

# Professionalisation of HRD Practitioners in the public service

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# Outline of the presentation

- Introduction
- National Trainer policy
- NSG collaboration with PSETA
- Case study: CIP trainers (1-12)



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# Introduction

This presentation seeks to:

- Share the purpose and proposed content of a **national Trainer Policy**.
- **Invite contributions and participation** on the development and evolution of a national Trainer Policy.
- Share **case study on CIP levels 1-12**.



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# Critical areas to input on

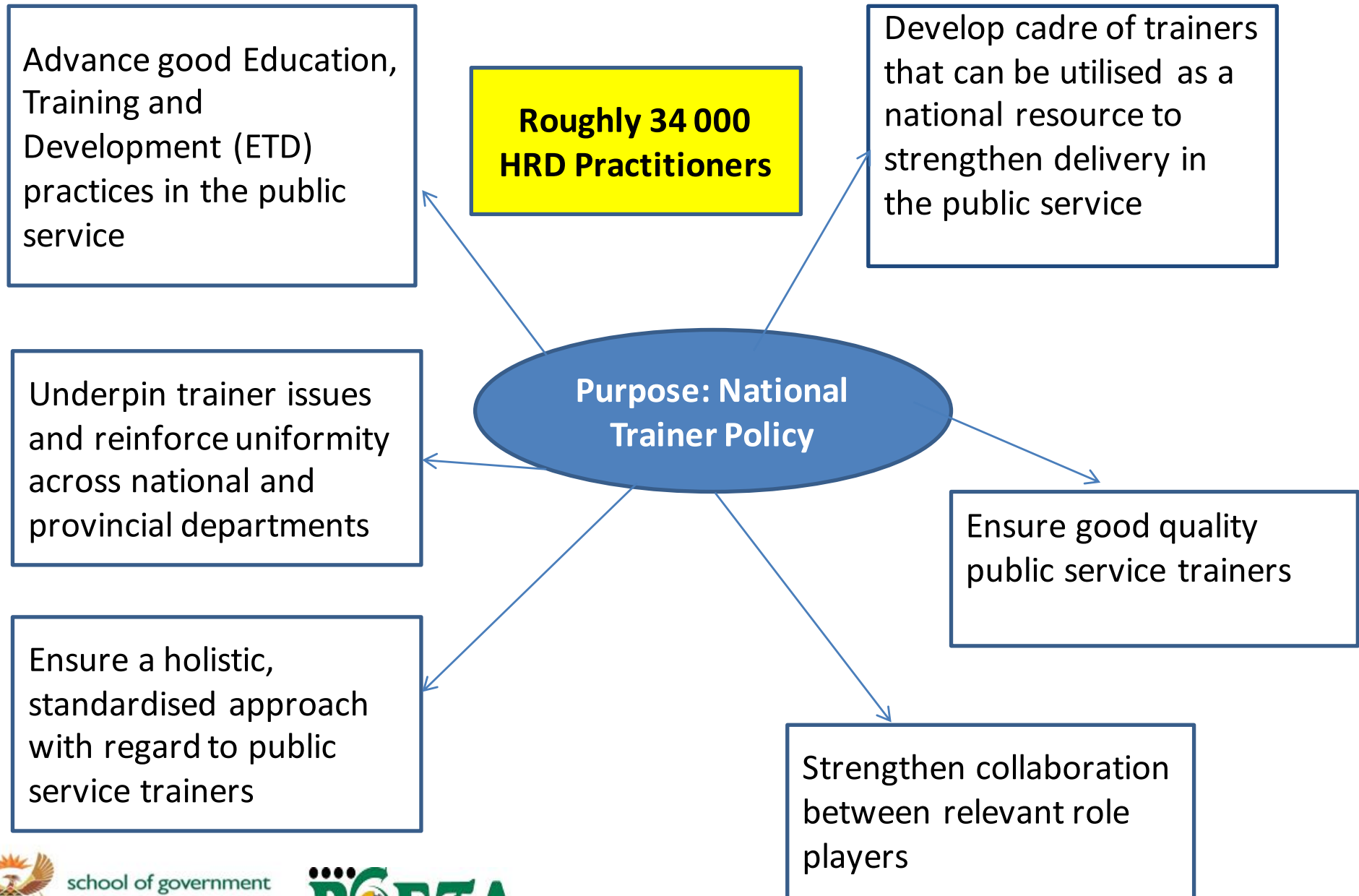
- Areas to be covered by the national Trainer Policy; and
- Proposed trainer standards.

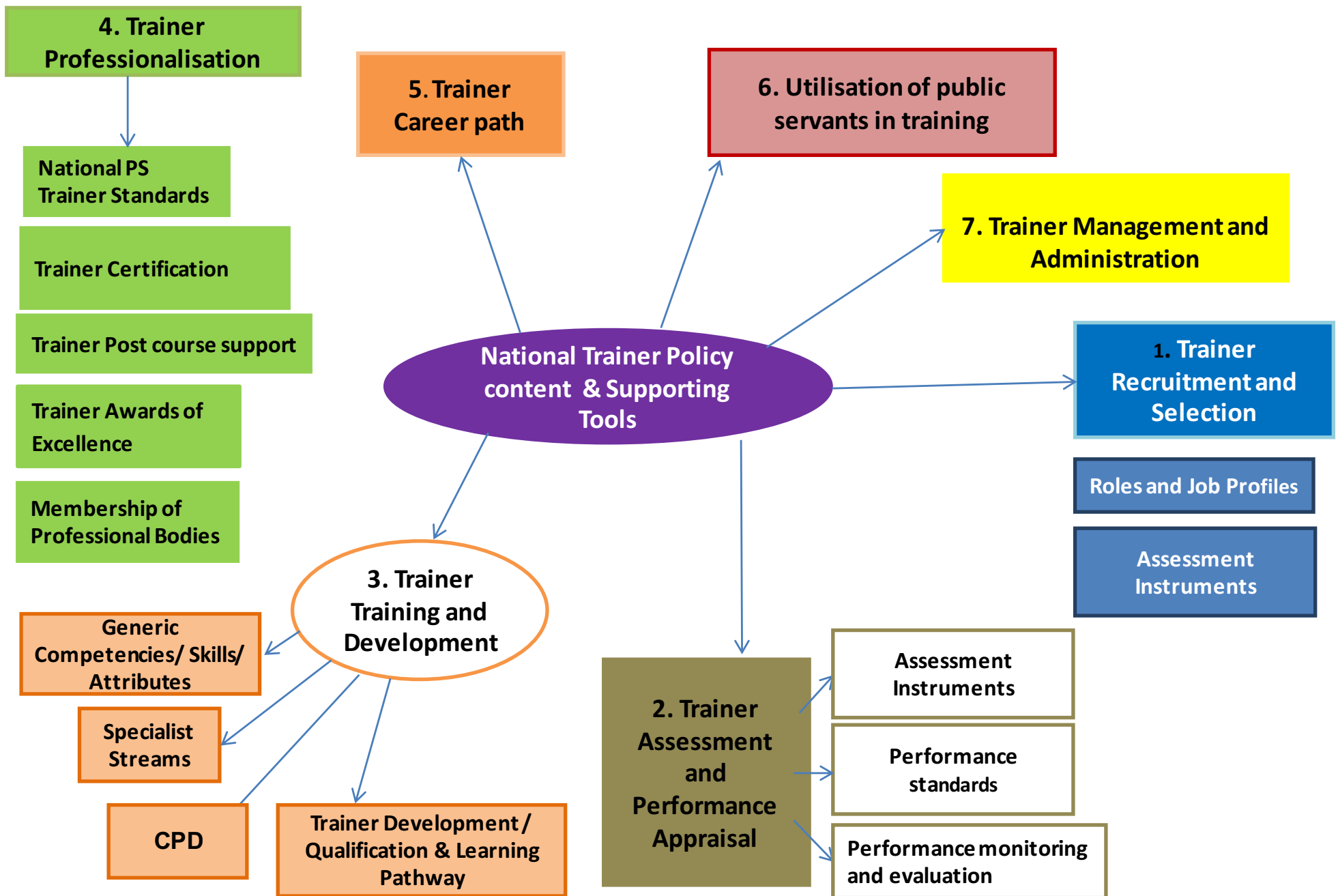


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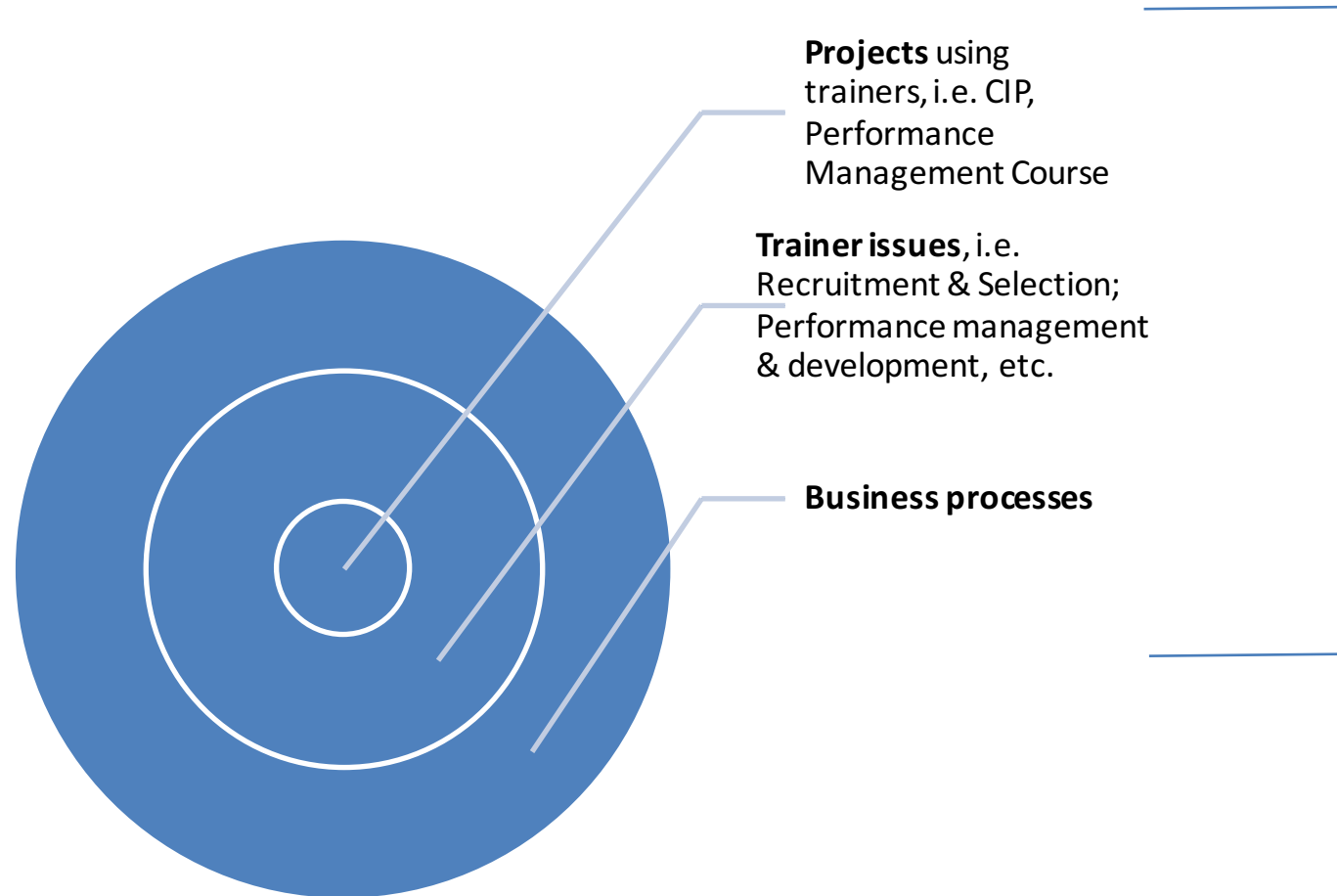
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# NSG collaboration with PSETA



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# Case study: CIP trainers (1-12)

- **Trainer Recruitment and Selection**

- Existing PS trainers
- New trainers



- **Screening process:**

- Comprehensive CV detailing training experience and PS knowledge and experience;
- Mock Presentation;
- Individual Interview; and
- Knowledge Test on Module 1 of the CIP.
- **872** trainers screened to date.

- **Job readiness criteria:**

- Obtain pass mark of 50%.
- 50-69% - shadow or re-write.
- 70-79% - support as required.
- 80-100% - potential Lead trainers.



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# Case study: CIP trainers (1-12) cont.

- **Trainer recruitment and Selection**

- Existing PS trainers
- **New trainers**



- **Roles and Job Profiles:**

- Director: ETD
- Chief ETD practitioner
- Snr ETD practitioner
- ETD practitioner

- **PS recruitment & selection process**



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# Case study: CIP trainers (1-12) cont.

- **Trainer Performance**



- **Performance standards**
- **Performance management and appraisal** – EPMDS
- **Performance monitoring and evaluation** - Utilise existing M&E processes and instruments. Also shadowing tools.



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# Case study: CIP trainers (1-12) cont.

- **Trainer Training and Development:**



- **Upgrading of skills through:** Observation, Shadowing, Experiential learning; Reflective practice; Using IT to facilitate learning; PS knowledge & understanding; Institutional development; Mentoring & Coaching; CPD and RPL.
- **Generic trainer skills** (TOT, Assessor, Moderator, e-facilitation – 108 facilitators).
- **Subject matter expertise** (CIP modules 1-5).
- **Trainer Learning Networks & Content workshops** (e.g. HRM & Finance).



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# Case study: CIP trainers (1-12) cont.

- **Trainer professionalisation**



- **Trainer standards** - core standards that trainers should meet when facilitating NSG programmes.
- **Trainer certification** – letters provided for trainers who are successful in different modules – NSG investigating certification for the entire CIP programme.
- **Trainer Post Course Support** - Mentoring of trainers and feedback from M&E processes. Steering committee meetings to manage post course support.



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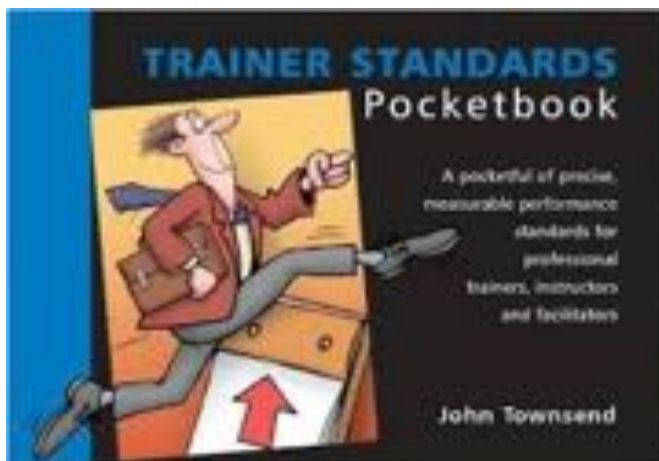
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# Case study: CIP trainers (1-12) cont.

- **Trainer Standards**



- **Standards on facilitation:**

- Trainer quality and behaviour;
- The learning environment;
- Adult learning;
- Training delivery skills;
- Experiential learning;
- Assessment of learning;
- Group facilitation and management;



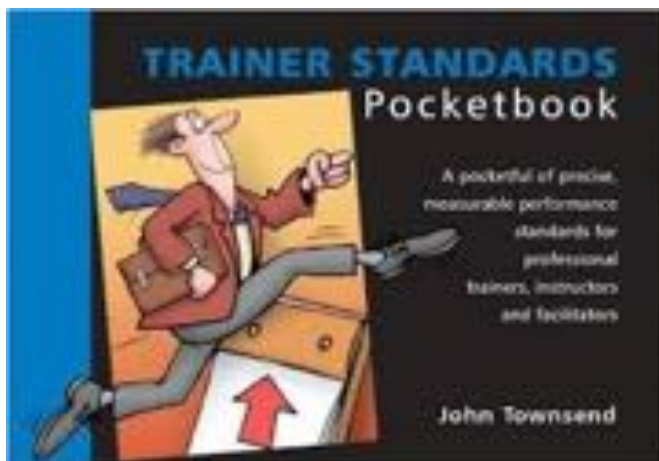
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# Case study: CIP trainers (1-12) cont.

- **Trainer standards**



- **Standards on facilitation cont.:**
  - Transfer of learning;
  - Developing Audio Visual Media and Materials;
  - Computer and Distance Learning technology (elearning);
  - Training language;
  - Professionalism and Ethics;
  - Dealing with disability and special needs learners; and
  - Dealing with Culture and Diversity.
- **Trainer development**
- **Trainer support**



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# Case study: CIP trainers (1-12) cont.

- **Utilisation of public servants in training**



- There are currently 172 active trainers (nat & provincial) delivering CIP Module 1 in the main.
- Mobilisation of trainers in the provinces and national departments is slow due to competing work related demands.



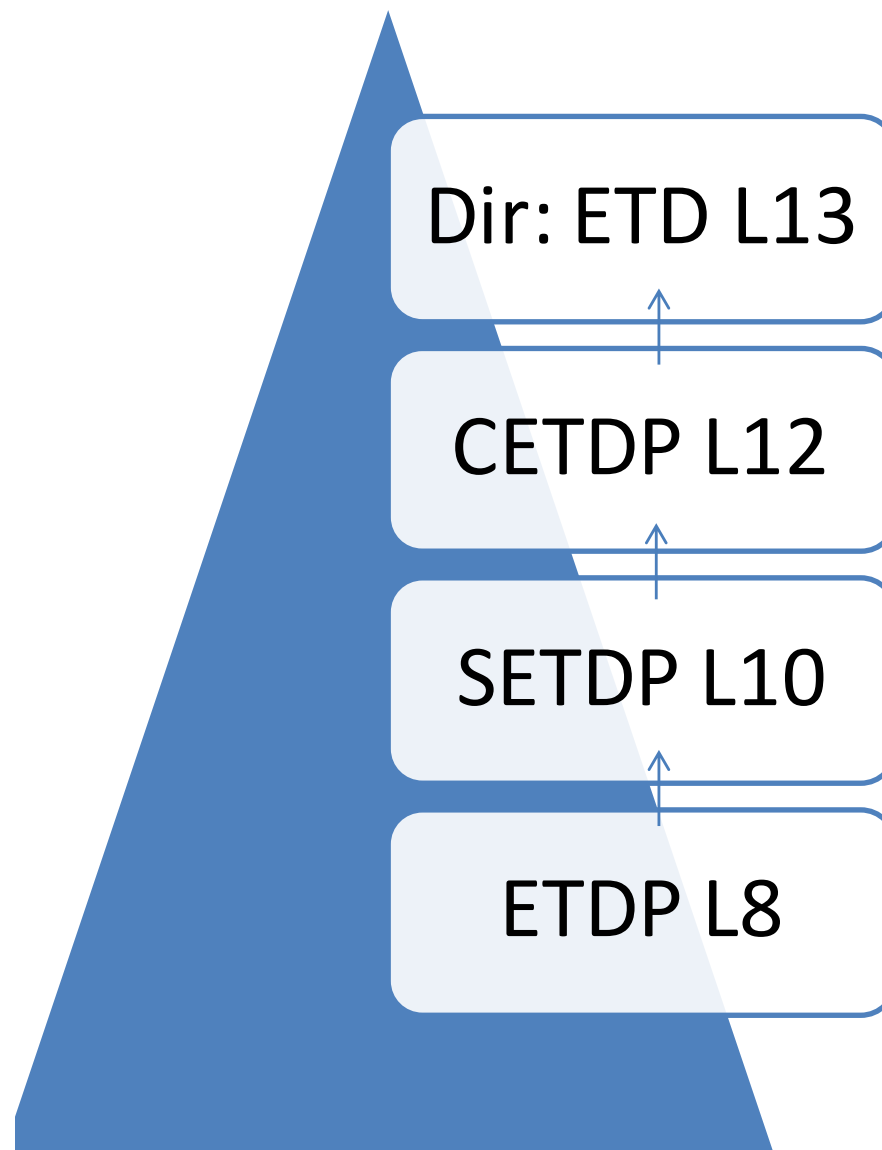
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# Case study: CIP trainers (1-12) cont.

- CIP Trainer Positions



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# Case study: CIP trainers (1-12) cont.

- **Trainer Management and Administration**



- Trainers are primarily managed within their provinces and departments within the four regions, north, south, central and national – training schedules are developed with NSG Induction team.
- Currently limited capacity to address Trainer Management and Administration.



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# Building the HRD/M Capabilities in the Public Service

- **PRESENTATION OUTLINE**
- The PSETA Sector Skills Plan
  - Key questions and analysis in an SSP
  - Data sources and methods
  - Priority capabilities on which PSETA is focusing
  - What does “capacity-building” approach mean?
- What does the SSP say about HRM/D?
  - Vacancy rates
  - Skills gaps
  - Roles and functions of HRM/D
- The presentation reflects the input of different work streams that have been analyzing the strategic challenges facing the organization over recent months and weeks.
- High-level summary of SP/APP issues only



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# A Highly Simplified Summary of Sector Skills Planning

<i>Demand Side Analysis</i>	<i>Supply Side Analysis</i>
How many people must be trained?	OFOs and Qualifications
For which jobs?	Provider capacity and distribution
Why and where?	Enrolment, retention, achievement and absorption rates (“throughput”)



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# The PSETA Sector Skills Plan

- ❖ All known methods and data sources were used:
  - ❖ Forecasting (PSETA 2012 Forecasts)
  - ❖ Labour market surveys (e.g. HR Connect, WSPs)
  - ❖ Signalling models (Analysis of PERSAL vacancy rates)
  - ❖ Costing models (e.g. SIPs forecasts)
  - ❖ Staffing norm models (e.g. HRD – staff ratio, management to admin ratio)
  - ❖ Qualitative approaches (PSETA Task Teams)
- ❖ After comparing data on from all above methods, PSETA used an “institutional” focus to decide on the priorities (see next slide)
- ❖ Then undertook substantial stakeholder consultation (Task Teams, Workshops, Colloquium)



# Based on All the Data and Research, How do We Decide on the Priorities?

## NDP Priorities Chapter 13

- A stable political-administrative interface
- A public service which is a career of choice
- Sufficient technical and specialist professional skills
- Efficient and effective management and operations systems (including HRM/D)
- Procurement systems that deliver value for money
- Strengthened delegation, accountability and oversight
- Improved inter-departmental coordination
- Reduced corruption in the public service



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# Linking Skills Development to Building Organisational Capabilities and Improving Service Delivery



PSSC/HRDC: “Skills development in isolation will not yield a more capable state, skills development must be integrated with wider organisational development initiatives if it is to be effective” (DPSA, 2013).



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# SSP Findings on HR Occupations

- “Human Resource Managers are included in the DHET’s draft list of top 100 occupations in demand in the South African economy (DHET, 2014)”
- “According to the Pearsal data, vacancies in the occupations classified as HR sit at 14% - amongst the lowest across occupations, though arguably too high given the importance of the HR function in departments”



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# Based on All the Data and Research, How do We Decide on the Priorities?

“With respect to the public service, a PSSC report notes that, “There are mixed views about whether there are enough funded and filled HR posts in the public sector...”, though note though that, “ The public service represents 15% of all formal employment in SA, but only about 8% of all HR professionals....” (DPSA, 2013b).



# SSP Findings on HR Occupations

- “HR Connect data suggests that even where HR posts exist and are filled, the staff employed in these posts do not have the task proficiency, knowledge proficiency or critical skills required...”. (DPSA, 2013b).
- “Analysis of the MPAT assessment scores undertaken in 2013 (DPME, 2013) against a variety of other factors found that HRM/D scores are strongly correlated with overall organisational performance improvement. However, as noted in Chapter Two, the HR function in the South African public service is very uneven, and often weak”.
- “The OCPO in the National Treasury has pointed to improving HRD competency in departments as a necessary component of improving the procurement system in the public sector (to recruit, train and retain the appropriate skills and develop depth of experience in state procurement across a range of sectors)”.



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# SSP Findings on HR Occupations (cont...)

“A recent case study commissioned by PSETA has shown that in some departments the HR function does not include a number of the functions above. HR is often limited to compliance reporting and transactional functions i.e. the strategic role of HR in recruiting and training staff to deliver on its mandate is often missing. This situation is impacted on by a number of issues.

**One of these is the need for improved skills amongst HR personnel, and improved HR skills in line managers;** another is related to the lack of seniority of HR personnel in some public service organisations; and HR is also impacted on by the politicisation of the HR function in some departments and to this, turnover in HR that this can cause”.



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# Proposed PSETA Intervention to Build HRM/D Competencies

- PSETA has allocated budget for 100 HRD learnerships for existing employees this year
  - A combination of RPL, elearning, face to face learning, allowing people to earn full qualifications and professional registration
- We propose to allocate these 10 to each province and 10 to national
- We suggest we start with a needs analysis, and we request all departments to assist us in identifying the needs and agreeing the plan
- The result of the needs analysis will be a 3 – 5 year plan for strengthening HRM/D capabilities in the state – the 100 learnerships are simply year one



