problem	
g) the way you respond to team member’s problems maintain respect for the individual and the need for confidentiality		Handle problems in private Remain confident	

h) you plan and agree follow-up action with the team member concerned, to ensure positive outcomes		Get agreement on action plans	Written record / feedback agreement of action plans
i) you promptly inform relevant people of problems beyond your level of responsibility or competence	Social worker	Use help of social worker or personnel department	

Management Standards Research – Project

UNIT C16 DEAL WITH POOR PERFORMANCE IN YOUR TEAM

Element C16.2 Implement disciplinary and grievance procedures

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
A) our team members have clear, accurate and timely information regarding disciplinary grievance procedures	Coordinator Team leaders Union Reps	Advise on joining co. during induction	
b) You implement disciplinary and grievance procedures in a fair, impartial and timely way	Coordinator Team leaders Union Reps	Follow procedures and training manual	Copies of disciplinary and grievance procedures

<p>C) you implement disciplinary and grievance procedures according to your organisational values and the need for confidentiality</p>	<p>Coordinator Team leaders Union Reps and IR officer</p>	<p>Follow procedures and training manual</p>	<p>Employee reports</p>
<p>D) The Way You Implement Disciplinary And Grievance Procedures Maintains Respect For The Individual And The Need For Confidentiality</p>			
<p>e) your records of the proceeding and their outcomes are accurate and complete and you make them available only to authorised people</p>			<p>Copies kept by personnel department</p>

Management Standards Research – Project

UNIT C16 DEAL WITH POOR PERFORMANCE IN YOUR TEAM

Element C16.3 Dismiss team members whose performance is unsatisfactory

Performance criteria	<u>Who involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
A) the way you dismiss individuals is fair, impartial and takes place at an appropriate time	Manager Coordinator	Conduct hearing	Verbal reports
b) You obtain appropriate advice on dismissals from relevant people	I.R officer Personnel department	Consult manager, IR and personnel	Verbal reports

c) you give clear reasons for dismissal to the individual concerned at a level and place appropriate to them	I.R. officer Employee Union Reps	Given a disciplinary hearing by chairman	
d) the process of dismissal complies with the organisation's disciplinary and grievance procedures and legal requirements	I.R officer Employee Union reps		Procedure
E) the process of dismissal maintains respect for the individual and the need for confidentiality	I.R. officer Employee Union Reps		Procedure

F) you keep accurate records of the dismissal	I.R. officer Employee Union reps	Document information	Personnel and IR files
G) you provide accurate and non-confidential information regarding the dismissal to other team members and colleagues in a way which maintains confidence and morale	I.R. officer Employee Union reps	Supply if required Only supply limited information	Verbal reports

Management Standards Research – Project

UNIT D1 MANAGE INFORMATION FOR ACTION

Element D1.1 Gather required information

Performance criteria	<u>Who</u> involved	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) The information you gather is accurate, sufficient and relevant to the purpose for which it is needed.	Suppliers & other co-ordinators	Feedback from suppliers, T&A. Daily audits Defects (Quality)	By-off sheet, personnel records, shift end reports, visual management, quality audits.
b) You take prompt and effective action to overcome problems in gathering relevant information.		Continuously dealing with problems and taking corrective action.	Focus on top 3,5 or 10 defects.
c) You record and store the information you gather according to your organisation's systems and procedures.		F SAP updates	SOS masters Dept. instructions Operational manuals.
d) The information you gather in the required format to authorised people only.		Supplier information (report) Personnel records End of shift reports	
e) You identify possible improvements to systems and procedures and pass these on to the relevant people.		Continuous change to systems and forms - leads to changes in SOS's	

people.		also engineering changes, materials & process.	
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Management Standards Research – Project

Unit D1 Manage information for action

Element D1.2 Inform and advise others

Performance criteria	<u>Who</u> <u>involved</u>	Functions (Tasks performed)	Evidence (Examples/documentation which may be used as proof of meeting the standard)
a) You give information and advice at a time and place, and in a form and manner appropriate to the needs of recipients.		Daily, monthly reports to suppliers, quality, cost etc. QNPS - weekly basis	
b) The information you give is accurate, current, relevant and sufficient.			F SAP forms KPIs
c) The advice you give is consistent with your organisation's policy, procedures and resources		Dept. procedures, Comp. procedures	

	constraints.			
d)	You use reasoned arguments and appropriate evidence to support your advice.		QNPS forms & graphs Run charts - tally sheets	
e)	You check and confirm recipients' understanding of the information and advice you have given them.		Buy - off control sheet (unit audit) Awareness forms (t-leaders)	
f)	You maintain confidentiality according to your organisation's requirements.		Storage of information according to company procedures.	
g)	You seek feedback from recipients about the information and advice you provide, and use this feedback to improve the ways in which you give information and advice.		Team meetings and counselling sessions.	

Management Standards Research – Project

Unit D1 Manage information for action

Element D1.3 Hold meetings

Performance criteria	<u>Who</u> <u>involved</u>	Functions (Tasks pe
a) Your give sufficient notice of the meeting to allow the necessary people to attend.	T-leaders	Notice of meeting most meetings a informal basis, depending on the is
b) You make clear the purpose and objectives of the meeting at the start.		
c) Your style of leadership helps people to make useful contributions.		
d) You discourage unhelpful arguments and digressions.		
e) The meeting achieves its objectives within the allocated time.		Seems uncertain - a meetings, are outco meetings clearly sti
f) You give clear, accurate and concise information about outcomes of the meeting promptly to those who need it.		

APPENDIX D

Matrix of first-line management managerial competencies instrument

<p>Title of unit : _____</p> <p><u>Title of element:</u> _____</p>									
Evidence reference number	Forms of evidence	Performance criteria							
		a	b	c	d	e	f	g	h
A	C.V. Experience profile								
B	Rasi – sheet								
C	Request for change								
D	QNIPS – problem solving								
E	SOS – 1 document								
F	Inter office memorandum								
G	Minutes of meetings (various)								
H	Build status								
I	Audit sheet								
J	Teardown spot-weld sheet								
K	Measuring report								
L	Audit schedule								
M	Through runner rate								
N	Key performance indicators								
O	Suggestion log sheet								
P	Safety committee meeting								
Q	Hearing confirmation								
R	Safety checklist								
S	Safety undertaking								
T	Safety talk								
U	Safety master record								
V	CIP suggestion record								
W	Maintenance job card								
X	Expenses budget explanation								
Y	F SAP 0069								
Z	CPAR								
Aa	Disciplinary records								
Ab	QPR – problem sheet								

