Talent Management for training staff in the South African Police Service: The case of the SAPS Academy, Paarl

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ABSTRACT

The South African Police Service (SAPS) Academy in Paarl established a partnership with the University of South Africa (UNISA) during 2013 to jointly offer programmes in Police Science, which are accredited by UNISA. The primary objective of the partnership was to guide SAPS towards accreditation as a tertiary institution. Regrettably, to date, no institutional and work study investigation was conducted to determine whether the available human resource and skills capacity was adequate to implement these new programmes. Adherence to the Council of Higher Education (CHE) criteria in terms of lecturing staff, was not ensured, including the requirements of career development for academics.

The aforementioned shortcomings resulted in academic employees at the Academy being overloaded with lecturing and inadequate time to conduct independent research. Moreover, they were obliged to lecture courses in which they lacked skills and expertise. This resulted in the employees becoming progressively demotivated due to a lack of support and development opportunities. The situation led to an increasing number of resignations, resulting in the Academy experiencing great difficulty to attracting and retaining academics with expertise and the required qualifications. The consequences hereof led to exacerbating the ultimate objective of becoming a Police University by 2021. The study, therefore, focused on the implementation of talent management as a strategic approach to manage SAPS’s human resources, with the aim to attract, develop, retain and motivate skilled, competent and committed employees. The study focused specifically on the talent management of academics at the SAPS Academy in Paarl.

The qualitative research approach was adopted for this study. Three focus group discussions were held with academics at the SAPS Academies in Paarl and Thabong, and four semi-structured personal interviews with HR managers as instruments to collect data. The aim of the focus group discussions was to establish the thoughts, experiences and perceptions of the academics relating to talent management and professionalism in SAPS and to promote self-disclosure among academics. The purpose of the personal interviews was to establish SAPS’s HR management perceptions and expertise of talent management and professionalism.
The results from the empirical research revealed that the lack of implementation of human resource management (HRM) and HRD policies led to poor HRM in SAPS, and specifically the academics at the Academy in Paarl. Although these academics were expected to teach university students and contribute to the professionalisation of SAPS, there was no strategy to ensure that they are valued and developed. Furthermore, neither succession planning nor career management was considered. It was also revealed that SAPS’s current HR Plan and Promotion Policy is neither integrated with employee development, reward or retention and nor is its Recruitment Policy integrated with SAPS’s strategic objectives. The results obtained from the empirical research also revealed that SAPS internal policies do not support the academic structures found in tertiary institutions. The study recommends an employee recruitment, development, motivation and retention plan for the SAPS Academy in Paarl through an integrated talent management strategy.

**Key terms:** Talent management; training staff; SAPS Academy, Paarl; career management.
LIST OF ABBREVIATIONS

AIPM  Australian Institute for Police Management
BPSD  Bachelor’s Degree in Police Science
CHE   Council for Higher Education
CIPD  Chartered Institute of Personnel and Development
DHET  Department of Higher Education and Training
DPSA  Department of Public Service and Administration
EDLP  Executive Development Learning Programme
EDP   Executive Development Programme
ERM   Enterprise Risk Management
ETD   Education, Training and Development
FASSET Finance, Accounting, Management Consulting and other financial Services Training
HCI   Human Capital Institute
HR    Human Resources
HRD   Human Resource Development
HRM   Human Resource Management
JMLP  Junior Management Learning Programme
MLID  Management, Leadership and International Development
MOU   Memorandum of Understanding
MTEF  Medium Term Expenditure Framework
MTPF  Medium Term Personnel Framework
NDP   National Development Plan
NQF   National Qualifications Forum
NSG   National School of Government
NWU   North West University
ODETDP Organisational Development Education Training Development Programme
PALAMA Public Administration Leadership and Management Academy
PEP   Performance Enhancement Process
PFMA  Public Finance Management Act
PMI   Project Management Institute
PPM   Practical Project Management
PSC  Public Service Commission
PSETA  Public Sector Education and Training Authority
PSTF  Public Sector Trainer's Forum
RSA  Republic of South Africa
SABINET  Southern African Bibliographic Information Network
SANDF  South African National Defence Force
SAP  South African Police
SAPS  South African Police Service
SAQA  South African Qualifications Authority
SARS  South African Revenue Services
SASSETA  South African Services Sector Education and Training Authority
SDF  Skills Development Facilitator
SDIP  Service Delivery Improvement Programme
SETA  Sector Education and Training Authority
SMLP  Station Management Learning Programme
SSEDP  Safety and Security Executive Development Programme
STICQ  Service delivery, Teamwork, Integrity, Commitment and Quality
TPP  Training Provisioning Plan
UCT  University of Cape Town
UK  United Kingdom
UN  United Nations
UNISA  University of South Africa
USA  United States of America
WO  Warrant Officer
WSP  Workplace Skills Plan
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CHAPTER 1: ORIENTATION AND PROBLEM STATEMENT

1.1 INTRODUCTION AND BACKGROUND OF TALENT MANAGEMENT IN THE PUBLIC SECTOR AND SAPS

Globalisation has led to the creation of establishments that are diverse and different to the past. It has led to an increased demand for skilled and competent human resources throughout the world. South Africa as a developmental state needs to develop, *inter alia*, a dynamic, capable human resource cadre that will continue shaping the country’s public sector in order to conform to the transformation policies for the future of South Africa. To achieve the aspiration of a capable and developmental state, the public sector needs to be professionalised and public servants’ skills need to be enhanced.

Experiences from the public sector over several years suggest a limited application of professionalism in managing human resources (RSA, 2013a:364). Therefore, a trained and qualified public sector will entail undertaking duties and functions differently. Talent management as a strategic approach can be implemented to manage the human resources employed in the public sector, with the aim to attract, develop, retain and motivate skilled, competent and committed public sector employees.

Talent management is a strategic, integrated approach to managing the career of an employee, from the moment of attraction to the institution (recruitment), through selecting the suitable candidate for a position, by means of the various phases of developing an employee, through the continuous motivation of an employee towards performance and actions to retain the employee (Vermeulen, 2008:40). Davies and Davies (2010:419) underscore Vermeulen’s definition that talent management is the systematic attraction, identification, development, engagement, retention and deployment of employees to the best of their abilities and capacities. Therefore, talent management is a continuous process throughout an employee’s career; integrated with various Human Resource Management (HRM) practices. In this study the focus is on managing talented tutors/trainers (hereafter referred to as academics) in the South African Police Service (hereafter referred to as SAPS), with significant potential and of particular value to the institution.

Although the Constitution of 1996 (hereafter referred to as the Constitution) as the supreme law of the country does not make reference to talent management *per se*, it pays special attention to HRM (of which talent management is part) in the public sector. Chapter 10, section 195(1) of the Constitution stipulates that “good human resource
management and career development practices must be cultivated to maximise human potential” (RSA, 1996:115). Section 205(3) of the Constitution deals with SAPS and stipulates that “the objectives of the police service are to prevent, combat and investigate crime, to maintain public order, to protect and secure the inhabitants of the Republic and their property, and to uphold and enforce the law” (RSA, 1996:123).

SAPS, as a public sector institution, is required to subscribe to the requirements of the Constitution. The SAPS Strategic Plan, 2010 to 2014 (SAPS, 2010:17), and 2014 to 2019 (SAPS, 2014f:13-19), incorporates the mandate given to SAPS in sections 195 and 205 of the Constitution. This mandate includes Human Capital Development, skills development and the retention of human resources. Whether SAPS has addressed this mandate, will be determined through this study, with specific reference to talent management and professionalism.

Section 196 of the Constitution stipulates that the Public Service Commission (PSC) (RSA, 1996:116-119):

- “Must ensure the maintenance of effective and efficient public administration and a high standard of professional ethics in the Public Service.
- The Commission must also give directions and advise national and provincial organs of the state regarding personnel practices in the Public Service, including procedures relating to recruitment, appointments, transfer, discharge and other aspects of the careers of employees in the Public Service.”

The SAPS Strategic Plans, 2010 to 2014 (SAPS, 2010:28), and 2014 to 2019 (SAPS, 2014f:2) adhere to the guidelines as presented in the Constitution as professionalism and HRM practices are included in the aforementioned plans. According to SAPS’s Strategic Plan, optimising employee utilisation includes: The effective selection, appointment and placement of employees; the development, maintenance and implementation of conditions of service; management of the implementation of an Incentives and Rewards Strategy; and the facilitation, development, implementation and maintenance of HRM policies (SAPS, 2010:28). Therefore, in this strategic plan SAPS commits itself to acknowledge employees as its primary asset in achieving its objectives.

SAPS is also required to subscribe to the guidelines set in the National Development Plan (NDP), the government’s leading policy in terms of planning and action for the
democratic, developmental state. The NDP states that one of the primary challenges in South Africa is the frequent poor quality Public Service (RSA, 2013a:15). It is proposed in Chapter 12 of the NDP that urgent action must be undertaken to rectify the situation. Moreover, several actions need to be embarked on simultaneously, which include (RSA, 2013b:43-44):

- urgent professionalisation;
- the recruitment, selection, placement and promotion of employees, based on competency; and
- improved excellence through concentration on the identification and development of talented employees and in the process securing professional orientated employees.

The aforementioned action called for by the NDP relates to talent management in, and professionalisation of SAPS, in as far as it calls for effective and competency-based recruitment, selection, placement and promotion of employees (talent management), as well as excellence (professionalisation). With these aspects in mind, the government also highlighted the importance of improving the quality of trainers’ and educators’ performance in public institutions (such as SAPS) in the NDP (RSA, 2013b:40). It proposes through Chapter 9 of the NDP that (RSA, 2013b:40):

- The training, remuneration, incentives, time spent on tasks, and performance measurements should be analysed and updated;
- the content and pedagogical support for teachers/lecturers (and by implication lecturers and academia at SAPS) must be urgently reviewed.
- talent management strategies for teachers/lecturers need to be considered and developed;
- professionalism and the conditions that enhance professional conduct should be addressed at the hand of theoretical principles; and
- performance management activities in all public sector institutions should be advanced.

It can be inferred from the above that the NDP calls for professionalism amongst employees in public sector institutions and values the development of talent management strategies therein. Furthermore, the Minister of Police set out the Key
Ministerial Priorities per SAPS’s Strategic Plan, 2014-2019, that will direct the general strategic direction of the Police Service. According to the Minister, these priorities are to further the Constitutional imperatives and the pillars dictated by the NDP (SAPS, 2014f:iv). Therefore, in its strategic plan, SAPS sets out to, *inter alia*, abide by the priorities to (1) establish an adequate human resource capability; and (2) invest in human resources through training and development (SAPS, 2014f:iv). These priorities specify the principles that must be aspired to by SAPS and its members.

At the Top 1500 meeting in 2013, the Minister of Police stated that SAPS members must uphold the Constitution, understand its requirements and take cognisance that South Africa is a democratic developmental state that embraces related challenges (SAPS, 2013g:6-7). The Minister emphasised the importance of the *Batho Pele* principles which must serve as a guide for the daily interaction between members of SAPS and the communities they serve (SAPS, 2013g:6). The Minister added that there should be a commitment to deliver excellent services among all members of SAPS in order to ensure that the government’s commitments to its citizens are realised (SAPS, 2013g:6).

In her introduction to the SAPS Annual Performance Plan, 2013/2014, the National Commissioner of SAPS reinforced that, as part of the NDP, SAPS would endeavour to ensure that professionalism is attended to (SAPS, 2013a:iii). To ensure the latter, a professional entry recruitment drive would be launched, skills development practices designed and implemented, and career pathways or succession planning practices attended to (SAPS, 2013a:iii). An emphasis was placed on skills development of all human resources and on the promotion of professionalism (SAPS, 2013a:2). According to SAPS’ Annual Performance Plan, 2013/2014, its recruitment, skills development and career pathway practices would be reviewed within the context of a more holistic, transformation-orientated Recruitment to Retirement strategy to managing human resources (SAPS, 2013a:2). This would include the continuous assessment of these processes to ensure that they are in line with international norms and standards (SAPS, 2013a:2). However, no mention is made of the Recruitment to Retirement strategy in

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1 The purpose of the Recruitment to Retirement strategy is to transform SAPS into a professional institution, characterised by a talented workforce with the necessary knowledge, attitude, aptitude and skills to propel it to deliver its mandate of ensuring a safer South Africa (SAPS, 2013d:2).
SAPS’ Annual Performance Plan 2015/2016. It can be inferred that this strategy is not yet ready for implementation.

Consistent with the NDP and SAPS’ Strategic Plan, 2014-2019, the Public Service Regulations, 2001, states that training in the public sector (including SAPS) should also support and address work performance as well as assist the career development of public officials (RSA, 2001b:41). As such, training should be increasingly driven by the needs of the institution and of its employees (RSA, 2001b:41). Training should focus on the development of talent and strategically link to the creation of a culture of professionalism (RSA, 2001b:41). In the minutes of the 2\textsuperscript{nd} Quarter Performance Review Session of SAPS’s divisions of Personnel Management, Human Resource Utilisation, and Human Resource Development, 2012/2013, it was explained that a career path is a list of jobs in a specific occupational category in an institution (SAPS, 2012b:5). During this meeting reference was also made to the Recruitment to Retirement strategy that was being compiled (SAPS, 2012b:10). Currently, there are still no approved career paths in SAPS (SAPS, 2015f:10).

As mentioned, SAPS, as part of the public sector, must subscribe to the guidelines set in the NDP. None of the guidelines formed part of the 2014/2015 Annual Performance Plan of the HRD Division\textsuperscript{2} (SAPS, 2014a). The 2015/2016 Annual Performance Plan of SAPS reveals that it is taking a step in the right direction through the National Commissioner of SAPS who, in her introduction to this plan, stated that an investment in the skills and development of employees can only lead to an improvement in the productivity of the institution and professionalising SAPS through skills development (SAPS, 2015a:vi). The National Commissioner further stated that, for SAPS to develop into an effective institution, it needs to continue investing in its employees and develop their skills through training and development (SAPS, 2015a:vi).

The National Commissioner undertook to ensure that scarce skills, such as Forensic Science disciplines, Engineering and Architectural services in SAPS receive adequate attention (SAPS, 2015a:vi). She also mentioned that SAPS’s partnership with the

\textsuperscript{2} The SAPS Academy in Paarl falls under the ambit of the HRD Division.
University of South Africa (UNISA)\(^3\) has made it possible for police officers to receive skills in the policing profession at the SAPS Academy in Paarl\(^4\) (SAPS, 2015a:vii). The Commissioner, however, did not mention capacity building or the development or retention of the academics at the SAPS Academy who are responsible for improving the skills of police officers. It is in this regard that the study aims to make a contribution to the talent management (including the motivation, development and retention) of SAPS academics.

Human Resource Management can be regarded as the ‘home’ of talent management and establishing a professional core of employees (Babio & Rodriguez, 2010:392). Human Resource Management is defined as a strategic and coherent approach to the management of an institution’s most valuable assets – the people working there who individually and collectively contribute to the achievement of its objectives (Babio & Rodriguez, 2010:393). The primary aim of HRM is to ensure that institutions achieve success through their employees (Garrow & Hirsh, 2008:390). In the public sector, this success refers to effective service delivery by public sector institutions. Human resources is the primary source of an institution’s vitality and strength (Garrow & Hirsh, 2008:390). When departments perform well, it is predominantly due to the inspiration, enthusiasm, skills and reliability of its workforce (Garrow & Hirsh, 2008:396).

A human resource (HR) strategy ensures that appropriate institutional structures and HR requirements are in place and that they are aligned to the institution’s strategic plan (Wellins, Smith & Erker, 2009:5). This is in order to plan and provide for its long-term needs as well as to ensure that strategic goals are achieved (Wellins et al., 2009:5).

The Public Management Institute (PMI) (2013:5) found through their research that HRM should be a partner in the strategic formulation process of the institution, include the development of a talent management strategy and create a professional workforce.

Human Resource Management strategies include the development of policies in areas such as talent management as well as policies on creating an agreeable professional

\[^3\] In order to professionalise SAPS through the establishment of a fully-fledged university for police officers in South Africa, SAPS signed a MOU with UNISA in October 2013 (SAPS, 2013c).

\[^4\] The SAPS Academy in Paarl is also referred to as the SAPS Academy and the Academy in this research.
working environment for the employees (Garrow & Hirsh, 2008:390). Furthermore, HRM policies should aim to improve talented human resources on a continuous basis, which will lead to professionalisation and improved service delivery of the institution (Wellins et al., 2009:5).

To contextualise the above discussion on HR strategies in SAPS, it is important to specify the strategic priorities that have been determined to manage the HR function in SAPS for 2014 to 2019, which are to (SAPS, 2014f:19-21):

- Implement a new recruitment framework underpinned by the vision of an integrated HRM system;
- streamline and reorganise management functions;
- develop human resources to establish a quality-based capability to deliver the policing mandate;
- professionalise SAPS;
- transform SAPS through demilitarisation as mentioned in the NDP; and
- enhance the use of technology.

These priorities are identified and should be refined on an annual basis through the development of an annual HR Plan that focuses on enabling the implementation of the strategic direction of SAPS through its Annual Performance Plan, including the plans of the provinces and divisions (SAPS, 2010:29).

Since the introduction of the 2013/2014 Annual Performance Plan of SAPS, the following progress has been made: A Career Path policy for SAPS has been completed; and a draft retention policy for SAPS has been developed. However, a revised strategy for recruitment is still required (SAPS, 2013a:15). The Recruitment to Retirement strategy, mentioned in the Annual Performance Plan, was drafted to address the following aspects of HRM: Recruitment; placement; training and development of SAPS employees; the professionalisation of SAPS; stakeholder analysis; the utilisation of SAPS employees; change management; and an integrated performance management system (SAPS, 2013d:15). It is indicated in the 2014-2019 Strategic Plan of SAPS that it is one of its goals to implement the Recruitment to Retirement strategy during this period in order for the institution to become a career of choice (SAPS, 2014f:13). Although all these strategies are a step in the right direction, SAPS has not embarked
on an integrated talent management strategy for its members; rather, these are still loose standing practices with limited or no policies to guide them.

The HR Planning Strategic Framework of 2008 was established to promote, *inter alia*, the integration of talent management in the public sector. However, the PSC’s Report on the Assessment of the State of Human Resource Management in the Public Service (2010b:i:x) revealed that the public sector has been unable to implement an integrated talent management strategy satisfactorily. The reasons are, *inter alia*, the lack of capacity in the HR divisions, institutional structures that do not provide for the implementation of such an activity, a lack of leadership on especially supervisory level, and management that has failed to take the responsibility to implement the strategy (RSA, 2010b:i:x). The NDP, which is currently the government’s leading policy in terms of planning and action for the democratic developmental state, clearly indicates that the situation in terms of the implementation of talent management strategies in the public sector had not changed since 2010 (RSA, 2013b:15-16). The NDP specifically states that talent management strategies for teachers/lecturers need to be considered and developed (RSA, 2013b:40). Strategic and HR managers in SAPS should acknowledge that employees have a critical role to play in the strategic development and implementation of a talent management strategy (Vermeulen, 2008:412). Their commitment and competency will determine whether the institution will be able to achieve its objectives optimally (Vermeulen, 2008:412).

SAPS developed a so-called HR Plan, the SAPS Employment Regulations of 2000, which was approved in 2002. This plan was relevant for the period 2002 to 2005 which focused on ensuring that SAPS appointed the appropriate number of employees, with the suitable competencies, in the proper position to enable SAPS to reach its objectives (SAPS, 2002:1-6). The plan, however, concentrated only on the operational aspects of policing and no mention was made of talent management (SAPS, 2002:1-6). Moreover, the plan has not been reviewed since 2002. However, SAPS currently include annual HR plans in their Annual Performance Plans.

Research conducted on the HRM function in SAPS since 2002 revealed that talent management lacked attention when strategic plans and policies were developed and implemented (Kotze, 2011:7). It can be inferred from the aforementioned that SAPS do not give adequate attention to talent management as an HR function and this essential function was not available to the academics in SAPS. The lack of talent management in
SAPS was also reiterated when the priorities at the Top 1500 meeting were discussed in 2013 and the Compliance Review Framework was compiled, which specifically examined an integrated SAPS HRM Strategy (SAPS, 2013g:15). The Compliance Review Framework indicated that SAPS have neither talent management policies nor practices in place (SAPS, 2013g:16).

During the feedback sessions at the Top 1500 meeting in 2015, it was indicated that the Recruitment to Retirement strategy had been finalised and the sub-strategies that fall under this strategy must be developed (e.g. recruitment, talent management and succession planning) (SAPS, 2015e:5). Of major concern from this feedback is that SAPS has not realised that talent management can serve as an umbrella under which the Recruitment to Retirement strategy could be developed to form an integrated strategy.

According to Vermeulen (2008:411), HR divisions within institutions should affirm its influence over an institution and provide reliable and pro-active information to management in the development of strategies and plans. When approved, HR divisions must take responsibility to transform these strategies, and include a detailed talent management strategy in the operational plans in the institution (Vermeulen, 2008:411). According to Van Dijk (2008:389), public sector institutions should embark on a concerted effort to integrate talent management in all their HRM functions that should become the umbrella to redefine the HRM environment. The emphasis on talent management implies that human resources will become the primary ingredient to the success of any institution (Van Dijk, 2008:389).

The approach to talent management is based on the integration of all HR functions in order to ensure a coherent system that will address HR-related issues responsibly (Van Dijk, 2008:393). The Public Service Act 103 of 1994 forms the foundation of HRM in South Africa and it creates the framework for talent management in the public sector (Kahn & Louw, 2010:178). In spite thereof, SAPS lacks focus in this regard, as alluded to in the preceding paragraphs.

The development of an integrated talent management strategy for SAPS is important to fulfil its mandate in terms of the Constitution as well as adhere to the government's NDP objectives and the professionalisation of the institution. The Public Service assessment of the state of HRM Report, 2010, revealed that the key challenge facing the Public
Service, including SAPS, is the need to attract, develop and sustain a competent and talented workforce (RSA, 2010d:64; Levin, 2015:26; SAPS, 2015d:5).

SAPS’s Human Resource Development (HRD) Division states in its vision and mission that it will strive to keep abreast to cater for the development needs of the current members in its service (SAPS, 2013h:3). The furtherance of one’s qualifications at the tertiary level is a prerequisite for a knowledgeable and motivated workforce that can successfully accomplish the objectives of the institution (SAPS, 2013h:3). As a point of departure, the Bachelor’s Degree in Police Science (BPSD) and the Safety and Security Executive Development Programme (SSEDP), was institutionalised in SAPS (at the SAPS Academy in Paarl), in partnership with UNISA at the beginning of 2014 (SAPS, 2014g:1). These are steps to ensure that the intellectual development of talented employees takes place and professionalisation of the institution’s employees is addressed (SAPS, 2013f:20).

It is predicted that the BPSD and other accredited Management and Leadership programmes will have a significant influence on the status of the SAPS Academy and the quality and status of its employees (Smit, Cronje, Brevis & Vrba, 2012:494-495). The vision of the SAPS Academy in Paarl is to become an internationally acclaimed Police University by 2021 and create a new generation of future police officers (SAPS, 2013h:1). It is the mission of the SAPS Academy in Paarl to:

- Become a leading Police Academy in Africa in the professionalisation of the police through university education; and
- develop the research capabilities of student police officers to ensure that SAPS become a research orientated and learning institution to secure effective policing (SAPS, 2013i:1-2).

In order to fulfill the above goal, the SAPS Academy needs to adhere to the criteria of the Council of Higher Education (CHE) in terms of lecturing staff (CHE, 2004:9). It can be argued that the new developments will ultimately be to the advantage of academics at the Academy. The partnership with UNISA entails development programmes for academics and registration as tutors with the Institution, which implies that they will have access to Higher Education and gain experience in the field (SAPS, 2013c:4). The
HRD Division\(^5\) has also committed to providing bursaries to academics for further studies (SAPS, 2013c:4). Moreover, the academics will be expected to keep up to date with the latest developments and broaden their skills to meet the needs of the new requirements (Smit et al., 2012:494-495).

The CHE requires academic employees who lecture on the programme, to be suitably qualified with adequate relevant experience and teaching competence (CHE, 2004:9-10). Furthermore, the CHE requires academics to be in possession of specific competencies, for example, capacity to assess as well as a research profile of the modules they lecture (CHE, 2004:9-10). It is also a requirement that opportunities must be provided for academic employees to enhance their competencies and their professional growth and development must be supported (CHE, 2004:9-10).

The situation in the public sector as well as in SAPS portrays the reality of a skills shortage and a high turnover of staff (RSA, 2010a:vii). Vermeulen (2008:408) asserts that if public sector institutions wish to be recognised as world class and provide quality services to its citizens, they have to identify talented employees, develop them, and raise the bar of their performance and in the process the performance of the institution. Institutions must, therefore, retain their talented employees and should also benchmark their performance with related public sector institutions (Vermeulen, 2008:408). Benchmarking of talented employees will give institutions valuable information on whether its employees meet or exceed performance standards in the open market (Vermeulen, 2008:408). The benchmarking of the SAPS Academy in Paarl with other Police academies is discussed in chapter 2.

Since skilled and competent employees are in high demand, it is important that strategic managers prioritise the talent management function in order to retain such employees (Bhengu & Bussin, 2012:86). This calls for recruiting and retaining top talent and in doing so management must develop a talent management strategy as one of the priorities of the HR function in the institution (Vermeulen, 2008:408). A well-designed integrated talent management approach or strategy will ensure a culture within the institution which will focus, \textit{inter alia}, on the balanced alignment between talented

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\(^5\) The SAPS Academy in Paarl falls under the ambit of the HRD Division.
employees and the roles they play in the institution to reach its goals (Vermeulen, 2008:408; Cappelli, 2008:2). Talent management is essential for institutions to achieve institutional excellence (Vermeulen, 2008:408). Moreover, institutions should embark on special endeavours to ensure that they possess expertise to identify talented employees, develop such employees and utilise their specific talents to the advantage of the institution (Vermeulen, 2008:408; Castellano, 2013:21). In the case of SAPS, talent management is also essential for the professionalisation of the institution.

Pillay, Subban and Qwabe (2008:308) view talent management as an innovative tool that must be embedded in the work culture and ethos of the public sector. The management cadre of an institution, such as SAPS, should establish a work culture and ethos that entrenches the necessary beliefs to develop talented employees (Pillay et al., 2008:308).

The private sector in South Africa is more aware than the public sector of the relation between the attraction of the best talent and success in the competitive and increasingly complex local and global economy (Pillay et al., 2008:308). The private sector is aware that they must manage their talented employees as a critical resource to achieve the best possible results (Pillay et al., 2008:308). According to Wellins et al. (2009:1), a limited number of institutions have an adequate supply of talented employees. This implies that institutions will have to depend increasingly on the development of their own talent management programmes with the objective to improve the levels of work of their talented employees and in the process address the issue of professionalism (Wellins et al., 2009:1).

Professionalism refers to how effectively and proficiently institutions’ employees go about performing their daily activities, as perceived by the outside world (Wellins et al., 2009:1). SAPS has in this regard on numerous occasions acknowledged the existence of negative perceptions about the various functions performed by the institution as well as the attitude of its members in general (SAPS, 2013f:1). The media reports almost daily on poor police conduct, poor service delivery and police brutality (SAPS, 2013f:1). It can be argued that much of these perceptions are associated with poor quality training and education of its employees, which closely links the actions of talent management and professionalism together. Negative perceptions about SAPS have led to the impression that the institution is not being managed and its employees often act
unprofessionally. In order to address the professional profile of SAPS, training and education of its talented employees is, therefore, of great importance (SAPS, 2013f:1).

The negative perceptions and media coverage as well as feedback from society is evidence that much work still needs to be undertaken to train and develop police officers towards improved service delivery (SAPS, 2013f:1). Moreover, more emphasis should be placed on developing leadership that will encourage and stimulate better care and service of the institution’s clients and the citizens of South Africa (PMI, 2013:6). SAPS’s management has realised that higher levels of education for police officers had become a necessity (SAPS, 2013f:3). This aspect was also taken up in SAPS’s Annual Performance Plan of 2013/2014. In this plan, HRM, including talent management and professionalism, were identified as an institutional priority (SAPS, 2013a:3).

For this study, the SAPS Academy in Paarl is used as a case study to explore the significance of compiling and implementing an integrated talent management strategy for its institution in order to establish professionalism in the workforce. The role the SAPS Academy and its academics have to play in developing talented police officers will be established. It will also address which actions are necessary to develop professional police officers and identify the role of the academics at the SAPS Academy.

1.2 BACKGROUND TO THE PROBLEM AND PROBLEM STATEMENT

Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Nieuwenhuis, Pietersen, Clark, Jansen and Van der Westhuizen (2012:111) defines a research problem as an issue that may arise from theory, related literature, current social and political issues, practical situations or personal experiences, which leads to a need for conducting the research. Applied research encapsulates findings that can be applied in solving social problems of immediate concern (Creswell et al. 2012:173). In the instance of the SAPS Academy in Paarl, it can be argued that a lack of an integrated talent management strategy plays a role in the poor management of its academics which eventually translates into inadequate training and education for police officers which in turn affects service delivery and the conduct of police officers. Therefore, in this study, research is conducted to establish the importance of an integrated talent management strategy for academics at the SAPS Academy in Paarl and the influence thereof on professionalism in the institution.
The management of SAPS’s HRD Division has succeeded in establishing a partnership with UNISA in order to institutionalise the BPSD and other accredited management and leadership programmes. However, the HRD Division engaged with UNISA, entered into a partnership and signed a Memorandum of Understanding (MOU) with the institution without consulting other internal role players in SAPS (SAPS, 2013c:2). There was, for example, no consultation with other role players in the institution such as the divisions of Personnel Services, Supply Chain Management, Financial Services and Career Management, in the development, planning establishment of the SAPS Academy as a tertiary Institution in Paarl (SAPS, 2014d:3). There was neither a strategic plan nor budget allocated by the HRD Division for the institutionalisation of the BPSD and other accredited Management and Leadership programmes (SAPS, 2013a:35).

No institutional and work study investigation was undertaken to determine whether the available human resource and skills capacity was adequate to implement the new BPSD (SAPS, 2013a:42). It was only in August 2014, after the institutionalisation of the BPSD in January 2014, that a full work study for the entire HRD Division was requested. By 2 March 2016, the study had still not been finalised. In spite of the new tasks given to the SAPS Academy, no additional posts were made available to address the additional responsibilities. Career development such as career paths for the academics at the SAPS Academy in Paarl, who are expected to facilitate the BPSD, were not investigated as required by the CHE (2004:9). There is also no alignment of the SAPS Academy’s career development programme with that of the institutional management team of SAPS that typically hampers the development of a talent management strategy for the academics in the Academy (Kahn & Louw, 2010:185; RSA, 2013a:364).

An integrated project plan, explaining the contents and purpose of the new partnership with UNISA, had not been compiled by the HRD Division, which left the other partners uninformed (SAPS, 2014d:2-4). The HRD Division also implemented the BPSD Degree without adhering to the criteria of the CHE, that is, how a tertiary institution should be established (CHE, 2004:9-20). Due to this unsatisfactory situation, the HRD Division and the top management of SAPS are embarking on crisis management in order to ensure that the BPSD project is implemented successfully (cf SAPS, 2014d:4). When the BPSD was implemented in February 2014, the Academy personnel comprised of only 35 permanent academics who were expected to present all the Generic and Operational Management and Leadership Programmes as well as the BPSD (SAPS,
2013f:4). The MOU with UNISA clearly states that UNISA will not provide any lecturers for the presentation of the BPSD, but assist to guide and develop the lecturers (SAPS, 2013c:4). The number of lecturers has dwindled to 31 and by March 2016 there was no evidence whether lecturers had been developed as outlined in the MOU (cf SAPS, 2014c:4).

As previously mentioned, talent management entails how employees of an institution should be retained, developed and motivated to optimise institutional performance (Vermeulen, 2008:408). The strategic challenge for SAPS’s HRD Division is how to attract an adequate number of expert academics to the SAPS Academy in Paarl and how to retain their services. The SAPS Academy experiences great difficulty in recruiting adequate qualified subject specific specialists with the necessary qualifications to facilitate the BPSD and the accredited management and leadership programmes (SAPS, 2015b:2). This dilemma leads to a lowering of the lecturing standard (Kotze, 2011:11). Therefore, the SAPS Academy in Paarl utilises facilitators who do not have the academic qualifications needed to facilitate the BPSD and accredited Management and Leadership programmes (SAPS, 2015b:2). A lecturer is required to possess an Honours Degree to present the BPSD and a Master’s Degree to present the SSEDP (CHE, 2004:9; UNISA, 2009:1-12). Unfortunately, the Academy has not been able to recruit academics with the aforementioned qualifications (SAPS, 2015b:2).

According to criteria of the CHE for accreditation of a tertiary institution academic staff responsible for the programmes must be suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile should be adequate for the nature and level of the programme. Opportunities should be provided for academic staff to enhance their competencies and to support their professional growth and development (CHE, 2004:9-10). As indicated, one of the UNISA criteria for a facilitator to become a lecturer is also to be in possession of an Honours Degree in the relevant fields of the BPSD (UNISA, 2009:4). The CHE requirement for academic employees for undergraduate programmes is a qualification higher than the exit level of the programme. The minimum requirement is a first degree (CHE, 2004:10). When the BPSD was implemented in 2014, the SAPS Academy had only eight academics who qualified to present the BPSD and who were registered by UNISA (SAPS, 2014d:2). Academic employees for postgraduate programmes must
have relevant academic qualifications, at least on the same level as the exit level of the programme (UNISA, 2011:4).

Full time academic employees must have two or more years of teaching experience in a recognised higher education institution (CHE, 2004:11). Academic employees must also have research experience and/or study toward higher education qualifications (CHE, 2004:11). Academics at the SAPS Academy in Paarl have the minimum research experience - the only research experience they possess is what they obtained during their studies (SAPS, 2014d:3). Another of the CHE’s criteria states that the academic and support staff of the institution is of sufficient size and seniority for the nature and field of the programme (BPSD) to ensure that all activities related to the programme can be carried out effectively. Support staff is adequately qualified and their knowledge and skills are regularly updated (CHE, 2004:10).

The fact that there is a shortage of qualified academics at the SAPS Academy in Paarl has resulted in lecturers being overloaded with work (Kotze, 2011:70). Consequently, the academics have no time to undertake research, engage in academic writing or further development (Kotze, 2011:70). The Academy will soon be confronted with another challenge, that is, 63% of the current academics are older than 46 while 25% of the training pool is between 51 and 60 years old, that is, senior in years and several personnel on the brink of retirement (result generated from biographical data gathered for this study). The Academy is likely to gradually lose a substantial number of senior public officers and experienced academics who are due to retire (SAPS, 2015l:2). This is likely to result in a significant loss of not only institutional memory, but also academic skills capacity. This scenario calls for the HR Division to, inter alia, implement succession planning in order to pave the way for the development of academics to fill the anticipated vacancies.

Focus on a talent management strategy for academics at the SAPS Academy in Paarl can contribute towards the achievement of the strategic objectives of the institution, its HRD Division as well as the Academy itself to build a quality and successful learning environment which will pave the way for the professionalisation of SAPS. In prioritising and addressing the challenge of implementing a talent management strategy for academics at the SAPS Academy, the HRD Division will be required to perceive talent management and the establishment of a professional workforce as a critical activity
aligned with its HRD strategy and aim to attract, develop and retain academics at its Academy.

Considering the discussion above, this study endeavours to research the following problem: The lack of an integrated talent management strategy at the SAPS Academy in Paarl has led to challenges in attracting qualified academics to lecture on the programmes offered; the appointed academics are occasionally inadequately qualified to lecture the specialised modules; lecturers are overloaded with lecturing responsibilities and have limited or no time to conduct research; succession planning and skills transfers are not in place; quality academic services including the professionalisation of the Academy and the institution to its students is compromised. The study endeavoured to establish how these problems can be resolved through the development and implementation of an integrated talent management strategy.

The aim of this study is to determine the effect that the lack of an integrated talent management strategy at the SAPS Academy in Paarl has on its academics and on professionalism in the institution. Talent management is not a familiar concept in SAPS and the knowledge gained through the literature review, the exploration of relevant theories and the empirical study can assist SAPS to develop a much needed integrated talent management strategy and to improve its professional standing with the public.

1.3 RESEARCH OBJECTIVES

In order to address the problem statement the study aims to address the following objectives:

- To determine and analyse legislation, policies, theory and best practises pertaining to talent management and professionalism in the public sector and specifically in the SAPS;
- to determine current talent management practices in the public sector with special reference to the SAPS Academy in Paarl;
- to determine the current situation regarding professionalism in the public sector with special reference to the SAPS Academy in Paarl; and
- to make recommendations pertaining to the development and implementation of an integrated talent management strategy and related professionalism for the SAPS Academy in Paarl.
1.4 RESEARCH QUESTIONS

In order to address the problem statement and the research objectives, the study aims to answer the following questions:

- Which legislation, policies, theories and best practices pertaining to talent management and professionalisation exist in the public sector and specifically in the SAPS?
- What are the current talent management practices in the public sector, with special reference to the SAPS Academy in Paarl?
- What is the current situation regarding professionalism in the public sector, with special reference to the SAPS Academy in Paarl?
- Which recommendations can be made pertaining to the development and implementation of an integrated talent management strategy and related professionalism for the SAPS Academy in Paarl?

1.5 CENTRAL THEORETICAL STATEMENTS

Talent management is the systematic attraction, identification, development, engagement, retention and deployment of employees to the best of their ability and capacity (Davies & Davies, 2010:419). Talent management implies that employees who have talent and potential are earmarked and processes and practices are established for their retention (Narsi & Ukpere, 2010:1080). Talent management aims to build credible long-term sustainable strategies that support desired outcomes (Pillay et al., 2008:321). Until an institution gains insight of its talent within, managers may not realise the importance and the need to develop a talent management strategy (Pillay et al., 2008:318). At the hand of such a strategy an institution can determine the current human resource needs or it can prepare for future human resource challenges through, for instance, the development of succession planning programmes (Pillay et al., 2008:318). Therefore, an integrated talent management strategy can benefit the SAPS Academy in Paarl by attracting suitable academics, offer development opportunities and formulate a succession plan.

According to Van Dijk (2008:389), public sector institutions should embark on a concerted effort to integrate talent management in all their HRM functions as well as become the umbrella for redefining the HRM environment. Since skilled, competent
employees are in high demand, it is important for strategic managers in the various public sector institutions to take cognisance of the value of talented employees and to prioritise the development of talent management strategies to attract, develop and retain top talent (Vermeulen, 2008:408). Furthermore, Pillay et al. (2008:321) posit that talent management and the implementation of activities aims to build credible long-term sustainable human resource strategies to assist in developing satisfied employees as well as be willing to make their institution their home. Given the high turnover of staff, and the need for competent and skilled academics at SAPS Academy in Paarl, alluded to in section 1.1, the benefit of an integrated talent management strategy through which this can be accomplished is clear.

SAPS has on numerous occasions acknowledged the existence of negative perceptions about the various functions as well as the attitude of SAPS members in general (SAPS, 2013f:5), which gives the public the impression that the institution lacks professionalism. Professionalism refers to how effectively and proficiently institutions’ employees go about in performing their daily activities, as perceived by the outside world (Wellins et al., 2009:1). Training and education of its talented employees, including academics at the Academy in Paarl, is of significance in order to address the professional profile of SAPS (SAPS, 2013f:1). The NDP also calls for professionalism in public institutions (RSA, 2013b:40). According to Wellins et al. (2009:1), a limited number of institutions have an adequate supply of talented employees. The SAPS Academy is no exception in this regard. Therefore, institutions will have to depend increasingly on the development of their own talent management programmes with the objective to improve the levels of work of their talented employees and in the process address the issue of professionalism (Wellins et al., 2009:1). Considering the lack of adequate and suitably qualified academics at the SAPS Academy in Paarl, it is advisable for the Academy to use talent management programmes to develop, motivate and retain their academic employees.

1.6 RESEARCH METHODOLOGY

Research methodology focuses on the strategies followed during the research; it is a reflection on the planning, structuring and execution of the research that will be done (Brynard & Hanekom, 2013:28, 36). The research methodology includes the assumptions and values that serve as a rationale for the research and the standards or criteria the researcher uses for interpreting data and reaching conclusions (Brynard &
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Hanekom, 2013:28, 36). Subsequently, the research approach, the research design, the literature review, instrumentation (semi-structured interviews and focus group discussions), data analysis, population and sampling and the validity and reliability of data measuring instruments for the study are focused upon in the following sections.

1.6.1 Research approach

The study follows a qualitative research approach. Qualitative research refers to research that produces descriptive data where the world or elements of the world is perceived from the participant’s perspective (Brynard & Hanekom, 2013:37). This implies that the researcher wants to understand the issues under examination and as such focus on real-life experiences of people in their natural settings (Brynard & Hanekom, 2013:37). According to Creswell et al. (2012:51), qualitative research is concerned with understanding the process and the social and cultural contexts which underlie various behavioural patterns and is primarily concerned with exploring the “why” questions of research.

Qualitative data analysis is usually based on an interpretative philosophy, which aims to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon (Creswell et al., 2012:90). This is best achieved through a process of inductive analysis of qualitative data where the main purpose is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by a more structured theoretical approach (Creswell et al., 2012:90).

The qualitative approach assists and enables a researcher to interpret and describe the data gathered and to undertake the empirical research of the study with confidence (Brynard & Hanekom, 2013:37). The academics at the SAPS Academy in Paarl as well as academics from another SAPS Academy were engaged in this study through focus group discussions. Interaction with the interviewees in their natural work environment could be well structured and systematically recorded in a scientific manner. Several HR Managers in SAPS were also interviewed at their workplace because of their expertise in the field of talent management and professionalism. Creswell et al. (2012:51), refer to this as giving meaning to interpretations of people working in their natural environment.
1.6.2 Research design

According to Babbie and Mouton (2010:104), a research design is a specific and detailed strategy, including specific steps to acquire data so that the researcher can come to conclusions regarding the subject under investigation. A research design consists of a statement of the research problem as well as plans for collecting, processing and interpreting the observations intended to provide answers to the research question (Babbie, 2013:114). The SAPS Academy in Paarl was used as case study. In this regard, the academics at the SAPS Academy in Paarl, academics at another SAPS Academy and HR managers were used as participants to determine the importance of the development and implementation of an integrated talent management strategy at the SAPS Academy in Paarl and the influence thereof on professionalism in SAPS.

According to Schram, as cited in De Vos, Strydom, Fouche, and Delport (2011:320), the strategic value of a case study lies in its ability to draw focus and attention to what can be learned from a single case. The product of this research is an in-depth analysis and description of the case (the SAPS Academy in Paarl), located within the larger context of SAPS. A descriptive case study strives to describe, analyse and interpret a particular phenomenon (Creswell et al., 2012:61); in this instance, talent management and professionalism as phenomena.

Descriptive and analytical designs were used to gain new knowledge on the subject of this study. Descriptive and analytical designs are intensive descriptions and analysis of a single unit (Henning, Van Rensburg & Smit, 2013:33), in this instance the SAPS Academy in Paarl. These designs address the how, where, when and why aspects of a study (Henning et al., 2013:33). The case and the interaction between context and action forms the unit of analysis (Henning et al., 2013:33). The gathered data was analysed to present a complete overview of the phenomena of talent management and professionalism.

One of the objectives of the study is to determine the current situation regarding the identification and development of talented employees in the SAPS and to establish the effect thereof on the development of talented employees. The researcher sought to clearly understanding the problems experienced at the SAPS Academy in Paarl through a literature study and theoretical analysis and present probable responses to the problems.
1.6.3 Literature review

A literature study and the analysis of relevant theories form the basis of any scientific research and are primary phases to discover new knowledge (De Vos et al., 2011:64). Mouton (2012:6) posits that the importance of a scholarly literature review is to determine what has previously been done in the field of study. This enables the researcher to comprehend the study in its entirety and justifies the undertaking of the research (Mouton, 2012:6). Babbie (2013:498) states that a literature study will guide and teach the researcher to acquire knowledge from other scholars on how they theorise and conceptualise in the field of scientific research. The following sources were consulted during the literature study for this research:

- Books and reference materials
- Scholarly journal articles
- Theses and dissertations
- Online databases such as SABINET
- Literature from the Internet
- Documents and files of public sector institutions
- The Constitution, legislation, policies and frameworks and reports
- Official documentation of SAPS and the SAPS Academy in Paarl

In addition to a literature review, other instruments of data collection were also used. The methods of instrumentation are discussed next.

1.6.4 Instrumentation

The data collection instruments that were used in this study include semi-structured interviews and focus group discussions.

1.6.4.1 Semi-structured interviews

According to Brynard and Hanekom (2013:8), an interview is a meeting of two minds in a face-to-face conversation where a lack of clarity can be illuminated by the researcher that will secure quality information. The study made use of semi-structured interviews where both open ended and close ended questions were included (Brynard & Hanekom, 2013:8).
Researchers use semi-structured interviews in order to gain a detailed picture of a respondent’s beliefs, perceptions or accounts of a particular topic that the researcher is investigating (Welman, Kruger & Mitchell, 2012:187). With semi-structured interviews the researcher has an opportunity to elaborate on the response or explanations provided by the respondent and in the process gather as much information as possible in a specific time frame (Welman et al., 2012:187). Semi-structured interviews also allow the researcher to explain questions if a respondent is not clear on what is being asked and it allows the researcher an opportunity to probe deeper, following a response by the respondent (Welman et al., 2012:187). Through semi-structured interviews both the researcher and the respondent is provided flexibility, although the researcher will develop a predetermined set of questions for the interview as a guide (De Vos et al., 2011:352). A further advantage of a semi-structured interview is that respondents are free to elaborate on issues that are not part of the predetermined questionnaire compiled by the researcher (De Vos et al., 2011:352).

For this study a total of four HR managers were interviewed. The purpose of utilising semi-structured interviews was to determine the perceptions and expertise of SAPS’s HR management on talent management and professionalism. The HR managers were able to share information about HR planning, progress with the development of an integrated talent management strategy for SAPS and the influence of the lack of such a strategy on service delivery and professionalisation in SAPS. The HR managers that were interviewed for this study are outlined below in figure 1.1.

Figure 1.1: HR Managers interviewed

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigadier</td>
<td>HRM Division Head Office</td>
</tr>
<tr>
<td>Brigadier</td>
<td>Head HRD: Western Cape Province</td>
</tr>
<tr>
<td>Lieutenant Colonel (Dr)</td>
<td>HRM content matter expert SAPS Academy, Paarl</td>
</tr>
<tr>
<td>Lieutenant Colonel</td>
<td>HRM Manager, SAPS Academy, Paarl</td>
</tr>
</tbody>
</table>
1.6.4.2 Focus group discussions

A focus group can be defined as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive and non-threatening environment and is a valuable mechanism to collect data through group interaction on a topic determined by the researcher (De Vos et al., 2011:361). Focus group discussions are exploratory research tools to explore thoughts and feelings and obtain detailed information about the topic (Welman et al., 2012:203). Focus group discussions allow deep-rooted feelings on the topic to emerge spontaneously (Welman et al., 2012:203).

Focus groups can be meaningful in the case of the investigation of a new topic (Bryman, 2012:501), as in this study, since talent management is a relatively unfamiliar concept at SAPS. Focus group discussions can also be useful when a researcher wants to explore the thoughts and feelings of respondents and not just behaviour (Bryman, 2012:503). It was one of the aims of the researcher to determine the thoughts, feelings and perceptions of the academics pertaining to talent management and professionalism in SAPS, which could be pursued through the focus group discussions. Information that is not likely to emerge during the one-on-one semi-structured interviews is more likely to come to light during focus group discussions since group dynamics can be a catalytic factor in bringing information to the fore (Bryman, 2012:504). This is the case with the focus group discussions where participants freely and openly share their feelings, fears and perceptions. Additional advantages of focus group discussions are (PALAMA, 2009:75):

- It develops emergent themes from the information gathered;
- it is quick – results can often be obtained in a reasonably short time frame, people often express views that they might not otherwise in other settings or interviewed as individuals;
- it is flexible – the researcher can probe for clarification or greater detail;
- it generates rich information, as the insight of the participants prompt the sharing of personal experiences (Babbie, 2013:320); and
- it obtains information from people who can provide insight about actual conditions and situations (Babbie, 2013:320).
For this study the researcher conducted three focus group discussions: The first with the generic and operational academics at the SAPS Academy in Paarl; the second with academics at the SAPS Academy in Paarl who lecture the BPSD; and the third, with academics at the SAPS Academy in Thabong. The academics represent the training and education environment in SAPS’s HRD Division: Component Management, Leadership and International Development. They are responsible for providing tertiary education and management and leadership programmes to SAPS officers. As academics, their perceptions of and experience relating to talent management and the professionalisation of SAPS is of importance to the study. The participants of the three focus group discussions were selected because they have certain characteristics in common that relate to the study. The purpose of utilising focus groups was to promote self-disclosure among academics. It was also used to determine what they really think and feel of their position in the Academy. Focus groups are useful when multiple viewpoints or responses are needed on a specific subject (Creswell et al., 2012:90), in this instance, talent management at the SAPS Academy in Paarl and the professionalisation of SAPS through an integrated talent management strategy. With this information comparisons could be drawn with the views held by HR managers (with whom interviews were held).

The researcher created a relaxed atmosphere with the focus group interviewees to encourage the participants to share perceptions, points of view, experiences, wishes and concerns without pressurising them to do so. As focus groups are powerful instruments to expose reality and investigation of complex behaviour and motivation (De Vos et al., 2011:341), the information gathered formed an important element of this study.

1.6.5 Data Analysis

The collected data was analysed to determine its contents. The following data analysis steps were embarked on in this study (Babbie, 2013:396):

- The researcher interpreted the transcribed data obtained from the interviews, focus groups and questionnaire, either alone or with the assistance of others.
- The researcher then structured the data.
- The data was clarified by eliminating digressions and repetition.
- The researcher distinguished between essential and non-essential information.
The analysis of the data followed. The purpose of this step was to give meaning to the data.

The researcher was then able to determine and contextualise the current state of affairs in the entity under investigation.

The researcher brought her own understanding of the data to light, by drawing information from the literature study and theoretical analysis.

The researcher provided new perspectives on the phenomena investigated, and considered the primary purpose of the study as background.

1.6.6 Population and sampling

Babbie (2013:115) defines a population as all possible participants that can provide information on the subject under investigation. The population for this study consisted of all academics lecturing in the Management and Leadership at the SAPS Academy in Paarl and SAPS Academy in Thabong, as well as all the HR managers in SAPS.

The process of selecting cases from the population to observe is called sampling (Terre Blanche, Durrheim & Painter, 2012:133). The primary concern in sampling is representativeness (Terre Blanche et al., 2012:49). The aim is to select a sample that will be representative of the population about which the researcher aims to draw conclusions (Terre Blanche et al., 2012:49). Therefore, academics were selected as discussants for the focus group discussions as their perceptions of and experience relating to talent management and the professionalisation of SAPS are invaluable to the study.

It is also necessary to ensure that the sample is large enough to draw inferences about the population (Mouton, 2012:135). However De Vos et al. (2011:391), asserts that there are no rules for sample size in qualitative studies. Sample size depends on what the researcher wants to know, the purpose of the research, what is at stake, what will be useful, what will have credibility, and what can be done with the available time and resources (Mouton, 2012:139). Qualitative research usually involves smaller sample sizes (Creswell et al., 2012:79). Terre Blanche et al. (2012:291), state that there are no hard-and-fast rules, and decisions about the number of cases are also determined by constraints imposed on the researcher as a result of budgets and deadlines. In this regard, the sample size for the focus groups consisted of 31 academics from the population of 35. The final participation rate was 26. A number of participants were not
available for various personal or professional reasons. A sample of four HR managers was selected from an unknown total for semi-structured interviews. Interviewees were selected based on their accessibility and availability.

Qualitative research is generally based on non-probability and purposive sampling (Creswell et al., 2012:79). Non-probability sampling refers to any kind of sampling where the selection of elements is not determined by the statistical principle of randomness (Terre Blanche et al., 2012:139). Creswell et al. (2012:90), hold that purposive sampling is vital for the success of focus group interviews. With purposive sampling a particular case is selected because it illustrates a certain feature or process that is of interest for a particular study and the participants are purposefully selected.

In purposive sampling participants are selected because of some defining characteristic that makes the holders of the data needed for the study. Sampling decisions are made for the explicit purpose of obtaining the richest possible source of information to answer the research questions.

Purposive sampling decisions are not only restricted to the selection of participants, but also involve the settings, incidents, events and activities to be included for data collection (Cresswell et al., 2014:79). Participants are specifically selected because of their knowledge on the subject under investigation (De Vos et al., 2011:391). In this instance, academics (for the focus groups discussions) and HR managers (for the interviews) were selected to participate in the study due to their respective expertise. The participants for this study were, therefore, selected according to non-probability and purposive sampling.

1.6.7 Validity and reliability of data measuring instruments

In order to comply with sound research principles and to ensure that inferences and conclusions of the findings could be drawn, the validity and reliability of the results had to be ensured. Validity refers to the potential of a design or an instrument to achieve or measure what it is supposed to achieve or measure (Brynard & Hanekom, 2013:48). Content validity usually refers to the correctness and appropriateness of the questions included in the research instrument/s (Brynard & Hanekom, 2013:48) and to the degree that the research conclusions are sound (Van der Riet & Durrheim 2009:90). The correctness and appropriateness of the questions were tested before the interviews and focus group discussions were held (Brynard and Hanekom, 2013:48). To ensure the
validity of the data collection instruments, a pilot study was undertaken with staff at SAPS Academy, Paarl. Two academics at the Academy participated in the pilot study.

Reliability pertains to the accuracy and consistency of measurements (Brynard & Hanekom, 2013:48). The data collection instrument must produce the same data at a later stage, under similar conditions (Babbie & Mouton 2010:119; Brynard & Hanekom, 2013:48). However, Van der Riet and Durrheim (2009:93) explain and acknowledge that research in the social sciences (such as this study), is not investigating a stable and static reality. Therefore, the researcher would be unable to anticipate after each focus group discussion or interview that the results would repeatedly be the same. Interpretive researchers anticipate that the actions and views of individuals, groups and institutions will vary in changing contexts (Van der Riet & Durrheim 2009:93). In this study, the researcher anticipated that the actions and views of academics and HR managers would vary in changing contexts, such as trainers vs. tutors, different academies at various levels of development and experience, and different levels of HR managers. As proposed by Van der Riet and Durrheim (2009:93), dependability was used as the criterion in the place of reliability. Dependability will be achieved when the reader can be convinced that the finding are revealed as the researcher reports and explains the information (Van der Riet and Durrheim, 2009:93). Therefore, in chapter 5, a rich and thorough account was provided of how certain behaviours, beliefs and attitudes were rooted in the academics. This information was extracted from contextual interaction with the academics and HR managers; thereby the dependability of the research was supported and attained.

1.7 ETHICAL CONSIDERATIONS

Ethics is a set of moral principles which is suggested by an individual or group which offers rules and behavioural expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (De Vos et al., 2011:115). Ethical guidelines serve as standards and a basis upon which each researcher ought to evaluate his or her conduct (Henning et al., 2013:74). Ethical principles should be internalised in the personality of the researcher to such an extent that ethical guided decision-making and the humane and sensitive treatment of participants become part of the total lifestyle of such a researcher (Welman et al., 2012:201).
In spite of the existence of ethical guidelines and ethics committees that may support researchers in their decision-making, the final responsibility for ethical conduct rests with the researcher (De Vos et al., 2011:129). The researcher is accountable for the positive and negative consequences of every decision made (De Vos et al., 2011:129). A researcher should, therefore, at all times, and under all circumstances, be ethical when data is collected from respondents and report the truth and should never present the truth in a biased manner (Brynard & Hanekom, 2013:6).

In order to ensure that this study adhered to ethical norms set for research at universities, the Ethics Committee of the Faculty of Arts assessed and approved the research proposal of the study. The Ethics Committee approved the ethical focus and contents of the study and recommended its approval to the North West University (NWU) Ethics Committee who approved and furnished an ethics number to the study.

The participants were ensured of their anonymity. The participants were also requested to sign consent forms and the procedures and purpose of the study were explained to them. The researcher compiled written consent forms for each participant of the focus group discussions and explained the purpose of the focus group discussion and the nature of the questions. The researcher included a section for the participants to mark that they had given consent to:

- Participate in discussions about their experiences;
- be tape-recorded during the focus group discussion;
- participate voluntary; and
- understand the risk of breach of confidentiality by members of the group.

1.8 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Creswell et al. (2012:91), posit that information collected during focus group discussions may be biased through group processes such as the domination of the discussions by the more outspoken individuals, groupthink, and difficulty to assess the viewpoints of less assertive participants. Therefore, particular attention was given to safeguard data from the influence of bias by setting ground rules to help establish the group norms:

- Only one person would be allowed to talk at a time;
- confidentiality was assured;
• group members were encouraged to listen and to hear everyone’s ideas and opinions;
• there would be no right or wrong answers to questions – just ideas, experiences and opinions, which would all be valuable;
• it would be important for the group to hear all sides of an issue – both the positive and the negative;
• it would be important for everyone’s ideas to be equally represented and respected; and
• no personal attacks or badmouthing of individuals would be allowed.

The quantity of the data generated was of such a nature that the researcher had to use assistants to help with the analysis thereof. Because of the volume the researcher did not have the time to control all the data generated by the assistants.

The lack of accessibility to HR managers hindered the research. Consequently, only the willing and available HR managers were interviewed. Certain interviews could also not take place face-to-face and had to be conducted telephonically and followed up with e-mail.

It was clear from the interviews with the participant HR managers that a significant number of employees worked in silos, specifically in the HRM environment. None of the HR managers could respond to all the questions posed to them. They referred the researcher to other employees in the HRD Division and said that certain questions were not part of their mandate or that it was out of their scope of responsibility. It was also clear that the HR managers on the lower levels were not familiar with the latest developments in terms of HR policies and strategies. They had, for example, never heard of the Recruitment to Retirement strategy.

The researcher, however, is confident that the aforementioned limitations did not distort the results obtained and that it is reflective of the current HR practices, perceptions, experiences and professionalism (or lack thereof) in SAPS. The limitations experienced during the data collection of the study did not prevent the researcher from responding to the research problem and research objectives of the study.

1.9 PRELIMINARY OUTLINE OF CHAPTERS

The study was structured according to the following chapter layout:
Chapter 1: Introduction to the study

This chapter provides a general introduction and orientation to the envisaged study, including the rationale thereof. The formulation of the research problem as well as the research objectives and research questions were presented. The central theoretical statement and methodology followed to respond to the objectives are elaborated on. The research methodology focused on the methods utilised to obtain the necessary information to reach the set objectives and to address the research problem.

Chapter 2: Theoretical and legislative framework for talent management

This chapter outlines the conceptual framework for the study. A theoretical point of departure of talent and integrated talent management is provided. The clarification of the purpose as well as the advantages of talent management is explored. Current theories, best practice and other talent management practices relevant to this study are discussed. Furthermore, the theoretical groundwork of the phenomena is expounded upon. Relevant legislation, policies and frameworks pertaining to talent management are also discussed.

Chapter 3: The phenomenon of professionalism

This chapter deals with the evolving methods of professional service delivery in Police Services. The international recognition for academic training and education for police officers to ensure professionalism is discussed in this chapter. Researchers are of the opinion that professionalising a Police Service, as a matter of urgency, must be built on known theories and principles or professionalisation will remain a mere vision for the SAPS. Clarity of the concept professionalism will guide the SAPS Academy in Paarl to play its role in the development of a professional culture in the institution.

Chapter 4: Talent management policies and practices in SAPS

In this chapter talent management practices in SAPS are discussed. The benefits of a talent management strategy, as well as the consequences of not having an integrated talent management strategy at SAPS, especially at its Academy in Paarl are expounded upon. Reference is made to the current strategic landscape in SAPS, the perceptions about talent management, as well as progress made in terms of HRM in the institution.
Chapter 5: Empirical Research

In this chapter the research results from the semi-structured interviews and the focus group discussions are provided. These results are interpreted and its relevance to an integrated talent management strategy for the SAPS Academy in Paarl is explained.

Chapter 6: Conclusion and recommendations

This chapter provides the conclusions and recommendations of the study. The attainment of the objectives of the study is indicated. Recommendations for the implementation of an integrated talent management strategy at the SAPS Academy in Paarl are made, as well as recommendations for additional research.

1.10 CONCLUSION

This chapter provided a general introduction and orientation to the study, including the rationale thereof. The formulation of the research problem and general research question is presented and aligned with both the research questions and objectives. The central theoretical statements and methodology endeavoured to respond to the proposed objectives.

Chapter 2 focuses on the literature and provides a theoretical point of departure of talent management and integrated talent management. This chapter reviews the current theories, best practices and other talent management practices relevant to this study. The relevant legislation and policies pertaining to talent management, professionalism and the educational domain are also discussed in chapter 2.
CHAPTER 2: THEORETICAL AND LEGISLATIVE FRAMEWORK FOR TALENT MANAGEMENT

2.1 INTRODUCTION

In Chapter 1 the context, background and introduction to the study was expounded upon. The study focuses on talent management and professionalism in SAPS, with specific reference to the SAPS Academy in Paarl. The study aims to establish solutions for the lack of an integrated talent management strategy at the SAPS Academy in Paarl, and particularly on the effects thereof on the academics at the Academy.

In order to determine the guidelines to effectively implement an integrated talent management strategy as well as best practices thereto, the theory of talent management and proven best practices is discussed in this chapter. Specific attention is also given to how these best practices and principles can be customised and/or applied to the SAPS Academy in Paarl. In summary, this chapter endeavours to provide and describe the theoretical background and approaches that can be followed by the SAPS Academy to implement an integrated talent management strategy.

All institutions in the private and public sector function within the parameters of the statutory and regulatory framework of South Africa. Legislation, policies and frameworks relevant to talent management are also discussed. Focus is placed on legislation, policies and frameworks, particularly relating to talent management, professionalism in the public sector and the educational domain.

2.2 TALENT MANAGEMENT: THEORETICAL FRAMEWORK

The employees of an institution are its single most important source of vitality and strength (Garrow & Hirsh, 2008:390). Public sector institutions’ ability to achieve its service delivery mandate is contingent on the quality of its employees (Van der Westhuizen, 2016:4). As stated in chapter 1, HRM can be defined as a “strategic and coherent approach to the management of an organisation’s most valuable assets – the people working there who individually and collectively contribute to the achievement of its objectives” (Babio & Rodriguez, 2010:392). The primary aim of HRM is to ensure that institutions achieve success through their employees (cf Vermeulen, 2015:483). In the public sector this success refers to effective service delivery to the public. For SAPS this translates into providing a safe and secure community to all citizens. However, for the SAPS Academy, it specifically entails good and relevant training and education to police
employees. Underlying the success and quality of this training and education offered to police officials, are skilled, suitably qualified and competent academics at the Academy with opportunities to enhance their skills and qualifications. However, no provision is made specifically for capacity building or the development or retention of the academics at the SAPS Academy who are responsible for improving the skills of police officers (referred to in chapter 1, section 1.1). This situation calls for a talent management strategy, which typically focuses on the development and retention of employees and should be aligned to an integrated HR plan (Vermeulen, 2008:40; Davies & Davies, 2010:419).

An HR plan ensures that appropriate institutional structures and HR requirements are in position and aligned to the institution’s strategic plan (Wellins et al., 2009:5; Nienaber, 2016a:76). An HR plan enables the planning and provision for an institution’s long-term needs and also ensures that its strategic goals are achieved (Wellins et al., 2009:5; Bohlander & Snell, 2010:50; Detuncq & Schmidt, 2013:32). Therefore, HRM should be a partner in the strategic planning process of an institution to ensure the inclusion of and the development of a talent management strategy and the creation of a professional workforce (PMI, 2013:5; Nienaber, 2016b:78).

In its broadest sense, talent management may be viewed as “the implementation of integrated strategies and systems to increase workplace productivity by developing, retaining and utilising people with the required skills and aptitudes to meet current and future business needs” (Detuncq & Schmidt, 2013:31). This definition comprises the entire human resource function. As alluded to in chapter 1, section 1.1, SAPS needs to subscribe to the guidelines set within the Constitution and the NDP. The Constitution is the supreme law of the country and the NDP is Government’s leading policy in terms of planning and action for the democratic, developmental state. Moreover, according to SAPS’s strategic plan (refer to chapter 1, section 1.1), the optimisation of employee utilisation includes the effective selection, appointment and placement of employees, the development, maintenance and implementation of conditions of service; the managing of the implementation of an Incentives and Rewards Strategy; and facilitating, developing, implementing and maintaining HRM policies (SAPS, 2010:28). However, none of these aspects formed part of the 2014/2015 Annual Performance Plan of SAPS’s HRD Division (SAPS, 2014a). Considering the work demands placed on academics at the SAPS Academy, for which they are not necessarily adequately trained
and developed, a talent management strategy can be, not only a valuable tool, but also an essential one. The next section explores the necessity for talent management in the public sector, and specifically, the SAPS.

2.2.1 Necessity for talent management in the public sector

Kock and Burke (2008:457) conducted research in which they studied practices regarding the envisaged role of the public sector and highlighted the existing inadequacies with respect to attracting and retaining skilled employees. They argued that talent management should be adopted as a HRM practice to achieve public sector objectives (Kock et al., 2008:467). Talent management is essential for public sector institutions that need to proactively build their strength to meet current and future requirements, curb skills shortages, and limit the high turnover of staff (cf Vermeulen, 2008:408; Pillay et al., 2008:321) (refer to chapter 1, section 1.5). Foreman (2009:9) indicates that the public sector had to explore the skills and competencies needed to get the work done. According to Foreman (2009:90), more emphasis should be put on increasing productivity through engaging, developing, deploying, recognising and retaining employees in the public sector. Kock et al. (2008:467) found that the public sector was not embracing talent management in developing the next generation of employees. This notion was confirmed in the PSC’s Report on the Assessment of the state of HRM in the Public Service (RSA, 2010d:22-23;26) as well as in the Annual Report of the Department of Public Service and Administration (DPSA) for the 2012/2013 year (RSA, 2013a:96). SAPS, as part of the public sector, is no exception and has not embarked on an integrated talent management strategy for its members; rather, these are still loose standing practices with few or no policies to guide them (SAPS, 2014d:5), as mentioned in chapter 1, section 1.1.

In addition, Foreman (2009:9) indicates that the public sector had to examine the skills and competencies needed to get the work done. Foreman (2009:90) further suggests that more emphasis should be placed on increasing productivity through engaging, developing, deploying, recognising and retaining employees in the public sector.

According to Oosthuizen and Nienaber (2010:41-42), the importance of talent management stems from its role in achieving institutional performance in order to realise the goals and objectives of an institution such as the Public Service and in this case specifically SAPS. In their study, Masibigiri and Nienaber (2011:1) found that because of globalisation, technological advances, new ways of doing business and
even new forms of institutions to meet the changing market demands and to keep ahead of competitors, the world of work also had to change drastically. This changing world of work also saw the advent of the knowledge worker (Nienaber, 2016b:121), employees with cognitive complexity skills who use high level knowledge that “resides in people's minds rather than being written down in manuals, guides, lists and procedures” (Brinkley, Fauth, Mahdon & Theodoropoulou, 2009:4). Kochanowski (2011:87) agrees that a greater proportion of public sector positions will require knowledge employees with different education, skills, expertise and training. This is the situation at the SAPS Academy, due to the institutionalisation of the BPSD and SSEDP as well as soon to be accredited Middle Management and Junior Management programmes (SAPS, 2015b:1).

There is also a flood of younger employees with different expectations, known as the Generation X (born in the 1960s, 1970s and mid-1980s) and Generation Y (born between the mid-1980s to the early 2000s) employees (Foreman, 2009:15; Lues, 2016:331). Talent is not submissive, therefore, employers should respond to their changing needs in order to ensure continuous, appropriate and successful responses to changing market needs (Masibigiri & Nienaber, 2011:1; cf Lues, 2016:331). It is imperative that institutions attract, develop and retain the appropriate talent at all levels to ensure their ongoing competitive advantage (Masibigiri & Nienaber, 2011:1). Retaining the appropriate talent in the South African public sector institutions, as internationally, is challenging because of recent phenomena such as the struggle for talent, skills shortages, employee mobility and the imminent retirement of baby boomers (born between 1945 and 1965) (Gratton & Ulrich, 2009:7-9; Lues, 2016:331). These phenomena adversely affect the ability of institutions to create and maintain their competitive advantage and their consequent performance needs (Masibigiri & Nienaber, 2011:1).

There is also a growing need to find employees who can fill impending vacancies and who can lead public sector institutions in the future due to the large number of retirements (Kochanowski, 2011:103). The public sector workforce at all levels is expected to shrink substantially, driven by retirements of an ageing public sector employee population (Kochanowski, 2011:85-86), which is the current situation at the SAPS Academy in Paarl. In 2014, the Academy lost three of its most experienced facilitators, each of whom had over 20 years’ experience and knowledge and it is expected that another four will retire within the next two years (SAPS, 2014c:4). These
retirements will lead to a significant drain of knowledge and institutional memory at the SAPS Academy if a talent pipeline is not in place.

Barkhuizen (2014:2223) adds to other researchers such as Kock and Burke (2008), Foreman (2009), Oosthuizen and Nienaber (2010), Masibigiri and Nienaber (2011) as well as Kochanowski (2011) that the South African public sector faces significant challenges relating to effective service delivery while the application of talent management practices remains a significant problem for public sector institutions. Barkhuizen (2014:2223) indicates that research continues to point out problems in the public sector that lead to its failure to deliver quality services to the local population. This poor sector performance is a direct result of talent management strategies that fail to retain key talent in the public sector (Koketso & Rust, 2012:2221). Public sector leadership should, therefore, give precedence to the talent management of skilled and competent staff (Barkhuizen, 2014:2223).

In his research Koketso (2011:96-97) revealed that employees leave public sector institutions to enhance career development prospects elsewhere. These results are not surprising as almost 90% of the respondents in the sample indicated a gap between their knowledge, skills and job placement in local government (Koketso, 2011:96-97). In addition, the participants were primarily frustrated by the lack of management support in terms of mentoring and coaching. This is also a significant challenge at the SAPS Academy (Koketso, 2011:96-97; SAPS, 2015c:32). The PSC, for example, found that the majority of the public sector managers are incompetent in terms of human resource functions such as compensation, recruitment and selection, performance management, organisational development safety and wellness (RSA, 2010d:124-125). These practices are crucial for the effective management of a talented workforce in the public sector (RSA, 2010b:viii).

It is unlikely that public sector institutions, including SAPS, will be able to retain talented employees if attention is not given to employees’ career goals, development and growth, which can ideally be accommodated through an integrated talent management strategy. As alluded to, the PSC Report on the Assessment of the status of HRM in the Public Service (reveals a lack of management commitment towards talent management practices in the public sector) (RSA, 2010d:22-23;26). Significant gaps were observed between the current applications versus the importance of talent management practices such as management commitment, workforce planning, talent acquisition and talent
development (RSA, 2010d:26). Koketso (2011:39-40) holds that talent management enables institutions to rapidly align, develop, motivate, and maintain a high-performance labour force. Institutions can establish and communicate critical institutional goals, measure performance improvement, and ensure that all levels of the institution are aligned to attain the necessary business and institutional objectives (PMI, 2013:3).

Theron, Barkhuizen and Du Plessis (2014), cited by Barkhuizen (2014:2224) revealed that academics at South African public higher education institutions are most likely to vacate their jobs as a result of poor performance management and compensation practices. In another study by Barkhuizen, Mogwere and Schutte (2014:69-77), it was revealed that talent management practices such as workforce planning, talent development and retention strategies were poorly applied among support staff in a public higher education institution and had a subsequent negative impact on their work engagement and service orientation. This is true at the SAPS Academy in Paarl since academics and support staff are poorly managed and the workload has doubled with the institutionalisation of the BPSD and SSEDP at the Academy (cf SAPS, 2014c:4). The aforementioned employees were unprepared, neither did they receive training in selection and recruitment and administrative processes of university students. Moreover, no additional capacity was allocated to the Academy (SAPS, 2014c:4).

In an article by the Human Capital Institute (HCI) and Aerotek (2014:12-14) it is reported that there is evidence of employers’ increased standards for employees. Employers now require entry-level candidates to have at least a year working experience (HCI & Aerotek, 2014:12-14). This article shows that positions with increased responsibilities have led to increased expectations for new employees and an advanced degree may now be required for more positions that did not require tertiary education in the past. This is specifically true for academics at the SAPS Academy in Paarl where Honours and Master’s Degrees are now required to be appointed.

A review by the DPSA on HRM in the public sector revealed that poor career planning and low levels of integration with life goals as well as a lack of attention to the personal and professional aspirations of employees continue to persist for a variety of reasons, including the lack of succession planning and the tendency to ignore the future and focus on the present (RSA, 2008a:45). The public sector continues to struggle with retaining effective managers and employees with scarce skills, and these retention problems are perceived to be worsening, according to the review (RSA, 2008a:45). The
notion of disregarding the personal and professional aspirations and goals of employees is supported through research conducted by Vermeulen (2015:488) through ten focus group discussions with senior managers from various public sector institutions from 2008-2013. The focus group discussions revealed that the public sector mostly supports training and development opportunities relating only to the operational objectives of institutions and that the needs, preferences and career goals of employees are not considered in this regard (Vermeulen, 2015:488). This includes the lack of succession planning (Vermeulen, 2015:488). This notion of a neglect of career management can also be observed at SAPS, where currently, there is no career path for employees (cf SAPS, 2013i:10), as indicated in chapter 1, section 1.1. Furthermore, career paths for the academics at the SAPS Academy in Paarl were not investigated as required by the CHE (2004:9), also highlighted in chapter 1, section 1.2. There is also no alignment of the SAPS Academy’s career development programme with that of the institutional management team of the SAPS that typically hampers the development of a talent management strategy for the lecturers in the Academy (cf SAPS, 2015c:12).

As discussed in chapter 1, sections 1.1 and 1.2, the development of an integrated talent management strategy for SAPS is important to fulfil SAPS’s mandate in terms of the Constitution, adherence to the Government’s NDP objectives and to professionalise SAPS. An integrated talent management strategy is required specifically at the SAPS Academy in Paarl to attract external talent as academics and to identify, motivate and develop the current academics. The next section sheds light on the difference between an integrated talent management strategy and integrated HR planning.

### 2.2.2 Integrated human resource planning versus integrated talent management strategies

A considerably large amount of literature on talent management revealed a multitude of strategies and models of the best approaches to attract, retain, reward, and motivate talent (Garrow & Hirsh, 2008; Vermeulen, 2008; Van Dijk, 2008; Pillay et al., 2008; Wellins et al., 2009; Davies & Davies, 2010; Foreman, 2009; Oosthuizen & Nienaber, 2010; Masibigiri & Nienaber, 2011; Kocanowski, 2011; Koketso, 2011; Barkhuizen, 2014). A wide variety of definitions and interpretations of what integrated talent management means continues to evolve among employees, workplace learning and the development of professionals.
There are various views on the nature of talent. One such view is that talent consists of those individuals who can make a difference to institutional performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential (Chartered Institute of Personnel and Development (CIPD), cited by Davies & Davies, 2010:419). The key to inciting a workforce to greatness is to align talent management with an institution’s strategy, to define consistent leadership criteria across all functional areas, and to identify specific competencies (analytical, technical, education and experience) to cultivate for continuing growth (Success Factors Business Execution Suite, 2013:1).

Certain institutions only view critical and scarce categories of employees as talent, while others only view their best performers as talent (RSA, 2012:2; Paikert, 2013:41). Talent management is not regarded as essential in the HRM domain in SAPS, irrespective of scarce categories of employees or the best performance. Talent management is only mentioned in the SAPS Scarce Skills Policy, 2002. The South African Police Service only manages talent in terms of scarce skills while academics in the Service are not regarded as a scarce skill (SAPS, 2002:1-6; RSA, 2012:2). According to the SAPS Strategic Plan 2014/2019, SAPS is now moving towards a more integrated HR strategy which can be regarded as an inclusive process that includes the identification of both current and future HR needs as well as potential challenges in order to consistently achieve its organisational objectives (SAPS, 2014f:59).

The reality in South Africa is that the term integrated talent management is often used interchangeably with the term integrated HRM. However, Kock and Burke (2008:461) explain that the focus of talent management is different from that of integrated HRM. Talent management represents a more focused and segmented approach to managing employees in strategic roles in an institution than integrated HRM (Kock & Burke, 2008:461). Integrated talent management is focused on building capabilities by aligning various talent management functions so that it can have a stronger influence on an institution’s results, increase efficiency and effectiveness, and create higher performing employees in institutions (Detuncq & Schmidt, 2013:31). Integrated talent management is, therefore, defined as “united functions with a common goal to attain employee capabilities that will increase business performance” (Detuncq & Schmidt, 2013:31). In this regard, Oakes and Galagan (2011:46) are of the opinion that, in deciding which functions of talent management to emphasise, the obvious and important choices will be
the functions that will put the right talent in the right positions at the right time for the institution.

Integrated talent management is about achieving better institutional performance and workforce productivity through optimised talent management efforts in the institution (Oakes & Galagan, 2011:47). Van Dijk (2008:389) agrees with this statement and asserts that if the public sector embarks on a concerted effort to integrate talent management in all HRM functions, employees will become the primary ingredient for the success of an institution such as SAPS; and for the purpose of this study, the SAPS Academy in Paarl. Based on the importance of developing an integrated talent management strategy, the next section focuses on the development thereof.

2.2.3 Developing an integrated talent management strategy

Van Dijk (2008), Vermeulen (2008), Pillay et al. (2008), Koch and Burke (2008), Garrow and Hirsh (2008), Ulrich (2009), Kahn and Louw (2010), Koketso (2011), the NDP (2013b) and Barkhuizen (2014) agree that an integrated talent management approach is necessary for the public sector to effectively manage employees. Furthermore, they also agree that certain aspects and support from other HR practices in an integrated talent management strategy is of the utmost importance (Van Dijk, 2008; Vermeulen, 2008; Pillay et al., 2008; Koch & Burke, 2008; Garrow & Hirsh, 2008; Ulrich, 2009; the RSA, 2013b; Kahn & Louw, 2010; Koketso, 2011; Barkhuizen, 2014). The following sections elaborate on aspects which need to be taken into consideration with the development of an integrated talent management strategy.

2.2.3.1 Recruiting/attracting/identifying talent

On the basis of a well-drafted HR plan, HR practices such as recruitment and selection can ensure the appointment of the right person at the right time at the right place and in the right numbers (Vermeulen, 2008:412; Aswathappa & Dash, 2008:136; RSA, 2008c:24). “HR planning can be defined as an inclusive and dynamic process that involves the identification of both current and future human resource needs as well as potential challenges in order for the department to consistently achieve its organisational objectives. It is also the two-way operational link between high-level strategy and action-orientated implementation that can be regularly monitored and evaluated” (RSA, 2008c:21). Van Dijk (2008:394) indicates that attracting talent is the first step in an integrated talent management approach, based on an integrated HR plan.
(Vermeulen, 2008:414). A recruitment strategy should be guided by identifying aspects that would make talented potential employees interested in the position and it should be determined how they will then want to be treated in that position (Van Dijk, 2008:390; cf Nienaber, 2016:125). The position has to be advertised in such a manner to ensure an appropriate response (Van Dijk, 2008:390). The SAPS Academy ideally wants to attract the most qualified academics for their lecturing positions as recruiting and appointing quality academics will in all likelihood ensure a quality learning experience to students.

To undertake proper HR planning, an institution needs to firstly forecast the aim to predict the future conditions of the institution and create plans that will ensure high performance (Detuncq & Schmidt, 2013:32). SAPS held discussions about the establishment of a Police University during 2007. The Academy should have started planning the human resources they would need for a university such as conduct a work study, explore competence requirements for employees, CHE requirements in terms of employees and DHET requirements for the establishment of a university, which, as was alluded to in Chapter 1, section 1.2, was not done. Furthermore, when a needs forecast is conducted, HR divisions should embark on the following planning activities:

- Assess the required and existing human resources (talent identification);
- develop a plan to address identified gaps and deficiencies;
- ensure compliance with the budget; and
- set measurable targets for achieving broad representation (RSA, 2010d:11, Detuncq & Schmidt, 2013:32).

When HR planning fails to follow an integrated approach, it results in crises management (RSA, 2010a:28). This is currently the scenario because neither a needs forecast was conducted for the SAPS Academy, Paarl nor HR plan which included the activities mentioned above. Therefore, the HRD division is constantly in crises management to ensure that there are adequate number of qualified academics and administrative employees at the Academy to ensure that tuition on the BPSD and SSEDP as well as other Management and Leadership programmes continue. Posts are usually advertised to fill the most urgent gap. However, the gaps continue to become bigger due to academics retiring as well as employees leaving the Service for improved opportunities elsewhere (SAPS, 2015b:3).
Recruitment follows HR planning and one of the greatest challenges in the public sector today is to successfully and correctly recruit and select the best talent (Gamedze, 2012:27). Recruiting top talent is critical to an institution’s success - the people that institutions attract and retain not only help to meet business demands, but their skills and abilities enable success and growth (HCI & Aerotec, 2014:1). SAPS did implement a new Recruitment Strategy in 2014 to recruit a proper calibre of police as well as a recruitment drive which included lateral infusion and accelerated Basic Training (SAPS, 2014a:20). There was, however, no mention of recruitment on other levels in SAPS and specifically no mention of academics. The 2014-2019 SAPS Strategic Plan only mentions the maintenance of SAPS’s HR capacity at a minimum workforce of 98% in terms of the approved establishment (SAPS, 2014f:23).

The draft Recruitment to Retirement Strategy mentions the development of competency areas for all occupational categories in SAPS for effective targeted recruitment, selection and placement of employees who will deliver on the institution’s mandate (SAPS, 2013d:8). SAPS have, however, not yet started developing these competency areas although it is critical for the employees at the Paarl Academy. During a Brigadiers HRD division meeting, the senior managers indicated that the recruitment and selection practices of Education, Training and Development (ETD) practitioners (which include academics) are non-existent (SAPS, 2015h:2). Academics seek transfers within the division with a view to promotion. However, the ‘worthy’ are head hunted by other institutions and leave the HRD division for promotion to other divisions and provinces (SAPS, 2015h:2). The HRD division invests in employee development but they either resign or seek promotion in another division or institution without ploughing back their knowledge and skills (SAPS, 2015h:2).

Koketso (2011:2225) is of the opinion that competition for talent is increasingly growing fierce between the public and private sectors. Literature on talent management has revealed that one of the key components of an effective talent management strategy is the identification, nurturing and retention of key talent in organisations (Garrow & Hirsh, 2008; Vermeulen, 2008; Van Dijk, 2008; Pillay et al., 2008; Wellins et al., 2009); Davies & Davies, 2010; Foreman, 2009; Oosthuizen & Nienaber, 2010; Masibigiri & Nienaber, 2011; Kochanowski, 2011; Koketso, 2011; Barkhuizen, 2014). A study on the impact of recruitment variables have resulted in questions being asked as to whether the manner in which recruitment is conducted bears any significance to attracting and hiring of high-
performance individuals who are both cultural fit and competent within the organisation (Koketso & Rust, 2011:2225). To answer these questions two factors need to be considered: Firstly, a poorly conducted recruitment process may result in failure to bring the job vacancy to the attention of suitable candidates; and secondly, poor conduct by the recruiter may result in candidates withdrawing their application before a job offer is presented (RSA, 2010d:15; Boswell, Roehling, Koketso & Rust, 2011:2225; Cameron, Freyermuth, Hanscome & Poitevin, 2015:3). Recruiter behaviour can be viewed as signalling how an applicant will be treated if employed by the organisation (Buthelezi, 2010:11). Poddar (2016:2) cautions that when managers restructure a recruitment strategy in the emerging market for labour, a critical issue should be the ability to understand the new workforce. This implies that even in market downturns, it is imperative that managers maintain a creative recruitment and selection strategy, because the skill shortage is a long-term proposition. Only in this way will the Service continue to absorb new talent.

2.2.3.2 Employee development

*Development* is a broader term and more inclusive than training; it incorporates training as one of its techniques to inspire learning in the workplace (Bacal & Associates, 2008). *Employee development* encompasses “an integrated set of planned programs and/or courses, offered over a period of time, usually in various phases and is aimed at assuring that all employees possess the competence required to optimally perform their duties” (Babio & Rodriguez, 2010:396). Vermeulen (2011:76) indicates that “*employee development* can include competency-based training to obtain knowledge and a particular skill with a view to enhance an academic’s present job performance, to prepare the employee for changing job demands, and to introduce new tools or technology in the work environment.” Moreover, employee development should include career development practices as well as coaching and mentoring with the following purpose: To learn the academic new skills and competencies; to enhance the motivation of the academic for the new work demand; and to increase the employee’s knowledge to enable him/her to achieve institutional goals (Vermeulen, 2011:344). According to the SAPS Workplace Skills Policy (WSP) employee development refers to the process of cultivating talents to ensure that people are oriented, trained, cross-trained, upgraded and prepared for their duties (SAPS, 1997:91).
One of the critical tools for the effective utilisation and development of employees is a HRD Plan (RSA, 2010d:viii). All employees in an institution should have a personal development plan that is aligned with career goals and the institution’s operational requirements (RSA, 2010d:5). The employee development process starts with the identification of an individual with managerial/supervisory potential, the mapping of a career path for that individual, and the identification of the development required along the career path (Kahn & Louw, 2010:182). This type of development is critical for any institution, because the manager sets the context in which employees operate (Amos et al., 2004:95). In the case of the SAPS Academy, employee development is necessitated to adequately equip academics.

According to Amirault and Visser (2009:66), there are specific technical and professional capabilities that an academic in the 21st century should possess. The success of universities in the 21st century largely depends on their ability to integrate technology and new methods and techniques in teaching and learning (Amirault & Visser, 2009:66). It is necessary for academics to have knowledge of these methods, processes, practices and techniques to conduct specialised activities as well as the ability to use tools and equipment related to these activities (cf. Amirault & Visser, 2009:66). In consideration of the expectations of the knowledge economy, lifelong learning is essential for employees to manage change comfortably in the workplace and to meet students’ learning needs (Mosalo & Neethling, 2015:13). This is particularly relevant for the academics at the SAPS Academy because they are expected to lecture modules and programmes they are neither trained nor developed for. It can, therefore, be argued that SAPS has a responsibility towards these lecturers to adequately train and develop them to comfortably deal with their changing work environment and with the 21st century demands for education.

Furthermore, academics at the SAPS Academy need to be accredited at the relevant Sector for Education and Training (SETA) as well as be qualified to comply with the guidelines as prescribed by the National Qualifications Framework (NQF), 2008 for accreditation (SAPS, 2003?:13). Academics appointed by SAPS also need to meet the requirements of the CHE (2004:9-10). The academics for the BPSD and SSEDP should be accredited and registered as ETD Practitioners, Assessors and Moderators (RSA, 2008b:1). Currently this is not the case, especially external trainers used at the SAPS
According to Swart (2009:2), an academic should have the following competencies:

- The skill to guide students to an appropriate and useful learning outcome.
- The capability to build and maintain students’ knowledge and skills.
- The ability to plan an appropriate ETD group processes for lecturing.
- The talent to create and sustain a participatory environment during lecturing.
- The demonstration of a positive professional attitude.
- An appropriate level of technical knowledge/subject knowledge.

Therefore, the SAPS HRD division should draw up an HR plan with a strong employee development component in order to build academics’ capacity in response to the needs mentioned above. Such employee development should be based on certain principles and objectives, elaborated upon in the next section.

### 2.2.3.2.1 Principles and objectives of employee development

For employee development to be successful and achieve the goal of increasing the performance of both employees and the institution, it should be based on certain principles (Davies & Davies, 2010:422). The objectives to achieve employee development should also be outlined clearly and include the following (Kahn & Louw, 2010:181):

- Ensure long-term success of the institution;
- prevent or reduce managerial obsolescence;
- enable each employee to utilise his/her full potential;
- furnish competent replacement;
- create an efficient team whose members work well together; and
- enable managers to create the necessary context for employees to fulfil their full potential in the institution.

In the context of the SAPS Academy, it is particularly necessary to develop employees to contribute to the long-term success of the Academy in order to: Firstly, equip them for their lecturing responsibilities, as a result of the partnership with UNISA; and secondly, to ensure that this partnership is sustainable and successful in the long-term.
Development by the SAPS’s HRD division should also focus on empowering academics to use their full potential and to make provision for succession planning to ensure that the skills of those who retire or resign are superseded.

Academics ideally need to be developed to such a level that they can influence the students to improve service delivery and the professional conduct of SAPS nationally. All training needs and efforts need to be focused on continuous development to motivate the rest of SAPS employees for quality and enhanced service delivery. Moreover, they have to ensure the long-term success in ETD practices within the SAPS, which may prevent or reduce managerial obsolescence.

Kahn and Louw (2010:182) recommend that any sound employee development programme should be based on the following principles:

- Employee development participants should take an effective part in the structuring of their development.
- The responsibility for employee development should rest with all the members of the institution.
- The institution’s leaders should support it if it is to operate successfully.
- Employee development needs should be rooted in the institution’s culture, which supports the idea that employee development is desirable and beneficial.

Academics need to attend on-going programmes and interventions to explore the latest developments in education and services in order to improve job-related skills and to foster their personal growth, thus ensuring lifelong learners. The HRD division should provide flexible systems to allow for performance and development variation of academics.

In SAPS the responsibility for employee development lies within the ambit of the HRD division, because all training needs are reflected in the WSP and the division has to ensure that relevant legislation is complied with (SAPS, 1997:2). The HRD division is also responsible for the allocation of bursaries to SAPS members in order to develop critical skills (SAPS, 2009:39).

The training managers and line functionaries within the components of the HRD division should agree that an integrated talent management approach is necessary for the public sector to effectively manage employees. Furthermore, they should also agree that
certain aspects and support from other HR practices in an integrated talent management strategy is of the utmost importance (see Van Dijk, 2008; Vermeulen, 2008; Pillay et al., 2008; Koch & Burke, 2008; Gratton & Ulrich, 2009; NDP, 2013a). The HRD division needs to ensure that the academics training needs are identified during the performance evaluation cycle and forwarded to the relevant Skills Development Facilitator (SDF) to be reflected on the WSP. The problem with the WSP is that there usually, are insufficient funds available for members to attend the programmes as indicated in their development plans (SAPS, 2015n:1-2). It is clear that the management of the HRD division should follow a differentiated approach to develop the academic talent in the SAPS Academy in Paarl.

2.2.3.2.2 Role of employee development in effective educational management

At an institutional level strategic HRD contributes to employees being able to give effect to the future strategic orientation of the institution (RSA, 2012:6; Mosalo & Neethling, 2015:23). In terms of individual employees, strategic HRD results in employees being developed in a more holistic manner compared to a traditional HRD process (Mosalo & Neethling, 2015:23). The benefits of strategic HRD can be listed as (Mosalo and Neethling, 2015:27):

- Greater extrinsic and intrinsic job satisfaction;
- increased customer satisfaction;
- shorter learning times, more effective use of resources and less wastage of materials;
- the creation of a learning institution that is flexible and responsible in coping with present and future demands; and
- HRD practitioners that are compelled to think strategically if they are to enjoy long-term career success.

Davies and Davies (2010:424) states that the quality of the students’ achievements is determined primarily by the manner in which the lecturer as the leader executes his/her task. According to Davies and Davies (2010:423), when considering the development of talent, it is important to prioritise resources to employees who will make the most difference. Institutions should create an appropriate environment for talent to thrive as well as provide a range of varied practices to promote professional learning (Davies &
Development practices should include mentoring and coaching, individual work projects, sabbatical periods, higher qualifications, educational writing, research projects, job rotation, international visits and networking (Davies & Davies, 2010:423; PMI, 2014:17; Gamedze, 2012:30; RSA, 2010d:22).

It is important for an institution to possess the ability to make the most of human potential through sound HRD practices to enhance service delivery (RSA, 2008d:vii). In SAPS this cannot be over-emphasised since, the HRD division at the SAPS Academy, Paarl faces the challenge to transform the Academy into a university and simultaneously face the challenge of effective service delivery. SAPS needs to bridge the gap between qualifications and the academics experience as well as the competencies required of them to successfully facilitate tertiary programmes.

The White Paper for Post School Education and Training, 2013, states that all universities must be research-active (RSA, 2013c:35). Therefore, academics at the SAPS Academy in Paarl need to be involved in conducting research. Developing research capacity for the future should take into account current research competence and resourcing (SAPS, 2014c:6). Enhancing the research capacity is something that SAPS’s HRM and HRD divisions should give priority, especially at the SAPS Academy in Paarl, where it is envisaged to function as a fully-fledged university by 2021 (RSA, 2013c:35).

According to the White Paper for Post School Education and Training, both empirical and theoretical, demands the involvement of intellectuals in universities and think tanks; therefore, funding should be provided where appropriate to clarify and achieve government’s aims with regard to education and skills development systems (RSA, 2013c:36). It is clear that government will make the necessary funds available for academics in Paarl to conduct research in the policing environment. This research is much needed in an ever-changing policing environment and the globalisation of crime. Recently (before SAPS went into partnership with UNISA), research was not regarded as important in SAPS (SAPS, 2014c:6).

2.2.3.3 Performance management

Performance management is an essential component in developing an integrated talent management strategy (Kahn & Louw, 2010:184). Performance management can be described as a “strategic and integrated approach to delivering sustained success to
organisations by improving the performance of the people who work for them and by developing the capabilities of teams and individual contributors” (Williamson, 2011:35). According to Vermeulen (2011:35), the employees of an institution should perform to a satisfactory level in order to ensure the achievement of institutional objectives. This entails that the performance of employees should be regularly assessed to establish whether it is on a satisfactory level or whether training is needed to develop employees towards a satisfactorily level of performance, which is conducted through a performance appraisal (Vermeulen, 2011:35).

Pillay et al. (2008:318), state that it is crucial for public sector institutions to inculcate a culture of good performance management through on-going performance appraisals, performance-related pay, linking performance management to promotion, enhancing performance through affirmation and recognition, positive reinforcement and encouragement, and performance based bonuses. The human resource issues in performance management and performance appraisal must be handled with circumspection (Pillay et al., 2008:318).

The draft Staff Retention Policy of SAPS is an indication that SAPS will be implementing steps to improve performance management within (SAPS, 2015c:30):

- Performance appraisals should shed light on areas which require improvement in individual employees.
- Managers should work directly with employees to help them address their personal blind spots, or they can pair experienced employees with struggling team members to help them address any performance concerns they may have.
- Performance Management systems should allow employees and managers to work together to set goals, monitor progress toward goals and identify areas of needed improvement.
- A performance review system that truly encourages honesty and growth, employees can discuss areas which require improvement within themselves, their section, component and the organisation as a whole. Employees often have deeper insight into their personal struggles than their supervisors do, but employees must feel free to reveal these weaknesses without damaging their reputation or trust around the office.
Currently, SAPS members do not perceive performance management and performance assessment in the light of the planned Retention Policy of SAPS. In SAPS, performance management is limited to performance appraisals and not linked to any reward/award or promotion system; in many instances employees identify their own development needs and present it to their supervisors as part of their annual Performance Enhancement Process (PEP) (SAPS, 2015c:29). Currently, employees in the Service are reluctant to discuss shortcomings in their environment with their supervisors because they are afraid of being victimised. The supervisors who occupy positions according to the rank system are not open to criticism. In a study conducted by Kotze (2011:64), the respondents indicated that the PEP and WSP are used for employee development but not utilised in the most effective manner. It also became evident that the identified training needs that were reflected on the WSP were not necessarily offered to the members.

According to Vermeulen (2008:418), public sector institutions should take cognisance of the principles used by institutions that excel at talent management. Principles such as opportunities for growth and development, coaching and mentoring, as well as career pathing are necessary to support talent management (Vermeulen, 2008:418). According to Galagan and Oakes (2011:47), a performance management system resides at the heart of talent management efforts and is one of the most integrated functions (Galagan & Oakes, 2011:47). The existence of an effective performance management system is often the major differentiator between institutions that produce adequate results and those that excel (Galagan & Oakes, 2011:47).

The Public Service Commission’s Toolkit for the Management of Poor Performance in the public service states that performance management should support institutions in establishing an environment that encourages and motivates employees towards the development and achievement of quality performance (RSA, 2007b:5; RSA, 2010d:7). Employee motivation is discussed in the next section. Effective performance improvement allows an institution to (Williamson, 2011:35): Identify qualities required of future and emerging leaders; to develop high-potential fast-tracking programmes; and to ensure proper employees in succession-plan streams. Therefore, performance improvement includes essential aspects of talent management – identify future leaders (talent), develop programmes for employee growth, and make provision for succession. Oakes and Galagan (2011:47) reveals that rewards and incentives play a significant
role in enhancing performance management. The next section focuses on the role of rewards in employee motivation.

2.2.3.4 **Rewards for employee motivation**

Research revealed that motivation has a significant impact on an employee’s performance (Shadare & Hammed, 2009:7–8; Oyedele, 2010:1). In concurrence with the notion that motivation is an important factor in employee performance, Skinner’s (1969) reinforcement theory indicates that there is a relationship between performance and a reward as motivational tool for employees (Vermeulen, 2011:41). Rewards are likely to enhance employee motivation and performance and in addition, will contribute to the successful achievement of institutional goals (Bhengu & Bussin, 2012:86). Davies and Davies (2010:424) indicates that “employee reward is about how people are rewarded with their value to an organisation. It is concerned with both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by organisations to develop and maintain reward systems” (Levin, 2015:27). Non-financial rewards include positive relationships between employees and between employees and management, participation in decision-making, recognition, promotion, job enrichment, behaviour modification, organisational development, goal-setting and self-determination (Vermeulen, 2011:49).

Potgieter and Pretoruis (2009:38) assert that the retention and productivity of employees is a function of how well the employee is motivated. What is important to motivating professional employees is that they respond to different types of rewards, for example (Potgieter & Pretoruis, 2009:38):

- The work itself;
- career development;
- continuing education and development, including personal development;
- they want to be treated differently from non-professional employees in terms of compensation and training;
- market-related salaries;
- time off, freedom to select tasks or projects, the freedom to implement their own ideas, flexible working hours, and funds for personal goals unrelated to institutional goals; and
• a performance appraisal process that is linked to a reward system.

Management at the SAPS Academy can consider a number of the abovementioned rewards to motivate academics. However, as indicated in chapter 1, section 1.1, probably most important to them at this stage, is career and professional development, which in all likelihood will also contribute to their retention. Subsequently, the following section focuses on the retention of talent and the importance of succession planning.

2.2.3.5 Retention of talent and succession planning

According to Koch et al. (2008:462), the loss of experienced employees has a harmful influence on the others in terms of increased workload, reduced efficiency and morale as well as on the institution in terms of interruptions of service provision and development, difficulties in finding qualified employees and disrupted institutional relations. Institutions can take steps to avoid high levels of turnover by: Developing an employee retention strategy; keeping costs under control; and having cleverly thought-out retention objectives that support resourcing and business goals that will strengthen the internal employer brand as well as contribute to the institution’s ability to attract new talent (Sing, 2012:384).

Retaining talent through employee development and mentoring is an integral part of the successful implementation of an integrated talent management strategy (Sing, 2012:382; Wellins et al., 2009:2). Employee development will add value to the productivity and improved service delivery of the institution, the motivation and performance of employees and the attainment or the overall vision of the institution (SAPS, 2015c:36). It is necessary to remember that not utilising and developing employees’ talent through an integrated HR approach can have negative implications for their motivation (Van Dijk, 2008:394). Gratton et al. (2009:9), add that, with talent being scarce, institutions should develop employees in their own institutions, and ensure that this effort does not go to waste by retaining the talent and rewarding them adequately. Vermeulen (2008:418) indicates that institutions that excel in talent management ensure opportunities for growth and development, coaching and mentoring, as well as career pathing to their employees. Furthermore, institutions that are able to retain employees provide a flexible workplace and attractive work conditions to employees (Vermeulen, 2008:418).
Vithee (2014:29) supports Vermeulen’s view and states that, while providing competitive salaries and benefits can help, it was found that employees remain loyal when they know that their performance is accurately measured, properly recognised and rewarded and the lines of communication to supervisors are open and effective. Dickinson (2014:29) concurs that employees also place emphasis on benefits such as crèches, canteens, gymnasium facilities and flexible working hours. In addition, employees want to feel that they are an integral part of the institution and the environment they seek is one of lifelong learning and opportunities for advancement in terms of career, and that succession planning is important to them (Dickinson, 2014:29). Being recognised is also valuable to employees (Pew Research Centre, 2015:7-9).

Barkhuizen (2014:2229) highlights the meagre application of talent management in local government. The results of her study revealed that (Barkhuizen, 2014:2229). Local government institutions lack strategic focus with the application of talent management practices in the workplace; talent retention practices are primarily concentrated around younger generations whilst ignoring the skilled, competent and more experienced older generations, who possess a wealth of knowledge and experience which is irreplaceable when they leave organisations. The loss of skills and experience at the SAPS Academy in Paarl due to retirements, combined with a lack of succession planning and development of the employees that stay behind was mentioned in section 2.2.1.

Public sector institutions have a significant role to play in creating and maintaining quality services for the population of South Africa. The South African government cannot achieve its performance targets as a developing country without skilled employees (Barkhuizen, 2014:2229). The same can be said for the SAPS Academy, Paarl because without critical, key and scarce talent in the Academy, it will not be able to attain its goal of professionalisation.

According to Pillay et al. (2008:313), one of the key variables influencing employee retention is the lack of capacity. The lack of employees with suitable skills and talent in terms of service capacity is a key restraint, because employee morale declines when talent is absent (Pillay et al., 2008:313). This is the current scenario within the SAPS Academy since at the beginning of each new programme, there is uncertainty whether the sufficient number of skilled academics will be available (Kotze, 2011:56). Occasionally, one academic has to present three modules, evaluate, provide feedback, moderate and present remedial training (SAPS, 2011). Currently, there is no retention
strategy for academics at the SAPS Academy, to ensure long-term success of the institution, improved performance and preparation for promotion and managerial succession.

Succession planning is focused on how institutions effectively identify, develop and transition individuals into key roles to ensure continued success (Detuncq & Schmidt, 2013:32). It also includes the identification and development of high-potential individuals and the management of talent pools (Detuncq & Schmidt, 2013:32). An institution should, therefore, have long-term plans in place to ensure the institution’s activities will continue as usual when talented employees leave (Maurer & Weeks, 2010:159). Succession planning also ensures a pool of suitable, competent individuals who are available to compete for mission critical posts, succession planning also plays a role in employee retention and employee motivation (Maurer & Weeks 2010:159). Succession planning should form an integral part of any institution’s talent management process (Stadler, 2011:264).

Based on the literature reviewed for this study, there appears to be limited empirical research on how public sector institutions transfer knowledge when succession planning does not occur. Currently, the SAPS has no structured approach to succession planning (SAPS, 2012a:10) and that it probably the reason why SAPS loses a significant number of its most talented assets as indicated in section 2.2.3.5.

Kazan (2014:29) holds that the manner in which employees are attracted, recruited, inspired, admired and retired defines success in building a “talent pool". According to the Success Factors Business Execution Site (2013:3), a critical element of a successful talent management strategy is the generation of talent pools within an institution – a reliable and consistent internal source of talent and a valuable piece of the succession planning process. The development of skilled talent pools makes it easier to develop desirable skill sets in a broader group of employees, resulting in higher performance across all levels and functions (Factors Business Execution Site, 2013:3). By cultivating talent pools internally, an institution can ensure that it has experienced and trained employees and prepared to assume leadership roles as they become available (Factors Business Execution Site, 2013:3). This is something that SAPS must give urgent attention to since the current pool of academics at the Academy are not given the opportunity to be creative and take initiatives or empower themselves. This is partly due to the fact that SAPS is still a semi-military environment.
and the Police culture arguably does not permit academics to stand up and take the lead – matters are dealt with in terms of command and control, respect for ranks and giving and following orders. Decision-making primarily lies with employees within higher ranks and members are not allowed to question any decision of a higher rank.

2.2.4 Talent management strategies, models and theories

In order to determine the best approach for the SAPS Academy in Paarl to approach the talent management of their academics, it is necessary to establish what other institutions do and benchmark as well as learn from their mistakes. The following section focuses on various talent management strategies and models that can be considered, including Ulrich’s talent management model, the Talent Wheel Model, the Step-by-step approach to integrated talent management, Detuncq and Schmidt’s integrated talent management model and Talent Management Dimensions Descriptors.

2.2.4.1 Ulrich’s talent management model

Gratton and Ulrich (2009:8) indicate that talent comes through an investment. Their strategy has six areas into which institutions must invest, explained as follows (Gratton & Ulrich, 2009:8-9):

- **Buy** – an institution should acquire new talent by recruiting individuals from outside the institution or from departments or divisions within the institution. In order to do this the institution must conduct an audit of the number of people and skills required against the availability. The best source of future talent is existing talent.

- **Build** – talent should be developed through education, formal employment training and job rotation as well as action learning.

- **Borrow** – Institutions should enter into partnerships outside the institution to garner new ideas. Best practices and outside ideas should be tailored to suit the institution.

- **Bound** – the right employees should be moved through the institution and into higher positions. This must form part of the talent management process.

- **Bounce** – Those who do not perform should be removed from their positions or even from the institution.
• **Bind** – The most talented employees should be retained and the most critical employees identified for the institution’s success and they should be provided with rewards such as being flexible in terms of work arrangements and skills opportunities.

SAPS, and specifically the SAPS Academy in Paarl, will benefit by making this model part of a talent management strategy. It is critical for SAPS to conduct a skills audit to ascertain whether there are academics with the necessary skills and experience in other SAPS environments who might be transferred to Paarl on duty arrangements in order to alleviate the immediate lack of talent. SAPS need to ensure that each academic is developed according to their field of speciality. A great deal of international benchmarking still needs to be done to ensure that SAPS implement the best possible model for a Police University. Academics should be paid market related salaries and the possible abolishing of the rank system for academics should be considered. Furthermore, SAPS should urgently look at the academics working environments in order to retain them. Certain academics at the Academy are still in a comfort zone, that is, reluctant to further their studies and apathetic to the vision of the Academy (SAPS, 2015n:2). The aforementioned academics should be placed in, for example, In-service or Basic Training Academies.

### 2.2.4.2 Kock and Burke’s Talent Wheel

Kock and Burke (2008:463-466) developed a talent management strategy referred to as the Talent Wheel that depicts the key talent management processes, with employee engagement at the core. The value chain, consisting of talent planning, talent identification, talent categorisation, career management, employee engagement and balance sheet processes are indicated in Figure 2.1 below.
The various processes of the strategy should function as follows (Kock & Burke, 2008:463-466):

- **Talent Planning** – This is the first step in the talent management approach. The objective of the talent planning process is to describe the gap between demand for and supply of key talent. Talent acquisition as a primary resourcing strategy, with its regulated recruitment, selection and retention practices, is unsustainable in the long term. Developing and growing the talent from within is a strategic imperative. This is currently lacking at the SAPS Academy (SAPS, 2013f:5).

- **Talent Identification** – involves assessing employee’s performance, potential, and readiness to advance vertically and horizontally. As alluded to in chapter 1, section 1.1, no career pathing is currently available for academics at the SAPS Academy (SAPS, 2013i:10).

- **Talent Classification** – represents employees’ potential and performance. Workplace Skills Forums were established in the public sector (including SAPS) to inform skills planning. These forums should be extended to verify, approve, and track the progress of talent.
• **Career Management** – career planning is generally not practiced due to a greater focus on developing employees’ immediate job skills and a tendency to focus on the present. Integrating HR development efforts and career pathing is critical to ensure that employee’s individual development plans reflect their institution’s future development needs. Career management is predominantly lacking in the public sector and, in those instances where it is implemented to some extent, the manner in which it is managed does not contribute to the motivation, retention, improved performance, or career ambitions of employees (Vermeulen, 2015:482). The SAPS Academy is no exception. Career management is generally non-existent, negatively influencing academics morale and motivation (SAPS, 2013i:5).

• **Talent Balance Sheet** – a talent balance sheet consolidates the data collected about an employee. It indicates the institution’s strength by listing employees who show potential and highlight the qualities of the potential holders of mission critical and leadership positions. The talent balance sheet becomes the basis of employee segmentation and engaging talent categories. As indicated in the previous paragraph and in chapter 1, section 1.1; since talent management and career management are either not implemented or ineffectively, talent balance sheets are not drafted.

• **Employee Engagement** – This refers to the extent to which employees commit to something or someone in the institution, how hard they work and how long they stay as a result of that commitment. There is a strong relationship between employee engagement, employee performance and employee retention. Therefore, employee engagement is at the core of the model. During the Focus Group discussions that are discussed in chapter 5, section 5.3.4.1, section 5.3.9.1 and section 5.4.12.1 of the study, it became clear that the academics interviewed during focus group discussions, valued the engagement of management very much. Unfortunately, currently there is no engagement and management merely issues instructions which the academics are required to comply to. This is discussed in more detail in chapter 5, section 5.3.4.1.

2.2.4.3 **Step-by-step approach to integrated talent management**

Pillay *et al.* (2008:317-319), developed an integrated model for talent management referred to as Attracting and retaining great people: A step-by-step process. According to the authors, talent management is about finding the right people in the right jobs and
with the right skills (Pillay et al., 2008:317). They recommend the following strategy for long-term institutional success (Pillay et al., 2008:317):

- Develop an institutional strategy;
- define the institution’s culture;
- identify the requisite people skills, core competencies and experiences;
- identify attract, access and appoint the right people;
- reward employees;
- develop and train employees; and
- communicate with employees.

Pillay et al. (2008:318-319), state that this model focuses on a competency-based approach that is derived from identifying exceptional employee performance and retaining the skills and knowledge of superior performers. Although the researcher is not in favour of identifying and implementing a talent management strategy for a small sample in an institution, the SAPS Academy in Paarl necessitates immediate short term interventions to ensure the success of the BPSD and other accredited programmes at the Academy. Therefore, this model will assist in building capacity and developing academics at the SAPS Academy, Paarl as well as attract and retain more academics.

2.2.4.4 Detuncq and Schmidt’s integrated talent management model

Detuncq and Schmidt (2013:32) developed the following integrated talent management model:

- **Workforce planning** – the process of forecasting the talent needs of the institution and creating plans that will ensure high performance; this includes assessing the institutional direction.
- **Talent acquisition** – talent needs to be acquired at the right time and in the right place.
- **Performance management** – includes how the institution and individuals set goals and measure the performance required.
- **Learning and Development** – professional development is required by talented employees. Learning and development also includes career development for
individuals and leadership development for all levels of managers, as well as coaching and mentoring.

- **Engagement and retention** – this focus on tools and programmes that can be implemented to reward and motivate employees such as incentive programmes, diversity initiatives, employee resource groups, and recognition programmes.

- **Succession management** – it includes not only replacement planning, but also the identification and development of high-potential employees and the management of talent pools.

In the long term, this model will in all likelihood be the one that will ultimately assist the SAPS Academy in Paarl to implement an integrated talent management strategy for its academics that will address all the needs of SAPS and contribute to the professionalisation of the Service. The status of the abovementioned aspects of the model was assessed against the current situation at the SAPS Academy and is discussed in chapter 5.

In addition to Detuncq and Schmidt's (2013:32) model, Koketso (2011:39-40) indicates the following six dimensions of talent management (talent management dimensions and their descriptors):

- **Develop strategy** - Establishing the optimum long-term strategy for attracting, developing, connecting and deploying employees.

- **Attract and retain** - Sourcing, recruiting and holding onto the appropriate skills and capitalise, according to business/institutional needs.

- **Motivate and develop** - Understanding verifying capabilities and developed to match business requirements, while also meeting people’s needs for motivation, development and job satisfaction.

- **Deploy and manage** - Providing effective resources deployment, scheduling and work management that match skills and experience with institutional needs.

- **Connect and enable** - Identifying individuals with relevant skills, collaborating and sharing knowledge and working effectively in virtual settings.

- **Transform and sustain** - Achieving clear measurable and sustainable change within the institution, while maintaining day-to-day continuity of operations.
The model of Detuncq and Schmidt (2013:32) model as well as the six dimension model proposed by Koketso (2011:39-40) will be equally suitable for the development of an integrated talent management strategy for the academics at the SAPS Academy in Paarl, specifically the dimensions of motivation and development. It is important for the employer, in this instance SAPS, to understand the needs of employees for motivation, development and job satisfaction (Vermeulen, 2008:418). The academic skills and experience at the Academy need to be coordinated with institutional needs as in this case with the BPSD and SSEDP. Although transformation is important in any environment it cannot be achieved without looking at the sustainability of the transformation plan (RSA, 2012:6).

In addition to the models discussed above, the Generational Theory is also relevant for consideration when developing an integrated talent management strategy.

2.2.4.5 Generational Theory

In sections 2.2.3.3 and 2.2.3.5 Generation X and Generation Y was mentioned as well as their importance highlighted as a workforce for South Africa. What is significant in the public sector environment today is that for the first time in history there are three generations working together simultaneously, that is, the Baby Boomers, Generation X and Generation Y (Gratton et al., 2009:7-9). All three generations make different choices concerning their work and they have different expectations thereof (Gratton et al., 2009:7-9). The Baby Boomers are in their 50s or 60s; generally have worked for one or two employers in their lives, expect to retire between 60 and 65 years of age, are idealistic with personal and social expression, and health and wellness are important to them; employees belonging to Generation X are free agents and they attach much value to their independence, they are street smart, anti-institution and cynical; and employees belonging to Generation Y work to learn, are innovative, work with technology, don’t want to be micromanaged, have hope for the future, they collaborate, are goal orientated, have a tolerance for diversity, are activists, and are family-centred (cf Wilson, 2015:1).

Keet (2015:9) posits that people belonging to Generations X and Y are not satisfied with basic information – they want to know everything and they want to be part of the decision-making processes which can have an influence on their lives and careers. Keet (2015:9) further states that employees belonging to Generation Y are striving to greater flexibility in the workplace and in terms of working hours, make more use of social and
mobile media, and are not willing to stay in a working environment for many years. Pew Research Centre (2015:3) indicates that employees belonging to Generation Y are attracted by money, interesting and challenging work, and a vibrant institutional culture. Those respondents born before 1980 (Baby Boomers and Generation X), as a point of comparison, also rank salary at the top priority, with interesting work coming in second, though it should be noted they also care more about factors such as benefits and location, and less about institutional culture and career opportunities (Pew Research Centre, 2015:3).

Masibigiri et al. (2011:10), state that the retention of employees belonging to Generation X is important because they are the knowledge repositories of institutions; they help to create and sustain a competitive advantage and to achieve institutional goals and good performance. However, employees belonging to Generation X employees are nomadic and they are more likely than any other generation to leave their institutions when dissatisfied (Masibigiri et al., 2011:10). Subsequently, knowing which factors affect their retention could lead to effective retention strategies. According to Masibigiri et al. (2011:10), the factors that affect retention can be classified into compensation, career (which includes work content, utilisation of skills and career advancement), work–life balance, security, educational mismatch and leadership. When considering the factors that affect the retention of employees belonging to Generation X, the role of the leader is paramount - leaders can directly influence most of the factors (Masibigiri et al., 2011:10).

At the SAPS Academy in Paarl, the situation regarding the various generations are as follows (Focus group 1,2 and 3, 2015: Focus group discussions):

- The Baby Boomers, who are currently the best academics at the Academy, with the most experience are leaving for ‘greener pastures’ and retirement.
- Employees belonging to Generation X who are currently studying are applying for posts in secondary education or as lecturers at other universities.
- The Generation X employees at the SAPS Academy are generally not committed; they are not properly qualified for their lecturing responsibilities; do not have the necessary experience that the Baby Boomers have; and they do not want to take the responsibility of mentoring and coaching.
There is a significant shortage of educated/skilled Generation Y employees at the SAPS Academy, since all current appointments remain linked to ranks and only Lieutenants and Lieutenant Colonels are appointed at the Academy as academics which imply that they fall within the Baby Boomer or Generation X categories. It is advisable that the SAPS Academy pursues the appointment of employees belonging to Generation Y because they are innovative and will make up the majority of the workforce in less than a decade (Gratton et al., 2009:7). Although they are the most high maintenance generation in history, they could also be the most productive (Cillie-Schmidt & Meyer, 2009:62). They are entering the workforce and demanding more flexibility, meaningful jobs, professional freedom, higher rewards and a better work-life balance than previous generations (Cillie-Schmidt & Meyer, 2009:62). Accommodating this generation in the workplace will also influence talent management in all its components which can make employee retention challenging, but with effective talent management strategies and interventions, the SAPS Academy can benefit from this generation’s energy, creativity and innovation.

The SAPS Academy in Paarl will have to ensure that they put strategies in place in order to retain these employees. To effectively attract, recruit and retain this generation of employees, it is necessary to understand their values and incorporate them into the recruitment strategy and institutional culture (Wilson, 2015:1). In addition to the various talent management strategies and models, it is advisable for the SAPS Academy to also consider benchmarking with national and international institutions. The next section focuses on various national and international best practices with regard to talent management.

2.2.5 National and international best practices

South Africa’s public sector is not exempt from the raging war for talent, which is a global phenomenon. In fact, the war for talent is particularly fierce in South Africa, which is in the midst of a skills crisis (RSA, 2013a:16). Public sector institutions operate in an increasingly competitive environment when to acquiring talent in a range of scarce-skills categories (Kock & Burke, 2008:461). This is also the case at SAPS, where academics who are currently studying are applying for posts in secondary education or as lecturers at other universities, as alluded to in section 2.2.4.5.
In addition to the lack of skills, the internationalisation of higher education also affects SAPS with regard to human resources. The internationalisation of higher education has grown over the past two decades (Amirault & Visser, 2009:62-63), which is a reflection of globalisation as well as of South Africa’s return to the international community (Amirault & Visser, 2009:63). Internationalisation takes various forms including: Cross-border movements of students and staff; international research collaboration; offering joint degrees by universities in different countries; establishment of campuses by universities outside their home countries; and the growth of satellite learning and online distance education (RSA 2001a:4; RSA, 2004:i;8; Njenga & Fourie, 2010:199), including online educational institutions (Njenga & Fourie, 2010:199); arrangements between countries for the mutual recognition of qualifications; regional harmonisation of qualification systems; and the increasing inclusion of international, intercultural and global dimensions in university curricula (RSA, 2013a:40). South African higher education has been affected by all these trends (RSA, 2013a:40). Many of the trends now affect South Africa in different ways, while some can offer significant benefits to the university system (RSA, 2013a:40). The movement of academics and students across borders can improve international communication, cross-cultural learning and global citizenship (Kotze, 2012:20). All of these are important to improve peace and cooperation, and for finding solutions to global challenges such as sustainable development, security and renewable energy (RSA, 2013b:40; Martin, 2011:291). Strong international partnerships and links can contribute to an increase in knowledge production, intellectual property and innovation in South Africa (Kotze, 2012:17). Research partnerships and exchange of students and staff can also assist in strengthening higher education institutions (RSA, 2013a:40). Tertiary institutions must be incentivised and assisted to build their international relationships (RSA, 2013a:40). Where appropriate, tripartite partnership arrangements should be encouraged between foreign universities and South African institutions (RSA, 2013a:40). Internationalisation should also be seen as an opportunity to take local and/or indigenous knowledge to the international community (RSA, 2013a:40; Global Sherpa, 2013:19).

It is, therefore, important to compare internationally and benchmark with other police agencies. The need for international comparability is also necessary due to global technological advancement and the advanced international training standards that South Africans are exposed to (Fourie & Burger, 2011:333). South Africans demand higher standards from SAPS and the SAPS Academy which has to give direction to the
rest of SAPS in terms of the professionalisation and development of police. Subsequently, various national and international best practices are discussed with a view to determining what the SAPS Academy can learn and which ones will be applicable for the Academy.

2.2.5.1 International best practices

With regard to benchmarking, three international police training/education institutions are considered and discussed in this section: The National College of Police Leadership in Bramshill in the United Kingdom (UK); the Australian Institute of Police Management (AIPM); and the National Police University of China.

In the UK, Management and Leadership Programmes for the police are presented at the National College of Police Leadership in Bramshill with the aim to develop great leaders (UK, 2016:1). Police academics at the Bramshill College deliver the courses and the focus of the college is on applied learning – the transfer of learning into policing practice through research and first-hand experience (Travis, 2011:1). The development team has been working with forces to understand the demand for each of the programmes into future years (Travis, 2011:1).

It is clear that the programmes facilitated at the National College of Police Leadership in Bramshill, and the academics facilitating the programmes, have engaged in strategic development and they are looking into the future when planning training programmes. All academics at the Bramshill College must complete a train-the-trainer course, done in-house over a period of six weeks (Tuffen, 2016:1). National trainers have to obtain either a Certificate in Education or a Post Graduate Certificate in Education (Tuffen, 2016:2). According to Brooks (2011, Personal Interview), top management in the Police in the UK fully supports the Bramshill college as they view training of senior officers as an essential for the future in order to maintain high standards within the police.

In Australia, Management and Leadership Programmes are presented at the Australian Institute of Police Management (AIPM) (AIPM, s.a.:1). In an e-mail interview with Tom Rodgers, the Executive Director at the Institute, he stated that the AIPM uses a mixture of their own employees, external presenters and long and short-term visiting fellows to present on their Senior Management Programmes (Rodgers, 2011, Personal Interview). The visiting fellows services are provided to the AIPM by the Australian Police jurisdiction and they either stay for a period of twelve months, or in the case of a short
term visiting fellow, only for the duration of a specific programme (Rodgers, 2011, Personal Interview). The AIPM is part of an exchange consortium with a small number of overseas partners (Rodgers, 2011, Personal Interview). Over and above course presentation, the presenters at the AIPM also assist in marking papers and importantly, act as mentors to learners (Rodgers, 2011, Personal Interview).

According to Rodgers (2011, Personal Interview), postings at the AIPM are keenly sought after because visiting fellows only spend twelve months at the AIPM before returning to their police jurisdiction. They do not have a retention strategy (Rodgers, 2011, Personal Interview). They do, however, find that visiting fellows want to stay beyond their tenure (Rodgers, 2011, Personal Interview). This is the opposite of what is currently experienced at the SAPS Academy in Paarl, where visiting academics are not committed to stay until they have completed marking and given feedback to the students (Focus group 1 and 2, 2015:Focus group discussions). In section 2.2.4.5, it was highlighted that a number of academics at the SAPS Academy are seeking positions at other tertiary institutions.

In order to qualify as a visiting fellow at the AIPM, a police officer needs to be academically qualified; an excellent communicator; have good people skills; and in possession of post graduate qualifications, preferably at Master’s degree level (Rodgers, 2011, Personal Interview). This is, however, not always possible, especially when marking student examination scripts, they must have a qualification one level above the course they are grading (Rodgers, 2011, Personal Interview). At the SAPS Academy in Paarl, facilitators of the SSEDP must have a Master’s degree and tutors of the BPSD need to have at least an Honours degree (UNISA, 2009:3; UNISA, 2014:6). It was mentioned in chapter 1, section 1.1, that this is not always the case.

The National Police University of China (NPUC) is a higher education institution which falls directly under the Chinese Ministry of Public Security (NPUC, 2013:2-10). This university brings visiting fellows to the university; engage in academic exchanges with other universities; and has globally established partnerships with various higher education institutions (NPUC, 2013:2-10). The NPUC prides itself with a teaching staff of high quality that ensures that the university flourishes; it has a teaching staff of 337, among which 89 are professors, 108 associate professors and 115 lecturers, 64 with doctorates and 193 with Masters’ degrees (NPUC, 2013:2-10).
Like the SAPS Academy in Paarl, the NPUC started off as a Police Academy. However, in 1997, it passed the Chinese Minister of Education university qualification test and became a fully-fledged university (NPUC, 2013:2-10). The NPUC initially appointed academics who were only police experts and did not have any qualifications (as is the case with the SAPS Academy in Paarl), but they developed their employees and appointed new lecturers from universities who were further developed (NPUC, 2013:2-10): The lecturers who were employed at universities undergo police specific training before they can lecture at the NPUC; and they must keep their police experience current by working in a frontline office for a year every four to five years, after which they return to the university. Lecturers at the NPUC get higher salaries than lecturers at other universities, which must serve as motivation for them to stay; they are encouraged to study further; and they can study full time, with full salary; come back to the university when they have completed their studies; and upon their return, they receive a sum of money from the government to conduct research (NPUC, 2013: 2-10).

When one benchmarks the SAPS Academy in Paarl with that of the AIPM at Bramshill and the NPUC, it is clear that the goals of SAPS and that of the three international institutions are the same in that they all want to develop professional police officers and leaders. What makes them different from SAPS is that they are established institutions with years of experience in Higher Education, e.g. the NPUC is already 50 years old and has made great progress with regard to the professionalisation of police officers (NPUC, 2013:2-10), whereas the SAPS Academy in Paarl is only 2 years old and has not made significant progress in becoming a university. Therefore, there is no need to re-invent the wheel - SAPS can learn from these institutions experiences and even enter into partnership with them.

It is clear that the development, the right level of qualifications and the quality of lecturers are of the utmost importance to these institutions. Therefore, top management of these three international Police Agencies support the institutions fully, unlike the current situation at the SAPS Academy in Paarl. SAPS can learn from these institutions, by inviting visiting fellows, who can relieve the lack of lecturers at the Academy. These fellows can also be utilised to act as mentors for students and lecturers. It can further be argued that if SAPS want to attract lecturers from other universities, they must be able to offer competitive salaries. In order to retain lecturers’, police experience as in China can be sent to work at frontline offices for specific periods. It was also found that the
three police higher education institutions retain their academics by providing them with improved salaries, opportunity for bursaries and fulltime studies as well as allocate funds for research. It will certainly benefit SAPS academics.

2.2.5.2 National best practices

A number of national best practices can also be considered with regard to talent management. The SAPS Academy in Paarl can benefit from benchmarking with these institutions in terms of talent management. The following institutional practices pertaining to talent management are discussed below: The South African Revenue Service (SARS), UNISA, the Military Academy in Saldanha, and the SAPS Academy in Graaff-Reinet.

2.2.5.2.1 South African Revenue Service (SARS)

The South African Revenue Service established and implemented a capacity development programme that is its core component to building a sustainable workforce and institutional capacity (Lebelo, 2015:2). A multipronged sourcing strategy that supports SARS’s to attract core, critical and scarce skills was strategically adopted and has as strategic intent to establish an integrated talent management strategy to ensure SARS’s business performance and continuity (SARS, 2015:4).

The South African Revenue Service aims to achieve the integrated talent management approach through (SARS, 2015:25):

- Assessing the business strategy and direction and determine the talent implications.
- Attracting and selecting talent applicable to business needs at the appropriate time, place and price.
- Setting goals to manage and measure performance required to achieve business success.
- Investing in the development of employees to remain relevant to the changing business environments through training and development activities and to ensure personal skills development of employees.
- Identifying high flyers and high potential employees and investing in transitioning them into key roles in business to ensure sustainable and continuous business success.
• Implementing tools and programmes to reward and motivate employees and retain the skilled resources.

The process followed by SARS can be significantly helpful to SAPS in order to develop and implement an integrated talent management approach. For SAPS to develop an integrated talent management strategy, specifically its Academy in Paarl, management needs to conduct strategic assessment. The strategy should address the appointment of applicable talent (academics), measure performance of members to achieve success, develop employees/academics and include succession planning through the identification of high flyers (qualifications and skills). SAPS should ideally implement its current draft retention strategy as soon as possible to ensure that it includes reward and motivation.

Furthermore, SARS introduced and implemented the following initiatives towards building a capacity development programme (SARS, 2014a:34):

• Establishment of the SARS Academy to facilitate training interventions.
• Recruiting and building a learner pipeline at tertiary levels.
• Introducing a graduate development programme to build a critical, core and scarce skills pipeline for SARS and the country.
• Awarding bursaries internally and externally to create a pipeline for the graduate recruitment programme.
• Creating opportunities for youth, women and people with disabilities through learnerships, allowing them to exit with marketable qualifications.
• Identifying leadership potential through targeted talent boards, thereby creating leadership bench strength and succession planning.
• Capacitating employees on the values of SARS.

According to Lebelo (2015:7), SARS needed the following capacity to build this programme:

• Commitment and support from top leadership.
• A strong, resourced and functional training academy.
• Adequate skills of trainers and dedicated, willing mentors.
• Adequate resources to deliver on the WSP.
• Change management in understanding the organisational changes and the need for development.
• A governance model and structures to support and monitor the implementation of the WSP with the involvement of stakeholders such as Organised Labour.

The importance of the commitment to implement talent management by top management is running like a golden thread through the study. Fully capacitated and resourced academies, with experienced academics and willing mentors with a positive attitude, as mentioned in section 2.2.4.5, will be needed in the SAPS Academy in Paarl. As with SARS, SAPS will need to implement change management practices in order to understand and facilitate institutional changes, specifically in HRM, upon the implementation of a talent management strategy. In order to build capacity, SAPS has to properly utilise the WSP where the skills development of academics should be linked to their career paths and performance management.

In order to implement this approach, SARS required the following key success factors (Lebelo, 2015:9):
• Commitment and support of top leadership.
• Adequate funding for the skills development and training.
• Re-invest grants in skills development initiatives, utilising the DPSA model.
• Expansion of a national footprint for the SARS Academy.
• Utilisation of line business specialists as facilitators to deliver technical training.
• Finance, Accounting, Management Consulting and other financial Services Sector Education and Training Authority (FASSET) and Public Sector Education and Training Authority (PSETA) collaboration that allows leveraging on opportunities provided by both.
• Established clear service level agreements with the external providers.
• E-Learning Tools.

For SAPS to implement an integrated talent management strategy, its management will according to the CHE, avail adequate funding for the accreditation of the SAPS
Academy in Paarl as a tertiary institution. To become a university, SAPS will also have to implement e-learning processes at its Academy in Paarl.

According to the SARS Annual Report (2014b:79), the implementation of this integrated talent management strategy in SARS has the following benefits:

- The creation of a sustainable and integrated talent management value chain.
- The reduction of training and development costs through more focused development efforts.
- Developing a pipeline for core, critical and scarce skills to ensure adequate resources available for SARS and the country.
- Developing the unemployed for future placement in the external job market.

The benefit of implementing an integrated talent management strategy will imply that SAPS will be able to develop a pipeline for core, critical and scarce skills to ensure adequate resources available for SAPS and its Academy in Paarl. An integrated talent management strategy will also contribute to the next generation of police officers and the professionalisation of SAPS.

SAPS can take note of the following aspects of the integrated talent management strategy at SARS (Lebelo, 2015:12):

- The establishment of a strong and sustainable governance structure to monitor compliance and implementation of development.
- The creation of a learning institution where transferring of skills becomes practise.
- A strong change management process to reduce resistance to change and to take up opportunities for development.
- The sharing of resources between Government departments.

The lessons from SARS are clear; the Service will need a strong and sustainable governance structure to monitor compliance of the process and the implementation of development. Effective communication and change management processes must be put in place to reduce resistance to change and for employees to take up opportunities
for development. Another important lesson learnt from SARS is that there should be good internal cooperation between components working towards the same goals.

2.2.5.2.2 University of South Africa (UNISA)

Since SAPS has entered into a partnership with UNISA in providing tertiary education, it is important to study UNISA’s guidelines and criteria for the appointment and promotion of academic employees as well as the academic culture and values that are highly regarded by UNISA. In this regard, the following aspects regarding UNISA can be highlighted (UNISA, 2009:1):

- UNISA is committed to the following key performance areas for their academics: a culture of performance; the promotion of high-calibre teaching and learning; and academic research and community engagement projects by academics. This includes voluntary participation of academics in university structures/committees on various levels in the university.

- The university focuses on producing exceptional academics through the advancement of research capability among academic employees, on increasing publications by academics and on introducing strategies and incentives to enhance the qualifications and profile of academics at UNISA.

- UNISA strives to promote an intellectual environment and to attract and retain competent employees that possess advanced qualifications and teaching abilities.

- The university has a set of criteria for the appointment and promotion of their academic employees. Through these criteria, UNISA not only makes provision for internal academics, but also try to attract other professionals from other academic environments.

- UNISA empowers its academics through the involvement with professional, national and international boards/bodies related to their discipline expertise.

- UNISA ensures regular salary adjustments for academic employees on all post grades in order to compete with other tertiary institutions in order to retain their academics (Montesh, 2014:1).

SAPS is currently in a seven year partnership with UNISA to guide SAPS to become a tertiary institution. For the duration of the seven years, SAPS has to adhere to all the criteria prescribed by UNISA for the provisioning of the BPSD, SSEDIP and other UNISA
accredited programmes (e.g. academics have to adhere to the UNISA criteria for them to be registered as tutors with UNISA) (UNISA, 2009:3). UNISA has also indicated that: Registered UNISA tutors (such as academic employees at the SAPS Academy in Paarl), should work according to the same Key Performance Areas (KPAs) as UNISA; to lecture tertiary programmes, tutors must be developed in research and academic writing skills and they should become involved in Community Engagement projects; tutors should attend at least three national and/or international conferences and seminars annually and publish articles (UNISA, 2009:6). While SAPS is in this partnership, it should make use of the opportunity to benchmark with UNISA with regard to the manner in which they promote, appoint, continuously develop, retain and reward academics. SAPS needs policies such as UNISA in order to reward their academics, e.g. competitive salary packages, bursaries, sabbaticals to continue further studies, and international study visits. These policies must form part of an integrated talent management strategy.

2.2.5.2.3 Military Academy, Saldanha

Another tertiary institution worth mentioning as an example of best practice is the Saldanha Military Academy of the South African National Defence Force (SANDF), which hosts the Faculty of Military Science at the University of Stellenbosch (US). The situation at this institution is probably the closest to what is currently transpiring at the SAPS Academy in Paarl. The SAPS Academy in Paarl is now also in partnership with a university (UNISA), which implies joint degrees between the Academy and UNISA. The Saldanha Military Academy offers higher education and professional military leadership development through teaching and learning, research, community interaction and military leadership training for the profession of arms (Sonderling, 2011b:17). Best practices SAPS can learn from the Saldanha Military Academy are (Sonderling, 2011b:7):

- That a partnership with a university is key to an Academy’s core business.
- A clear distinction is made between academic development and military development - the two components work separately, but hand-in-hand.
- It is important that international standards are adhered to.
- The need for aggressive marketing is identified.
Research is an important arm of the Military Academy. The Military Academy also has criteria for the recruitment and appointment of academics, which correlate with the criteria at the US (SANDF, 2011:16):

- Lecturing staff must have a minimum of a four-year degree (Honours).
- There is proper career pathing for lecturers at the Academy.
- All lecturing staff is appointed in terms of qualifications, whether they are military staff or civilians.
- Lecturers receive a special dispensation in terms of their qualifications and not their ranks. They are remunerated at the level of university lecturers, at the level of their respective academic standing.
- For every year that a lecturer works at the Academy, they are allowed one month’s sabbatical leave.

When SAPS first started investigating the idea of becoming a University in 2012-2013, the first institution that was benchmarked with and that they still learn from is the SANDF’s Military Academy in Saldanha. As mentioned, the Military Academy hosts the Faculty of Military Science of the University of Stellenbosch and has successfully presented qualifications in the military environment for more than 50 years (SANDF, 2013:1). The Military Academy’s academics also have to adhere to strict criteria for appointment, career path, development, retention, remuneration and rewards (SANDF, 2013:2). The Academy readily made available their policies and constitutions such as the Student Council, the Academic Advisory Board and the presentation of professional Military development to SAPS to peruse and potentially adopt. The SAPS Academy in Paarl still has a good relationship with the Saldanha Military Academy and continues to learn from them.

2.2.5.2.4 South African Police Academy: Graaff-Reinet

In 1991 the former South African Police (SAP) established a Police Academy in Graaff-Reinet where students could study full time and follow a degree in Police Science with the aim to (SAPS, 1990:3):

- Offer approved police employees the opportunity to receive personal tuition on a full-time or part-time basis to supplement the UNISA BA (Pol) degree.
• Receive approved instruction at the same level as any other similar institution, including the possibility for postgraduate studies.

• Conduct research of an academic nature as the needs of SAP may have determined.

Sonderling (2011a:20) states that:

• The administration of the Police Academy in Graaff-Reinet was controlled by the commanding officer, who was assisted by non-lecturing employees;

• the commanding officer was responsible for the functioning of the Academy as a police institution and had authority over all members connected to the Academy, whether permanently or temporarily appointed; and

• the rector was in control of the lecturing personnel, who were members of the SAP as well as civilians.

As early as 1991, reference was made to the professionalisation of SAP and the development of the intellectual capacity of its employees (Sonderling, 2011a:4-5). It was explicitly stated that there was a need for the vocation of Police to be regarded as a profession in South Africa and to achieve an appropriate level of professionalism police members would need higher education (Sonderling, 2011a:4-5). In Chapter 3, section 3.1 of this study, Green and Gates (2014:87) concur with this earlier view held by the SAP. The authors define professionalism as belonging to a profession and behaving in a way that is consistent with professional standards. A profession is an occupation that requires extensive training/education and the study and mastery of specialised knowledge and implies having an internal set of standards of performance and behaviour (Green & Gates, 2014:76).

There are a number of lessons to be learnt from the best practices at the Graaff-Reinet Academy. The Academy was managed in much the same way as the Military Academy in Saldanha: The administration of the Academy was controlled by a Dean appointed by UNISA, and the commanding officer was assisted by non-lecturing staff (Sonderling, 2011a:15). At the Graaff-Reinet Academy, students could also study through distance learning (Sonderling, 2011a:16), which the SAPS Academy in Paarl does not offer. Consequently, the Academy in Paarl could only register 47 full time students in 2015 and 28 full time students in 2016 (SAPS, 2015m).
If the SAPS Academy in Paarl can build capacity to accommodate distance learning, the number of students can be raised and the professional development of SAPS members can be fast tracked. At the Graaff-Reinet Academy, the study period per year was eight months; semesters were similar to those of other tertiary institutions; students were allowed to take leave during the recess period; and students would do police duties at their workplace for four months of the year (Sonderling, 2011a:12). If the SAPS Academy in Paarl could implement this annual programme, it will solve many problems currently experienced with students who go home on leave and stay away longer than permitted (SAPS, 2014h:1). It is difficult to keep students busy for 11 months of the year. Furthermore, they have to do experiential learning at stations over weekends (SAPS, 2014i:8) which they could undertake at their workplace. Often 11 months is a lengthy period away from their families and they struggle with emotional and family problems (SAPS, 2014c:4).

The SAP Academy in Graaff-Reinet was endorsed by UNISA. The students studied for a BA Degree in Policing (Sonderling, 2011a:4-5). Sadly the degree was phased out in 1997 after a negative report from an international policing expert. However, if the SAP gained more advice and lifted the Academy to international standards, it might have been on par with the Saldanha Military Academy today.

Thus far, the theory, models and best practices related to talent management were discussed in this chapter. The next section focuses on the statutory and regulatory framework for talent management in the public sector with reference to the SAPS Academy in Paarl.

2.3 STATUTORY AND LEGISLATIVE FRAMEWORK FOR TALENT MANAGEMENT

According to the Barkhuizen (2014:2232), one of the pertinent aspects to be harnessed for the improvement of public sector HRM is the legislative provisions and professional norms that facilitate openness and transparency. The following sections focus on a number of legislation, policies and frameworks relevant to talent management and professionalisation in the public sector and the educational domain.
2.3.1 Constitution of the Republic of South Africa, 1996

As indicated in chapter 1, section 1.1, the Constitution of 1996 is the primary law in South Africa and pays special attention to professionalism and HRM. Chapter 10, section 195(1) states, *inter alia* (RSA, 1996:115):

- A high standard of professional ethics must be promoted and maintained.
- Public administration must be development-orientated.
- Good human resource management and career development practices must be cultivated to maximise human potential.

The Constitution of the Republic of South Africa, 1996 enshrines a rights-based HRM practice that advocates for the maximisation of the human potential and its advancement as a constitutional value (RSA, 1996:115). Underpinning this new HRM practice is the valuing of diversity, emphasising peer and team support, rewarding excellence, promoting professionalism as well as constituting a culture of lifelong learning and growth (Sing, 2012:380). Section 195(1) of the Constitution, as mentioned above, stipulates that: "Good human-resource management and career-development practices, to maximise human potential, must be cultivated" (RSA, 1996:115). This gives the impetus for human capital development and management in the public sector, including SAPS.

As indicated in chapter 1, section 1.1, there is no specific planning for talent management and professionalism *per se* in the Constitution. However, in section 196, which deals with the PSC, states (RSA, 1996:116):

- Must ensure the maintenance of effective and efficient public administration and a high standard of professional ethics in the public sector.
- The Commission must also give directions and advise national and provincial organs of the state regarding personnel practices in the public service, including procedures relating to recruitment, appointments, transfer, discharge and other aspects of the careers of employees in the public service.

The PSC is an independent institution established in terms of Chapter 10 of the Constitution (RSA, 1996:115-119):
• It derives its mandate from Sections 195 and 196 of the Constitution that set the values and principles governing public administration which should be promoted by the PSC as well as the powers and functions of the Commission.

• It is important to note that the Constitution distinguishes between public “administration” in Section 195 and public “service” in Section 196 and 197.

• In respect of public “administration”, Section 195 (2) makes it explicitly clear that the principles of public administration apply to administration in “every sphere of government”.

• The PSC is required by the Constitution to exercise its powers and to perform its functions without fear, favour or prejudice.

• The Constitution links the PSC’s independence firmly with its impartiality, and no organ of state may interfere with the functioning of the PSC.

• The PSC is vested with custodial oversight responsibilities for the Public Service and monitors, evaluates and investigates public administration practices.

• It also has the power to issue directives regarding compliance with personnel procedures relating to recruitment, transfers, promotions and dismissals.

• The PSC is accountable to the National Assembly and must propose measures to ensure effective and efficient performance within the Public Service 196 (4)(c).

The PSC must give directives aimed at ensuring that personnel procedures relating to recruitment, transfers, promotions and dismissals comply with the values and principles set out in Sections 195 and 196 (4)(d) (RSA, 2014:8-9). Therefore, SAPS must adhere to and comply with these principles to ensure that personnel procedures relating to recruitment, promotions and other HRM directives in the public sector. The directives issued by the PSC provides the SAPS top management and human resource managers with adequate substance to assist and guide them in the development of a talent management strategy for academics in Paarl (RSA, 2010d:46).

The PSC’s Annual Report 2014/2015 states that the PSC reviewed its Recruitment and Selection Policy as well as the Retention Policy in order to attract, recruit and retain critical and scarce skills including women and candidates from designated groups within the prescribed time frames (RSA, 2014:8-9). It is hoped that SAPS will review their policies accordingly and the new list of scarce skills will include academics.
The PSC indicated that a comprehensive skills audit would be conducted during the 2014/2015 financial year. The skills audit would yield a competency profile which would provide valuable information regarding occupational, core, critical competencies and scarce skills within the PSC. This would in turn culminate in a workforce competency profile offering a strategic direction to inform human resource planning. A workplace skills plan will identify the skills development interventions required to address competency gaps within the PSC. The competency profile will assist government departments such as SAPS to undertake proper HR planning in order to fill the skills gaps in the institution and specifically the SAPS Academy in Paarl. Hopefully, the WSP and the performance management system will be improved in order to ensure improved service delivery in SAPS (RSA, 2014:73). However, the PSC’s Strategic Plan for 2015/16 – 2019/20 revealed that it would conduct a skills audit and focus on capacity development, talent management and employee retention (RSA, 2015:38), it did not take place in the 2014/2015 financial year as planned.

These are priorities that also need to be addressed in SAPS as soon as possible. Currently, business processes are drawn out and much red tape has to be contended with. Occasionally, it takes years to fill vacancies which results in the current lack of capacity in SAPS. The prioritising of HRD in the government sector is an indication that government is serious about the professionalisation of the public sector and will hopefully support SAPS in its endeavour to professionalise.

In terms of employee wellness, the PSC’s 2013/2014 Annual Report commits government to promote the quality of work-life, and the creation of a conducive work environment for its employees (RSA, 2014:73). It is hoped that this commitment will also have a positive impact on improving the work-life of police officers and to create a more conducive environment for all SAPS employees, including academics at the SAPS Academy in Paarl.

2.3.2 Public Service Act 103 of 1994

The Public Service Act (1994:x) places obligations on public managers for the effective management of the administration of public institutions. The Minister of the DPSA is responsible for establishing norms and standards relating to the employment practices for employees (RSA, 1994:10).
In accordance with the Act, an executive authority (National Commissioner) has the required powers and duties for public institutions human resources planning; the creation and abolition of posts; the evaluation of persons for appointment which must be based on training, skills, competence and knowledge; and the recruitment, appointment, performance management, transfer, dismissal and other employee career incidents of that institution (RSA, 1994:10). Therefore, it is also in the power of the National Commissioner to implement an integrated talent management strategy to manage SAPS’s human resources.

An executive authority may further also (RSA, 1994:32):

- Grant employees or classes of employees of the relevant department on the appointment or transfer of salaries higher than the minimum amounts of the appropriate salary levels of the applicable salary scales; and
- Grant employees or classes of employees of the relevant department special advancement in salaries within the salary level of the salary scale applicable to them.

Therefore, a special dispensation can be negotiated for academics at the SAPS Academy in Paarl, which will not only act as a reward for academics, but will in all likelihood also contribute to the retention of academics at the SAPS Academy.

2.3.3 Promotion of Administrative Justice Act 3 of 2000

This Act serves to promote efficient administration and good governance, create a culture of accountability, openness and transparency in public administration and give effect to the right to just administrative action (RSA, 2000b:xi). The ultimate objective of the Act is an efficient, accountable and just administration in all spheres of Government (RSA, 2000b:xi).

This Act provides a sound platform to regulate the broad labour environment in SAPS as well as the rights and obligations as an employer and academics at the Academy in Paarl. It obliges top management at SAPS to be accountable and ensure that its employees are treated fairly. Therefore, the Act obliges management not only to look at the institutional segment of SAPS, but also to those who must provide support as is the case with academics at the SAPS Academy in Paarl.
2.3.4 National Qualifications Framework (NQF) Act 67 of 2008

The NQF Act addresses the following general matters (RSA, 2008b:6):

The National Qualifications Framework (NQF) in terms of objectives, levels and sub-frameworks:

- the functions of the South African Qualifications Authority (SAQA);
- the functions of the Quality Councils of which the CHE is one; and
- professional bodies in terms of recognition by SAQA, cooperation with the Quality Councils and the registration of professional designations.

In order for the SAPS Academy in Paarl to become a tertiary institution it has to adhere to the requirements of this Act and specifically to those of the CHE in terms of the criteria for an institution to be accredited as an institution for higher education. One of the criteria deals specifically with academics. It was stated in chapter 1, section 1.1 that the CHE requires academic employees, responsible for lecturing on the programme, to be suitably qualified and have sufficient relevant experience and teaching competence (CHE, 2004:9-10). Furthermore, the CHE requires academics to be in possession of specific competencies, for example, capacity to assess as well as a research profile of the modules they lecture (CHE, 2004:9-10). It is also a requirement that opportunities must be provided for academic employees to enhance their competencies and their professional growth and development must be supported (CHE, 2004:9-10).

2.3.5 Police Service Act 68 of 1995

The aim of the Act is to provide for the establishment, organisation, regulation and control of SAPS and to provide for matters in connection therewith (RSA, 1995a:1). Chapter 9 of the Act encapsulates the appointments, terms and conditions of service and termination thereof (RSA, 1995a:27-28). According to the sections in this chapter of the Act, the National Commissioner must determine a uniform recruitment procedure for SAPS (RSA, 1995a:34). It can argued that if the SAPS Academy in Paarl becomes a tertiary institution, academics and administrative personnel cannot be recruited in the same way as other police officers.

The Act also deals with the following (RSA, 1995a:35-40):

- Training - it indicates that the National Commissioner must determine the training that members should undergo.
• Salary and benefits – members have the right to a salary determined by or under this Act or any other law. Furthermore, the National Commissioner has the authority to approve a special dispensation and rewards in consultation with the Minister of Police.

• Reward and recognition - the National or Provincial Commissioner may after consultation with the Minister or member of the Executive Council make an appropriate reward to any member or other person for meritorious service in the interest of the SAPS.

• Retirement of police officers - a member may retire from the service at the age of sixty years.

Although the Act deals with most of the aspects required for a talent management strategy, it concentrates on functional police officers and not on academics. It also does not speak to retention or succession. If SAPS want to successfully implement tertiary education in the Service, it could imply that the Police Service Act be reviewed in order to make provision for the establishment of a tertiary institution as well as an integrated talent management strategy for academics at such an institution. If, however, used in conjunction with the other Acts, as indicated in section 2.3 of this chapter, the top management of SAPS will have the authority from government to implement an integrated talent management strategy for the institution as well as a special dispensation for academics.

2.3.6 Labour Relations Act 66 of 1995

Section 23 of the Constitution (RSA, 1996:175) states that: “Everyone is entitled to fair labour practice”. The Labour Relations Act of 1995 derived from this section of the Constitution. What is important of the Labour Relations Act is of significance to both SAPS and its Academy in Paarl because it (the Act) holds managers responsible for taking steps to maintain high levels of job satisfaction and productivity among employees and employers in the event of disputes, grievances, disciplinary action and appeals (RSA, 1995b:10). In terms of the Act, managers, with the support from HR and top management should deal with labour-related issues (RSA, 1995b:10). Furthermore, the Act provides that management is responsible for facilitating contact between employees and their respective representative bodies in the following ways: Arrange meetings with the aim to establish sound relationships; discuss matters of importance
with all parties; share important information; and promote the quality of work life of employees (RSA, 1995b:83-84).

The most important aspect of this Act for the members of SAPS is that it is a vehicle to hold managers accountable for job satisfaction among members. This is mentioned at regular intervals throughout the study. In chapter 5, section 5.3.4.1.5, the results obtained from empirical research revealed that academics at the SAPS Academy in Paarl feel that they are not treated fairly, neither consulted or listened to, and extremely dissatisfied with the current manner in which they are treated by management.

2.3.7 Skills Development Act 97 of 1998

The aim of the Act is to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce; to integrate those strategies within the National Qualifications Framework (NQF) contemplated in the South African Qualifications Authority Act, 1995; to provide for learnerships that lead to recognised occupational qualifications; to provide financing for skills development through a levy-financing scheme and a National Skills Fund; to provide for and regulate employment services; and to provide for matters connected therewith (RSA, 1998:1).

The functions of a public institution in terms of this Act are to research and analyse the labour market to determine skills development needs for South Africa as a whole; each sector of the economy and subject to the laws governing the public sector, the accounting officer of the institution must ensure that the institution has the human and financial resources necessary for the performance of its functions in terms of this Act (RSA, 1998:41). The institution must assist in the formulation of the national skills development strategy and sector skills development plans and provide information on skills to the Minister and the National Skills Authority (RSA, 1998:41).

In accordance with the Skills Development Act, the White Paper for Post-School Education and Training, 2013, states that workplace skills plans and annual training reports do not generally provide reliable data about the sector or even the workplace, although there are exceptions (RSA, 2013c:57). The problems include (RSA, 2013c:57-60):

- The format specifying the information institutions are supposed to provide;
- the accuracy and comprehensiveness of information provided; and
- the number of enterprises which are actually submitting the required documentation.

Sector Education and Training Authorities (SETAs) lack the capacity to evaluate the annual training reports against the workplace skills plans or be aware of what employers are actually doing in terms of training. The data provided is inadequate to make informed strategic decisions at either sectoral or national level. Once the SETAs are able to obtain accurate data from the workplace, they can supply valuable information for the national skills planning process as well as plan and support educational provision. This will be of substantial benefit to employers since it will enable skills gaps to be addressed.

Inadequate research capacity, a lack of economics, labour market and industry expertise, poor data management, and a lack of planning expertise, have resulted in sector skills plans having limited credibility and impact in their respective sectors. This can be seen as one of the most serious weaknesses is in the area of skills planning. Furthermore, workplace skills plans are not viewed as contributing to the achievement of national economic and industrial development goals and plans. As a result, the usefulness of sectorally developed plans is questionable.

SAPS is one of the several government institutions struggling to obtain accurate data or to acknowledge new needs in terms of employee development, as alluded to in section 2.2.3.2.

The White Paper for Post-School Education and Training further indicates that (RSA, 2013c:57):

- Skills needs are being increasingly understood in terms of supply and value chains. Narrowly focused sector skills plans do not allow for the flexibility needed in a fast-changing economic environment.
- Currently, government economic and developmental priorities are not being adequately addressed, including skills requirements for strategic infrastructure projects.
- For more and improved quality, research is needed if skills plans are to be improved to gain credibility and value.
Workplaces are good sources of information on current skill shortages, which is a crucial aspect of planning, but many other sources of data are required to enable the needs of the labour market to be fully understood and to ensure a sufficiently forward-looking focus.

There is now a level of consensus that in order to achieve inclusive growth there has to be improved coordination across government, with the state playing a more effective role in stimulating and sustaining the economy.

The responsibility of the SAPS in terms of the Skills Development Act and the White Paper for Post-School Education and Training is to regularly determine skills gaps and in accordance therewith, draw up annual Workplace Skills Plans in order to develop the employees. In the SAPS Strategic Plan, 2014/2019, it is indicated that it is the objective of SAPS to ensure the quality of trained employees (SAPS, 2014f:30). This objective is intended to bridge the skills gap in SAPS through continued skills development, specifically in areas that require specialised skills (i.e. forensics, ballistics, crime scene investigations, public order policing and combating cyber-crime). This SAPS objective is expected to advance the implementation of the government’s National Skills Development Plan (SAPS, 2014f:23). Furthermore, the SAPS Medium Term Personnel Framework, 2014/2016, in one of its pillars, namely HRD, states the establishment of a Police University in Paarl as a priority to improve organisational effectiveness to foster the employees skills and knowledge (SAPS, 2014f:62).

The development of academics and civilian employees at the SAPS Academy in Paarl is not mentioned as an objective of the SAPS’s strategic plan, although the professionalisation of the Service through the implementation of the BPSD programme at the Academy in Paarl is stated in the Strategic Plan, 2014/2019, and the Annual Plan, 2015/2016. Moreover, the WSP of SAPS for 2015/2016 does not provide any specific development plans according to the CHE criteria for employees at the Paarl Academy (SAPS, 2014f:13; SAPS, 2015a:14-15). As indicated in section 2.2.3.2.1 of this chapter, the HRD division needs to ensure that the academics training needs identified during the performance evaluation cycle are forwarded to the relevant Skills Development Facilitator (SDF) to be reflected on the WSP. The problem with the WSP is inadequate funds for members to attend the programmes as indicated in their development plans (SAPS, 2015n:1-2). It is recommended that the management of the HRD division follow a differentiated approach to develop the academic talent in the SAPS Academy in Paarl.
2.3.8 **Public Service Regulations, 2001**

The Public Service Regulations (2001b:41) indicates that training in the public sector (including SAPS) should support and address work performance and assist the career development of employees. As such, training should increasingly become driven by the needs of the institution and of its human resources (RSA, 2001b:41). Training should focus on the needs such as the development of talent and strategically link to the creation of a culture of professionalism (RSA, 2001b:41).

According to Part IX of the Public Service Regulations, which deals specifically with training and education, the principles of the latter should be for employees to have “ongoing and equitable access to training geared towards achieving an efficient, non-partisan and representative public service” (RSA, 2001b:41). Training should support work performance and career development and become increasingly driven by needs and linked strategically to broader HRM practices (talent management) and programmes (RSA, 2001b:41). The sections from the Public Service Regulations, 2001, clearly state the importance of both talent management and professionalism in the public sector.

In the SAPS Strategic Plan 2014/2019, it is stated that according to the Public Service Regulations, SAPS is compelled to engage in HR planning activities to meet its demands and to assess the HR supply per number, competency and employment capacity (SAPS, 2014f:59). As indicated in section 2.2.2 of this chapter, for the first time SAPS is moving towards a more integrated HR planning process. Therefore, SAPS has developed a Medium Term Personnel Framework (MTPF) for 2014-2016. The MTPF is linked to the Public Service Regulations to ensure the integration of practices and strategies in order to enhance HR planning practices (SAPS, 2014f:59). The MTPF will provide a strategic framework and annual HR plans will give effect to achieving the related strategic objectives determined for the Medium Term Expenditure Framework (MTEF) cycle (SAPS, 2014f:59).

2.3.9 **White Paper on Human Resource Management, 1997**

The White Paper on Human Resource Management has marked a shift from personnel management to HRM (RSA, 1997a:1). This is reflected in its vision which states that HRM in the public sector will result in a diverse competent and well managed workforce,
capable of and committed to delivering high quality services to the people of South Africa (RSA, 1997a:1).

Furthermore, the White Paper is an attempt by government to ensure that the public sector has professional employees, capable of addressing economic growth and development (RSA, 1997a:9). Addressing the skills shortage is critical for South Africa in order to meet its socio-economic objectives and targets (RSA, 2008e:9; RSA, 2013a:40). Stemming from these, a short-term operational plan was compiled to: Address the skills shortage, which focused on a defined set of skills priorities; to generate information required to define the skills shortage; to create the environment in which public institutions can fast-track skills development plans; and engage and work closely with the private sector and organised labour to increase the supply of priority skills (RSA, 2008e:9).

The White Paper, therefore, provides the answer to the ‘how’ aspect of addressing the skills shortages at the SAPS Academy in Paarl in the short-term which can be translated into an integrated talent management strategy for employees at the Academy to ensure a sustainable talent pipeline. The White Paper for Post-School Education and Training, 2013, discussed in the previous section, links to the White Paper on Human Resource Management, 1997. It indicates that if properly researched and credible skills plans can be produced, institutions will be able to do much better in targeting resources for education and training and assist in managing wider government processes more effectively. Effective workplace skills plans will be able to inform: strategies for attracting skilled personnel from abroad in the short to medium term, while domestic capacity is being built (RSA, 2013a:58).

2.3.10 The White Paper on Transforming Public Service Delivery, 1997

The White Paper on Transforming Public Service Delivery (1997b:15) indicates the Batho Pele principles and values for service delivery in South Africa e.g. consultation, service standards, access, openness and transparency and value-for-money. The White paper indicates how public services need to be provided in order to improve the efficiency and effectiveness of the way in which services are delivered (RSA, 1997b:15). When the democratic South African government was elected to power in 1994, it had a special mandate to provide appropriate services to all the people of the country. This was, still is and will continue to be a massive responsibility and one that requires total commitment by employees at all levels of government. The government promised the
people of South Africa that they would serve them without discrimination, respect the dignity of all and ensure the needs of the majority of the population, who had been disadvantaged in the past, are met efficiently and effectively (RSA, 2007a:6-9). This calls for a capable and committed workforce to abide by the Batho Pele principles, which in turn highlights the need for effective training and education that emphasises the role of the SAPS Academy in Paarl.

This White Paper forms an integral part in a talent management strategy; it must assist the SAPS to manage their human resource capacity according to these principles and improve service delivery to citizens of South Africa. Currently, the lack of an integrated talent management strategy at the SAPS Academy in Paarl has led to difficulty in attracting qualified academics to lecture on the programmes offered; the appointed academics are not always adequately qualified to lecture the specialised modules; the lecturers are overloaded and have no time to undertake research; succession planning and skills transfer are not in place; quality academic services to its students is poor and the professionalisation of the Academy and the institution is compromised.

The Batho Pele White Paper should not be construed as a separate management exercise that needs to be attended to on an annual basis. It needs to be embraced as an integral part of all management activities to ensure that every management process is aimed at improving service delivery and customer satisfaction. The Batho Pele revitalisation strategy referred to as Khaedo (RSA, 2007a:1-4), also links to SAPS’s strategy of reengineering and improving front-office operations in order to professionalise SAPS. Therefore, training programmes at the SAPS Academy in Paarl must be facilitated in such a manner that it will nurture leadership ability among its members as well as empower them to perform their work in a professional and holistic manner.

SAPS requires a professional workforce which clearly understands its responsibility to society at large as well as embrace a value system underpinning its actions that will contribute to the accelerated transformation of South Africa. Moreover, SAPS should embark upon building the caring society which they have merely spoken about on numerous occasions. The SAPS employees will have to be more imaginative in their thinking, innovative in their practice, as well as remain conscious at all times of the demands placed on them by the public, business and civil society as stated in the Batho Pele Handbook (RSA, 2007a:25). In order to implement the aforementioned,
unwavering commitment from all the members of the South African Police Service is expected while the role of training and education through the SAPS Academy cannot be underestimated. However, for academics at the Academy to fulfil their functions effectively, they should be constantly exposed to growth and development as part of an integrated talent management strategy.

2.3.11 The White Paper on Post-school education and training, 2013

The White Paper on Post-school Education and Training sets out strategies to improve the capacity in order to meet South Africa’s needs (RSA, 2013c:xii). It outlines policy directions and guides the Department of Higher Education and Training (DHET) and the institutions for which it is responsible in order to contribute to building a developmental state with a vibrant democracy and a flourishing economy (RSA, 2013c:xviii). Its primary policy objectives are: Expanded access; improved quality; and increased diversity of provision and a post-school education and training system that is responsive to the needs of individual citizens and employers (RSA, 2013c:xviii). The DHET and the institutions for which it is responsible must align their strategic and operational plans and programmes with national policy documents such as the NDP and the Human Resources Development Strategy for South Africa (RSA, 2013c:6). This must not be conducted mechanically but such that it increasingly integrates and coordinates government programmes to improve the learning experiences of those engaged in education and training (RSA, 2013c:6).

Universities are crucial institutions in terms of reaching the national development objectives (RSA, 2013c:27). This is an indication that the strategic vision of SAPS to have a Police University in order to professionalise SAPS, is therefore, consistent with the White Paper for Post-school Education and Training (SAPS, 2014j:15). The principles of the White Paper will guide the focused differentiation of universities and the formulation of institutional missions by signifying that a continuum of institutions is required in the post-school system, including universities with differentiated missions in order to ensure that the sector meets national developmental needs (RSA, 2013c:29). If SAPS establishes a Police University, it will be considered under this principle of the White Paper and the approval of the Minister for Higher Education (CHE, 2004:3).

As participation increases, universities must simultaneously focus on improving student performance. Improving student access, success and throughput is a very serious
challenge for the university sector which should become a national policy priority and the institutions at large (RSA, 2013c:32; CHE, 2015:9). South African universities are characterised by relatively low success rates. This raises serious concerns about the productivity of the system and the high cost to the government and institutions as the result of the poor student success rate (RSA, 2013c:32; CHE, 2015:16). The reasons for this poor performance are complex, but relatively well-known: Support for professional development and recognition of academic staff in undergraduate teaching is generally weak (RSA, 2013c:32).

This is the current scenario in SAPS, which is problematic since the organisation still needs to adhere to the requirements of the CHE in terms of the quality of academics before it can become a Higher Education Institution (SAPS, 2014j:14). It is of utmost importance that SAPS provides increased support for employee development initiatives to improve the teaching skills of academic staff (SAPS, 2015p:1). The utilisation of additional well-trained tutors could contribute to assisting the students (SAPS, 2014b:1). Support and recognition must be provided for national, cross-institutional and collaborative initiatives in improving teaching and learning (RSA, 2013c:33).

The White Paper states that a crucial factor in overall quality improvement and the development of the university sector is its academic staff (RSA, 2013c:35). South Africa faces a significant and complex challenge in terms of staffing its universities. It has to sustain adequate levels of academic staff, build capacity within the system, develop future generations of academics for the system, and substantially improve equity. The rapid expansion of the university sector in terms of enrolment has not been accompanied by an equivalent expansion in the number of academics (RSA, 2013c:35). This implies that academic employees have experienced increased teaching loads and high student-to-staff ratios (RSA, 2013c:35; Kotze, 2011:54), which is also the current situation at the SAPS Academy in Paarl.

The White Paper states that academic careers have changed significantly over the last 20 years, both in relation to global changes in academic work and in response to local pressures (Habib, 2016:2). Many factors affect academic work including pressure to publish, the corporatisation of universities, greater administrative responsibilities, resource constraints, pressure to source outside funding, growth and use of technology to support academic work and the pressure to teach in a context of low throughput rates (Desrochers & Kirshstein, 2014:4; CHE, 2015:16). These influences which are widely
documented must be clearly understood when planning for change to university staffing in South Africa. A focused renewal and expansion of the academic profession is vital for the long-term sustainability of high-quality public higher education in South Africa (RSA, 2013c:35-36; Habib, 2016:1). The principles and guidelines of this White Paper will play a crucial role in the development of an integrated talent management strategy for academics at the SAPS Academy in Paarl (SAPS, 2014j:15).

The DHET will develop a plan to address the challenges for future staffing of South African universities (RSA, 2013c:35-36):

- Improving the pipeline of academic employees, from postgraduate students to attracting young academics (belonging to Generation Y) to follow academic careers, while providing them with adequate financial and academic support and mentoring to complete doctoral studies.
- Ensuring that current academic employees’ qualifications are improved. This will be achieved partly through the provision of financial assistance for academics and potential academics to undertake postgraduate studies both in South Africa and abroad.
- Developing mechanisms to employ retired academics both local and international, who can mentor younger academics and provide experience and knowledge to enrich our academic environment.
- Improving conditions of employment for academics in various ways, including addressing workload and large class sizes where possible.
- Developing appropriate systems to improve support and reward teaching in universities.
- Supporting the development of lecturers’ teaching skills. While this is best done within disciplines, it requires mentoring and co-teaching. Academics can also benefit from opportunities to examine and develop their teaching practice on an on-going basis.

The content of this plan will also be applicable on academics at the SAPS Academy in Paarl in order to address the lack of academics through attracting and providing mentoring programmes. The plan will assist to develop academic skills, improve the
conditions of employment and provide support and rewards, which may lead to the retention of academics at SAPS.

2.3.12 **Public Service Human Resources Planning Strategic Framework, 2008**

The DPSA drafted the Public Service Human Resource Strategic Framework, 2008 to provide a HR planning structure in the public sector (RSA, 2008c:14). The framework was intended to support all public sector institutions and the HR functions (RSA, 2008c:14). It was also intended to support public sector training providers to develop capacity so that public sector institutions could implement their own workforce plans to help ensure service delivery (RSA, 2008c:15). This strategic framework was aimed at assisting public sector institutions such as SAPS in predicting the future conditions of the organisation, HR requirements and available resources.

This Strategic Framework is premised on the promotion of an integrated strategic approach for the development and implementation of HR planning initiatives and on building HR planning capacity within the public service (RSA, 2008c:22). Furthermore, it is based on Government’s Programme of Action (POA), national priority areas and integrated strategic HR planning interventions to achieve departmental strategic objectives (RSA, 2008c:22).

Even with the available legislation, regulations and this Strategic Framework of 2008, SAPS and specifically the HRD Division of the organisation, could not reach the vision set for 2015 by the Strategic Framework (RSA, 2008c:20; SAPS, 2014f:59). The following reasons for the aforementioned are stated in the WSP for SAPS, 2015/2016 (SAPS, 2015a: 39):

- The institution is challenged with institutional politics and managed in silos as indicated in chapter 4, section 4.3.1 of this study, and HR planners are not allowed to give direction.
- SAPS, and in particular its HRD Division, concentrates only on the number of police officers that can be trained annually without much concern of the quality and the training capacity to be able to deliver service excellence.
- In SAPS the relationship between human resources and strategic planning is consolidated inadequately which results in crises management. An ‘outstanding’
example is the SAPS Academy in Paarl where the Bachelor’s degree was implemented without proper HR and resource planning.

As indicated, the divisions in SAPS work in silos and in this Strategic Framework, it is made clear that a number of human resource management and development strategies culminate in the workforce planning strategy. It is important to comply with all other areas to ensure integration of all the frameworks (SAPS, 2013d:1). The frameworks are interdependent, and their integration is a critical part of the workforce plan (RSA, 2008c:22). Human Resource Development is one of the sub-objectives of the Strategic Framework and the intent of the strategy is to build an effective and efficient public sector through the establishment of policies, structures and operational processes for developing capable and high-performing employees (RSA, 2008c:57). Another sub-objective of the strategy is having a Retention Strategy that includes principles on retaining the required skills. An example hereof is the policy on remuneration and reward guidelines (RSA, 2008c:57; SAPS, 2015c:5). This will assist with the attraction and retention of the required skills (RSA, 2008c:57). The draft SAPS Draft Retention Strategy has not yet been implemented and related policies towards rewarding employees and succession planning have not yet been developed.

At the heart of the Public Service Human Resource Strategic Framework, 2008, is the understanding of the nature of the workforce; attracting and recruiting the best people; retaining and developing a modern responsive and professionalised workforce and ensuring that equality, diversity and transformation are at the heart of strategy, policy-making, planning and development (RSA, 2008c:59). Each of the aforementioned four priorities for action has significance for employees seeking government services; the young person wanting to consider a career in the public sector and adult learners employed in the public sector as well as the employers (RSA, 2008c:59). If public institutions and public service training providers are to contribute towards world-class service delivery, it can be argued that they must first understand their workforce. Therefore, in order to deliver excellent services, they must identify their workforce priorities, recruit the best persons and develop existing employees to be outstanding. All of this must be done within the context of equality, diversity and transformation (RSA, 2008c:59). In order for the SAPS to conduct proper HR planning, the SAPS will have to incorporate the four priorities in their strategic plan and manage them in an integrated manner.
The DPSA’s objectives with the Strategic Framework are (RSA, 2008c:59):

- To sufficiently deal with the supply and demand of employees in the public sector.
- The DPSA needs to invest in and reinforce the competence and performance of individual and team deliverables in terms of DPSA policy frameworks and programmes.
- To ensure governance and compliance throughout all departments.
- To evaluate and monitor the success of the workforce strategy in order to effect timeous changes to ensure that the direction is suitable and the strategy sound.

SAPS, as a public sector institution, should adhere to these objectives and implement these in order to ensure an integrated Strategic Framework and thereby ultimately move to an integrated talent management strategy incorporating all the objectives.

2.3.13 National Development Plan 2030

Paterson (2008:322) argues that the extent to which the public sector can evolve as a developmental state centres on high skills and a talented workforce. Chapter 9 of the NDP states that one of its priorities is to improve quality education (RSA, 2013b:38). Moreover, reference is also made to the poor quality of education which limits the potential dynamism of South African institutions (RSA, 2013b:38-39). Chapter 9 of the NDP also states that by 2030, South Africa needs an education system with the following attributes (RSA, 2013b:38-39):

- Further and higher education and training that enables people to fulfil their potential;
- an expanding higher-education sector that can contribute to rising income, higher productivity and the shift to a more knowledge-intensive economy; and
- a wider system of innovation that links universities, science councils and other research and development role players towards prioritising certain areas of the economy.

Furthermore, in Chapter 2 of the NDP, it is stated that urgent action is required on the following fronts of education (RSA, 2013b:39-40):

- Teacher (academic) performance – there are proposals for training, remuneration, incentives, time on task, performance measurement and content
and pedagogical support for educators. Professionalism and the conditions that enhance professional conduct must be rebuilt, while accountability for performance needs to be enhanced.

- **Higher education** – Continuous improvement of quality is needed to ensure higher throughput rates from universities. Specialised programmes should be developed in universities focusing on training college lecturers and funding must be provided to universities to conduct research. A National Programme must be implemented to not only develop the Next Generation of Police Officers, but also the Next Generation of Academics for South African Higher Education and for SAPS.

- **Research and development** – a simultaneous focus on research and development will improve the quality of higher education, however, inadequate human capacity will constrain knowledge production and innovation. Universities need to become centres of excellence at the cutting edge of technology.

Another significant NDP priority is that of building safer communities (RSA, 2013b:43-45). Chapter 13 of the NDP states that by 2030, SAPS should be a professional institution, staffed by skilled, disciplined and ethical individuals who value their work and service to the community. In achieving this vision, the following actions are needed (RSA, 2013b:43-45):

- **Making the SAPS Professional** – Recruitment should attract competent, skilled professionals. The Police Service should be a well-resourced professional institution staffed by highly skilled employees who value their work, serve the community, safeguard lives and property without discrimination, protect the peaceful against violence, and respect the rights of all to equality and justice.

- **Demilitarising of SAPS** – SAPS should be demilitarised and managed towards a professional civilian service. All police personnel should be trained in professional police ethics and practice.

In order to build capacity for a capable, professional and responsive state, the following actions should be taken (RSA, 2013b:64):

- Professionalise the public sector to ensure it is immersed in the developmental agenda, but insulated from undue political interference.
• Make SAPS a career of choice.
• Ensure that employees at all levels have the authority, experience and support they need to do their jobs.
• Develop technical and specialist professional skills.

The mandate (Core Operational Responsibility) of the HRD Division of the Academy in Paarl is derived from the legislative mandate of SAPS and the legislative and regulatory framework documents which makes reference to the existence of the HRD Division (SAPS, 1990:1). According to SAPS’s HRM Policy Framework, the only HR Policy existing in SAPS in terms of talent management is one on recruiting and retaining employees with scarce skills (SAPS, 1990:1). The problem, however, is that there is no policy to govern the attraction, development and retention of academics at SAPS’s Academies because it is not perceived as a scarce skill. Currently, there are no specific career paths for academics; if they want to be promoted they have to apply outside the Division or outside SAPS, which implies a high turnover of academics (SAPS, 2015f:4).

As the excellence part of professional teaching is currently under pressure in the HRD Division, the design and implementation of an integrated talent management strategy and policy will assist the SAPS Academy to attract subject matter experts/academics to SAPS and retain their expertise. Included in this policy should be the development of a recruitment strategy, employee development and diverse working conditions for academics. Garrow and Hirsh (2008:390), agrees with this statement and posits that HRM strategies should include the development of policies in areas such as talent management as well as policies on the creation of an agreeable professional working environment for the employees. HRM policies should aim to improve talented human resources (academics) on a continuous basis, which will lead to professionalisation and improved service delivery (Garrow & Hirsh, 2008:390). Two such policies which were implemented in local municipalities revealed how policies can improve talented human resources on a continuous basis:

• **Breedevallei Municipality scarce skills policy (Western Cape)**

The Breedevallei Municipality formulated a policy in order to identify scarce skills within and retain the employees after their appointment (Breedevallei Municipality, s.a.:1). This policy is based on the following principles (Breedevallei Municipality, s.a.:1):
That it is the responsibility of the employer to develop and retain employees especially the skilled who are in demand. The Breedevallei scarce skills policy includes short term as well as long term solutions to attract and retain individuals with scarce skills. In the short term the municipality has implemented a reward strategy to attract and retain individuals with scarce skills. The reward can be one of the following (Breedevallei Municipality, s.a.:4-5):

- Scarce skills allowances.
- Housing benefits.

In the longer term, the following solutions are considered (Breedevallei Municipality, s.a.:5-8):

- Bursaries to study in the various identified fields with an obligation to work for the municipality.
- The municipality will also put in place measures to ensure the transfer of scarce skills by employees through the implementation of a mentoring programme.
- Through development, the municipality will also ensure that a sustainable pool of individuals is established for future utilisation.

The Breedevallei scarce skills policy states that the cost of employee turnover can be substantial (Breedevallei Municipality, s.a.:9-10). There are direct financial costs to replace employees as well as other repercussions such as potential loss of key skills, knowledge and experience, disruption to operations and negative effect on employee morale (Breedevallei Municipality, s.a.:9-10). A high turnover of employees represents a considerable burden on both human resources and line managers as they constantly recruit and train new employees (Breedevallei Municipality, s.a.:9-10). Therefore, the Breedevallei Municipality has also implemented additional retention and succession planning techniques (Breedevallei Municipality, s.a.:9-10):

- Encouraging performance
- Building morale
- Boosting of employees self esteem
- Sense of ownership
- Interaction and communication with employees
• Staff development and training
• Multi-skilling and job rotation

The Breedevallei Municipality has acknowledged that they have a problem with the retention of scarce skills and that it is the responsibility of the employer to develop and retain employees, especially those who have scarce skills and are in high demand. In order to solve the problem, they created short term as well as long term solutions to attract and retain individuals with scarce skills. SAPS has no short term plan to attract and retain academics in its organisation. Moreover, by April 2016, the Recruitment to Retirement strategy as well as the Draft Retention Policy had not been implemented, therefore, attracting and retaining academics at SAPS Academy in Paarl remains a problem.

• Amahlathi Municipality - Succession planning and career pathing policy (Eastern Cape)

The succession planning and career pathing policy was compiled by the municipality because in the past, the managers were neither concerned with developing the potential of their employees, nor did they plan for human resources. When vacancies occurred, there was often no suitably trained employee available to undertake the work (Amahlathi Municipality, s.a.:3). The policy was formulated to: Ensure the continuity of suitably trained employees in key posts for the future; ensure that more than one employee in a specific department is able to undertake any specific task; establish highly motivated employees which could lead to a decrease in employee turnover; develop career paths for individual employees; and assist employees to meet their performance goals (Amahlathi Municipality, s.a.:3). Most importantly, succession planning and career pathing in the Amahlathi Municipality are also aligned with other HRM activities such as selection, training, performance management (Amahlathi Municipality, s.a.:3-4).

The Amahlathi Municipality policy, as the one implemented by the Breedevallei Municipality, stresses the importance of the employer accepting responsibility for its successful implementation to ensure that the municipalities will always have suitably trained employees who will feel that their employer is concerned about their careers and keen to train and develop them. The two aforementioned cases - Breedevallei Municipality and the Amahlathi Municipality - have identified the shortcomings with
regard to HRM and formulated and implemented specific policies to address the gaps. More importantly, although these two municipalities do not yet embrace an integrated talent management strategy, they do acknowledge that these policies should form part of all other HRM activities in the municipalities.

As mentioned in section 2.2.3.5 of this chapter, SAPS has not as yet identified these gaps in terms of academics at the SAPS Academy in Paarl – academics being a scarce skill as well as the importance of developing career paths and succession plans in order to retain these scarce skills. Therefore, SAPS is unable to retain its academics and will have to continue searching for talent to fill the vacancies at the Academy. Reilly (2008:386) agrees that the problem in South Africa is the lack of sound policies and processes for HRM functions such as succession planning and career management. Furthermore, the emphasis on HRM as a controller rather than a facilitator of career management are ubiquitous problems as is the short term focus of many managers.

2.4 CONCLUSION

This chapter outlined the conceptual framework for the study by providing a theoretical point of departure of talent management and the link of such theories to professionalism. The locus of the theoretical analysis is the public sector with special focus on SAPS and in particular the SAPS Academy in Paarl. The chapter laid the theoretical framework in order to comprehend as well as explain phenomena under discussion. Moreover, relevant legislation and policies pertinent to talent management as related to lecturing at the SAPS Academy in Paarl were scrutinised and analysed.

The chapter reviewed current theories, models, best practices and other talent management practices relevant to this study and related to academics at the SAPS Academy in Paarl. The integrated talent management models by Kock and Burke (2008), Pillay et al. (2008); Detuncq and Schmidt (2013); Gratton and Ulrich (2009) and Koketso (2011), corresponded with other authors in terms of the aspects necessary for the development of an integrated talent management strategy. Employee engagement, the necessity for proper communication, the commitment of senior management towards talent management in the institution and allocation of sufficient funds featured strongly in most of the talent management models. The model proposed by Detuncq and Schmidt (2013) and the six dimensions by Koketso (2011), were considered preferable to assist the SAPS Academy in Paarl to implement an integrated talent
management strategy for its academics that would address all the needs of the organisation as well as contribute to the professionalisation thereof.

Various authors such as Kochanowski (2011), Masibigiri and Nienaber (2011), Barkhuizen (2014) and Koketso (2011) asserted the need for a talent management strategy in the public sector. They agreed that an integrated talent management approach was necessary for the public sector to effectively manage employees. Furthermore, they also agreed that certain aspects and support from other HR practices in an integrated talent management strategy was of the utmost importance (Van Dijk, 2008; Vermeulen, 2008; Pillay et al., 2008; Koch & Burke, 2008; Gratton & Ulrich, 2009; RSA, 2013b). From the literature review it became evident that the following components of HRM should be part of an integrated talent management strategy: Recruitment, development, performance assessment, reward, retention and succession planning.

The Generalisation theory revealed that for the first time in history, three generations in the public sector environment are working together simultaneously (Gratton et al., 2009:7-9). The generations include: The Baby Boomers, Generation X and Generation Y. Each of the three generations makes different choices concerning their work while they have different expectations of work. It was also revealed that SAPS will have to take cognisance of these generations and initiate employing generation Y employees or the skills gap will continue to grow.

In order for the SAPS Academy in Paarl to become an international Police University, the Academy has to benchmark with national and international institutions. The literature review revealed that there was no need to re-invent the wheel in terms of the development of an integrated talent management strategy. There are numerous countries and institutions throughout the world with whom the SAPS could benchmark, such as NPUC in China; AIPM in Australia, Ethiopian Police, Nigerian Police, NCPL in the UK; the Military Academy in Saldanha and the Municipalities of the Breedevallei and Amahlathi.

The chapter further outlined the statutory and regulatory framework for talent management in the public sector, specifically SAPS and pertinently, the SAPS Academy in Paarl. It was revealed that the relevant Acts, White Papers and strategic frameworks will play a fundamental role in the development and implementation of an integrated talent management strategy at SAPS.
In Chapter 3 professionalism and its relation to talent management receive attention. Professionalism in the policing context is conceptualised with talent management, while the national and international best practices in terms of professionalism is explored. Police culture and police legitimacy is also discussed in Chapter 3.
CHAPTER 3: THE PHENOMENON OF PROFESSIONALISM

3.1 INTRODUCTION

In chapter 2 the policies, theories and best practises pertaining to talent management and professionalism in the public sector, and specifically SAPS and its Academy in Paarl, were outlined. The chapter also focused on the statutory and regulatory framework for talent management and professionalisation in the public sector. In this chapter the focus is placed on professionalism, specifically with the aim to determine professionalism in SAPS, with special reference to the SAPS Academy in Paarl. Although the professionalisation of SAPS does not form the core of this study, professionalisation is discussed to demonstrate that it is related to higher education. Moreover, the importance of proper management of the current talent pool at the SAPS Academy in Paarl in terms of talent management is highlighted.

Unprofessional conduct by the police officers has resulted in the public questioning the worthiness of the profession as mentioned in chapter 1, section 1.1. Since its inception in the mid-1800s, policing has operated under close political and societal scrutiny, quite often in the glare of media exposure that consistently indicts the whole of policing from the sum of a few ill-disciplined employees (Green & Gates, 2014:83). It is also true that policing has not achieved the same degree of community respect as the traditional professions of Law, Medicine, Education and Theology (Zimmermann, 2011:33). Professional recognition is often contingent on being within a profession while it also requires commitment to educational attainment (Green & Gates, 2014:76). It can, therefore, be argued that esteem for the police will, *inter alia*, surface only when specialised academies/universities for police education become commonplace.

In this chapter, studies and research are reviewed to determine whether education is a predictor for police professionalism and establish whether better-educated police officers are better performers. The chapter also includes earlier and contemporary debates on the topic.

The “professionalisation of police” is not a modern concept. The drive to professionalise the police sector internationally can be traced back to a century ago and there is evidence of such a drive in the United States of America (USA) and the UK in the early 1900’s (Hallenberg, 2012:122). A contemporary view that receives substantial attention in this chapter is that of Hallenberg (2012:122) who completed a doctoral thesis on
Police Professionalisation through the University of Manchester in the UK. Hallenberg’s in-depth analysis of the meaning of policing as a profession and police professionalisation revealed how developments in police training form part of a process towards police professionalisation.

3.2 CONCEPTUALISATION OF PROFESSIONALISM IN THE POLICING CONTEXT

Green and Gates (2014:81) point out that police work has become increasingly complex and, as a result, educational requirements for police officers should be increased. There is also a suggestion that better educated police officers are more rounded thinkers and they exhibit a greater humanistic bent (Green & Gates, 2014:81). Wood and Tong (2009:296-297) concur that whilst engaging with a university programme is not in itself sufficient to guarantee the qualities expected of a police officer, it is increasingly recognised that such an engagement is a necessary condition to achieving professionalism in the police. Therefore, it is necessary to explore the relation between professionalism and education.

Professionalism means the pursuit of excellence, not just competence (Schneider, 2009:24). Professionalism is defined as both the practice of some profession and the practitioners of that profession (Evans, 2008:13). It includes attitude as well as behaviour and is not only what employees do (as professionals), but also what they think during such tasking (Mitchell & Ream, 2014:2, 292). Thus, it is both the manner and method of performing such tasks within the occupation; it is what they do, how they do it and the spirit of that commitment (Sklansky, 2011:1; Schneider, 2009:134).

According to Paterson (2011:2) and Schneider (2009:11), true professionalism in policing is viewed as a recognised indicator and predictor of police effectivity nationwide. Green and Gates (2014:83) add to the aforementioned authors that certain police officers response to the concept professionalism is as follows:

- Professionalism means being able to talk oneself out of a dangerous situation rather than resorting to the use of force;
- it means being able to establish relationships with people in the community; and
- it means being able to establish relationships with people in the community - to carry oneself in a manner that exudes authority and control, taking responsibility for one’s actions, or being dependable and conscientious, or to take appropriate
initiative in situations requiring police action to prevent tensions from escalating, or being respectful of civil rights of citizens, or being knowledgeable about laws, policies, procedures and regulations.

Green and Gates (2014:75) define professionalism as belonging to a profession and behaving in a way that is consistent with professional standards. A profession is an occupation that requires extensive training/education and the study and mastery of specialised knowledge; it means having an internal set of standards of performance and behaviour (Green & Gates, 2014:76). Emphasis is placed on the fact that training/education is necessary to master the specialised knowledge required for professionalism. This highlights the importance of training/education provided by the SAPS Academy in Paarl as a contributing factor to professionalism of police employees. To date, SAPS has not formulated a proper definition for professionalisation. Although a number of SAPS strategies make reference to professionalisation, it has generally not materialised in the conduct of police employees. With regard to the SAPS Academy in Paarl, the need for support and further development through an integrated talent management strategy for academics has not as yet been realised. In order to determine the best talent management practices and enhance professionalism of its employees for the academics at the Academy in Paarl, it is necessary to establish what other similar institutions, nationally and internationally do in this regard. The next section will focus on the role of globalisation in the professionalisation of police employees and review certain relevant international examples.

### 3.3 NATIONAL AND INTERNATIONAL BEST PRACTICES

The predominant global school of thought of modern policing is that the more professional a law enforcement agency, the more effective it will be in performing its major duties and functions – the “police mission”, i.e., order, maintenance, law enforcement, and community service (Schneider, 2009:3). True professionalism in policing is viewed as a recognised indicator and predictor of police effectivity worldwide (Tuffin, 2016:1). A social science view of the concept of profession, in general usage, refers to a skilled line of work, one that yields a full-time calling, an occupation (Schneider, 2009:4). Anyone who joins a Police Service must have a passion for policing and the Police Service must be the “employer of choice” for such a person (Ohlhoff, 2008:28-29). Unfortunately, this is currently not the case at
SAPS. The South African Police Service is often viewed as a job creation institution for job seekers and not the employer of choice (SAPS, 2013d:10).

The skills that higher education provides, and probably the most important to Police Services, are difficult to measure (Rydberg & Terrill, 2010:2). Report writing, organisation, comprehension, courtroom presentation, problem solving, dispute resolution, critical thinking, tact, sound judgement, impartiality, intellectual curiosity and analysis are skills and attributes that are the hallmark of professionalism for police employees (Green & Gates, 2014:82). These are also the skills that SAPS employees currently grapple with (SAPS, 2013f:5).

Neyroud (2011:205), in his Review of police leadership and training in the UK, aimed to prove that in achieving professionalism in areas such as formal education, training, community policing and high standards of recruitment and selection, law enforcement agencies can be more effective. Police professionalism is equated with better-educated, highly-trained, rule-oriented police officers (Schneider, 2009:14; Trovato, 2008:26). Professionalism in the Police Service relies not only on what the police do, but how they do it (Sklansky, 2011:2). In his dissertation, “In pursuit of police professionalism”, Schneider (2009:12-13) proposed a model through which he believes true professionalism in policing can be achieved. The findings of his study revealed that people view the following attributes as the most important in professionalising police:

- High standards of recruitment and selection
- Formal education (college/university)
- Formal training (police academy)
- State-mandated (annual) specialised training and re-certification
- Community policing (commitment and service)

As already indicated in chapter 1, section 1.1 and chapter 2, section 2.2.1, SAPS aim to professionalise its workforce through tertiary education. Therefore, SAPS has entered into a partnership with UNISA in order to establish such an institution at the SAPS Academy in Paarl, as mentioned in chapter 1, section 1.1. However, in order to succeed, the Academy must first adhere to the criteria of the CHE before it can be accredited as a Higher Education Institution, alluded to in chapter 1, section 1.1. The
criteria proposed by Schneider (2009:12-14) will be of great value to the professionalisation of the SAPS Academy in Paarl.

The relationship between a Police Service and Higher Education is not new. Sir Robert Peele, Home Secretary of the UK in 1922, made reference to the need for a professionally trained Police Service (Hallenberg, 2012:136). The Metropolitan Police Act of 1829 heralded a new era of policing in the UK and required police employees to be courteous, respectful, and professional (Rowe, 2008:24). Peele believed this to gain greater and faster acceptance of the Police Service by the UK citizens (Hallenberg, 2012:136). It is indeed this professional image of the London Bobbi being polite and respectful that won them the support of the English citizens (Faull, 2011:1). The London Bobbi's set a fine example of a professional Police Service; they are not armed, but are considered extremely professional (Faull, 2011:1).

The need for formal training and formal education is part of the professionalisation of a Police Service (Schneider, 2009:4). In 1966 the Bramshill Scholarship Scheme was implemented at the Bramshill College in the UK (see chapter 2, section 2.2.6.1). The College offered university education opportunities for management level officers (Blakemore & Simpson, 2010:30). Currently, the Bramshill College is running the High Potential Graduate Entry Scheme (Blakemore & Simpson, 2010:35). The poor reputation of the Police Service during the 1990's in the UK resulted in the new goal to produce police officers capable of diffusing situations without violence and fostering good relationships between the Police Service and the community (Tuffin, 2016:1). Academic education seemed to provide a potential solution to the problems faced by the Police Service in the UK (Hallenberg, 2012:137). Therefore, it was suggested that the Bramshill College be established as a Higher Education Institution to provide accredited courses by the Chartered Institute of Policing for recruits, and a frontline manager's qualification for senior managers (Travis, 2011:2).

Blakemore and Simpson (2011:12) as well as Paterson (2011:1) state that the UK and USA policing experts have conducted research on the effectiveness of pre- and post-employment modes of higher education for student police officers. They stated that several Police Services in the UK and the USA had since 2005 aligned themselves in a variety of modes of higher education (Blakemore & Simpson, 2011:12-24; Paterson, 2011:5). The increasing overlap of interests with higher education and academic research in the UK is evident. Various university courses have been developed in
policing and a consortium of universities in the UK which offer such courses, is represented by the Higher Education Policing Hub (Neyroud, 2011:93).

In the rest of Europe, similar views were shared by various Police Services that led to the establishment of the European Police College in 2005 (Hallenberg, 2012:137):

- In the Netherlands the National Police Academy was granted the status of a University College.
- Norway’s Police University College received its university status in 2004, gaining a licence to Grant a Bachelor’s Degree and in 2006 a Master’s Degree.
- In Finland Police Chiefs are required to undertake an applicable Master’s Degree in Police Studies provided at a partnership university.
- In Ireland, Bulgaria, Norway and Slovakia the basic level of education adopted is that of a Bachelor’s Degree.

Blakemore and Simpson (2011:12-24; Neyroud, 2011:40) explain that the need for a better-trained professional Police Service in the UK was promulgated in the early years of the millennium. Prior to this, the need for educated constables lacked recognition and in many respects, the police as a profession suffered from a traditional view of literally being ‘hands-on’ and of a basically physical nature, which stemmed from the simpler roles carried out by the police in the 19th century (Blakemore & Simpson, 2011:12-24). The role of police officers has developed beyond the initial style of duty in order to fulfil an ever-growing expectation of 21st century service delivery within a more dynamic legislative environment and a more demanding, diverse society (Neyroud, 2011:45). The police officer’s role for professionalised policing is perceived demanding as any other complex profession for which a highly educated workforce is required (Neyroud, 2011:47). Higher education became necessary for police officers for the following reasons (Blakemore & Simpson, 2011:12-24):

- **It produces a reflective practitioner**

  Police officers must be motivated, able to seek out and discern evidence, and implement a better service. There is also a need for self-critical development through rank and progression. These could be furthered by a parallel progression through higher education.
• **It develops a learning organisation**
  
  Specialist learning, expertise and interdisciplinary communication are developed through a learning organisation. A coherent, standardised higher education framework cannot only provide a more tailored service and superior police performance, but future training and research would also be of a higher standard.

• **Graduates rate higher on performance evaluation scores**
  
  Educated/trained police officers perform better than their colleagues who did not receive education/training.

• **It develops a deeper knowledge base**
  
  Higher education allows graduates to approach their police work more proactively, using problem-solving approaches to obtain community engagement and to prevent and detect crime and anti-social behaviour.

The reasons provided by Blakemore and Simpson (2011:12-24) is precisely why SAPS decided to establish its own tertiary institution in order to improve service delivery, performance as well as ensure that a culture of conducting quality research is inculcated among its employees. A police officer with higher education training in SAPS will in all likelihood also be more proactive and try to solve problems than to use force, which is currently the biggest complaint against SAPS employees (cf SAPS, 2013f:5).

It is clear that there is international recognition of academic training towards professionalism in Police Services in order to meet the complex demands of modern day society. As indicated in chapter 2, section 2.2.6.2.3, the Military Academy in Saldanha is a prime example of what can be attained in South Africa in terms of professionalising a workforce, by providing higher education and professional leadership development through teaching and learning, research, community interaction, and leadership training for the profession of arms. The Military Academy in Saldanha houses the US Faculty of Military Science that offers higher education and professional leadership development and provides undergraduate and postgraduate programmes enriched by research facilities and community interaction. This helps to ensure that all officers are developed for a professional career that compare with the best in the world (Sonderling, 2011b:20).
The vision of the Military Academy in Saldanha is: “A kraal of intellectual innovation and wise warriors” (SANDF, 2013:5). Wise warriors refer to the fact that professional military practitioners receive an education, while their leadership capacity, insight and ability to judge are enhanced at the Military Academy (Yam, 2011:7). The Military Academy in Saldanha also houses the Department of Military Development, which is responsible for the facilitation of Military Professional Development as part of their Higher Certificate in Military Science that is awarded to students in their first year at the Military Academy, in partnership with the US (SANDF, 2013:7).

The experience of the SAP Academy in Graaff-Reinet (1991-1997) provided valuable lessons that need to be fully explored in mapping the way forward for SAPS in terms of its professionalisation. There is no need for SAPS to re-invent the wheel; all the processes implemented at the Graaff-Reinet Academy worked well. In establishing a similar institution, SAPS can learn from the administrative processes followed at the Graaff-Reinet Academy, the working conditions of the academics as well as the screening, selection and requirements used for students. The processes and procedures the Graaff-Reinet Academy used are relevant even today to establish a new SAPS tertiary institution (SAPS, 2013f:10-12). In 1991 reference was made to the professionalisation of the former SAP and the development of the intellectual capacity of its members. It was explicitly stated that there was a need for the vocation of police to be regarded as a profession in South Africa (Sonderling, 2011a:4).

The SAP Academy in Graaff-Reinet adopted the following goals with regard to the professionalisation of its members (SAPS, 2013f:10):

- To empower members by developing their specialised knowledge and helping them acquire specific technical know-how;
- to bring about total commitment to the service ideal;
- to maintain internal professional standards that govern policy and decisions;
- to establish higher recruitment and admission requirements; and
- to gain larger acceptance of SAP among all South Africans.

Several years later the SAPS Academy in Paarl can still identify with the goals of the erstwhile SAP Academy in Graaff-Reinet as the reasons for the establishment of a tertiary institution. It is envisioned that with the introduction of a Bachelor’s degree in
Police Science, it will be a step towards professionalising SAPS to achieve the following (SAPS, 2013f:20-21):

- Help develop the potential to improve the quality of service by deepening police knowledge and understanding.
- Help the SAPS to compete better for scarce skills.
- Improve the status of policing as a profession in the eyes of the public, other professions and the government.
- Develop the Police Service as a profession.
- Help enforce stringent conditions on recruitment, with the emphasis on attracting the most talented and committed South Africans to the police.

Trailblazers for professionalising and academician the police on the African continent has been the Nigeria Kano Police Academy, the Ethiopian Police University College and the Sudan Police Academy, which boasts university status (SAPS, 2013f:7). The Nigeria Kano Police Academy was upgraded to a degree-awarding institution in 2010 and the country’s national universities commission accordingly recognised it as the 37th federal- and 124th university in Nigeria (Nigeria Police Force, s.a.). Academic activities commenced in September 2012 in four faculties namely: Science, Law, Social and Management Sciences and Humanities (SAPS, 2013f:7).

Likewise, in 2006 the Ethiopian Police University College undertook various activities to upgrade itself to a university level and expand its police training areas (Ethiopian Police, s.a.). With the concept of a police university in mind, the Ethiopian Police College was restructured within the scope of the relevant legislation to gain university status (Ethiopian Police, s.a.). The university establishing Bill was subsequently tabled and endorsed by the country’s council of ministers (SAPS, 2013f:7). Therefore, the professionalisation of SAPS through the implementation of a Bachelor’s degree at SAPS Academy in Paarl is not fortuitous – it is in line with the global trend of police professionalisation. In addition to best practices nationally and internationally, it is also necessary to determine the role of police culture in professionalisation. The following section focuses on police culture.
3.4 POLICE CULTURE

Reiner (2010:116) defines culture as the complex ensemble of values, attitudes, symbols, rules and practices, emerging as people react to the different situations they confront; it is interpreted through the cognitive frames and orientations they carry with them from prior experiences. Culture serves four broad purposes: It expresses a sense of identity, fosters commitment to an outside entity, stabilises social systems, and enables sense-making to guide behaviour (Hallenberg, 2012:172).

Trovato (2008:22) indicates that it is due to a global police culture that detectives, by virtue of specialisation, enjoy a higher status than visible policing members (patrol officers). They have their own jargon and membership rituals and wear civilian clothing whereas uniformed police works more in a black-and-white world of solving crimes and chasing criminals (Travis, 2011:1).

Another aspect of police culture highlighted by Paterson (2011:6) is that police officers have a strong suspicion of outsiders and have the notion that only a police officer can understand the police (Sklansky, 2011:11). This is also the case at SAPS (Faull & Rose, 2012:13).

Professionalism, with its emphasis on impartiality, accountability, specialised knowledge and ethical standards, offers an alternative set of values and ways of thinking to replace that of the current police culture (Trovato, 2008:41; Hallenberg, 2012:25). In South Africa a key theme running through the NDP (chapters 9, 11, 12, 13 and 14) is the need to build a more professional culture among educators, health workers and the police (RSA, 2013b:59-64). While professionalism and professional culture are not explicitly defined in the NDP, these are related to improving the accountability and service delivery of the government. Thus the NDP correlates effective public service delivery by inculcating a new professionalism (through education) and professional culture among public sector employees (police officers).

Also tied to the concept of culture is that of a learning culture of learning institutions which is defined by Senge (1990), cited by the ASHP Research and Education Foundation (2012:1) as people who continually expand their capacity to create results they truly desire and where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together. According to police officers interviewed by Hallenberg (2012:172), the Police
Service in the UK did not qualify as a learning institution. The same can be said for SAPS where there is a limited systematic link between training and lessons learnt (best practices) from investigations, reviews, research reports and Service Delivery Improvement Programmes (SAPS, 2014d:3). Neither research nor impact studies conducted, to measure the impact of learning in the institution, were implemented (SAPS, 2014c:8).

According to Hallenberg (2012:11), academic education plays an important role in the cultural change of a Police Service. It will, however, be difficult to change the perceptions and scepticism of police officers and the current police culture where the police are more concerned with decision-making and management of practical tasks, as opposed to academic education that focuses on analysis and broadening one’s perspective (Paterson, 2011:7).

During the presentation to SAPS’s Top 1500 in February 2015, the Minister of Police stated that SAPS’s vision for the future has to deal with its legacy as well as the way forward (SAPS, 2015i:1). The minister further stated that transformation in SAPS needs to be deep-rooted and it has to extend beyond colour, demographics and integration, to a fundamental change in culture, approach and work ethic. The Minister does not view demilitarisation as a physical demilitarisation, but a demilitarisation of the mind and holds that the approach of managers when interacting with their people need to change (SAPS, 2015i:1). The demilitarisation of the mind needs to be balanced with the need for order, management and control, and must find professional expression within the nature of the work and manner in which it is done (SAPS, 2015i:9). The Minister continued to say that SAPS employees must align themselves to the spirit of the Constitution as well as change and improve the old image of SAPS (SAPS, 2015i:9). The police have to be respected, trusted and known to be incorruptible (SAPS, 2015i:12). Therefore, SAPS employees should change their behaviour and attitude in order to become servants of the people of this country.

Kahn and Louw (2010:183) state that a changed HRM culture would allow for the implementation of the Batho Pele principle, which is designed to satisfy the needs of people. The sentiment of “People First” should be embedded in public sector institutions’ culture, and be applied to both internal and external stakeholders (RSA, 2013b:25-26). This sentiment inculcates in employees an attitude of valuing public customers (Kahn & Louw, 2010:183). According to Kahn and Louw (2010:183), cultural
changes ought to emanate from senior management who should lead by example, treat subordinates with dignity and respect, and show a keen interest in their wellbeing and career advancements. New recruits should be introduced to cultural practices during recruitment and selection processes, as well as during training programmes (Paterson, 2011:6). Therefore, training and development should become an integral part of a public institution’s culture in order to realise the impact of the “People First” principle (RSA, 2007a:6). Adjustment would also allow older employees to change their attitude and behaviour towards performance and serving the public (Kahn & Louw, 2010:184).

Changing the mind-set in SAPS will not be easy as police professionalism remains an undefined and elusive concept in South Africa (Faull & Rose, 2012:18). To improve legitimacy, SAPS must ensure that members engage with the public in a manner that encourages their acceptance as a neutral and legitimate authority. Faull and Rose (2012:17) hold that SAPS can do this by improving police training and encourage a culture of integrity as well as engage in research on police culture and behaviour.

3.4.1 Values as part of police culture

In section 3.3 it was indicated that values form an integral part of police culture (Reiner, 2010:116). Therefore, it is important to include the concept of value as part of the professionalisation of SAPS in this literature review. The Constitution stipulates that a “high standard of professional ethics must be promoted and maintained” (RSA, 1996:99), emphasises the importance of values in the professional conduct of public sector employees, which includes the employees of SAPS.

Reilly (2008:387) argues that without continual reinforcement and education, the integrity of police officers can be compromised. Values are a system of beliefs that is meaningful to and determines what is important to people. This decision often controls the behaviour of people (Veugelers, 2008:5). Morals, which is difficult to define, is a set of values that differ from people and society, but normally addresses what is right from wrong for society (Veugelers, 2008:5).

Green and Gates (2014:77) points out that principles are similar to morals; however, principles are what people stand by when trying to illustrate their values. Loyalty plays a significant part in police professionalism since it is a team concept that protects the individual and the institution by not accepting unprofessional and unethical behaviour
(Bowen, 2009:112). These values should be taught to police officers in order to make them professionals (Bowen, 2009:112).

The South African Police Service has taken a step in the right direction to professionalise SAPS through acknowledging the ideals of the NDP, Vision 2030 and realise that a professional Police Service is paramount to building safer communities (RSA, 2013b:43; RSA, 2016:23). In support hereof, SAPS will include its Code of Conduct in the disciplinary regulations, performance appraisals and all training and development programmes (SAPS, 2014f:20). At the SAPS Academy in Paarl, the Code of Conduct and the HRD value system are presented regularly and read to all personnel and students. Employees and students are regularly awarded for inculcating the value system by handing out certificates during parades and personnel meetings, but much has still to be done for SAPS to be fully professionalised.

It is also important for institutions to link their values to talent management (Faull, 2011:1). Pillay et al. (2008:308), state that the new managerial approach is to view talent management as an innovative tool that must be embedded into the work culture and ethos of the public sector. A study into some of the world’s most admiring institutions revealed that they consider culture and values seriously (Vermeulen, 2008:418).

As discussed in Chapter 2, sections 2.2.6.2.2 and 2.2.6.2.3, institutions such as UNISA and the Military Academy in Saldanha regard values highly. They value human capacity and have structures in place for recruitment and succession. Although these institutions do not as yet fully integrate talent management with other HRM practices, they have taken steps in the right direction.

Furthermore, as mentioned earlier in this section, the Constitution states that a “high standard of professional ethics must be promoted and maintained” (RSA, 1996:99). This emphasis on professional conduct and ethics is particularly important in the interaction of public sector employees with the public. Respect is earned (RSA, 2013b:15; RSA, 2016:9) and for SAPS to earn the respect of the public they serve, it is crucial that the public trusts them. A professional Police Service builds a close relationship with the communities that it serves (RSA, 2013b:15; RSA, 2016:9). A professional service orientated approach is likely to contribute to building improved trust, confidence and relationships and ethics and ethical conduct should play an important role in maintaining the public perception of policing as a professional institution.
Simultaneous with the growing complexity of the police and policing is the public expectation of a more professionalised and competent Police Service (Schneider, 2009:22; Sklansky, 2011:11). Police professionalism requires refocusing on the communities the police serve since any measure of police effectiveness includes citizen satisfaction (Sklansky, 2011:12; Schneider, 2009:22). Police are more than mere law enforcers, they are expected to prevent crime, solve crime, and help community members deal with pressing social issues in their respective neighbourhoods (RSA, 2013b:43; Schneider, 2009:22-23).

In the report to the Portfolio Committee by SAPS (2013f:3) it is stated that changing, inter alia, community expectations, employee values, policing philosophies and ethical standards are but a sample of the factors that must be understood and constructively managed by the current and incoming generation of police officers in SAPS. Overall police professionalism is the increasing formalisation of police work and the accompanying rise in public acceptance of the police (RSA, 2016:6; Schneider, 2009:26). It can be argued that public acceptance of SAPS will only materialise when police officers act with the utmost professionalism. In this regard, formal education/training can be of assistance, as alluded to above. Furthermore, the public acceptance of SAPS also depends on its legitimacy. Subsequently, the following section focuses on police legitimacy and its role in professionalism.

3.5 POLICE LEGITIMACY

Legitimacy is the belief that legal authorities are entitled to be obeyed and that the individual ought to defer to their judgments (Tankebe, 2013:109). Contrary to that definition Levi, Sacks and Tyler (2009:354) define legitimacy as a concept meant to capture the beliefs that bolster willing obedience. The aforementioned author’s model legitimacy as a sense of obligation or willingness to obey authorities (value-based legitimacy) that then translates into actual compliance with governmental regulations and laws (behavioral legitimacy). The focus is on the factors that elicit this sense of obligation and willingness to comply in a way that supports rational-legal authority (Faull & Rose, 2012:3). The framework posits that legitimacy has two antecedent conditions: Trustworthiness of government and procedural justice (Neyroud, 2011:221).

Faull and Rose (2012:12) agree with Hallenberg (2012) and Levi, Sacks and Tyler (2009) that police legitimacy arises from the law, political and community authorisation, professional autonomy and claim of unique knowledge, skills and values. Reiner
(2010:116) is of the opinion that police legitimacy declined in the latter half of the 20th century due to increased politicisation, well-published corruption scandals in Government and the police (such as the Selebi, Cele and Marikana cases) as well as the deterioration of the trust relations with the citizens of the country *(cf RSA, 2016:21).*

Neyroud (2011:223) holds that professionalising the police through academic education is a process that should be aimed to redefine and re-legitimise the police. It is a way to renew and reinvent what have become stale, unsustainable and out-dated modes of operation (Travis, 2011:2; Hallenberg, 2012:182). It relates to survival in the increasingly discerning environment and in the changing society that places more demands on the police while simultaneously openly questions its ability and means to meet those (Faull & Rose, 2012:2). Academic education, the qualifications and status it brings, will grant the police an advantage they need to stay ahead of a changing environment and changing demands (Brown, 2013:109). It will help them maintain their eroding market monopoly, privileges and status and may even regain lost ground as a consequence of increasingly critical public opinion and civilianisation of the police (Faull & Rose, 2012:2). The process of professionalisation will serve to justify and legitimise the exercise of power by the police (Hallenberg, 2012:182). In South Africa, it will also be a step in the direction to demilitarisation SAPS as referred to in the NDP (RSA, 2013b:47) and the SAPS Strategic Plan, 2014 to 2019 (SAPS, 2014f:21). Legal issues, as discussed and listed in chapter 2, section 2.3, reflect upon the profession of policing in areas of accountability, regulation, ethics, service-orientation and performance as well as the overall quality of policing.

Schneider (2009:18) agrees with Hallenberg’s (2012:182) statement on professionalising the police through academic education by stating that legal issues have a far-reaching and ongoing impact upon the professionalisation of law enforcement today. Police powers are strictly circumscribed by law and the Constitution (Faull, 2011:1). This body of rules governing the police results in the application of systemic checks and balances within the profession, in governing not only the police, but also those members of the community who are served (Cools, Easton, De Ruyver, Pauwels & Ponsaers, 2012:139). Hence, professional policing cannot be developed without close scrutiny of and reflection of legalism within the profession (Paterson, 2011:16). The police and police conduct, is held on a higher standard by the courts, the public, and administrators – therefore, there is a need for professionalism in SAPS.
The primary reason why SAPS has moved towards the implementation of tertiary education at the SAPS Academy in Paarl is to professionalise SAPS and to restore community trust (SAPS, 2014f:20; RSA, 2013b:43). In order for SAPS to stay ahead of a fast changing environment and changing demands from the community they serve, the NDP calls for police officers who are knowledgeable about the law and their role in policing (Faull & Rose, 2012:14). Government and the people of South Africa want to see skilled, well-resourced police officers who value their work, serve the community, safeguard lives and property without discrimination, protect people against violence and show respect for equality and justice (cf RSA, 2016:4). Therefore, the NDP places significant emphasis on the need to professionalise SAPS through training.

In order for SAPS to adhere to this call by Government, the BPSD and SSEDP were institutionalised at the SAPS Academy in Paarl in partnership with UNISA. In developing police officers through higher education and university accredited programmes, SAPS strives to build a police cadre that is well informed on current developments in crime trends and who will increase police competence (RSA, 2016:4). Through tertiary education, SAPS aims to equip police employees with skills to deal with complex crimes and who will render a professional service to the public.

3.6 TRAINING AND EDUCATION

In South Africa the post-school system is understood as comprising all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school (RSA, 2013c:xii). Since the advent of the democratic dispensation in 1994, South Africa has been building a new education and training system whose goal has been to meet the needs of a democratic society. Policy developments have been aimed at democratising the education system, overcoming unfair discrimination, expanding access to education and training opportunities, and improving the quality of education, training and research (RSA, 2013c:1).

The Ministry of Basic Education focuses on primary and secondary education, as well as early childhood development centers, whereas the Ministry of Higher Education and Training is responsible for tertiary education up to doctorate level, technical and vocational training as well as adult basic education and training (RSA, 2013c:1). Higher Education and Training, or tertiary education, includes education for undergraduate and postgraduate degrees, certificates and diplomas, up to the level of the doctoral degree;
a matric endorsement is required for the study of university degrees, with a minimum of three subjects passed at the higher, rather than standard, grade (although some universities set additional academic requirements); and a standard school-leaving South African senior certificate is sufficient for technical qualifications and diplomas (RSA, 1997c:3).

The Higher Education Qualifications Framework has been designed to meet demanding challenges facing the higher education system in the 21st century (RSA, 1997c:1). It guides Higher Education Institutions in the development of programmes and qualifications that provide graduates with intellectual capabilities and skills that can both enrich society and empower themselves and enhance economic and social development (RSA, 1997c:1). The qualifications framework facilitates the education of graduates who will contribute to the social, cultural and economic development of South Africa and participate successfully in the global economy and knowledge society as well as enhance the development of a vibrant, high quality research system (RSA, 1997c:8).

As concerns for quality in policing increases, so too does the emphasis on formal education for police officers (RSA, 2016:7). According to Neyroud (2011:39), university education has the benefit of providing better structures of practical reasoning as well as instrumental knowledge for police officers. Police administrators and scholars argue that policing is a profession with education being a key feature of the occupation (Green & Gates, 2014:76). Authors such as Green and Gates (2014:80), Neyroud (2011:39), Paterson (2011:5), Brown (2013:131-132) and Faull and Rose (2012:12) call for a new era of professional policing supported by research, evidence and regulatory governance. It is proposed that this be achieved through the development of faculties of policing at universities, providing a scientific knowledge base for police work (Faull & Rose, 2012:2-3).

Cordner and Shain (2011:282) argues that in order to address policing problems in-depth, police officers must be: Trained in research methodology; able to collect and analyse data; familiar with criminological theories; have an understanding of the complexities and dynamics of police operations; and familiar with and have easy access to literature accumulated on how police manage problems. According to Cordner and Shain (2011:284), academic education will provide such skills to police officers, while their policing experience would place them in meaningful context.
Training and professionalism are integral parts of policing (Brown, 2013:357). Schneider (2009:25) states that police professionalism requires a great deal of specialised knowledge, and adherence to established standards and ethics as set by the profession. Faull and Rose (2012:1) agree with this notion and state that a professional status implies expertise. The research conducted by Schneider (2009:33) revealed that educated officers receive fewer complaints than their less educated counterparts. This additional contribution to the large number of studies conducted previously reveals a positive correlation between education and good police officer characteristics, such as observation skills and stress management (Schneider, 2009:33). Thus higher education should be viewed as an occupational necessity for police officers (Carter & Wilson, 2013:2).

Tuffen (2016:1) agrees with Schneider (2009:38) that police agencies which hire college-educated officers, benefit by improved written reports, enhanced communications with the public, improved job performance, fewer citizen complaints, more initiative, better use of discretion, more sensitivity to diversity concerns, and fewer disciplinary issues. All of these issues are currently a challenge to the employees at SAPS (SAPS, 2015j:3). The survey also indicated that college-educated officers were more responsible and were better decision makers than their less educated peers (Schneider, 2009:39; Rydberg & Terril, 2010:95). Police officers with college education were not only more effective in performing their duties, but more dependable employees. Consequently, they were more efficient since they accrued less sick leave and absence as a group (Schneider, 2009:39).

Schneider (2009:26) and Faull and Rose, 2012:14) state that positive police-community relations are paramount. Other factors that aid in identifying professional police departments include community relations training and the percentage of officers who are college educated. Sciulli (2009:451) takes it one step further and argues that there is a dynamic relationship between professionalisation, higher education and social change. Figure 3.1 below illustrates this relationship. The placement of social change at the top is not accidental but representative of the changes in the conceptual structures of society and our understanding thereof (Sciulli, 2009:451). The very existence of the police profession and the organisation of higher education influences the direction and the shape of social change (RSA, 2013c:10).
Sciulli (2009:311) posits that tertiary education prepares professionals for their everyday duties and anticipation of problematic decisions and actions. According to Faull and Rose (2012:18), police professionalism remains an undefined and elusive concept in the South African context. This might be true, but striving for improved professionalism is likely to do more good than bad for local policing. In SAPS’s 2013/2014 Annual Performance Plan (2013a:3) it is indicated that SAPS should be professionalised through HRD, from recruitment to retirement (see Chapter 1, section 1.1). SAPS need to ensure that they are able to recruit suitable employees and then train and develop them into a police officer as required by SAPS. Similarly, the Annual Performance Plan 2012/2013, states that the continued development of a professional police officer must be addressed at all levels of the institution (SAPS, 2012a:4).

The 2014 to 2019 Strategic Plan of SAPS states that in order to realise the ideals of the NDP Vision 2030, SAPS acknowledged that a professional Police Service is paramount to building safer communities (SAPS, 2014f:20). In support hereof, one of the interventions is that SAPS establish a Police University in Paarl which will assist the institution in implementing tertiary education programmes.

3.6.1 Professional academic employees

According to the CHE (2004:9), academic employees responsible for the presentation of Higher Education programmes (degrees) should be suitably qualified, have sufficient relevant experience and teaching competence, and their assessment competence and research profile should be adequate for the nature and level of the programme that
must be presented. The institution (in this case SAPS) must also provide opportunities for academic employees to enhance their competencies and to support their professional growth and development (CHE, 2004:10).

In order to meet this criterion, the following is required at minimum (CHE, 2004:10):

- Academic employees for degree programmes must have the relevant academic qualifications higher than the exit level of the programme, but at minimum a first degree.
- The majority of full-time academic employees must have two or more years teaching experience in a recognised Higher Education Institution and must also have relevant professional experience.
- Academic employees must have research experience through their own research.

The emphasis on academics with qualifications and experience is not unreasonable as contextualised knowledge is important for police work. It is being acknowledged increasingly as such in Higher Education since problem-based learning approaches are adopted more widely (Travato, 2008:6). Emerging from experiential learning traditions, it aims to ensure that knowledge learned education links to the knowledge needed in the workplace and is transferred to practice (Hallenberg, 2012:128). Hallenberg’s research (2012:174) revealed that if academics in the police do not have police experience, it can lead to a lack of respect between academics and police students. Furthermore, Babio and Rodriguez (2010:392) are of the opinion that the reputation of institutions is defined by the commitment and performance of its professionals. According to the authors, it will be the combination of knowledge and applied experience possessed by professionals, which will act as the key factor in establishing the competitive edge of an institution (Babio & Rodriguez, 2010:392). Therefore, the recruitment and selection criteria for an academic at any Police College or Academy should include both academic and police experience.

Although the SAPS Academy in Paarl implemented the BPSD in order to professionalise the police, the academics at the Academy do not adhere to all the criteria of the CHE in terms of programme accreditation. As indicated in chapter 1, section 1.1, there are currently only seven academics with the relevant qualifications and experience, registered with UNISA who facilitate the BPSD to first, second and third
year students at the Academy. They have very limited or no research experience and none of them have academic publications (SAPS, 2015o:1).

Currently, 27 academics at the SAPS Academy in Paarl are studying at various tertiary institutions in order to qualify to facilitate the BPSD (SAPS, 2015n:5). There was a huge setback in 2015 when the Academy tried to register an additional four academics with UNISA as tutors, after obtaining their honours degrees - the university informed SAPS that although these academics now had the necessary academic qualifications to facilitate the BPSD they do not have the relevant experience and therefore cannot be registered as tutors (SAPS, 2015p:3). This left the Academy exactly where it was in the beginning of 2014 in terms of academic employee capacity.

3.7 PROFESSIONALISM IN THE SOUTH AFRICAN POLICE SERVICE

According to Faull (2011:1), research conducted in South Africa, exploring citizens’ experiences and perceptions of police and police corruption, suggest a low regard for employees at SAPS. Therefore, civil society has taken up a call for SAPS to improve its levels of professionalism (SAPS, 2015a:1). The shortcomings facing SAPS in terms of professionalism is particularly evident in the gap between the values presented in the institution’s Code of Conduct and Ethics and the conduct of many of its employees (Faull, 2011:1). Furthermore, challenges facing SAPS include the following (SAPS, 2013b:5):

- As a result of globalisation criminals are now operating on a global basis and their activities are becoming increasingly sophisticated.

- Owing to the need for a fast-growing Police Service and a significant loss of experienced and skilled members to first-world countries, the existing Police Service should be continuously developed to take on the challenges it faces today.

- Furthermore, negative perceptions of SAPS led to the impression that its employees often act unprofessionally and crime is not successfully managed in the country. Therefore, training and education need to be fast-tracked.

Clearly SAPS need to improve its image to garner the support of the public. Every encounter between a police official and a member of the public is based on procedural justice, fairness, and courtesy, as encompassed by the Codes of Conduct and Ethics (Faull, 2011:1). SAPS has acknowledged the existing negative perceptions. Negative exposure in the media has led to the impression that SAPS members often act
unprofessionally and crime is not being successfully managed in the country (SAPS, 2013f:1). There are daily media reports of poor police conduct, poor service delivery and police brutality and many of these perceptions are associated with poor quality training in SAPS (SAPS, 2013f:1).

According to research conducted (Green & Gates, 2014; Rydberg & Terril, 2010; Schneider, 2009; Faull, 2011; Blakemore & Simpson, 2011; Paterson, 2011; Neyroud, 2011; Hallenberg, 2012), police agencies worldwide maintain that professionalising Police Services would result in their employees being better equipped intellectually, mentally and physically. The South African Police Service supports the view of these researchers that professionalisation has significant benefits for policing and the public it serves and believes that it needs to improve its professionalism (SAPS, 2015g:20). However, what is uncertain is how SAPS understands the concept. Some suggest that it means well-trained, polite, competent officials who seek to serve their clients in a procedurally fair manner, avoiding corruption (Faull & Rose, 2012:13). However, as indicated in section 3.2, SAPS has not yet compiled a proper definition for professionalisation.

The policing environment is ever-changing, which becomes more complex every day. Therefore, the education and development of SAPS employees must be aligned accordingly (SAPS, 2013e:5). Potgieter and Pretorius (2009:37) mention the following characteristics as critical to professionals:

- **Expertise** – normally gained from prolonged specialised training in a body of abstract knowledge.
- **Autonomy** – a perceived right to make choices that concern both means and ends.
- **Commitment** – to the work and the profession.
- **Identification** – with the profession and other professionals.
- **Ethics** – a felt obligation to render service without concern for self-interest and without becoming emotionally involved.
- **Collegial maintenance of standards** – a perceived commitment to police the conduct of other professionals.
According to SAPS’s The Next Generation of Police, professional police employees should (SAPS, 2012c:1):

- Have creative, critical and analytical thinking.
- Be technology inclined.
- Understand the bigger picture and global influences.
- Be able to function in a diverse environment.
- Comprehend socio-economic and political influences.
- Keep updated regarding trends in policing and crime.
- Apply system thinking.
- Have a mental orientation, judgement skills and decision making skills.
- Be scholarly educated.
- Have an attitude and behaviour that are passionate, self-assured, assertive, effective communication, good self-image, loyalty, patriotism, problem solving and conflict resolution.
- Be physically healthy, fit and agile.

Society is changing and to remain relevant and useful, police must also change accordingly (SAPS, 2015e:1). With increasing social, economic and technological developments taking place in South Africa and globally, dealing with crime also poses various challenges for police. Hence, it becomes even more crucial to have better-trained equipped police officers (SAPS, 2013f:19). According to Potgieter and Pretorius (2009:42), institutions also change because of change itself, but professionals must clearly see the need for such change, otherwise, they may not support the change or they may even sabotage it. Therefore, communication with professionals is vital (Potgieter & Pretoruis, 2009:42).

In a report to the Portfolio Committee for Police on the development of a SAPS University in Paarl, it was indicated that the following factors urge the need for professional police officers (SAPS, 2013f:20):

- Crime has become sophisticated and intelligent and criminals are constantly evolving new methods.
• Police need to be one step ahead, which demands intellectual capacity.
• In the professionalisation of SAPS, intellectual development is paramount.
• In addition, there is international recognition for the need for academic training to bring about professionalisation in the Police Service, in order to meet the complex demands of modern-day society.

Much work still needs be done to train and develop police officers towards improved service delivery (Oosterom, s.a.:61). Moreover, more emphasis should be placed on developing leadership that will encourage and stimulate better care and service for SAPS clients (Neyroud, 2011:254). It has become obvious that higher levels of education for police officers have become a necessity (Rydberg & Terril, 2010:118). This step is also in line with SAPS’s Strategic Plan, 2013/14, in which HRM was identified as an institutional priority (SAPS, 2013a:27).

In the introduction to the new SAPS Strategic Plan 2014-2019, the National Commissioner states that SAPS as a government institution will continue rendering the best possible service to every member of society through the implementation of SAPS’s Frontline Service Delivery project, which is based on the rejuvenation of the Batho Pele Policy (SAPS, 2015a:vi). According to the Commissioner, SAPS will endeavour to ensure that its employees commit themselves to always treat the citizens of South Africa and those who visit the country, with the utmost professionalism, respect and pride (SAPS, 2015a:vi).

The key imperatives driving the SAPS Service Delivery Improvement (SDIP) and which provide specific direction to SAPS are amongst others (SAPS, 2014f:72):

• The professional police that the people of South Africa expect is linked to SAPS employees and seeks to ensure that all SAPS employees understand and subscribe to that which governs policing in South Africa.
• The provision of a professional, accountable service to people of South Africa provides a focus to the quality of service delivery.

In SAPS’s Strategic Plan, 2014-2019, it is mentioned that the SDIP will be operationalised in SAPS through the Frontline Service Delivery Programme (SAPS, 2014f:72). This will have a direct impact on all academics at the SAPS Academy in Paarl because this programme has been institutionalised at the Academy as part of all
the programmes presented as well as part of the Professional Police Development Programme, which is presented to BPSD students (SAPS, 2014i:1). This is an intense programme and stretches the limited capacity at the Academy even further (SAPS, 2014i:1).

The HRD Division of SAPS states in its vision and mission that it will strive to keep abreast with and cater for development needs of its members (SAPS, 2012a:3). It is envisioned that with the introduction of the BPSD at the SAPS Academy in Paarl, it is a further step towards professionalisation of the police and in time achieve the following (SAPS, 2013f:20-21):

- Help develop the potential to improve the quality of service by deepening police knowledge and understanding.
- Help SAPS to better compete for a talented workforce.
- Improve the status of policing as a profession in the eyes of the public, other professions and the government.
- Develop the Police Service as a profession and employer of choice.
- Enhance and improve skills capacity pertaining to policing.
- Help ensure that good performers are retained in their area of expertise and be recognised and rewarded accordingly.
- Help enforce stringent conditions on recruitment, with the emphasis on attracting the most talented and committed South Africans into SAPS.
- Offer undergraduate university education and professional policing skills development for career-oriented staff.

During the Minister of Police address at the Top 1500 engagement on 7 February 2014, the Minister stated that as transformation in SAPS continues, the approach must also speak to the type of Police Service that South Africa wants to see (SAPS, 2014e:3). It should be a Police Service underpinned by the following principles (SAPS, 2014e:3):

- A Police Service that inspires confidence.
- Police officers that respect and uphold the Constitution.
- Police officers that do not tolerate disloyalty and ill-discipline.
• Police officers who are enforcing the law without fear or favour.
• Police officers who recognise that South Africa is a democratic developmental state and embraces effective service delivery within SAPS.
• Police officers that demonstrate through their actions a firm commitment to ensure government priorities are realised.

In order to professionalise SAPS and to realise the ideals of the NDP, the institution acknowledges that a professional Police Service is paramount to building safer communities (SAPS, 2015a:20). In support hereof, SAPS will, through its Strategic Plan 2015-2019, implement the following interventions (SAPS, 2015a:20):

• Establish relations with research and academic institutions, including the capacitation of SAPS’s Research Institute.
• The SAPS Academy in Paarl implemented the BPSD in 2014 and has ensured adherence to international standards through partnerships with an internationally accredited and distinguished tertiary institution, UNISA, which will assist the organisation in implementing internationally accredited programmes.
• The development of change and transformation programmes.
• The inclusion of the Code of Conduct in the disciplinary regulations, performance appraisals and basic training programme.
• Modernising the issue of dealing with disciplinary cases.
• Marketing campaigns to attract young graduates to the Police Service.
• Launching a community-based recruitment and selection strategy (SAPS, 2014f:20).
• Implement an Enterprise Risk Management (ERM) process that complies with the PFMA and Treasury Guidelines. The ERM will be key in business processes such as planning, budgeting, operations and support; the modernisation of the ERM process; and the inculcation of a culture of risk management at all levels in SAPS in support of the professionalisation of SAPS (SAPS, 2014f:29).
• IT strategy formulation and implementation as part of strategic business planning process (SAPS, 2014f:56).
The key to inciting a workforce to greatness is to align talent management with the institution's strategy, define consistent leadership criteria across all functional areas, and identify specific competencies (for the purpose of this study educational competencies) to cultivate to ensure the growth of the institution, as well as its human capital (Success Factors Business Execution Suite, 2013:1). In order to professionalise SAPS, it needs an integrated talent management strategy starting with a talent management strategy for academics at the SAPS Academy in Paarl. Only when this strategy is implemented and the necessary capacity is built, can SAPS start talking about professionalising the police through education and training.

The public sector encourages the professional development of employees as a way to bridge the skills gap in the South African labour market (Kock & Burke, 2008:487). Needed professional skills must be identified, developed and rewarded (Kock & Burke, 2008:487). The implementation of the BPSD in SAPS will provide an in-house answer to its training and education requirements. The SAPS Academy in Paarl should focus proactively on the real time needs for professional development of police officers. Furthermore, the SAPS Academy should become a strategic learning entity to establish, enhance and renew the core competencies of police officers, thereby allowing SAPS to respond successfully to changing service delivery challenges in South Africa.

3.8 CONCLUSION

The chapter focused on professionalisation and identified the link between professionalism and higher education. Emphasis was, therefore, placed on the fact that training/education is necessary to master the specialised knowledge required for professionalism. This highlighted the importance of training/education provided by the SAPS Academy in Paarl as a contributing factor to the professionalism of police employees. To date (2016), SAPS has not as yet compiled a proper definition for professionalisation. Although a number of SAPS strategies and documents such as the new back-to-basics campaign (SAPS, 2016b:2) make reference to professionalisation, it has generally not materialised in the conduct of police employees. In consideration of the SAPS Academy in Paarl, the need and support for further development through an integrated talent management strategy for academics at the Academy has yet to be realised.

The employees of SAPS need to constantly evolve new methods to combat crime and to serve the public professionally. This means, inter alia, that they must develop their
intellectual capacity through training/education. The importance of SAPS adopting a learning culture was addressed, as well as the fact that values form an integral part of police culture. In addition, there is international recognition for academic training/education for police employees who can contribute to professionalism.

Various national and international best practices regarding professionalisation of a Police Service were discussed. The professionalisation of SAPS, as a matter of urgency, must be built on known theories and principles. Without well-known theories as basis for the development in SAPS, professionalisation will remain a vision rather than a reality. Clarity on this matter will also guide the SAPS Academy in Paarl to play its role in the development of a professional culture in SAPS. Training/education should also be provided to academics at the SAPS Academy in Paarl as a contributing factor to the professionalism of police employees and in support of their own talent management. The next chapter focuses on the current talent management practices at the SAPS Academy in Paarl.
CHAPTER 4: TALENT MANAGEMENT POLICIES AND PRACTICES IN THE SOUTH AFRICAN POLICE SECTOR

4.1 INTRODUCTION

In chapter 2, legislation, policies and framework pertaining to talent management and professionalism was discussed. Moreover, various theories and best practices pertaining to talent management and professionalism in Police Agencies globally, South Africa and more specifically the SAPS was also outlined and expounded upon. In chapter 3, closer consideration is given to professionalism in general and specifically to the SAPS Academy in Paarl as well as established that education is a predictor of police professionalism.

This chapter determines the current situation in terms of talent management in SAPS and specifically at the SAPS Academy in Paarl. In an attempt to do so, current HR strategies and policies in SAPS will be discussed to establish how SAPS currently manage talent. In addition, the benefits of talent management for SAPS as well as the consequences of not having an integrated talent management strategy is also discussed.

Finally, this chapter investigates various plans and interventions implemented in SAPS since 2013 in order to enhance human resources and direct SAPS towards a more integrated human resource management approach.

4.2 CURRENT TALENT MANAGEMENT PRACTICES IN SAPS

In a review of the public sector’s HRM strategy by the DPSA in 2008, it was revealed that poor career planning, low levels of integration with life goals as well as personal and professional aspirations of employees continue to persist (Koketso, 2011:20). This includes the lack of succession planning and the tendency to ignore the future and focus on the present (Koketso, 2011:20). According to Kock et al. (2008:460-461), the public sector continues to grapple with retaining effective managers and employees with scarce skills. Moreover, these retention problems are perceived to be worsening. Most worrying is that several public sector institutions still do not have effective HRM systems (RSA, 2010d:41; RSA, 2014:73).

In the Report on the Assessment of the State of HRM in the Public Service, the PSC revealed that whilst there are a number of HR policies in place that seek to bring about the transformation of HRM in the public sector, progress to date has been inadequate.
Evidence from the PSC’s Ten Year Review indicates that institutional development skills are limited. Consequently, the public institutions do not have proper structures that are supported by sufficient human resources (RSA, 2010d:vii). This shortage of skills has been identified as the single greatest impediment to the success of public infrastructure and private investment programmes (RSA, 2015b:22). Although extensive work has been undertaken at the national level to identify occupational categories most affected by labour shortages and the introduction of initiatives to attract and retain employees in these areas, institutions have not made concerted efforts to introduce targeted interventions (RSA, 2010d:viii). As a result, the lack of skills continue to constrain government’s delivery programmes. The PSC also revealed challenges that public institutions experience in recruiting and retaining employees with scarce skills, which is evident from the high vacancy and turnover rate within departments (RSA, 2010d:viii; RSA, 2015b:24).

In a study undertaken by Kotze (2011:44) in the development of a sustainable model for expert facilitation of executive learning programmes at the SAPS Academy in Paarl, the findings revealed that the HRD Division of the Academy does not have a recruitment strategy or HR plan to address the need for academics to present the initial Executive Management and Leadership Learning Programme (EDLP). According to the top management in the HRD Division, recruiting and retaining qualified facilitators/lecturers for the EDLP was a challenge (Kotze, 2011:45). The ideal was to appoint permanent academics at the Academy, however, the current approved employee establishment does not make provision to create posts for academics on the required level (SAPS, 2015b:13). The Academy was granted permission to advertise eight (8) tutor posts in the following disciplines: English, Sociology and Criminology to present the BPSD degree (SAPS, 2015d:1). No posts were made available for tutors in Law (SAPS, 2015d). Currently, the Academy only has one (1) tutor in Law who presents Law subjects to first, second and third year students (SAPS, 2015m:1). The eight posts (8) were all advertised at the level of a Major. This was problematic, because in order to recruit academics with the required experience and qualifications, the posts had to be advertised externally (SAPS, 2015d:1).

This meant that the academics would be appointed in Police ranks with no Police experience. Once a person is appointed under the Police Service Act, these academics are required to undergo lateral training as police officers and upon completion of the
training, they will be permitted to be attired in a police uniform with the rank of an officer (SAPS, 2003:15). This confirms that in SAPS, rank and salaries are linked (SAPS, 2015a:38). In order to recruit suitable employees, management must be able to offer market-related salaries (Kotze, 2011:45), as indicated in chapter 2, section 2.2.3.1. The other challenge in appointing the external academics as police officers, is that they lack policing experience and find it difficult to combine practice with theory (Kotze, 2011:50). Often, as seen in the past, these academics find it difficult to adapt to the police culture of rules, regulations and discipline (Kotze: 2011:55). The academics prefer freedom to undertake research, work flexi-hours as well as informally with their students (Kotze, 2011:56). Therefore, many of the academics resign within the first two years of appointment (Kotze, 2011:58). This approach to recruit, appoint and develop academics is clearly unsuitable in SAPS. SAPS should establish an approach to recruit and appoint academics based on market-related salaries, as well as under the Civilian Act excluding the police rank. The SAPS will also have to investigate the academics working conditions and environment in order to retain them (SAPS, 2015c:12).

Kotze’s study further revealed that 96% of the total sample used in the study performed their daily functions as full time academics, which implied that only 4% of the respondents who completed the survey were external facilitators, reporting to other divisions and provinces (Kotze, 2011:30). That was a significant turnaround considering that the EDLP started with more than 90% external facilitators, but during the institutionalisation of the programme, it lessened to a mere 4% (Kotze, 2011:30). This implies that the HRD Division and the SAPS Academy in Paarl were responsible for the facilitation of the programme by academics available at the Academy. Sadly, most of the expertise developed for the facilitation of the programme was lost through resignations, retirement and the withdrawal of employees by their respective commanders (Kotze, 2011:45).

Kotze’s study also revealed the following (Kotze, 2011:54):

- According to 6% of the respondents, the unavailability and lack of commitment by external subject matter experts put pressure on the academics at the Academy.
- The unavailability of external subject matter experts forced academics to present modules that they were either unfamiliar with or comfortable.
Seven per cent (7%) of the academics had to present approximately three modules while three percent (3%) of the facilitators had to present four modules during one EDLP, which was presented over six weeks.

The aforementioned findings revealed that there is a distinct lack of opportunity for specialisation at the Academy.

Early in 2014, the current EDLP was aligned according to the UNISA criteria and accredited as the Safety and Security Executive Development Programme (SSEDP) (UNISA, 2014:1). The study by Kotze had been conducted in 2011. Various recommendations were made to the top management of the HRD Division in terms of the development of an integrated talent management strategy for the academics at the Academy to facilitate the EDLP (Kotze, 2011:68). The question remains: what happened between 2011 and 2015? The situation at the Academy remains unchanged which implies that the recommendations of the study were never considered (SAPS, 2014b:1).

It can be argued that the HRD Division is about to repeat its mistake with the SSEDP as it has done in 2010 with the implementation of the EDLP. A large number of experts with qualifications were invited to attend the SSEDP in order to prepare them to facilitate the programme (SAPS, 2014b:6). UNISA would develop these experts who would be registered as its facilitators (SAPS, 2014j:5). In 2015, the first SSEDP was concluded, however, the experts had neither been developed nor registered to date. Furthermore, the number of facilitators attending contact sessions at the Academy has declined while no additional capacity has been established at the Academy to present the programme (SAPS, 2015d:1).

4.2.1 Strategy and policies for integrated talent management

In chapter 2, section 2.2.1, it was mentioned that Koch et al. (2008: 461), are of the opinion that in South Africa, the term talent management is often confused with strategic HRM. However, the focus of talent management is different from that of strategic HRM, as indicated in chapter 2, section 2.2.2. Talent management presents a more focused and segmented approach to managing employees in strategic roles in an institution than strategic HRM; it is the integrated and systematic process of attracting, engaging and retaining key employees and potential institutional leaders (Koch et al., 2008: 461).
Traditional HRM structures in SAPS operated in silos, which is one of the reasons why the organisation does not have an integrated talent management strategy (Oosterom, s.a.:23). The South African Police Service has not progressed from the outdated structures in that the HRM and HRD Divisions still operate independently (SAPS, 2016a:1). Cillie-Schmidt and Meyer (2009:61) confirmed the latter in 2009. Only 13% of the respondents in a survey at various public sector institutions confirmed that they have fully integrated talent management strategies in their institutions. Talent management functions in silos because of the lack of integration as well as ineffective communication within the institutions (Cillie-Schmidt & Meyer, 2009:61).

As mentioned in chapter 2, section 2.2.2, integrated talent management is focused on building capabilities by aligning various functions with other HR practices in order to have an impact on an institution’s results, increase efficiency and effectiveness, and train individuals to perform at an advanced level in institutions (Detuncq & Schmidt, 2013:31).

Furthermore, in chapter 2, section 2.2.2, integrated talent management was defined as “united functions with a common goal to attain employee capabilities that will increase business performance” (Detuncq & Schmidt, 2013:31). Oakes and Galagan (2011:46) hold that in deciding which functions of talent management to emphasise, the obvious and important choices will be those that will place suitable talent in the right jobs at the right time for the institution.

Although SAPS has a strategic and an HR plan for 2015-2016, it does not include how they intend managing SAPS employees. Moreover, either the strategic nor HR Plan includes talent management as described by Koch et al. (2008:461). It is still seen as a fragment of a greater strategy (SAPS, 2015a:13). The focus of this study is that policies should be in place on what should be done to improve service delivery in the HRD Division and specifically the SAPS Academy in Paarl.

The first essential task of public managers is to formulate a HRM policy in conjunction with support managers (RSA, 1997a:17). The policy must stipulate the provision, utilisation, remuneration, training, development and maintenance of employees (RSA, 1997a:17). Human resource provisioning entails HR planning, job classification, recruitment, selection and placement (Van Der Waldt & Du Toit, 2011:297). The HR strategy/policy must also contain guidelines on employee maintenance, which involves
personnel services, evaluation, and retirement arrangements (Van Der Waldt & Du Toit, 2011:297).

As previously indicated in chapter 1 section 1.1 and chapter 2 section 2.2, the fact that SAPS and the HRD Division does not have a talent management strategy or policy in place to attract, appoint and retain talented academics at the SAPS Academy in Paarl, implies that the SAPS Academy in Paarl experiences challenges in terms of professional service delivery to their clients as well as marketing the Academy as an employer of choice. According to Mosalo and Neethling (2015:6), an institution’s official training and development policy should be linked to a certain philosophy. The purpose of a training policy is (Mosalo & Neethling, 2015:6):

- To acquire the skills, knowledge, and related qualifications needed to perform the duties and tasks effectively for which they are employed;
- to develop their potential to meet the future human resource needs of the institution; and
- in exceptional instances, develop employees beyond the immediate and foreseeable needs of the institution.

Perring (2014:8) concurs with other studies and reviews, but posits that Learning and Development Departments in institutions, such as the HRD Division in SAPS, must play a leading role in talent management. Human resource development is often seen as just another segment in the overall talent lifecycle (Perring, 2014:8). Human resource development is the bedrock of many of the other talent management processes and the engine room of an integrated talent strategy and should generate a positive talent momentum (Perring, 2014:8).

Learning is the driver behind nearly all parts of the talent cycle. Moreover, it is the core enabler for delivering many of the other talent processes (Perring, 2014:8):

- Learning is a key tool for raising performance.
- Learning is core to developing existing staff and building future skills.
- Learning is central to individual career advancement and for building organisational capability.
- Learning is key to ensuring that employees are capable and competent.
It is clear that the role of training and learning in talent management cannot be underestimated. Implementing the abovementioned strategies and policies can have significant benefits for SAPS, and in particular for its Academy in Paarl. The following section elaborates on these benefits.

4.2.2 Benefits of talent management for the South African Police Service

It was mentioned in the previous section that integrated talent management is a systematic process to attract, engage and retain key employees and potential institutional leaders (Koch et al., 2008: 461). Garrow and Hirsh (2008:391) hold that having an integrated talent management strategy provides focus by addressing three types of questions:

- **What part of the institution would be better served by taking a more purposeful approach to developing potential job holders?**
  
The whole of the SAPS would benefit by developing all employees according to an integrated talent management strategy. However, since this study concentrates on academics at the SAPS Academy in Paarl, it will respond to the ‘what’ part of the question.

- **Where in the institution can suitable employees be found for the target roles?**
  
In the case of SAPS, it should encompass the entire institution and specifically at the SAPS Academy in Paarl. However, SAPS does not have a talent database to establish where and who these individuals are outside of the Academy.

- **What development outcomes is the institution looking to achieve?**
  
This study aims to reveal that through developing an integrated talent management strategy for academics at the SAPS Academy in Paarl as well as establish a talent pool of academics, they will be able to play a major role in achieving the overall goals of SAPS to professionalise the police.

In the previous section, reference was made to the fact that although SAPS has a strategic and an HR plan for 2015-2016, it does not include how they intend managing SAPS employees. Furthermore, the strategic and HR Plan does not include talent management as described by Koch et al. (2008:461). This has several consequences for SAPS, which is outlined in the next section.
4.2.3 Consequences of the lack of an integrated talent management strategy

An HRM system that does not embrace a sound and functional process to attract, develop and reward suitable employees, is most likely to experience a lack of suitable employees, a lag in productivity and deficiencies in human capital development (Gamedze, 2012:11). Consequently, institutions will be required to rethink their HRM strategies (Pillay et al., 2008:315).

Perring (2014:8) asserts that HRD should recognise its wider role in the talent management process; HRD needs to be more vocal and proactive in positioning where and how they can strategically shape talent so that their organisation can succeed. However, this should not be conducted in a silo but in collaboration with other departments in an institution (Perring, 2014:8). Unfortunately, the current situation at SAPS is such that it has a negative influence on morale, motivation and development of the academics in the Academy (SAPS, 2015i:3).

Oakes and Galagan (2011:45) argue that while many institutions know that talent matters for growth as well as survival, managing it as a coherent strategy is still rare. In several institutions talent management practices are stuck in silos under the umbrella of HR with each having its own agenda, compete against each other for funding and actively work against each other to gain power (Oakes & Galagan, 2011:45). Unfortunately, this scenario is prevalent in the SAPS Academy which leads to employee unproductivity on the ground level, for example, the academics at the Academy, are affected because SAPS divisions and components operate in silos (Oosterom, s.a.:23).

As mentioned in chapter 1, section 1.2, no work study was conducted in terms of employee capacity at the SAPS Academy in Paarl in terms of the implementation of the BPSD (SAPS, 2014c:4). Moreover, neither additional posts were availed nor a special dispensation and career path investigated on behalf of the academics at the SAPS Academy in Paarl who facilitate the BPSD (CHE, 2004:9). This lack of alignment hampers the cross-system cooperation required to develop an integrated talent management strategy for SAPS (PMI, 2014:20).

With regard to the lack of alignment in institutions to develop integrated talent management strategies, Kugel, Head of Personnel Strategy and Executive
Development at Siemens, explains that while talent management “is something that everyone has to do, it is a challenge for companies not to let every business unit manager decide policy, but to have a clear strategic direction” (PMI, 2014:10).

Many institutions not only lack the talent they need for strategic success, but their efforts to obtain and manage it are unfocused and impeded by harmful cultural attitudes, which is currently the situation in SAPS as indicated in section 4.2 of this chapter. This weakens not only strategy implementation but also financial performance (PMI, 2014:11). The solution requires a complete shift, moving strategic talent management from the margins to giving it a central role in how the institution operates (PMI, 2014:11).

Too many institutions simply do not work to achieve alignment, therefore, will not reach the success levels of higher performance (PMI, 2014:12). Alignment should involve integrating a talent management strategy with a business strategy so that the two are mutually supportive in a variety of ways. Dr Kovach, in a study on “transforming strategy into reality”, notes that by integrating talent development securely with business needs, it was found that all components in a working environment forms part of the strategic conversation (PMI, 2014:14). This participation frequently distinguishes Strategic Talent Leaders from others while those responsible for talent management are clearly seen as strategic partners within their institutions (PMI, 2014:14).

There is a lack of flexibility in the HRD Division of the SAPS Academy in Paarl which may lead to a decline in the intellectual capital of the Academy (that is, the existing academics may decide to leave SAPS and search for alternative employment), an increase in workload, together with a decline in the Academy’s ability to attract qualified personnel (cf. Babio & Rodriguez, 2010:408).

Unfortunately, there is no career growth for academics at the SAPS Academy. Consequently, academics seek alternative employment where opportunities for promotion are available. The South African Police Service has a rigid rank system and there is no special dispensation for academics (SAPS, 2014c:10). This may lead to a ‘brain drain’ from SAPS, as there are more attractive salary packages and career opportunities available outside the institution.

As mentioned in section 4.2, the PSC’s Report on the Assessment of the State of Human Resource Management in the Public Service indicates that skill shortages have
been identified as the single major impediment to achieve public goals (RSA, 2010:vii). The most significant factors that hinder the filling of positions are scarce skills and salaries that are not market related (RSA, 2010:vii). In SAPS, the existing promotion policy, HR plans which: are confused with those of employment equity, not linked to strategic plans and the distinct lack of a talent management strategy and policy unquestionably affects the skill shortages (SAPS, 2015c:16).

Kotze (2011:33) indicates that the fact that there is a skill shortage at the SAPS Academy in Paarl leads to:

- Academics are overloaded.
- Certain academics are expected to present as many as four to five different modules in various programmes.
- Academics having to lecture to approximately 80 to 120 students per lecture.
- No incentive or reward system in place for the academics.
- Certain academics have more than 80 hours’ leave which they are unable to utilise because of the skill shortage in the Academy.
- Burnout is common among the academics of the Academy which is an indication of the poor working conditions they are confronted by.

The Academy is being closely monitored as to whether it can successfully implement the BPSD (in partnership with UNISA) as well as whether the implementation of the Degree into SAPS will evolve into a more professional Police Service.

The responsibility of achieving this task has been put squarely on the shoulders of the SAPS Academy in Paarl and its employees. Therefore, the profile of the employees in the Academy will have to change rapidly to fit the new requirements. As argued in this study, academics at the Academy will require higher level of skills, which poses a challenge to the organisation’s top management since they would have to attract and retain skilled personnel and provide a structure in which they can apply their knowledge. Furthermore, academics at the Academy will have to conduct research on an ongoing basis in order to remain abreast of the latest developments in policing. There must be a balance between qualifications and experience within the talent pool as indicated in section 4.2 of this chapter. Currently, most of the academics in the Academy are studying to improve their qualifications. However, they lack the necessary experience.
needed to fit the profile of an academic at tertiary level, as alluded to in section 4.2. The top management of the SAPS will also have to manage academics in terms of a proper integrated talent management strategy to enable them to deliver the service that is expected of them. The academics expect effective communication and buy-in for their development and progress (Kotze, 2011:39). The implementation of an integrated talent management strategy at the SAPS Academy in Paarl will require leadership, sound policies, skilled managers and academics, clear lines of accountability, appropriate systems and consistent and fair application of policies and procedures (RSA, 2013b:44).

4.2.4 Public sector institutional culture

The public sector cannot compete with the private sector in attracting and retaining competent employees (Kahn & Louw, 2010:179). Aligning roles and focusing on utilising talent through an enabling work environment and creating a public sector institutional culture allows employees with talent and potential to be developed and subsequently be appointed in appropriate positions (Kahn & Louw, 2010:179). The importance of institutional culture in SAPS was discussed in chapter 3, section 3.4.

According to the Batho Pele principles, public sector employees should have competencies and a positive attitude when serving South Africans (RSA, 1997a:27). Thus, public sector institutions should take care of their employees who, in turn, will take care of the public. This implies that a public sector institution has to create an institutional culture that allows employees to achieve public institutional and individual goals, and provide employees with opportunities to ensure that they are trusted, respected and treated respectably and fairly (Kahn & Louw, 2010:180).

Davies et al. (2010:424), asserts that there are certain prerequisites that are identified in the establishment of a talent culture:

- Culture should be based on shared values and beliefs;
- all leaders at all levels must demonstrate their support to implement a talent mindset;
- a competency model should be formulated to establish what work is needed for specific roles and which behaviours are linked to job success;
- multiple methods should be used to judge potential and development; and
• future strategic objectives should be formulated and aligned with talent development.

In chapter 3, section 3.4, culture is linked to professionalism and the importance of values and beliefs in the establishment of a culture was argued. Section 3.4 also refers to the importance of management support for the implementation of talent management. Furthermore, it is indicated in section 3.4 that while professionalism and professional culture is not explicitly defined in the NDP, these are related to improving the accountability and service delivery of the government. In order for SAPS to transform into a high performing, professional institution and to adhere to the requirements mentioned by Davies et al. (2010:424), as outlined above, SAPS needs to interrogate its institutional culture. One of the key priority areas in the Recruitment to Retirement strategy is to determine the current culture in SAPS and to conduct research into a new organisational culture which will be based on shared values and beliefs (SAPS, 2013d:6).

Another key priority of the Recruitment to Retirement strategy is to enhance the knowledge, skills and behavioural competencies of SAPS members to the appropriate levels required to deliver on institutional requirements (SAPS, 2013d:8). This will be undertaken through facilitating learning programmes which are aligned with institutional goals, objectives and developmental needs. The SAPS Training Provisioning Plan (TPP) must also be developed in line with institutional developmental needs (SAPS, 2015k:9).

In addition, another key priority of the Recruitment to Retirement strategy indicates that a performance management system that promotes a culture of performance, discipline, conduct and growth must be developed to ensure that performance management is aligned to the institutional strategic plan and culture of SAPS (SAPS, 2013d:9). However, most critical would be for managers to demonstrate their support for implementing a talent mind-set at all levels. It can be argued that only hereafter SAPS will succeed in establishing a talent culture.

4.3 STRATEGIC PLANNING OF THE SOUTH AFRICAN POLICE SERVICE, 2014 TO 2019

The Strategic Outcomes Orientated Goal number 3 of the 2014-2019 SAPS Strategic Plan states that in order to acquire an efficient, effective and developmental orientated
public sector, SAPS plans for the police to become a career of choice through the implementation of the Recruitment to Retirement strategy in this period (SAPS, 2014f:13). Subsequently, one of the sections below focuses on the Recruitment to Retirement strategy. In addition, the following sections also focus on SAPS’s HR Plan (2014-2016), Annual Performance Plan (2015/16), HRM Conference of 2013 and the SAPS Top 1500 meeting of 2015.

4.3.1 Human Resource Plan, 2014-2016

Included in the new strategic plan of SAPS is the HR Plan, 2014-2016. It indicates that SAPS is bound by a legislative framework (MTEF) that provides the mandatory and statutory environment within which the institution must manage its human resources (SAPS, 2014f:59).

Therefore, SAPS developed the MTPF to address the urgent needs to direct the organisation towards a more integrated HRM approach (SAPS, 2014f:59). According to the strategic plan, the MTPF was introduced with the primary objective of institutionalising the key values and principles of the public sector (SAPS, 2014f:59). The aim of the MTPF is to lay a foundation for building a competent, effective and efficient department in terms of SAPS’s employees (SAPS, 2014f:59). It is hoped that the MTPF will ensure a more responsive and cohesive approach towards the management of employees in SAPS (SAPS, 2014f:59).

Downs (2012:46) states that public sector institutions should follow an integrated strategy to ensure that talented employees are attracted and retained; a collaborative culture is promoted; leaders are developed; and knowledge management strategies are properly driven. The MTPF has six pillars. The objectives for SAPS for 2014-2016 are as follows (SAPS, 2014f:60-62):

- HR plan – to ensure the effective, efficient and economic planning, forecasting and distribution of new entry level employees to meet future HR demands within the scope of specific job requirements.
  - Evaluation and grading of all jobs should be conducted and finalised in order to determine the post level of jobs within the proposed structures.
  - Job titles should be finalised and a career path framework is envisaged.
HR Practices – to ensure fair and effective procedures and processes for the recruitment, appointment, promotion and deployment of employees in order to meet institutional needs and to ensure the wellbeing of employees.

- More attention should be given to critical jobs, the attrition rate as well as employees that are approaching retirement age in order to ensure that proper replacement strategies are in place. Currently, there is no database or criteria to identify critical jobs in SAPS.
- The development of a succession strategy is necessary to ensure the transfer of skills to suitable successors.
- The strategy on Recruitment to Retirement and an employee retention policy should be implemented.

Remuneration and conditions of service – to ensure the attraction and retention of employees and the enhancement of their performance through appropriate pay, benefits and working conditions.

- A retention policy to retain scarce skills in SAPS should be implemented.

Performance Management – to foster productivity and effectiveness by maximising individual and team performance.

- Career paths to ensure the balance between institutional demands and individual aspirations should be developed.

HRD – to improve institutional effectiveness by fostering the skills and knowledge of employees.

- The budget for bursaries to enable assistance and to encourage the target group of employees without a National Senior Certificate should be increased.
- The establishment of a Police University in Paarl will remain a priority. Currently, in SAPS the emphasis is on the establishment of the university and on the 165 first, second and third year students. No attention is given to academic employees and other criteria as stipulated by the CHE.

Oakes and Galagan (2011:46) propose certain recommendations that could be of assistance to SAPS in addressing the abovementioned objectives:
• A thorough skills audit and gap analysis be conducted to ensure skills development in identified areas.

• To drive better collaboration across an institution employees and management need access to rich employee data, including experience, interests and special skills, such as qualifications and language abilities. In most instances the information exists in the institution but the challenge is tapping into it.

SAPS does not have an integrated knowledge database in terms of human resources to tap from (Kotze, 2011:62). SAPS intends to conduct a skills audit, which is still to take place (Kotze, 2011:62; SAPS, 2015c:16). This dilemma is confirmed by Stadler (2011:264) who asserts that institutions in many instances are not ready or equipped to face the talent crises. Several institutions do not have a talent strategy and the talent management system components function in isolation (Stadler, 2011:264), as indicated in section 4.2.1 of this chapter. Institutions meet their recruiting needs on a reactionary basis and lack a detailed career and succession management process (Stadler, 2011:264). Such is no exception in this regard. This is confirmed in the minutes of a meeting held between the Brigadiers in the HRD Division on 2015-03-18 where it was stated that a recruitment and selection practice for academics in the SAPS Academy in Paarl is non-existent (SAPS, 2015:2). Members are seeking improved opportunities within the HRD Division for promotion purposes while the sought after skilled individuals are ‘head hunted’ with a view to promotion to other divisions within the organisation or the private sector (SAPS, 2015h:2). There is no retention or plough back strategy for ETD academics at the SAPS Academy in Paarl (SAPS, 2015h:2).

The HRD Plan of SAPS for 2014-2019 addresses Leadership and Professional Leadership development, Operational and In-service development, Support Related Programmes, Service Delivery Improvement Programmes and Basic Police Development (SAPS, 2014f: 65). The HRD Plan also links to other emerging priorities in terms of the development of police officers (SAPS, 2014f: 65). Unfortunately, there is no mention in this plan of the development of academics at the SAPS Academy in Paarl with the view to move towards the establishment of a university, as indicated in pillar five of the MTPF (SAPS, 2014f:60-62), alluded to in section 4.3.1. Neither is there any mention of any plans towards a strategy or HR plan for the establishment of the Police University in Paarl.
The HR Plan shows that SAPS has made tremendous strides towards improved HRM. However, the risks for the successful implementation of the plan is that Divisions still work in silos, buy-in and commitment of top management is still needed, and most importantly, effective communication and consultation with all employees within SAPS is lacking (SAPS, 2014f:65).

For the first time the term integrated HR is used in SAPS, which is a step in the right direction. The HR plan, however, is still not focused and segmented like an integrated talent management strategy, therefore, certain critical issues might fall through the cracks. The role that HRD should play in this strategy is also unclear, except for the mention of the establishment of the university at Paarl and the implementation of the BPSD and other management and leadership programmes such as PPM and SSEDP.

4.3.2 Annual Performance Plan 2015/16

In the foreword to the SAPS Annual Performance Plan, 2013/2014, the Minister of Police indicated that SAPS is emphasising the smart-policing approach (SAPS, 2013a:i). The Minister accentuated that an approach of working in silos must become a practice of the past, as SAPS is working towards creating synergies and must ensure that information is optimally utilised (SAPS, 2013a:i). To drive success, institutional leaders must do whatever they can to overcome the institutional silos that prevent the flow of information throughout the institution (The Success Factors Business Execution, 2013:3). For institutions to perform faster and more flexibly, knowledge and experience must be readily available and proactively delivered to the right people at the right time (Success Factors Business Execution, 2013:3). However, there are still no changes in the HRM environment at SAPS.

The Annual Performance Plan, 2015/16, states that the professionalisation of SAPS is high on the agenda in 2015-2016 and beyond (SAPS, 2015a: 2). It is further noted that the SAPS Academy in Paarl implemented the Bachelor Programme in Police Science in 2014 with the view to further implementation in 2015/16 (SAPS, 2015a:2). However, neither the HR nor the HRD Plans are linked hereto. The Annual Performance Plan of the Divisional Commissioner: HRD has not yet been finalised, therefore, the Division and its Academies could not draw any operational plans to address issues stated in the MTPF. The SAPS Academy in Paarl relies on the approved TPP 2015/16, to continue its duties. It seems as if no progress has been made since 2013/14 and working in silos continues to be a challenge for SAPS.
4.3.3 Recruitment to Retirement Strategy

The aforementioned strategy was developed upon instructions from the National Commissioner of SAPS with the view to transform and professionalise SAPS (SAPS, 2013d:1). It aims at transforming SAPS into a high performing professional institution through the interrogation of critical service delivery imperatives such as institutional culture and structure (SAPS, 2013d:1). Human resource management practices such as recruitment, promotion and training that impact on transformation in SAPS will be reviewed in order for the organisation to become an employer of choice (SAPS, 2013d:1-2). The Recruitment to Retirement strategy outlines the following critical enabling objectives: To transform SAPS into a high performing professional Police Service; to improve HR efficiency and effectiveness for improved performance; to ensure return on investment from human capital spent; and to transform the HR technical infrastructure through development of a modernised, effective compatible, integrated, and highly secured HR business system for effective service delivery (SAPS, 2013d:5). These objectives are subsequently discussed below (SAPS, 2013d:6-14):

- **Transform SAPS into a high performing professional Police Service**

  In order to transform SAPS into a high performing professional Police Service, an effective institutional structure needs to be developed which is informed by the business strategy that will ensure that the institution delivers on its mandate in line with the NDP, Vision 2030. Over and above an effective institutional structure, SAPS will have to identify the institutional culture of its organisation, promote it and institutionalise it in order to enhance professionalism in SAPS. Together with the institutionalisation of a SAPS institutional culture, the Code of Conduct, Code of Ethics and value system should be institutionalised to ensure improved discipline in the institution.

- **Improve HR efficiency and effectiveness for improved performance in SAPS**

  Key priorities identified under this objective are to recruit the right calibre employees who will contribute to the strategic objectives of SAPS. The key actions to address this priority will be to develop an integrated recruitment strategy for all entry levels and employment categories in SAPS; develop an integrated Recruitment Strategy and Career Centre Strategy to increase awareness on the broader SAPS scope of work for optimised target recruitment; and possibly the
most important action that needs to be prioritised, is the identification and development of competency areas for all occupational categories, including academics in SAPS for effective targeted recruitment, selection and placement.

Another key priority emerging under this objective is the enhancement of knowledge, skills and behavioural competencies of employees. One of the key activities under this priority is to develop a pool of subject matter experts for skills transference and talent retention. The development and implementation of this activity is of utmost importance for the academics at the SAPS Academy in Paarl in order to ensure an existing pool for the transfer of skills.

Key priority 3 of this objective deals with a performance management system that should promote a culture of performance, discipline, conduct and growth. The key activity is to explore new reward and recognition approaches that encompass culture, conduct and discipline through a newly developed Reward Strategy.

Key priority 4 under this objective is to establish career pathing that supports the differing career interests and needs of SAPS’ diverse workforce. Important key activities include identify, clarify and communicate talent requirements consistent with existing core professions or job families and to develop a strategy that links career paths to promotions and training for effective business unit performance.

Key priority 8 is significantly important for this study because it is only under this objective and key priority that talent management is mentioned. The priority is to develop a retention strategy that will promote optimal management of institutional management. Key activities for this priority include:

- The development of an institutional strategy and policy for the effective retention of critical, valued and specialised skills.
- To develop a talent management strategy for the institution.
- To facilitate compliance with government regulations and process flow in addressing scarce, critical and specialised skills in the institution.
- To develop a retention paradigm with the provision of incentives, awards and rewards as a secondary principle.
- To develop a succession planning strategy for the establishment of sustainable skills pool to counter the impact of the skills exodus which compromise service delivery.
• **Ensure return on investment from human capital spent**

The policy aims at the optimal utilisation of all human resources through their positive contribution towards the success of the institution. The policy further aims to acquire a return on investment through the establishment of an employee health and wellness service that drives stability and production in order to ensure a healthy, stable and productive workforce within SAPS.

• **Transform the HR technical infrastructure through development of a modernised, effective compatible, integrated and highly secured HR business system for effective service delivery**

As mentioned in chapter 1, section 1.2, effective consultation with all stakeholders is needed to ensure support and buy-in. Extensive consultation and marketing processes should be followed before the strategy is approved to ensure a clear understanding of it amongst all stakeholders. This strategy should also be integrated with existing institutional strategies.

In chapter 1, section 1.2 and chapter 2, section 2.3.1.4, reference was made to the NDP and the fact that Government highlighted the importance of the improvement of the quality of training and teacher performance in government institutions in this plan. It proposes through Chapter 9 of the NDP (2013b:40) that:

- The training, remuneration, incentives, time on task, performance measurement be analysed and updated;
- the content and pedagogical support for teachers/lecturers (and by implication academics at the SAPS Academy in Paarl) should urgently be reviewed; and
- talent management strategies for teachers/lecturers need to be considered and developed.

The current draft Recruitment to Retirement Strategy of SAPS does not include any of the aforementioned.

As indicated in chapter 1, section 1.2, of this study, during feedback at the 2015 Top 1500 meeting, an indication was given that the Recruitment to Retirement strategy was finalised and that all sub-strategies that fall under this strategy would be developed (e.g. recruitment, talent management and succession planning) (SAPS, 2015f:5). It is clear from this feedback that SAPS fails to perceive talent management as the umbrella
under which this Recruitment to Retirement strategy should be developed to form an integrated strategy.

The South African Police Service does not adhere to the requirements of the Public Service Regulations of 2001 and the Public Service Act of 1994 in terms of talent management because the organisation does not have an integrated talent management strategy although it has performance assessment and training policies. Learning is facilitated through the HRD strategy, but is more related to institutional performance and targets. Moreover, it is neither aligned to the individual employee job nor the job to the individual. These policies are, however, not integrated and do not support each other because HR functions in silos in SAPS.

For the Recruitment to Retirement strategy to be a success, talent management should become the overall umbrella of the strategy, starting with the integrated Recruitment Strategy, the development of subject matter experts, the establishment of career paths, followed by performance management, retention, rewards and succession planning.

4.3.4 Human Resource Management Conference, 2013

A National HR Dialogue in SAPS was held in December 2013. Human resource management representatives from police stations, provinces and Head Office formed part of the deliberations (SAPS, 2013i:2). The aim of the HR Dialogue was to: Promote professional HRM capacity in support of the strategic objectives and priorities of SAPS; to ensure continuous, structured and all-inclusive engagement on HRM issues; and to ensure a conduit for the continuous improvement of HRM strategies, its implementation and monitoring and evaluation (SAPS, 2013i:2). Various focus groups formed part of the HR Dialogue (SAPS, 2013i:3):

- Performance Management and career pathing.
- Human Resource Development.
- Remuneration and conditions of service, employee relations and negotiations, career management and talent management.
- Employee Health and Wellness.

In February 2015 the Deputy National Commissioner: Corporate Service Management of SAPS reported progress on recommendations and decisions made during the HR
Dialogue in 2013. In terms of performance management and career pathing, the Deputy National Commissioner indicated that there was a new recruitment strategy for police trainees (SAPS, 2015e:7). An Advertisement Editorial Committee was established to regulate and standardise post advertisements and to improve recruitment and selection processes, and Moderating Committees were established at all levels (SAPS, 2015e:7). Unfortunately, this recruitment strategy only addresses the recruitment of civilians for entry level in SAPS (basic training) and not the academics at the SAPS Academy in Paarl.

In order to improve the performance management system, institutional and individual performance management frameworks have been aligned and a practical framework was developed to identify, manage and report on poor performance (SAPS, 2015e:11-12 SAPS). In terms of the development of career paths for SAPS employees, occupations and jobs found in SAPS were identified and codified and new job titles were determined and linked to career paths and career streams (SAPS, 2015e:11-12). The process has not been finalised and career paths must still be discussed with organised labour and job specific qualifications, experience and courses must be developed and implemented (SAPS, 2015e:11-12). As soon as the career paths are finalised, a team established from HRM will revise the current promotion policy and align it with the career paths (SAPS, 2015e:11-12). Currently no further progress has been made.

Furthermore, during the HR Dialogue in 2013, it was established that in terms of HR planning, there was a lack of integration between the different functions of HRM (the silo effect that is alluded to in this study – refer to section 4.2.1 and 4.2.3 of this chapter) (SAPS, 2013i:15). To address this concern, a HR Committee was established to coordinate all HR functions (SAPS, 2013i:15).

Oakes and Galagan (2011:46) believe that the integration of HRM practices with talent management is long overdue, necessary and the learning function (HRD) has a critical role to play in integrating talent management with other HR practices. All of the traditional HR silos can and should integrate with the learning function for all to be more strategic and productive for any institution (Oakes & Galagan, 2011:46).

No mention was made of talent management in the feedback session of the HR Dialogue although certain issues that would form part of an integrated talent management strategy were addressed and positive progress was shown. The
challenge/threat that these issues are not linked into an overall HR strategy or an integrated talent management strategy remains. Talent Management is still viewed as a small section of HRM.

Cillie-Scmidt and Meyer (2009:63) hold that although there is no prescription on how talent is defined within an institution, it is important to note that institutions should address the needs of talent at all levels of the institution. An inclusive approach where the workforce is viewed as a collection of talent segments that actively create or apply knowledge is advocated (Cillie-Scmidt & Meyer, 2009:63).

4.3.5 The SAPS Top 1500 meeting, 2015

At the SAPS Top 1500 meeting in 2015, the SAPS Deputy National Commissioner gave feedback on issues pertaining the Top 1500 meeting of 2014. The Deputy National Commissioner indicated that the draft Recruitment to Retirement Strategy was developed and that all sub-strategies that fall under the Recruitment to Retirement Strategy e.g. recruitment, retention, talent management and succession planning will be developed (SAPS, 2015f:5).

In the presentation on Future and Transversal Strategic Issues during the SAPS Top 1500 meeting in February 2015, the Deputy National Commissioner indicated that the following strategies will be developed and implemented in order to professionalise SAPS: Leadership training will be enhanced; fellowship/student exchange programmes with other international universities will be encouraged; visiting scholars/lecturers will be accommodated to advance the quality of SAPS’s training to benchmark content and experiences and to arrange international study tours for Bachelor Police Science students (SAPS, 2015g:15). However, no mention was made of the development, empowerment and rewarding of the academics at the SAPS Academy in Paarl.

Davies and Davies (2010:420) indicate that the best institutions are future-focused and predict what skills, attitudes and behaviours they will need from their talented individuals. Kazan (2014:28) states that it is the quality of the talent pool that gives institutions a competitive edge. Kazan (2014:28) further states that talent in institutions is more than potential, academic qualifications or competency and talented employees will help navigate new ideas by creating new services, while keeping the current customer base satisfied. Gray (2014:28) posits that previously, institutions purchased skills, but they now have to market their institutions as the employer of choice. Once
training programmes were deemed sufficient to grow people, now development is to be fuelled through stretching jobs and mentoring and coaching (Gray, 2014:28). Thus SAPS has to embark on a new approach to HR management as neither talent management nor coaching and mentoring are currently practiced at the SAPS Academy in Paarl.

4.4 CONCLUSION

In this chapter the focus was placed on current talent management policies and practices in SAPS. Various HR strategies and policies were discussed to determine the current approach in which talent is managed in SAPS. It is evident from the information given in the chapter that there has been no progress in the recruitment, career pathing, retention or succession planning (all essential elements to talent management) for academics at the SAPS Academy in Paarl. Several new policies towards a more integrated HRM in SAPS are being developed, but remains to be seen whether these policies will have a positive impact on the management of academics at the SAPS Academy.

The benefits of an integrated talent management strategy as well as the impact of not having an integrated talent management strategy at SAPS, and specifically at the organisations Academy in Paarl, were discussed. Reference was also made to the current strategic landscape in SAPS and the perceptions of talent management.

The importance of HR plans and policies to address talent management were discussed and one needs to bear in mind that the ever-changing environment of SAPS leads to a situation where the HR policies will have to be reviewed frequently. The literature in the chapter made it clear that in order for an institution such as SAPS, and specifically its Academy in Paarl to take the lead in talent management, HR policies and HRD plans must be linked to each other and SAPS will have to ensure that it is connected to its strategic plan. As indicated, these policies and plans will have to be reviewed regularly as new priorities arise. However, failure to do so, the organisation will not reach its goals as set in the 2014-2019 Strategic Plan.

It has been established from the literature in this chapter that in order for SAPS to become an efficient, effective and developmental orientated public sector institution, and for the police to become a career of choice, there are various aspects that need to be considered according to the 2014-2019 Strategic Plan, namely:
• the implementation of the Recruitment to Retirement strategy;
• the implementation of the 2015-2016 HR Plan for SAPS;
• the implementation of the Medium Term Personnel Framework (MTPF) and the Annual Performance Plan 2015-2016; and
• the implementation of the recommendations of the 2013 HRM conference as well as the 2015 Top 1500 meeting of the Minister.

The implementation of the abovementioned will significantly contribute to the practice of talent management at the SAPS Academy in Paarl. This study explores the importance of the compilation and implementation of an integrated talent management strategy for academics and the influence thereof on professionalism in SAPS, with special reference to the case of the SAPS Academy in Paarl.

Chapter 5 presents the data derived from the empirical research. The data findings and information from the semi-structured interviews and the focus group discussions will be summarised, presented, interpreted and explained.
CHAPTER 5: EMPIRICAL RESEARCH: FINDINGS AND DATA ANALYSIS

5.1 INTRODUCTION

This study endeavoured to establish the importance of talent management for training staff in the South African Police Service and specifically for the SAPS Academy in Paarl. It also aimed to determine the influence of an integrated talent management strategy on professionalism in SAPS. Chapters 2, 3 and 4 of the study focused on the available literature pertaining to talent management and professionalisation.

This chapter presents the results which emanated from the empirical research and provides an interpretation and description of the significance of the findings. The latter is necessary to refute or confirm the findings of the literature presented in chapters 2, 3 and 4 as well as provide new perspectives on the phenomena that was investigated, taking the primary purpose and research problem of the study into consideration.

The study followed a qualitative research approach based on an interpretative philosophy, which aims to establish how the participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon (Creswell et al., 2012:90). The qualitative approach assisted and enabled the researcher to interpret and describe the data gathered and to undertake the empirical research of the study with confidence (Brynard & Hanekom, 2013:37).

Descriptive and analytical designs were used to gain new knowledge on the subject of this study. Descriptive and analytical designs are intensive descriptions and analysis of a single unit (Henning, Van Rensburg & Smit, 2013:33), in this instance the SAPS Academy in Paarl. These designs address the how, where, when and why aspects of a study (Henning et al., 2013:33). The case and the interaction between context and action forms the unit of analysis (Henning et al., 2013:33). The gathered data was analysed to present a complete overview of the phenomena of talent management and professionalism.

The population for this study consisted of all academics lecturing in Management and Leadership at the SAPS Academy in Paarl and SAPS Academy in Thabong, as well as four HR managers in SAPS. They were selected through purposive sampling as indicated in Chapter 1.
One of the objectives of the study is to determine the current situation regarding the identification and development of talented employees in the SAPS and to establish the effect thereof on the development of talented employees. The researcher sought to clearly understanding the problems experienced at the SAPS Academy in Paarl through a literature study and theoretical analysis and present probable responses to the problems.

The results obtained from the data analysis in this chapter was collected utilising certain data collection techniques as discussed in chapter 1, section 1.6.1, 1.6.2 and 1.6.4. The researcher adhered to the principle of triangulation where more than one data collection technique namely: A questionnaire to obtain biographical information from focus group discussants. Focus group discussions and semi-structured interviews were utilised to obtain information to validate the data collected as indicated in chapter 1, section 1.6.7.

The results obtained from the research are summarised and presented as follows: Section 5.2 presents the data and interpretations of the biographical questionnaire (that was completed as part of the consent form by the participants in the focus group discussions); section 5.3 presents the findings of the focus group discussions held with academics at the SAPS Academy in Paarl and the SAPS Academy in Thabong as well as the interpretations of the focus group discussions; section 5.4 presents the results from the semi-structured interviews with HR managers in SAPS and the interpretation there; and section 5.5 presents the summary, deductions and interpretation of the combined empirical results.

In presenting the results of this study, descriptive quotes and narratives, as cited by the participants, are provided verbatim from the completed questionnaires, focus group discussions and interviews. The terms participant and respondent are utilised interchangeably to refer to employees who participated in the study through completing the questionnaire; focus group discussions or interviews.

5.2 RESULTS: BIOGRAPHICAL INFORMATION

An analysis of the focus group biographical data was included in the consent forms. The respondent’s biographical data provided the background and profile of the academics at both the SAPS Academy in Paarl and in Thabong. The profile included age, highest qualification, and field of qualification, area of current tertiary studies,
facilitation and practical experience, and academics current salary scales. Such a profile was useful in contextualising the sample group.

The questionnaire was distributed to 31 academics requesting biographical information as part of the consent form. Twenty-eight respondents returned the completed questionnaire. Four academics were not available on the day of the focus group discussions. The results of the biographical information is represented graphically in Figure 5.1 to 5.9.

**Figure 5.1: Highest qualifications of current academics**

The respondents in the focus groups were requested to provide their highest qualification(s) in order to determine their level of education. This is the group from which the HRD Division is expected to establish and develop their talent pool.

This information is important. It was revealed that currently 10 of the academics do not meet the criteria to be either appointed or registered as tutors as agreed with UNISA (UNISA, 2011:4). However, they are all experts in their discipline and present the current skills programmes at the two Academies (Paarl and Thabong). Examples of the skills programmes include: Junior Management Learning Programme (JMLP) and Station Commander’s Learning Programme (SMLP). Only nine (9) academics of the 28 respondents who completed the questionnaire qualify to present at a degree level, while the minimum requirements to be appointed as tutor at UNISA is an Honours Degree
(UNISA, 2011:4). Only seven (7) academics at the SAPS Academy in Paarl of the total of 28 were registered as tutors at UNISA at the time the data was collected.

Figure 5.1 clearly illustrates that the majority of the academics do not possess the academic qualifications to meet the UNISA requirements. This implies that the HRD Division’s current recruitment strategy and HR plan does not address this need. Figure 5.2 below illustrates the field of qualifications of the current talent pool at the two Academies (Paarl and Thabong).

**Figure 5.2: Qualifications of the current talent pool at the Academies**

![Fields of qualifications chart]

Most of the qualifications are in Policing (61%), Education (14%), HRM (11%), and in Law (4%). None of the respondents possess qualifications in Sociology, Criminology or English. The modules of these disciplines were implemented in 2016 and to date, no tutors with those qualifications could be appointed (SAPS, 2015b:2).

As indicated in Figure 5.1, the SAPS Academy in Paarl has only seven (7) registered tutors. One tutor presents Law and no qualified tutors to present English, Sociology and Criminology. Consequently, the Academy is in a crisis. The tutor for Law will be expected to present six (6) modules to first, second and third year candidates. In addition to determining the current fields of qualifications of the academics at the two Academies, their current tertiary qualifications was also ascertained through the questionnaire (Figure 5.3 below).
As indicated in Figure 5.2, the SAPS Academy in Paarl has an adequate number of tutors who had obtained their qualifications in Policing and HRM. From the above Figure, it can be concluded that respondents’ current fields of study do not address the critical needs for tutors in the SAPS Academy in Paarl. This is due to the fact that there is no Development Plan or career guidance in place to guide academics of the direction in which they have to study. In the past, the HRD Division did not award bursaries if the study was not in Policing, therefore, a large number of respondents who are in possession of a Policing qualification.

Figure 5.4: Years of experience in facilitation
Figure 5.4 illustrates that all the academics in the two Academies are experienced trainers since all the respondents have at least nine years’ experience in facilitation while the majority (75%) have 11 or more years’ experience. It can, therefore, be argued that it is important to retain employees with such vast experience since it may be difficult to replace them. In addition to the academics teaching experience, it was also necessary to establish the skills development programmes they had completed as illustrated in Figure 5.5 below.

**Figure 5.5: Skills development programmes**

From Figure 5.4 it can be inferred that most of the academics in the Academies have between nine and eleven years’ experience in facilitating Police skills programmes. Figure 5.5 reveals that the majority of these academics have also participated in skills development programmes in order to facilitate SAPS Programmes. Twenty-six (26) out of twenty-eight (28) academics had successfully completed the Trainer and Assessor Programmes. At least Twenty-three (23) of the respondents completed the Moderator’s Programmes; several also attended the Verifier, development of learning, Institutional Development, Education, Training and Development (ODETD) Learnerships as well as computer programmes. It can be concluded that the majority of the academics at the two Academies are highly qualified to present in-house skills programmes, while many are not yet ready to facilitate on tertiary level (UNISA, 2011:5).
Figure 5.6: Functions performed at the Academies

Figure 5.6 is linked to Figure 5.4 which revealed that the academics at the two Academies perform their duties in terms of the skills that they have acquired and they possess the necessary experience to lecture skills development and SASSETA registered programmes in a professional manner. The problem is that the seven (7) tutors currently registered with UNISA still have to lecture on the Skills Development Programmes due to a lack of academics. As illustrated in Fig. 5.2 the SAPS Academy in Paarl will continually be in a crises because there are inadequate registered tutors with relevant qualifications to teach the BPSD. An urgent decision by the HRD Division needs to be taken on the way forward or the SAPS Academy in Paarl will have a workforce which is overworked and will look for possible alternative employment.
The respondents were asked to respond to the number of years of practical police experience they possessed to determine whether they had the necessary competency to be referred to as academics. This figure illustrates that the majority of the academics in the Academies have worked in policing for between seven (7) to eleven (11) years. Academics with zero (0) to four (4) years’ experience worked primarily in the administrative environment before joining the HRD Division. The figures presented in Figure 5.7 revealed that there are an adequate number of academics who qualify to become lecturers for the BPSD programme in terms of their experience in policing, but do not qualify per the UNISA qualification requirement (UNISA, 2011:5).

**Figure 5.8: Salary levels**

How many years of practical police experience do you have in the field?

![Bar chart showing years of practical police experience](chart1.png)

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td>2</td>
</tr>
<tr>
<td>3-4 years</td>
<td>1</td>
</tr>
<tr>
<td>5-6 years</td>
<td>3</td>
</tr>
<tr>
<td>7-8 years</td>
<td>2</td>
</tr>
<tr>
<td>9-10 years</td>
<td>1</td>
</tr>
<tr>
<td>11 years and more</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1-4</td>
<td>13</td>
</tr>
<tr>
<td>Level 5-6</td>
<td>7</td>
</tr>
<tr>
<td>Level 7-8</td>
<td>12</td>
</tr>
<tr>
<td>Level 9-10</td>
<td>7</td>
</tr>
<tr>
<td>Level 11-12</td>
<td>4</td>
</tr>
<tr>
<td>Level 13-15</td>
<td>3</td>
</tr>
</tbody>
</table>
In Figure 5.8 illustrates that the majority of the current academics at the Academies are on salary level seven (7) to eight (8). If the HRD Division wants to establish a talent pool and retain them, they will have to consider the academics qualifications and experience with a view to improve them. Plans must be drawn up to develop the individuals, create posts with the view to promotion and a special salary dispensation be implemented for their retention.

**Figure 5.9: Age of current talent pool at the Academies**

![Age of Facilitators](image)

Figure 5.9 reveals a bleak picture for the academies with the majority of the academics already in their 40’s, six (6) in their 50’s and one (1) who will be retiring soon. Succession planning will have to be implemented and the HRD Division will have to consider appointing a younger generation of academics (Generation Y) to be part of the talent pool as indicated in Chapter 2, Section 2.2.4.5.

From the biographical data it can be inferred that the academies are entering a crises because the current situation is unsustainable for the SAPS Academy in Paarl to become a university or even to be accredited as an Institution of Higher Education. Top management in the HRD Division will have to step in and in the short term advertise posts for academics with the required experience and prerequisite qualifications. New appointees should ideally be of a younger generation in order to build capacity and to enable the current talent pool to continue their development without the fear of burnout. The development of an integrated talent management strategy for the academics at the two Academies is the only way in which SAPS will be successful in establishing a university.
5.3 RESULTS FROM FOCUS GROUP DISCUSSIONS

In chapter 1, section 1.6.4.2, it was expressed that the focus group discussions are exploratory research tools to explore the thoughts and feelings of academics and obtain detailed information about the topic. Focus group discussions allow the expression of deep-rooted feelings on the topic to emerge spontaneously (Welman et al., 2012:203). In this instance, the researcher intended to gather the thoughts and feelings of the academics at the SAPS Academy in Paarl and Thabong.

The researcher provided the results acquired from the discussants in the focus group discussions on each question, where after an analysis and findings of the results follow. In this chapter, the researcher refers to the terms trainers and tutors as discussants to focus group discussions. In order to clarify the use of the two terms, ‘trainer’ refers to a member of the Academies whose current qualifications do not meet the UNISA criteria for a tutor. The trainers at the Academies currently only present Skills Development Programmes. ‘Tutors’ refers to those members who are registered with UNISA as such and they lecture on the BPSD. During the focus group discussions, it became clear that there were differences between the approaches in which the two groups of participants interpreted the questions, therefore, the researcher differentiates between the two groups in the findings and discussions. Where no differentiation is made, the findings and discussions are applicable to both groups.

The first part of the questionnaire dealt with the research question: Establish legislation, policies, theories and best practices pertaining to talent management and professionalisation in the public sector, and focuses specifically on the implementation of the strategic, policy, statutory and regulatory framework of SAPS.

5.3.1 Question 1: What strategy does SAPS have to attract academics with qualifications and experience to its Academies?

The purpose of this question was to establish whether the academics in the Academies have knowledge of HRM strategies in SAPS and how these could benefit them.

5.3.1.1 Question 1: Summary

Firstly, the focus group discussants referred to the SAPS Promotion Policy that does not make provision for special promotion or salary allowances for academics in SAPS. According to the focus groups, members get promoted or are placed based on their skin colour/ equity and not according to their experience. They also held that members are
not placed in positions where their skills are required. They further revealed that the academics in the Academies get promoted outside the Academy. A discussant had the following to say:

“The Academy loses golden members because they should have been promoted here.”

The discussant referred to one of the academics who was a civilian before she was appointed to a trainer’s post as a Warrant Officer at the SAPS Academy in Paarl. She attended development courses, e.g. the Executive Development Programme (EDP) of the former Public Administration Leadership and Management Academy (PALAMA), now the National School of Government (NSG). She attended the following SAPS’s development programmes: Basic training, assessors training, moderators training, and mentoring and coaching. She visited Zimbabwe to learn how to train police officers. She was motivated to skill herself as much as possible. She obtained a bursary and is currently busy with her Master’s Degree. In summary, it is clear that this is a competent and well-developed employee that the Academy lost due to favourable opportunities outside the Academy.

Some of the discussants revealed that they are aware of the SAPS Scarce Skills Policy, but it makes no provision for academics. They hold that the policy must be reviewed to proclaim academics as scarce skills.

The focus groups revealed that SAPS has no policy for talent management. According to the discussants, academics with qualifications and experience will leave SAPS for higher salaries. For example, a constable with the required qualifications might be promoted to a Lieutenant but if approached by the Metro Police, they would be offered a post as a Brigadier. The discussants hold that anyone would leave SAPS under such circumstances. They also revealed that although they would be sad to leave SAPS, the discussants in the various focus groups revealed that they need to provide for their families and currently, there is nothing that motivates them to remain at SAPS. They argue that they cannot be loyal to the institution after not being promoted after 20 years in the service. One participant revealed that:

“SAPS is the love of my life. I will rather leave SAPS behind than to stay on for 5 or 10 years and accept a job offer outside the institution to earn twice as much as currently.”

The focus group discussants revealed that they are not aware of any development strategy or development plans for academics. They also revealed that SAPS did not
have a policy to reward members. Bursaries are allocated in the HRD Division as a motivation to further ones studies but when an academic achieves a qualification, there is no further career pathway.

The focus group discussants felt that SAPS do not nurture and invest in employees with qualifications. Members with qualifications are placed outside their field of expertise. The discussants held that SAPS does not consider the lack of job-person fit as long as the post is filled and the job is done.

The discussants further revealed that SAPS does not have a Retention Strategy, which could be a long-term solution for the HRD Division to retain academics. Moreover, it was also revealed that currently, SAPS does not have a policy or mechanism to retain the academics from leaving if a better job opportunity is offered. The discussants indicated that bursaries offered by the HRD Division is a short-term solution to retain academics at SAPS.

The discussants also felt that the partnership with UNISA created an opportunity for accreditation of the SAPS Academy in Paarl as a tertiary institution and could lead to a better dispensation for academics. However, there is uncertainty among the academics regarding the future of the SAPS Academy in Paarl in becoming a University.

5.3.1.2 Question 1: Researcher’s interpretation

It is clear that academics in the focus groups possessed adequate knowledge of the HR policies to manage human resources in SAPS. However, they are unaware of the latest policies and strategies being formulated such as the Draft Retention Policy and the Recruitment to Retirement Strategy.

According to the draft Retention Policy, the following are the generic reasons why employees leave institutions: Advancement into higher posts to other institutions; poor management; poor performance management; a lack of promotion opportunities; poor retention procedures and bureaucracy (SAPS, 2015c:5). The same reasons were provided by the focus group discussants when they were asked why they would consider leaving SAPS.

The participants held that although the Promotion Policy had been implemented, it does not include a strategy for the promotion of academics and specifically tutors in the HRD Division. Academics are promoted in terms of equity and not in terms of qualifications and experience. It is disappointing that at both the SAPS Academy in Paarl and
Thabong, the academics are almost ‘forced’ to apply outside of the Academies for promotion. One of the discussants said:

“The Academy loses golden members, because they should have been promoted here”.

The discussants used the case of a recent promotion of a very talented and committed academic who was promoted at another institution outside the Academy, to express the frustration of the academics in terms of not having a talent management strategy at the Academies. The Commander of the SAPS Academy in Paarl tried to engage with the HRD Division as well as the HRM and Management and Leadership components to inform them of the member’s promotion outside the Academy. Moreover, the Commander tried to expedite the appointment process of the members recommended for posts in the Academy. This was done to retain the academic at the Academy. Unfortunately, this endeavour failed. The Commander was informed that the Promotion Committee which takes the final decision on promotions would only sit at a later stage and they could not make an exception.

This unfortunate situation was a result of poor HRM practices. The fact that there is no talent management strategy for academics in the Academies, and promotion is not linked to development, retention or rewarding them is evidence of poor HR management. As Van Dijk (2008:349) rightly states in chapter 2, section 2.2.3.1 that people are attracted by more than remuneration, and talent should be utilised and developed through an integrated approach to HRM. However, the fact remains that, if an opportunity arises to earn a better salary, even in an external environment, it would be taken by the current academics in the Academies. It was also indicated in chapter 2, section 2.2.3.5 that the departure of the member who was promoted outside the SAPS Academy in Paarl left a huge gap at the Academy which would not easily be filled and others might soon follow.

Another issue that was raised by the discussants in the focus groups was that SAPS does have a Scarce Skills Policy, and the academics in SAPS are not considered as employees with scarce skills even though there is distinct lack of academic skills and the gaps cannot be filled from among the personnel. The discussants stated that they want academics to be included in the Scarce Skills Policy and managed accordingly.

The discussants are aware of a number of short-term initiatives by the HRD Division such as the allocation of bursaries and the SAPS/UNISA partnership to develop and
retain academics. In the long term, these initiatives are inadequate to retain academics in SAPS. A holistic approach to the management of academics in SAPS will need to be adopted.

5.3.2 Question 2: Are current HR policies in SAPS effective to retain its academics. Academics were requested to motivate their answers.

By asking this question the researcher attempted to measure the thoughts of the academics in terms of their current dispensation and whether it was adequate to retain their services in SAPS.

5.3.2.1 Question 2: Summary

The focus group discussants revealed that they only receive R400.00 allowance per month as part the HRD Division: Education Training and Development policy. They revealed that it is insufficient considering their workload. The discussants also held that this allowance was the reason why the Academies struggled to attract experienced academics to facilitate at the Academies. Furthermore, members lose their station or operational allowances when they facilitate at the Academies as academics, which is much more than the R400.00 allowance when they are transferred to the Academies.

The fact that there is no special dispensation for academics has resulted in academics accepting job offers with better salary packages at other institutions. The academics no longer remain at the Academies for the mere R400.00 allowance. The discussants also revealed that substantial funds were invested (bursaries, PALAMA EDP, etc.) in the academics at the Academies to further their studies (Honours and Master’s Degrees). This would present an opportunity for the academics to practice privately outside SAPS which would be a huge loss considering the investment in the academics.

The allowance mentioned above formed part of a policy implemented by the HRD Division and does not form part of any national police strategy or policy; it is not linked to employee retention, career pathing or promotion. According to the focus group discussants, the Promotion Policy must be linked with a career path for academics and if the SAPS’s WSP and PEP is managed properly, academics might consider remaining at SAPS.

The focus group discussants made it abundantly clear that they do not feel appreciated. They have facilitated training on higher levels, that is, provincially, nationally and
internationally. All academics are still in the same positions whereas most of the members that were trained had been promoted. One of the participants asserted that:

“It leaves a bitter taste in the mouth seeing a Captain being trained and now being promoted to Brigadier.”

It is demotivating for the academics. The focus group discussants revealed that SAPS was not creating a sense of ownership or belonging for its members as part of the institution. Therefore, the members use SAPS as a ‘stepping stone’. They hold that not a single SAPS HR Policy acknowledges the contributions made by academics towards the professionalisation of SAPS.

5.3.2.2 Question 2: Researcher’s interpretation

In the HRD Division, the ETD policy guides all training in SAPS. This policy, however, does not provide for talent management of academics in the Division or the development of talent pools. All evidence that could be found in the ETD Policy, in terms of enhancing/rewarding academics, is that they receive R400.00 allowance per month. The focus group discussants revealed that this amount was insufficient, hence the Academies are experiencing difficulties in recruiting experienced academics to lecture at the Academies. These members lose their allocated allowances while working at their stations. Danger allowances are significantly higher than those of an academic. The discussants also revealed that there are no promotions or salary packages, except for annual salary increases. This has resulted in academics accepting job offers with better salary packages at other institutions. Academics will not remain at the Academies for the R400.00 allowance which is currently the only benefit that they receive.

The discussants further revealed that members who form part of the scarce skills policy such as the Special Task Force, receive up to R6000.00 per month for their skills and expertise. For example, if a Task Force member intends to join the Academies as an academic, he will not accept the placement because he would lose at least R10 000.00 per month if all his benefits are accounted for.

The participants hold that significant funds were invested in the academics at the Academies to further their studies (Honours and Master’s Degrees). This would present an opportunity for the academics at tertiary institutions. This would result in an enormous loss of investment in the long term. Reference was once again made to the academic who was promoted externally to that of the HRD Division.
The current Scarce Skills policy is not linked to a retention strategy; a career path for academics or to the promotion policy. The discussants also referred to the development strategy and SAPS PEP process that must be linked in order to lead to a better dispensation for academics and establish talent pools at the academies.

Chapter 2, section 2.2.6.2.2, and chapter 4, section 4.2 of the literature review revealed that SAPS had signed an MOU with UNISA in 2013. The seven year project would be coordinated by UNISA. The institution would guide SAPS to establish an autonomous Police University in South Africa, the first of its kind. The partnership with UNISA created an opportunity to accredit the SAPS Academy in Paarl. UNISA would create opportunities for the development as well as registration of academics who qualify to lecture at university level. UNISA also made it clear that they would play a supporting role, and not provide lecturers to the SAPS Academy in Paarl. The discussants held that they felt abused since UNISA failed to implement development programmes they had promised. It is three years since the MOU was signed.

The BPSD was implemented in 2014, before any policies were implemented to support the unique needs of the SAPS Academy in Paarl to function as a university. Only seven (7) academics have qualified to tutor on the BPSD. The HRD Division has left the development of academics to UNISA although there is no development plan or strategy on the future of their careers.

As indicated in section 5.3.1.2, the HRD Division allocated bursaries to those academics who wanted to further their studies, but no guidance was provided as to what it is that they should study. They were told that they should study towards their Honours Degrees and beyond. The participants held that unstructured development of this nature by the HRD Division is a short-term solution in trying to keep academics in SAPS. During October 2015, this HRD Division strategy resulted in the SAPS Academy in Paarl, having only a single registered tutor out of the then eleven (11) who could facilitate Law. What makes this strategy more peculiar is that SAPS decided that its students must follow the Law Stream in the Bachelor of Arts Degree in Police Science. This implies that tutors with law qualifications are imperative to make this project a success.

The opinions held by the discussants in terms of the manner in which they are managed concurs with the literature review (see chapter 2, section 2.2.31). This section referred to the fact that although the HRD Division has a Strategic and an HR Plan for 2015-
2016, these do not include talent management as described by Koch et al. (2008: 461). Talent management is still perceived as a small part of a greater strategy (SAPS, 2014:13). Policies should be implemented on what should be done to improve service delivery in the Division, specifically for the SAPS Academy in Paarl because of its unique position.

Perring (2014:8) concurs with the other studies and reviews, but further asserts that Learning and Development Departments in institutions such as the HRD Division in SAPS, must take a leading role in talent management. Perring (2014:8) posits that HRD is often perceived as just another segment in the overall talent lifecycle. Perring (2014:8) also believes that HRD is the bedrock of many of the other talent management processes which should generate positive talent momentum. According to him, HRD is the engine room of an integrated talent strategy (Perring, 2014:8). Currently, the HRD Division is only implementing loose standing activities for the development and retention of its academics.

Oakes et al. (2011:46) believes that integration of HR activities is long overdue but necessary. They concur with Perring (2014:8) that the learning function (HRD) has a critical role to play in integrating talent management (Oakes et al., 2011:46). The authors argue that talent management should be adopted as a HRM practice to achieve public sector objectives as well as essential to public sector institutions that need to proactively build their bench strength to meet current and future requirements; curb skills shortages and high turnover of staff (Oakes et al., 2011:46), as discussed in chapter 1, section 1.2. It appears that the public sector is not embracing talent management in developing the next generation of employees (Kock et al., 2008:467). The results from the focus group discussions revealed that it is clear SAPS is no exception.

In summary, the discussants strongly hold that in order to create and sustain a talent pool of academics at the Academies, SAPS will have to urgently implement a career path which will be linked to promotion as well as formulate a retention policy. The retention policy must also be linked to the SAPS’s WSP and the PEP must be managed properly.

The second part of the focus group discussions, dealt with current talent management practices in SAPS.
5.3.3 Question 1: What are the current talent management practices in SAPS?

By posing this question the researcher endeavoured to establish the academics level of knowledge pertaining to talent management.

5.3.3.1 Question 1: Summary

The discussants revealed that there are currently no talent management practices in SAPS. They assume that SAPS top management does not perceive it as being important. They hold that top management considers quantity as more important than the quality of training provided to SAPS members. The participants argue that top management should have started developing a talent management strategy when the MOU for the establishment of a university was signed with UNISA. They also revealed that if their work was considered important by top management, then they would have implemented a retention strategy or special dispensation for the academics at the Academies.

The focus group discussants also held that the HRD Division is utilising funds to develop the academics. However, members still sought opportunities other than SAPS due to the uncompetitive salary packages. Consequently, skilled personnel is lost. Qualified academics with the required expertise are being sought after by other provinces and institutions because of their experience. The discussants argued that the lack of career pathing in SAPS negated any talent management practise that SAPS might have.

It became clear in the different focus group discussions that there is conflict between the registered tutors and trainers who do not qualify to be registered as tutors. The tutors hold that since they do not have access to a proper talent management strategy, UNISA is misusing their services since they tutor on behalf of UNISA and yet not being acknowledged. The trainers revealed that since there is no talent management strategy for academics in the SAPS Academies, there is an element of unfairness between tutors and trainers studying to maybe become tutors. One discussant stated that:

“A difference is being made: Tutors are sort of exalted. They have better opportunities and a better future than the rest of trainers at the Academy. We feel as if they are placed on a pedestal.”
According to the discussants in focus groups 1 and 3, which comprised primarily of academics that do not qualify to be registered as tutors, the tutors tend to select what they want to do. They refuse to compile Portfolios of Evidence; serve as class officers; or discipline the BPSD students. These academics hold that they are not suitable to present the BPSD but adequate to evaluate their assessments. In all of the three focus groups, there is significant underlying doubt as to whether a Police University will realise in SAPS because of the lack of commitment from top management.

5.3.3.2 Question 1: Researcher’s interpretation

During the focus group discussions, it became clear that the term talent management is not a familiar concept among the discussants in the focus groups. However, they continuously referred to salary packages or special dispensation, which refers to talent management. One participant said:

“There must be a golden thread for growth in SAPS since members’ recruitment day.”

The view of this participant concurs with what Detuncq and Schmidt (2013:31) posit about integrated talent management, as alluded to in chapter 2, section 2.2.2 of the literature review. The authors hold that integrated talent management is focused on building capabilities by aligning various talent management functions so that integrated talent management can have a stronger impact on an institution’s results, increase efficiency and effectiveness, and create higher performing individuals in institutions (Detuncq & Schmidt, 2013:31). Based on the results obtained from this question, it is exactly what the discussants expect from SAPS.

Earlier in this section it was mentioned that focus group discussants do not really understand the concept of talent management, but that they continuously referred to salary packages. Below are some of the aspects which according to them must be included in an academics salary package:

- Salaries are not satisfactory. Members leave SAPS for attractive salary packages.
- Professors/lecturers from Universities will never apply for a job in SAPS due to the uncompetitive salary packages and benefits. The Academy is not accredited as a Higher Education Institution, therefore, SAPS will not be able to attract them. It is not lucrative for members from other provinces or external institutions to join the SAPS Academy in Paarl.
• When recruitment is conducted, the applicants’ qualification and experience should be linked with their salary package; it should not be rank based.

• Rank should not matter in an environment such as the Academy’s. It should rather be based on performance and inputs.

• Academics should be placed in positions where they will be valued.

• Academics must be promoted in their current positions.

• A career path must be developed and linked to promotion.

• SAPS must review the compensation for scarce skills policy to include academics.

• Academics feel they have scarce skills that other people cannot acquire. The Academies only realise it when a developed academic leaves the Academies. A gap is created and there is no one to present a specific module. It takes time and money to develop another academic to fill the gap.

• The South African Police Service wants the SAPS Academy in Paarl to become an independent university but the academic remuneration packages do not compare to those of the UNISA lecturers or the lecturers at the Military Academy in Saldanha.

• Participants would like to see an improvement in their working conditions such as work flexi hours, have time to conduct research and have access to proper technological resources to assist them.

• Focus group discussants were adamant that an integrated talent management strategy (special dispensation) should be developed for academics in the Academies. By doing so, they believe that the conflict that arises between trainers and tutors will be resolved.

In chapter 4, section 4.2.1 it was asserted that Perring (2014:8) is also of the opinion that HRD should recognise its wider role in the talent management process; HRD needs to be more vocal and proactive in positioning where and how they can start to strategically shape talent so that their institution can succeed. However, this should not be done in a silo but in collaboration with all the other departments in the institution (Perring, 2014:8). The current situation at SAPS is just the opposite. It has a negative influence on the current academics in the Academies. Furthermore, it also leads to conflict as indicated in section 5.3.3.1.
5.3.4 **Question 2: Do you think that talent management is important to SAPS’s management? Academics were requested to motivate their answer.**

From the literature reviewed in chapter 2 the importance of an integrated talent management strategy in any institution as well as the support of top management was emphasised. The researcher endeavoured to establish whether discussants thought that SAPS top management supported such a strategy within the organisation. The discussants were requested to motivate their responses.

**5.3.4.1 Question 2: Summary**

The focus group discussants felt very strongly that there is no support from top management for talent management in SAPS. The discussants revealed that SAPS should invest in developing academics with a view to retain their expertise. This could prevent the loss of qualified personnel to competing Academies. The discussants also expressed concern that the resignation of SAPS members is not a new phenomenon. It has been taking place for approximately 10 to 15 years. This does not only take place in the training environment but also in the visible policing and detective environments. The discussants held that the top management of SAPS has not implemented any preventative measures; they simply train other members and place new employees in the field.

The discussants expressed strong feelings that top management should implement a succession plan for academics:

> “When an academic indicates that he/she was going to leave the Academy, another member should be coached, equipped and empowered to take over and replace the academic. SAPS must have the ability to attract and keep people with certain skills in an environment.”

They stated that it is important to attract the best and retain them. Consequently, the institution will be successful in achieving its goals. The discussants also revealed that SAPS is developing talent which is not valued and the academics are not being rewarded. The discussants argued that if SAPS wants to ensure the sustainability of university, top management will have to implement a Reward Policy for academics. They firmly believed that the current academics have nothing to work towards; there is no future for them.
The focus group discussants again made reference to their unsatisfactory salary packages and highlighted the fact that members leave SAPS for an attractive income. The discussants also emphasised that rank should not be considered in an environment such as the SAPS Academy in Paarl where tertiary education is provided. When recruitment is conducted for academics, the applicants’ qualifications and experience should be linked with their salary package.

The focus group discussants also re-emphasised that they felt strongly top management review the compensation package for scarce skills. The discussants argued that in SAPS, only pilots, special task force, and forensics are considered as scarce skills. The policy has not been reviewed in the last 7 years. The discussants stated that top management only realises it when a developed academic leaves the Academies and there is a skills gap. There is no qualified individual to present the specific subject and it takes time to develop another trainer to fill the gap.

5.3.4.2 Question 2: Researcher’s interpretation

The focus group discussants indicated in 5.3.3.1 that there are no talent management practices in SAPS because it is not considered important by top management. According to the participants, top management does not care. They hold that quantity is more important than the quality of training provided to SAPS members. The participants hold that if what they are doing is important to top management; top management would have implemented a retention strategy or special dispensation for the academics at the Academies.

According to the participant’s inputs, they would like top management care and acknowledge them by implementing proper recruitment practices, career paths, development, and implement reward and retention policies to retain academics in SAPS.

5.3.5 Question 3: What factors play a role to attract highly qualified and experienced academics to the SAPS Academy in Paarl?

The researcher posed this question to establish the view held by the focus groups on the attraction of talent to the Academy.

5.3.5.1 Question 3: Summary

The focus group discussants revealed that when posts for academic tutors are advertised externally for the SAPS Academy in Paarl, the minimum qualification must
be an Honours Degree. It takes certain trainers in the Academy up to 5 years to obtain an Honours Degree as indicated in Figure 5.2 and 5.9. The Academy is already in crisis in terms of the qualifications and age of the current academics. One academic indicated that:

“The fact that the Academy is not accredited as an Institution of Higher Education will make it difficult for professors and lecturers from universities to work for an unaccredited Academy. They will also lose the benefit to studying for free when leaving a university.”

The focus group discussants held that in order to attract highly qualified and experienced academics to the SAPS Academy in Paarl, SAPS must be in a position to offer them a competitive salary package which includes:

- Office space;
- SAPS Professionalism;
- Academic status; and
- Potential for development.

5.3.5.2 Question 3: Researcher’s interpretation

UNISA sets the criteria that academics must meet before being approved to lecture. Currently, the HRD Division can only appoint academics in terms of the level of qualifications of the academics and equity. One must have a Master’s Degree to become a junior lecturer. With an Honours Degree, one may only tutor the students.

The SAPS is still struggling to come to terms with the decision to establish a university. The internal recruitment and promotion policies do not support the academic structures found in tertiary institutions. Whereas the university structures require a Master’s level qualification in teaching, SAPS policies require much lower levels of qualifications such as a first degree. Clearly the processes are incompatible. The impact hereof is that academics with first degrees are appointed which delays the readiness of the SAPS Academy in Paarl of having sufficient lecturers to function without a university partner.

Another challenge that the current SAPS recruitment policy poses for the appointment of academics in its Academy in Paarl is the organisation cannot compete with tertiary institutions in terms of salary packages and working conditions. Most academics want flexible working terms of conditions and the fact that they might have to undergo police
specific training and wear a uniform on being appointed in SAPS has resulted in reluctance to apply for a position.

In chapter 2, section 2.2.3.1, it was revealed that Vermeulen (2008:412) asserted that on the basis of a well-drafted HR plan, practices such as recruitment and selection can ensure the appointment of a suitable candidate at an opportune time at the right place and required numbers. It is clear that the management of the HRD Division should follow a differentiated approach to attract and appoint academics in the HRD Division and specifically at the SAPS Academy in Paarl. Clearly an HR Plan to address the academics capacity building at the SAPS Academy in Paarl is not part of the Divisions Strategic Plan. The discussants in the focus groups said that academic capacity building should be conducted in the different programmes. This would also alleviate the tension and conflict between academics in the Academy.

Van Dijk (2008:394) supports the focus group discussants view by arguing that attracting talent is only the first step in an integrated human resource talent management approach. Retaining talent through talent management development and mentoring is a further step and is part of a successful human resource strategy (Van Dijk, 2008:394). Kahn and Louw (2010:178) state that acquiring talent from outside the institution, rather than ‘growing’ it, can be seen as a quick fix to human resource challenges. Growing or developing own talent is a long-term process that will require management’s commitment, as well as dedication of the institution to develop its own resources (Kahn & Louw, 2010:178).

5.3.6  Question 4: Which professional development do you have to undergo within the next three to five years to ensure that you reach the level of a university lecturer?

The researcher wanted to establish whether academics are aware of additional development programmes they have to pursue over and above obtaining an Honours and Master’s Degree to become fully fledged lecturers.

5.3.6.1  Question 4: Summary

Focus group 2 comprised of the current tutors in the Academy. These discussants seemed to know what development they had to undergo, but were quite negative about the support that they have received from UNISA and specifically the Business School in terms of their development as tutors. The discussants revealed that they are expected
to present UNISA short learning programmes such as the SSEDLP without attending the UNISA ‘train the trainer’ development programme or coached of how to do it. They also have to serve as supervisors in Research Methodology without themselves having the necessary research experience. Certain personnel must facilitate as unregistered tutors or as revealed, any training or coaching by UNISA.

The discussants stated that they were promised that before presenting to the BPS Degree students, UNISA would visit to develop and prepare them to lecture on a tertiary level. They were supposed to be coached by UNISA and then permitted to lecture the students. None of this ever happened. The discussants felt exploited by UNISA and SAPS’s top management who are aware of it, but does not protect them.

The discussants in focus group 2 further asserted that a platform must be established to create opportunities for tutors. The discussants in this group felt that their job descriptions should reflect that of a UNISA tutor and should not reflect the Key Performance areas of generic training in the Academies. In terms of tuition, they should be allowed to specialise and no longer present generic programmes at the Academy. Furthermore, they must be allowed time to conduct research and become involved in community projects. One tutor said:

“We need to be treated the same as UNISA lecturers.”

“Attending the UNISA seminar allowed us to speak more academically, but it is not enough.”

The discussants from focus group 1 and 3 (currently academics (trainers) at the SAPS Academy in Paarl and Thabong), indicated that for them to adhere to the UNISA criteria to become tutors, they not only have to obtain academic qualifications, but specialise in the subject content of the modules that they will have to facilitate. Currently they are seen as:

“jacks of all trades, masters of none. Nowhere opportunities are created for trainers to specialise in specific fields.”

The focus group discussants were of the opinion that for them to become similar to academics, they need to be able to benchmark with academics at other universities and also be allowed to job rotate. The discussants in focus group 2 felt that they needed to be exposed to a professor or senior lecturer as a mentor to observe of how they function. The discussants also stated that it is important to undertake the observation of
a professor or senior lecturer while the Academy is still small; benchmarking must be conducted with the Military Academy in Saldanha; other universities such as the University of Cape Town (UCT) and the University of North West (NWU) who have just implemented a Degree in Policing.

5.3.6.2 Question 4: Researcher’s interpretation

The discussions with the academic focus groups revealed that they are dissatisfied with the manner in which their development is managed as well as UNISAs attitude towards them. It is also clear that the HRD Division, except for providing bursaries for academics to obtain higher qualifications, has no plan for the further development of academics. This process has been left with UNISA. When the views of the focus group discussants are compared to those of the authors in the literature review, one can understand their dissatisfaction. There are ways and means as discussed below to develop academics in the Academies.

5.3.6.2.1 Workplace skills plan

The acquisition of skills for specific jobs in SAPS is dealt with by the HRD Division by way of the WSP as mentioned in chapter 2, section 2.2.3.2. In terms of the WSP, skills shortages are identified and strategies are implemented to develop a sufficient number of employees to ensure that adequate skills are available to perform all policing and support functions (SAPS, 1997:91).

In chapter 2, section 2.2.3.3, it was stated that the training managers and line functionaries within the components of the HRD Division need to ensure that the academics training needs, identified during the performance evaluation cycle, is forwarded to the relevant Skills Development Facilitator (SDF) to be reflected on the WSP. The problem with the WSP is that generally, there are insufficient funds available for members to attend the programmes as outlined in their development plans. This budget is cut on an annual basis. In 2015 the development needs of employees at the SAPS Academy in Paarl amounted to R320 000.00. However, only R80 000.00 was allocated for the development of 221 employees, including academics (SAPS, 2015n:1-2).

It is clear that the HRD Division management follow a differentiated approach to develop the academics and specifically at the SAPS Academy in Paarl. As mentioned in
section 5.3.2.2, the PEP must be managed properly in order to ensure that employee
development is linked to the performance enhancement process.

Without proper recognition for the academics efforts for development through promotion
to higher ranks’, and/or academic grading to lecturer, the Academies will have to rely
heavily on visiting tutors or recruit from outside SAPS. Academics will seek recognition
at other tertiary institutions. In chapter 2, section 2.2.3.2.1 it was revealed that when
talent management is built on a strong management development programme, a solid
platform is created to address the future human resource requirements for the institution
(Van Dijk, 2008:391). If such programmes are in place, talented individuals can focus on
their current job descriptions and strive to perform their current duties to the best of their
abilities, knowing that the institution will manage their careers at the hand of scientific
developed human resource programmes.

**5.3.6.2.2 Development is linked to reward and motivation**

The focus group discussants revealed that formal training and qualifications will not be
enough to develop them. Furthermore, employee development must be linked to reward
and motivation. One approach is to ensure that academics attend at least three to four
conferences and seminars per year in South Africa and internationally.

The discussants cautioned that visits to other countries must be a learning experience,
otherwise it is money not well spent which they felt is the current situation in SAPS. A
trainer visited China for six weeks and although it was a learning experience, it did not
add value to the training environment. As indicated in section 5.3.6.2.1, the WSP does
not address the needs of the talent pool. When international development call-ups are
received, nominations are compiled according to equity. If call-ups are sent out, the
HRD Division nominates their own colleagues to attend. The discussants felt strongly
that the development needs of all individuals should be considered.

Benchmarking in other countries is important to enhance SAPS professionalism. The
trainers must be nominated by the Academies and be linked to their development plans.
Opportunities for academics to attend international conferences/ courses will form part
to motivate them. Benchmarking will provide exposure to scholarly activities and further
development of academics.

The discussants also revealed that job rotation can assist to specifically develop the
tutors. This means that tutors are allowed to work with and teach at universities to
elevate themselves from trainers to tutors. They acknowledge that they still have a long way to go to start thinking and serving as tutors and lecturers. They emphasised that it is important to do so while the Academy is still small. The discussants listed the partners as the Military Academy in Saldanha, the University of Stellenbosch, and the University of the Western Cape.

In chapter 2, section 2.2.3.1, it was alluded to that employee development practices should include: Mentoring and coaching, individual work projects, sabbatical periods, higher qualifications, educational writing, research projects, job rotation, international visits and networking (Davies & Davies, 2010:423; PMI, 2014:17; Gamedze, 2012:30). The discussants held that it takes a significant amount of time and funds to develop academics. The HRD Division is utilising funds to develop the academics, however, they are seeking employment outside SAPS because of the uncompetitive salary package. Talented members are being lost. Academics with expertise and experience are being sought after by other provinces and institutions.

The discussants also revealed that there is a need for academics to gain practical experience at police stations. Learners with specific experience pose questions to trainers who are unable to respond due to their lack of practical experience in the field. The lack of adequate practical experience also results in the academics losing credibility; they need to be able to link practical experience with the theory they present in class.

5.3.6.2.3 Further development of current facilitators

Focus group 2 (consisting primarily of tutors), were of the opinion that they need to be considered as subject matter experts. They stated that no opportunities have been created for academics to specialise in specific fields. As mentioned, tutors were promised that before presenting lectures to the BPS Degree students, UNISA would visit and develop the trainers. They emphasised that they should be coached by UNISA and then be handed over to the Academy to proceed with tutoring the students.

In chapter 2, section 2.2.4.3, it was asserted that until an institution gains proper insight of the talent in place in the department, managers may not realise the need to develop a talent strategy, whether the task is to determine current needs or to prepare for tomorrow's challenges through succession planning (Pillay et al., 2008:318). Methods that can be used to make strategic employee development possible, according to
Mosalo and Neethling (2015:23), include: “long-term, formalised mentoring programmes, long-term informal mentoring programmes; long term formalised transfer or exchange programmes; short-term rotation programmes; special job assignments; field trips; professional conferences; behaviour modelling and ‘think tank’ experiences.” If institutions are unaware of strategic training as a method of strategic HRD and do not identify and address the strategic training needs of employees, it could have a negative impact on the institution’s ability to retain a competitive edge (RSA, 2012:3). Therefore, a programme of continued HRD and academic stimulation of employees in an institution is necessary.

In chapter 3, section 3.3, Sonderling’s (2011) perception was expressed. Sonderling (2011b:9) concurs with Blakemore and Simpson (2011:12-24) that higher education is required for police officers: There is a need for self-critical development through rank and progression. This could be furthered by a parallel progression through higher education, with higher ranks studying for Master’s Degrees and Doctorates. With regard to the development of a learning institution, Blakemore and Simpson (2011:12-24) posit that higher education results in specialist learning and expertise, and interdisciplinary communication. A coherent, standardised higher education framework does not only provide a more tailored service and superior police performance, but future training and research would also be of higher standard (Blakemore & Simpson, 2011:12-24).

The focus group discussants revealed that career paths in SAPS are non-existent; there is nothing visible specifically for academics, therefore, they believe that SAPS experience difficulty to assist in the career growth of talented employees. Moreover, one can only stimulate a talented person for a specific period with additional work before they seek more challenging tasks elsewhere if they do not know what the future in the institution holds for them.

The focus group discussants also felt strongly that career pathing should not be linked to ranks but to rewards and monetary remuneration. Currently, ranks and salaries remain unlinked. They hold that there should be a civilian rank system for certain professions, such as academics within SAPS with market-related remuneration packages, and exclude SAPS ranks. Furthermore, in order to secure capable individuals, SAPS management must be able to offer competitive salaries. Academics select a career in training and in SAPS because they enjoy their profession. Therefore,
if academics are provided with monetary benefits, the possibility of retaining their services for many years is possible.

The current equity policy does not make provision for the promotion of all deserving officers. Not being promoted after a long period of loyal service creates animosity towards the organisation as well as demotivates the employee. The members who chose SAPS as a career need to feel a sense of belonging. The lack of opportunities for promotion is currently the biggest problem. Promotion is currently considered as the biggest and only reward.

5.3.6.2.4 Professional jealousy amongst trainers

The fact that no career path currently exists for academics in SAPS has resulted in professional jealousy amongst academics in the Academies. Focus group 1 (consisting of operational and generic trainers), said that they experience much unfairness between registered tutors in the SAPS Academy in Paarl and trainers studying towards becoming tutors. They perceive the situation as a difference between tutors and the trainers. They hold that tutors have better opportunities and future than the academics at the Academies. The discussants in this focus group felt that tutors were placed on a pedestal.

Focus group 2 (consisting of tutors in the SAPS Academy in Paarl), held that operational and generic trainers do not understand that in order to become a tutor, a trainer must adhere to certain criteria as outlined by the CHE and UNISA and not by SAPS. They also indicated that trainers do not understand that tutor job descriptions differs from that of a trainer; when they are not in class they are expected to conduct research or participate in community engagement. Trainers want tutors to assist in the presentation of operational and generic programmes as well as at the marking centre when they are not in class. The focus group 2 discussants believe that this wariness would not be a problem if there was a proper career path for the trainers and tutors in a talent management strategy as well as if there was adequate capacity among academics for all the programmes presented in the Academies.

5.3.6.2.5 Different streams

Many questions were posed in the focus group discussions in terms of what will happen to the generic and operational trainers including monitoring and evaluating members in the Academies who will not qualify to become tutors if the SAPS Academy in Paarl
becomes a tertiary institution. They wanted to know whether generic and operational trainers would still be required at the SAPS Academy in Paarl after becoming an independent University. All the members are not at the level to study towards either the honours or Master’s Degrees. Several individuals do not want to study further and are satisfied with what they are doing. This results in concerns and uncertainty among the members about their future in the Academy.

HR managers in their interviews (discussed below in section 5.4.19.1), suggested that there should be different career paths (streams) for academic trainers and trainers presenting police specific training programmes. The challenge is to establish a balance between experienced trainers and those with qualifications. Although tutors need to have certain academic qualifications, they also need practical police experience.

HR managers also held that in order to solve the concern of professional jealousy, SAPS will have to find an approach to create two career paths: One purely academic and one for experienced SAPS subject matter experts who do not want to become tutors, without compromising a disciplined environment. A talent pool must be developed consisting of trainers and tutors, but with a choice of different career paths.

5.3.7 Question 5: Why is experience so important for an academic in professional/tertiary education?

The UNISA criteria for an academic to be registered as a tutor makes it very clear that in order for trainers to be registered as tutors, they must have at least three years policing experience at a Client Service Centre or conduct crime prevention. It is important for academics to understand why this is necessary.

5.3.7.1 Question 5: Summary

The focus group discussants revealed that it is all about credibility. The academics need to be able to link the practical with the theory. One discussant revealed that from a Law discipline perspective, a tutor in SAPS is expected to be familiar with legislation and be able to comment and guide students specifically when they refer to police cases that they have dealt with at station level. Furthermore, it is important to link other BPS Degree modules with the practical work at stations. Therefore, academics should strive to gain occasional additional experience outside the institution in order to remain informed of current events. The discussants agreed that academics lose credibility
when students with specific experience ask questions that tutors are unable to respond to.

5.3.7.2 Researcher's interpretation on question 5

It is a best practice globally that police trainers and academics keep informed of the latest trends and application of new laws and regulations in the police as indicated in chapter 2, section 2.3 of this study.

The focus group discussants themselves held that it is important for them to be credible when teaching students as well as link theory with practice.

5.3.8 Question 6: To what extent are you able to specialise in your field of education and experience in the presentation of the BPSD?

This question was posed to establish the amount of academic freedom that academics in the SAPS Academy in Paarl are currently exposed to.

5.3.8.1 Summary of feedback of question 6

As indicated in section 5.3.6.1, the focus group discussants held that currently it is not possible for academics in the Academy to specialise in their field of study and experience:

“Currently there is a lack of capacity and SAPS is focusing on quantity and not quality.”

“It is not possible: Tutors are still presenting classes in other skills development programmes in the Academy. Tutors cannot develop as experts in specific fields.”

The focus group 2 (consisting of tutors in the SAPS Academy in Paarl), discussants suggested that tutors do not get the time/opportunity to conduct quality research in their specific fields. They held that research needs to be included as part of their lecture presentations. Furthermore, tutors are conducting research part-time, hence it is not contributing to expanding their skills and experience that they need to share in class. The discussants also expressed concern that the tutors were not involved in community engagement as expected of them.

5.3.8.2 Question 6: Researcher's interpretation

It is clear that a career path and proper management of academics performance will provide them with an opportunity to specialise in their respective disciplines and experience. The focus group discussants expressed negativity herewith and held that it is currently not possible for one to have experience and be trained in a specific
environment in order to concentrate on one specific environment. As stated in section 5.3.6.1, they felt as if they could undertake any task but were not qualified in any specific area. There is currently a huge lack of academic capacity while SAPS continues to focus on training a large number of officers rather than concentrating on producing skilled personnel. The tutors continue to present classes in other skills development programmes in the SAPS Academy in Paarl. Consequently, the tutors are unable to develop as experts in specific fields.

5.3.9 Questions 7 and 3 (section 3 of the focus group discussion questions) were combined to establish of what value their inputs and opinions are in the workplace as well as whether they are consulted to provide input of how to professionalise police officers.

The results from the two questions were combined because they seemed to overlap. These questions were posed to the discussants to establish their level of motivation for what they are do and whether they feel valued by SAPS.

5.3.9.1 Questions 7 and 3: Summary

The results from these questions revealed that the discussants from specifically focus groups 1 and 3 were vocal about the matter as well as the conflict between the tutors and other academics in the Academies was clearly evident as also referred to in section 5.3.4.1. The discussants in focus group 1 and 3 who are responsible for presenting Professional Police Development Programmes to the BPSD students, held that programme coordinators are not acknowledged for their position and supervisory responsibility. The UNISA programme coordinators send an administrative clerk to address BPS Degree students instead of relaying the message via the clerk to the coordinator to address the students. Furthermore, a junior trainer will be expected to gather information who will in turn approach the coordinator for guidance. Coordinators often feel that they are being silenced. However, the coordinators are expected to solve problems that occur. The discussants held that although Professional Police Development is part of the BPS Degree Programme, the academic aspect should always be priority. The discussants said that they felt like ordinary employees and stated that:

“If you are a non-commissioned officer you are being treated by some seniors as if you can’t think. If you do not have an honours degree in SAPS Academy, Paarl, you are not being heard.”
The discussants in focus groups 1 and 3 held that they don’t feel valued without an academic qualification. They felt that their inputs are not taken seriously. Furthermore, they expressed negativity about the Professional Police Development Programme presented to the BAPS. They held that Professional Police Development must be removed from BPS Degree curriculum.

All the focus group discussants held that top management is unconcerned that the Academies do not have qualified academics to present all the programmes. According to the discussants, there must be a balance to ensure that that academics are not over-worked. They gave an example of a trainer who, due to personal circumstances, cannot be transferred. The discussants revealed that they have been pleading for additional trainers. They also said that the trainers are merely completing their duties because of their commitment to SAPS. Their current circumstances have a negative impact on their work performance and personal lives.

The discussants expressed the need to capacitate trainers in different programmes as a matter of urgency. Should an Operational Programme trainer be absent, more pressure is placed on the other trainers because of a lack of capacity. The trainers are expected to manage and training is expected to proceed. Currently, the trainers are also conducting HRM-related and Development and Learner support tasks, e.g. study guidance to the students. Since the trainers are disciplined, they adhere to the instructions but it is clear that they are unhappy. Core Management tend to inform trainers not to complain and adhere because of the Code of Conduct.

According to the focus group discussants, the HRD Division request members of the Academies to provide input. Lower levels inputs are ignored. They claim that the HRD Division does not include the inputs for probable implementation. Only the HRD Division decides on the final TPP for the division while the TPP is sent to the Academies only for implementation. Even though trainer capacity is low, more programmes are scheduled than can be catered for. The discussants revealed that currently, the SAPS Academy in Paarl does not have an approved interim/enabling structure. This contributes towards the problem of conflict among academics in the Academy.

The focus group discussants also indicated that the Academies are currently fraught with a shortage of administrative clerks. Core management makes decisions and executes the daily management of the activities at the Academies. Discussants are not
part of the decision-making process at the level at which the academics function. Strategic and operational plans are not distributed or shared with academics.

The focus group discussants also hold that it may not be a solution to appoint external trainers to the Academies to assist with the lack of personnel. Furthermore, it is unwise since they do not have the same commitment as the Academy’s trainers. Moreover, external trainers are not informed of current trends and it lowers the standard of training. One participant held that:

“Outside trainers do not adhere to our culture and then we sit with the problems.”

5.3.9.2 Questions 7 and 3: Researcher’s interpretation

It is clear from the discussants feedback that they are neither involved in decision-making in the Academies nor requested to provide input in the development of the TPP of the Academies. They are merely required to implement the decisions of the HRD Division. It was further revealed that additional programmes are planned despite an inadequate number of academics to facilitate these. This has contributed towards the conflict among academics in the Academies. Moreover, the tutors are also expected to facilitate generic and operational programmes in the SAPS Academy in Paarl.

Certain concerns expressed by the discussants which pertain to communication included:

- Academics were told to study but they were given no direction of the needs in terms of the BPS Degree. In 2015, the Academy had too many tutors in Policing and only one in Law. Since the beginning of 2016, six Law modules must be presented on 1st, 2nd and 3rd year level.
- Management should consult, and take precise decisions in placing the appropriate person in the proper post.
- Discussants revealed that their inputs are ignored, e.g. when the HRD Division requests Academies to provide input which is in every event not considered for implementation.

Concerns of improper communication was raised frequently during this study, which clearly demonstrates the significance thereof in any working environment. Cillie-Schmidt and Meyer (2009:63) correctly assert that internal communication should be a golden thread throughout the implementation of all talent management initiatives.
If SAPS intends to professionalise the police, it is clear that top management should deviate from advocating larger numbers and instead concentrate on providing members of SAPS quality training and development. They will also have to adhere to CHE criteria which states that there must be a sufficient number of academics and civilian employees for learning programmes in an institution of higher education.

In the third section of the focus group discussions, the questions were based on the current situation regarding professionalism in SAPS.

5.3.10 Question 1: How will the creation of a high-performance talent pool of tutors at the SAPS Academy in Paarl assist in the professionalisation of the organisation?

The researcher endeavoured to establish the relationship between professionalisation and a high-performance talent pool at the SAPS Academy in Paarl.

5.3.10.1 Question 1: Summary

The results revealed that, once again, the focus groups 1 and 3 discussants disagreed with the discussants in group 2 in terms of whether academic qualifications have a positive influence on the professionalisation of Police Officers. The discussants in focus groups 1 and 3 held that SAPS is considering professionalising the Academy in Paarl. The SAPS Academy in Paarl is a role model for the rest of SAPS. Moreover, the trainers at this Academy teach learners to accomplish their tasks properly. They hold that in an operational environment there is only one constructive approach of completing certain tasks.

The discussants in focus groups 1 and 3 held that they have always been professional, taught learners to be likewise according to SAPS Code of Conduct during the facilitation of programmes/courses. Furthermore, SAPS members are trained in Leadership and Management programmes. They are taught of how to conduct themselves (how to treat the public). This task is undertaken by the trainers of whom many do possess either an honours or Master’s Degree. The two focus groups held that they have always acted in a professional manner, even before the BPS Degree was introduced. Moreover, the names of previous trainers who had resigned and always served as a fine example of professionalism and experts in their fields were mentioned. In summary, the trainers behave professionally, especially during presentations.
Focus group 2 held that presenting the BPS Degree Programme and professionalising the students has nothing to do with rank. The students are ill-disciplined. According to the discussants in focus group 1, the coordinator of the Professional Police Development Programme who is responsible for the students’ discipline has undertaken her tasks successfully. She asserted that:

"By addressing the students in a professional, disciplined way and the manner in which you conduct yourself will have the students listening to you and act disciplined. They will address you in the same manner that they are addressed. Professionalism has nothing to do with a member's qualification or rank."

The discussants from all the focus groups’ reiterated that having an honours or Master’s degree will not result in a trainer becoming professional since qualifications do not guarantee professionalism. The focus group 1 and 3 discussants revealed that SAPS must not only focus on academics obtaining postgraduate qualifications but also create a professional environment for both academics and students. If an academic does not come from a professional training background (basic training in a professional background) he/she will not have a professional attitude when facilitating a class. Academics must be encouraged to conduct themselves professionally because there are job seekers and those who are passionate about training.

The discussants also expressed that the BPS Degree will enhance professionalism on the lower levels in SAPS, but held that professionalism emanates from the attitude adopted by the academic who trained the student. The BPS Degree students are from SAPS Basic Training Academies, therefore, they should be disciplined and be familiar with police culture in how to conduct themselves. However, the academics in the SAPS Academy in Paarl must ensure that it is enforced.

The focus group discussants held that when BPS Degree students (3rd year graduates) leave the Academy at the end of 2016, they will have expanded their knowledge base and skills. However, skills alone will not result in one becoming professional. According to the discussants, ethics, norms, standards and discipline are important character traits of a professional Police Officer. Academics can provide the students with academic knowledge to obtain degrees, but cannot guarantee that they will leave the Academy as professionals.

All the discussants held that the SAPS Academy in Paarl is regarded as a professional academy throughout South Africa. The Academy has stature and became renowned for
its employees displaying professional conduct for many years. The National Commissioner had chosen the SAPS Academy in Paarl because of the academics and other employee’s professional conduct. They felt strongly that the SAPS Academy in Paarl is the place to study and learn to conduct and execute ones duties professionally.

The discussants in focus group 2 held that the academics added value and contributed towards professionalism. Moreover, academics with experience can make an impression on the students to think rationally and abstractly. The external environment changes daily, and by adapting and influence change, academics can add value. The academics must prepare the students to work with the community upon completing their studies. The focus group 2 discussants also indicated that the academics equip the students with skills. Consequently, the students have changed while they are at the Academy. However, there are several students who behave badly.

All focus group discussants expressed that if the behavioural aspect is not prevalent, the students cannot become professional police officials. They felt that it is the Academy’s responsibility to change the students’ attitude, but on the other hand their behaviour is the same as the students at external University campuses. The students who have basic training, are disciplined and they do as they are told. No-one can expect them to suddenly think like academics and professionals as well as critically and analytically. The challenge remains that SAPS does not encourage the students to take responsibility for their actions. Furthermore, if academics are negative, that attitude will influence the students.

5.3.10.2 Question 1: Researcher’s interpretation

There was no consensus between the various focus groups on the question of whether the creation of a high-performance talent pool of academics at the SAPS Academy in Paarl will contribute towards the professionalisation of SAPS. The research question pertaining to professionalism in SAPS in chapter 1, section 1.4, yielded interesting and unexpected findings during the interviews held with the focus groups and HR managers. The results and findings in terms of professionalism revealed that the terms has a different meaning to different persons. The academics at the Academies provided a range of responses and disagreed with each other on specifically the question of: “how will the creation of a high-performance talent pool of tutors at the SAPS Academy in Paarl assist in the professionalisation of SAPS?”
The discussants in focus groups 1 and 3 believed that they have always been professional and taught learners to behave according to SAPS Code of Conduct when facilitating generic and operational programmes. Furthermore, they have always conducted themselves professionally before the BPS Degree was implemented.

It can be inferred from the focus group discussions that the discussants did not feel that academic qualifications alone can lead to professional conduct among police officers. Moreover, having a degree is no guarantee that it will improve the conduct of police officers. However, ethics, norms, standards and discipline are important character traits of a professional Police Officer.

On the other hand, the discussants from focus group 2 held that academics added value and contributed towards professionalism. The participants held that academics with experience can make an impression on the students to think critically and analytically. They stated that the external environment changes daily and by adapting to change, academics can add value. The academics should prepare students to work with the community on completion of their studies. It was also revealed that the academics equip the students with skills, however, the students have changed their attitudes to becoming more positive while they were at the Academy.

The literature review results revealed that in terms of available literature, the attributes of formal and specialised training, high standards, education and formal policies are necessary to professionalise SAPS. Green & Gates (2014:27) assert that police work has become increasingly complex and, as a result, the qualification requirements for police officers should be increased. It was also suggested that educated police officers think abstractly and that exhibit a greater humanistic character trait.

Wood and Tong (2009:296-297) agree with Carter and Wilson when they posit that whilst engaging with a university programme, it is inadequate to merely guarantee the qualities expected of a police officer. It is increasingly recognised that such an engagement is a necessary condition to achieve professionalism in the police.

5.3.11 Question 2: Does the value system of the HRD Division promote professionalism in SAPS?

In chapter 3, section 3.4.1 of the literature review, the importance of values and value systems was highlighted. The researcher intended to establish whether focus group
discussants consider the importance of values and value systems in the same way as outlined in the theory.

5.3.11.1 Question 2: Summary

The focus group discussants revealed that the HRD Division STICQ (Service Delivery, Teamwork, Integrity, Commitment and Quality) value system forms part of professionalism and is practiced when addressing the learners in class. It is important to create awareness and emphasise the value system to enable the students to contribute to the community, their stations and behave according to the values at their stations. The following emanated following the discussion about the value system:

“As investigating officer emphasis is put on the STICQ values to the detective learners to not become part of fraud and corruption.”

“Managers are taught to perform better in their working environment and to set the example so that their subordinates can learn from them.”

“STICQ values make a difference. Learners are rewarded on the Commander’s Parade for practising good values.”

“Every SAPS member must live and perform according to the STICQ values.”

However, the discussants also held that if a person’s personal values do not conform to the institution’s values, they tend to ignore them. Information on the value system is communicated on a multiple of occasions to students and learners during short learning programmes at the SAPS Academy in Paarl. The problem is that students only apply the values when it suits them. Consequently, the value system must be implemented by all or it serves no purpose.

According to the focus group discussants, being honest and respectful should be part of one. If one was not raised as such, it cannot be taught to them. Also, the students must be held accountable to respect and adhere to values. Furthermore, it is irresponsible not to practise values outside the stations. The learners who attend programmes at the stations neither implement the values at their workplace nor in their community after the training.

5.3.11.2 Question 2: Researcher’s interpretation

The focus group discussants all agreed that SAPS and the HRD Division’s value systems are very important in the professionalisation of the organisation. However, the
problem they identified is that not all the students inculcate the values and make it their own.

It was expressed that the only approach is to hold students accountable to the values taught. There is a lack of responsibility in not practise the values outside the stations. The learners who attend programmes at the stations neither implement the values in their workplace nor in their community after attending training.

The discussants suggested that the value system must be implemented by all or it serves no purpose. Every member of SAPS must live and perform according to the organisations Code of Conduct as well as the HRD Division’s STICQ values. Many of the Academy’s learners are from foreign countries and other government departments and it is of utmost importance to make them aware of these values so that they will ensure that they and their colleagues distance themselves from corruption.

Members must be held accountable to the Code of Conduct and values. Currently, values are not linked to accountability. In chapter 3, section 3.4.1, it was alluded that values form an integral part of police culture, therefore, it is important to include the concept value as part of the professionalisation of the police (Reiner, 2010:116). In the same section it was argued that without continual reinforcement and education, the integrity of police officers can be compromised (Reiner, 2010:116). Values are a system of beliefs that is meaningful to people (Reiner, 2010:116). Values determine what is important to the police and this decision often controls the behaviour of people (RSA, 2016:6). Morals are a hard to define set of values that differ from people and society, but generally addresses what is right from wrong for the society one lives in (Veugelers, 2008:5).

It is clear from the literature review and the information gathered from the focus group discussions that SAPS must improve its image to garner the public’s support. However, SAPS must realise that every encounter between a police official and a member of the public is based on procedural justice, fairness, and courtesy, as stipulated by the Codes of Conduct and Ethics (Faull, 2011:1).

In the last section of the focus group questionnaire the discussants were requested to make recommendations pertaining to the development and implementation of a talent management strategy and related professionalism for the SAPS Academy in Paarl.
5.3.12 Question 1: What does the HRD Division and SAPS in general do to ensure that it creates an environment to retain and become the employer of choice for highly qualified and creative curricula experts as trainers/tutors?

It was important for the researcher to establish what the focus group discussants think about employee retention, how they must be retained, and what will make SAPS their employer of choice.

5.3.12.1 Question 1: Summary

The focus group discussants would like SAPS top management to listen to them and implement the suggestions provided by the subordinates. Furthermore, top management should increase their benefits (salary packages) so that they can progress in their careers. Top management should listen and take note of what the general police officials on ground level experience. The discussants revealed that:

“Job satisfaction will keep us here.”

“There must be a golden thread for growth in the SAPS since members' recruitment day.”

Career pathing should not be linked to ranks but rewards and monetary remuneration, as alluded to in sections 5.3.2.1; 5.3.3.1 and 5.3.6.2.3. The equity policy does not make provision for everyone who qualifies for promotion to officers. The lack of opportunities for promotion after a long period of loyal service demotivates the employees. Members who chose SAPS as a career need to attain a situation where they experience a sense of belonging. The lack of promotion is currently the biggest problem whereas the biggest reward for academics would be promotion.

Furthermore, the discussants held that many of them are being over-looked for promotion. Several discussants have been in their current ranks for more than 15 years without an opportunity for promotion. Furthermore, the lack of monetary compensation is a problem. Several members have been in the training environment since 1990, that is, the same position where they started, although they gained more experience and developed themselves. The training environment was selected as a career because that is the job they enjoy most but are unfortunately still in the same position. The discussants also said that if they receive monetary benefits, it would be difficult to move to another environment.
According to the focus group discussants, the instability that SAPS has experienced in the last decade through regular replacement of a National Commissioner by national government due to corruption charges, is a contributing factor to the constant change in structures and policies in SAPS. The discussants held that matters are discussed and brought to the attention of the National Commissioner. However, when a new National Commissioner is appointed, new ideas are discussed but never implemented.

The discussants held that they need to feel that someone cares about them because everybody wants to be valued. Top management and the HRD Division have no regard for them, as also indicated above in section 5.3.9.1. Reference was made to an academic whose application for transfer due to personal reasons was not approved. He was also overlooked for promotion for many years. His colleagues did not accept this scenario. SAPS must reward its loyal members. This academic’s case can be used as an example to show the employees that SAPS cares for them and such a reward can be made.

Furthermore, the discussants held that if a trainer has an opportunity to secure a post elsewhere for approximately R10 000 or more than his/her current income, nothing would prevent them from leaving the Academy. However, if academics feel cared for and are valued according to their knowledge, experience, position, and are respected as human beings, such a job offer would be declined.

5.3.12.2 Question 1: Researcher's interpretation

The discussants held that top management is not concerned that the Academy does not have an adequate number of academics to present all the programmes on the TPP. There is a need to have a balance to prevent academic burn out. Here, reference can be made to the academic mentioned in section 5.3.12.1 who cannot be transferred because of a lack of skills in the SAPS Academy in Paarl. He is an exceptional trainer, but the fact that he neither has the required qualifications nor qualifies under the Equity Policy for promotion in SAPS, resulted in him not being promoted. The Academy has been pleading for additional trainers. The vast majority of the academics are currently going through the motions because they are committed irrespective of their workload and lack of necessary training and development. The lack of academics, however, has an impact on work performance and the personal life of academics at the Academy.

Academics listed the following that would keep them at SAPS:
• Tutors should be awarded a minimum rank against a contract not to leave for a period of four years for every rank promoted.
• Proper resources.
• Special dispensation - increase their benefits (salary packages) so that they can progress in their careers.
• Job satisfaction.
• Status (Academic grading).
• Establishment of a reward system, e.g. allowances, incentives, recognition, appreciation and acknowledgement for academics should be considered.
• Consultation with academics in processes that have an impact on them.
• Academic employees must have insight to their own future and products. The idea of project teams (faculties) is widely supported. Without academic freedom, no growth will take place.
• Promotion is regarded as the biggest reward.
• If academics feel cared for and are valued for their knowledge, experience, position and being respected as a human being, they will be loyal to SAPS.

Retaining skilled employees is one of the most important activities of a HR department and an institution by large (Dickinson, 2014:29). Retaining talented employees is even more important and special arrangements should be made by HR departments and institutions to keep such employees as far as possible in the institution. However, the fact remains that people are attracted by more than money, such as work satisfaction and their talent be utilised and developed, using an integrated approach to the HRM function (Van Dijk, 2008:394).

In chapter 2, section 2.2.3, it was asserted that institutions that excel in talent management ensure opportunities for growth and development, coaching and mentoring as well as career pathing for their talented employees (Vermeulen, 2008:418). Combining these aspects would lead to a culture of satisfaction which is an important element in the process of securing retention of talented employees (Vermeulen, 2008:418). The importance of a cultural fit reemphasises that talented
employees need special attention to motivate them to remain at an institution (Vermeulen, 2008:418).

In chapter 2, section 2.2.3.5, it was mentioned that one of the key variables which impact on employee retention is a lack of capacity (Pillay et al., 2008:313). The lack of employees with suitable skills and talent in terms of service capacity is a key restraint because staff morale declines when leadership talent is absent, which impacts on customer services (Pillay et al., 2008:313).

5.3.13 Question 2: How does SAPS plan to conduct succession planning specifically in terms of its academics at the Academy in Paarl?

Succession management of academics at the SAPS Academy in Paarl and Thabong will become increasingly important in the future. As mentioned in chapter 2, section 2.2.3.5, the Academy has lost a significant number of academics since 2013 and stand to lose even more in 2016 due to retirement and even promotion to other institutions.

5.3.13.1 Question 2: Summary

Since there is no talent management strategy which includes succession planning for academics in the Academies, the focus group discussants felt insecure and when an external academic is appointed, they sense that academics are antagonistic towards them. Academics, who have been employed at the Academies for a number of years revealed that SAPS should look after the wellbeing of the academics at the Academies first, before making external appointments. Furthermore:

“Academy employees must be recognised according to their experience and not qualifications. Current trainers are knowledgeable and preference should be given to them when promotion posts are advertised at the Academy.”

The current SAPS Promotion Policy does not support effective succession planning and management. The Promotion Policy should be linked to succession planning. The focus group discussants held that SAPS are aware that they are losing trainers, therefore, measures must be put in place to replace them. If replacement personnel are members outside the Academies, they must be recruited according to relevant experience and knowledge in the field.

5.3.13.2 Question 2: Researcher’s interpretation

Succession planning is an important part of the development of talented employees. It refers to the establishment or creation of a career plan/path for the individual talented
employee (Vermeulen, 2008:418). Employees can visualise their careers and their progress according to the plan that may come their way. It can be addressed by themselves or the HR division in their institution (Detuncq & Schmidt, 2013:32). An employee’s development targets will also be spelled out in a career plan, and this can include the obtainment of for instance a tertiary qualification (Kazan, 2014:29). Succession planning, in the final analysis, allows competent employees to be earmarked, coached, mentored and groomed for future positions (Kahn & Louw, 2010:185).

Opinions raised by focus group discussants concurred with the above view held by Kahn and Louw. The discussants argued that the Promotion Policy should be linked to succession planning to ensure that the suitable person is appointed to ensure that the Academies have the capacity to fill gaps that will arise due to resignations, retirement and promotion outside the Academy.

5.3.13.2.1 Mentoring and coaching

Mentoring, coaching and monitoring forms part of succession planning. The focus group discussants revealed that the development and career growth of the talent pool in the Academies need continuous mentoring and coaching. They need to be exposed to the academic environment at universities and an academic with a Doctoral qualification or a Professor serve as a mentor to guide their teaching techniques.

Sing (2012:382;385) holds that in order for mentoring and coaching to receive the necessary commitment and investment from an institution’s management, a recommendation must be made that it is included in the senior managers Key Performance Indicators (KPI’s). A culture of open communication ought to be the ethos of the relationship between the mentor and mentee (Sing, 2012:382,385). The mentoring function is a leadership commitment (Sing, 2012:382,385). Time should be set aside in the mentor’s schedule to provide education and guidance to the mentee (Kochanowski, 2011:102).

Sing (2012:382) are of the opinion that “good coaches must possess the leadership qualities necessary to bring together many different personalities, attitudes, values and expectations and mould them into something greater than the sum of their individual strengths. It is coaching that will enable you to take a diverse group of people and develop them into a single unit”. According to Van Dijk (2008:392), the creation of a
multi-talented mentor pool from which high-potential employees can draw encouragement and advice is important. The benefit from successful mentoring includes flexibility in succession (Kochanowski, 2011:102). In section 5.3.4.1 and 5.3.9.1 it was highlighted by the focus group discussants that top management does not care about them. Their development has been left at the discretion of UNISA. It can be argued that the establishment of a mentor pool for academics can assist in academics at the Academy feel valued and motivated. Simultaneously, mentoring and coaching can also assist academics for positions of succession.

5.3.14 Question 3: What can SAPS’s management do to recognise and reward academics at the Academies?

This question was posed to the focus group discussants to establish what they considered as suitable rewards for the duties performed by academics.

5.3.14.1 Question 3: Summary

According to the focus group discussants, the following issues should be addressed and actioned by management in order to reward academics:

- Training experience should be seen as a scarce skill in SAPS and not negotiable. The focus group discussants also emphasised that it takes a significant number of years of training and experience to get to a position where an academic can be regarded as an excellent trainer.

- Discussants felt that it was time that SAPS view academics for the teachers they are and to acknowledge that they are teaching on a tertiary level and not Basic Training students.

- Academics should be exposed to conferences and seminars locally and internationally since it will enhance their knowledge base and motivate them to improve their service delivery to the students at the Academy.

- Discussants highlighted that the WSP does not address the needs of the talent pool. When international development call-ups are received, nominations are conducted according to equity. Furthermore, individual development plans should also be considered. A participant said that:

  “Three years ago some of the trainers were sent to Home Affairs to apply for their passports, but was never nominated to attend an international course.”
According to the discussants, benchmarking, as in other countries, is important to enhance the professionalisation of SAPS. Academics must be nominated by the Academy and it must be linked to their development. The current practice is for management to nominate and send their ‘favourites’ to attend international events. Furthermore, opportunities to empower themselves internationally would serve as great motivation to remain in SAPS.

Another action that will motivate academics to remain with SAPS is a salary package with an inclusive guaranteed bursary.

The majority of the discussants, however, felt that the biggest reward for them would be job satisfaction.

5.3.14.2 Question 3: Researcher’s interpretation

As mentioned in section 5.3.5.1, the focus group discussants revealed that their salary packages are not compatible with those of university lecturers. SAPS should investigate market-related remuneration as highlighted by the researcher in 5.3.5.2. The HRD Division should negotiate a special dispensation for academics and as previously suggested in 5.3.12.1 and 5.3.12.2, investigate the possibility of having academic skills registered as scarce skills, establish a career path that allows for growth, and reward further studies and academic accomplishments.

According to the discussants a talent management strategy should include the following:

- Better salary dispensation.
- Conducive/inviting office space.
- Professionalisation of SAPS.
- Academic status (Academic grading).
- Individual development plans; on par with university lecturers.
- Inclusive guaranteed bursaries.
- Specialised career path.
- Reward further qualifications.
- Academic tours – visits to international universities.
- Afforded time to conduct research in-house or be deployed to tertiary institutions or international institutions to do so.
- International affiliation for providers of training.
- Job Satisfaction (work itself).
- Acknowledgement/appreciation (Achievement).
- Flexibility to study and conduct research.
- Resources.
- Care and value by manager/supervisor (feel valued).

Figure 5.8 in section 5.2 revealed that the majority of the current trainers/tutors at the SAPS Academies in Paarl and Thabong are on salary level 7 to 8. It can be argued that the HRD Division should consider the qualifications and experience of academics that fall within this educational bracket, and whether a talent pool should be established at the SAPS Academies in Paarl and Thabong. Furthermore, development plans should be compiled for these academics and posts should be created with the view to promoting them.

In chapter 2, section 2.2.3.4, Davies and Davies (2010:464) asserted that “employee reward is about how people are rewarded with their value to an institution. It is concerned with both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by institutions to develop and maintain reward systems.” The opinion of Davies and Davies correlates with the views of the discussants in terms of what they want for reward and recognition.

5.4 RESULTS OF THE SEMI-STRUCTURED INTERVIEWS

The following data summarisation and presentation are the results gathered from the semi-structured interviews held with HR Managers. As with the focus group discussions, the first part of the interview questionnaire for HR managers (Section 1) also dealt with strategies, legislation, policies and theories pertaining to talent management and professionalisation in the public sector and specifically in SAPS.
5.4.1 **Question 1:** Which plan/strategy does SAPS have in place to ensure that a sufficient number of academics with the required skills, qualifications and experience are appointed/placed at the SAPS Academy in Paarl to ensure that the qualification is facilitated at present and in the future?

SAPS's Strategic Plan, 2015-2019 states that the institution will be professionalised through the SAPS Police University in Paarl (SAPS, 2015:20). As alluded to in chapter 2, section 2.2.3.2, there are certain criteria set by UNISA and the CHE that academics need to meet to be able to lecture students enrolled for the BPSD. The purpose of this question was to establish the view of HR managers, specifically those who are responsible for the SAPS Academy in Paarl; to ascertain whether they are aware of any HR strategies to capacitate the Academy in order to become a university. The BPSD was implemented in 2014 at the SAPS Academy in Paarl before any plans or strategies had been implemented to support the unique needs of the Academy to function as a university.

5.4.1.1 **Question 1: Summary**

In Question 1 HR Managers were requested to indicate what SAPS has in place to ensure that skilled academics are placed at the SAPS Academy in Paarl. The feedback will be dealt with in terms of the recruitment, development, career management, and retention policy and academics talent management skills.

5.4.1.1.1 **Recruitment**

In terms of recruitment, HR Manager 1 (personal interview, 2015) revealed that, SAPS’s university partner (UNISA) sets the criteria academics are required to meet before registration with UNISA to provide any form of lecturing (UNISA, 2011:3). At the moment, SAPS can only appoint academics in terms of the academics qualifications level. One must have a Master’s Degree to be appointed as a junior lecturer. With an Honours Degree, one may only serve as a tutor. The following was expressed by HR Manager 1 (personal interview, 2015):

“SAPS is still struggling to come to terms with the decision to establish a university. The internal recruitment and promotion policies do not support the academic structures found in tertiary institutions. Whereas the university structures require a Masters level qualification in the field of teaching, SAPS policies require much lower levels of qualification such as a first degree. Clearly the processes are not compatible. The
effect is that academics with first degrees are appointed which delays the readiness of
the Academy of having enough lecturers at the time of functioning without a university
partner."

The SAPS Academy in Paarl has plans to address the lack of tutors in the interim, by
selecting applicants from the SAPS who meet the qualifications required and who are
interested to tutor on a part time basis. (HR Manager 1, personal interview, 2015). These plans are more a recovery strategy than strategic intent of having a standby pool
of academics. It merely serves as a short-term solution for the limited number of trainers
who meet the university tutor requirement (HR Manager 1, personal interview, 2015).

According to HR Manager 2 (personal interview, 2015), the appointment of a suitable
person with the necessary skills, experience, knowledge and attributes will be dealt with
in the new Recruitment Policy which has been developed. The new Recruitment Policy
of SAPS involves aspects such as grooming camps, interaction with the communities on
what type of police officer they require etc. In the view of HR Manager 2 (personal
interview, 2015), the implementation of the new Recruitment Policy will enhance in
developing a professional police cadre. This recruitment policy is, however, focused on
entry-level employees who want to become police officers and does not include the
recruitment of academics (HR Manager 2, personal interview, 2015).

Any needs for capacity or posts that fall outside the approved organogram/structure
must be motivated, studied, equated and approved by a work study officer before it can
be advertised or filled (HR Manager 2, personal interview, 2015). HR Managers 1, 2, 3
and 4 (personal interviews, 2015) revealed that SAPS is focussing on the operational
and not the educational environments because it is neither priority nor their core
business. According to HR Manager 3 (personal interview, 2015), the SAPS Academy
in Paarl is not conducting effective HR planning as the Academy does not have an
approved structure. Currently, the Academy accepts any posts without a clear indication
of how many posts and which skills are required to accomplish its mandate (HR
Manager 3, personal interview, 2015).

5.4.1.1.2 Development

HR Manager 2 (personal interview, 2015) stated that the acquisition of skills for specific
jobs in SAPS is managed with by the HRD Division through a WSP. This was also
alluded to in chapter 2, section 2.2.3.2. In terms of the WSP, skills shortages are
identified and strategies are implemented to train a sufficient number of employees to
ensure that sufficient skills are available to perform all policing and support functions (SAPS, 1997:91).

The registration of seven (7) Academy tutors with UNISA was the result of the development (funded by SAPS bursaries) and support by the SAPS Academy management in Paarl (SAPS, 2015n:6). This did not form part of the HRD Division’s strategy for the development of academics for the university. Below, the following input from HR Manager 1 (personal interview, 2015):

“Finally, I fear that the strategy is shared by only a few role players and that both the top management of SAPS and the implementers of the strategy do not really buy into it.”

The criteria for academics to be registered as tutors with UNISA was made known to SAPS from as early as 2013, but the initial focus was on acquiring an Honours level qualification in order for academics to be able to register as tutors (SAPS; 2013:3). HR Managers 1 and 3 (personal interviews 2015) further posited that academics development plans are largely in the hands of the university partner who work according to their own strategic and operational structures. HR Manager 2 (personal interview, 2015) also indicated that currently, there is no development plan or project at SAPS to develop the academic pool of Academies.

HR Managers 1 and 3 (personal interview, 2015) also indicated that UNISA should facilitate the development of tutors by exposing them to seminars, debates and lectures (HR Manager 1, personal interview, 2015). The interviewees also stated that, unfortunately, the actual professional tutors skills sets are not being developed; while academics live on the promises of development made by UNISA (HR Manager 3, personal interview, 2015)). However, according to HR Manager 4 (personal interview, 2015), the SAPS HRD Division plays a role in the development of academics through the provisioning of funding for higher level academic qualifications. However, the number of bursaries is limited and it depends on the willingness of the academics to develop their own skills and to apply for bursaries (HR Manager 3, personal interview, 2015).

This information shared by the HR Managers was confirmed by focus group discussants in section 5.3.6.2.2 of this chapter. HR Managers 1,2,3 and 4 (personal interview, 2015), hold the same view as the focus group discussants in that if SAPS wants its academics to develop, they should not have to apply for bursaries (Focus group 1,
Both the HR Managers and the focus group discussants also indicated that development is a SAPS requirement and should, therefore, be compulsory (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015; HR Manager 4, personal interview, 2015; Focus group 1, 2015; Focus group 2, 2015).

Over and above the provisioning of limited bursaries, there is no support for academics, who are predominantly left to themselves to manage their studies, that is attend classes and balance family life (HR Manager 1, personal interview, 2015). As indicated in section 5.3.6.2.2, SAPS allocated bursaries to those academics who wanted to further their studies, but no guidance was provided that the field/s in which they should study; they were merely instructed to study towards their Honours Degrees and beyond.

HR Manager 2 (personal interview, 2015) at the HRM Division indicated that it is the responsibility of the HRD Division to conduct skills audits, and a data base of all skills and qualifications should be maintained if they want to make use of internal talent. The SAPS 96 was developed to capture all employee career incidents in SAPS, including qualifications (HR Manager 2, personal interview, 2015). The accuracy of the database is the responsibility of the various HR divisions as well as that of the individual member (HR Manager 2, personal interview, 2015).

5.4.1.1.3 Career management

Without proper recognition of the academics efforts for development through promotion to higher ranks and/or academic grading, the Academies in Paarl and Thabong will have to rely much more on visiting tutors or recruit from outside the organisation since tutors currently employed at SAPS will seek recognition at other tertiary institutions (HR Manager 1, personal interview, 2015).

During the interviews it became evident that certain HR Managers are unaware of the SAPS Scarce Skills Policy. However, several are aware of the scarce skills policy but highlighted that only a few areas were identified as scarce skills e.g. pilots, special task force and forensic analysts (HR Manager 1, HR Manager 2, HR Manager 3 and HR Manager 6).

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* The SAPS 96 is a database with information of all its members e.g. leave management, promotions, courses attended and transfers.
Manager 4, personal interview, 2015). The policy has not been amended recently (HR Manager 2 (personal interview, 2015), but it is the responsibility of the HRD Division’s management to register academics with the required qualifications and skills as scarce skills.

In terms of scarce skills, HR Manager 2 (personal interview, 2015) revealed that SAPS identify skills shortages annually, but not in terms of scarce skills. The classification of scarce skills is conducted at the HRM Division at SAPS’s Head Office (SAPS, 2004:1). The HR managers also indicated that SAPS loses skills because of the lack of market-related remuneration/salaries (HR Manager 1, personal interview, 2015; HR Manager 4, personal interview, 2015). Scarce skills management and talent management were recently included in the new draft Retention Policy of SAPS (SAPS, 2015c:24), which had not been included previously.

The views of the HR managers with regard to the management of scarce skills concur with the literature, as indicated in chapter 4, section 4.3.3 where it was highlighted that certain institutions only view critical and scarce categories as talent while other institutions only view their best performers as talent (SAPS, 2015c:7-8). Human Resource Management in SAPS does not consider talent management as an integrated strategy; talent management is mentioned only in the Scarce Skills Policy (SAPS, 2004:4). The South African Police Service only manages talent in terms of scarce skills. Academics in SAPS are not regarded as a scarce skill (SAPS, 2004:1-6). According to SAPS, talent management and scarce skills go hand in hand, however, since 2002 till the formulation of the draft Retention Policy in 2015, no attempts were made to review the SAPS Scarce Skills policy and no effort was made to elevate talent management to a strategy on its own (SAPS, 2013i:6).

5.4.1.1.4 Retention Policy

Although focus group discussants were not aware of the Retention Policy, it was revealed in the interviews with HR Managers that there is a draft Retention policy which was developed for SAPS (SAPS, 2015c:15). In terms of retention, HR Manager 2 (personal interview, 2015) indicated that if the attrition rate is to be used as a yardstick to retain employees, SAPS is well within the acceptable attrition limits. There are, however, pockets of employees who possess scarce and critical skills where attrition rates are higher, and to this extent, SAPS is in the process of finalising the Retention Policy which aims to address this aspect (HR Manager 2, personal interview, 2015).
The HR Manager also indicated that the draft Retention Policy is not aimed at addressing the needs of members employed at the SAPS Academy in Paarl only, but also to address the needs of SAPS as a whole because the focus must be on prioritising SAPS core functions first (HR Manager 2, personal interview, 2015).

5.4.1.1.5 Talent Management

HR Manager 3 (personal interview, 2015) holds that if the lack of staff is so critical (as is the case at the SAPS Academy in Paarl), that it is unable to lose one person, all the employees should be considered as talented. This implies that SAPS should develop and invest in all the employees at the Academy. According to HR Managers 2 and 4 (personal interview, 2015), talent management has two approaches: Either all employees are regarded as talent, or only a selected few are considered as such. However, the HR Managers were of the opinion that SAPS does not know how to manage the few talented members without alienating the rest of the employees and the current scenario in the Academy in Paarl is too competitive and politicised to implement such initiatives (HR Manager 1, personal interview, 2015). As indicated above, there is no integrated talent management strategy for SAPS but it will form part of the draft Retention Strategy developed by SAPS.

HR Manager 1 (personal interview, 2015) revealed that in October 2015, SAPS had no approved strategies, policies or National Instructions to ensure that a sufficient number of academics with suitable skills, qualifications, attributes and experience are appointed or placed at the Academy.

5.4.1.2 Question 1: Researcher’s interpretation

It is clear that the HR managers are well-informed of the various existing HR policies to manage human resources in SAPS. According to the managers, there are several policies being formulated and the drafts will need to be approved and implemented in order to integrate HRM in SAPS as well as ensure the professionalisation of SAPS.

The interviews with HR managers revealed that SAPS’s recruitment and promotion policies do not support the academic structures found in tertiary institutions: SAPS does not advertise posts according to the profile of the post; and SAPS’s HRM policies require minimum levels of education such as a first degree, whereas the university structures require a Masters level qualification in teaching. Clearly the processes are incompatible. The effect is that academics with first degrees are appointed which delays
the readiness of the SAPS Academy in Paarl from having an adequate number of lecturers with the required qualifications to be appointed as UNISA lecturers.

At a planning meeting with the UNISA Law School on 17 September 2015 a strategy was drawn up for the following 18 months which emanated from the seven-year MOU with the institution (UNISA, 2015:2). In terms of the strategy, seven policies must be formulated and implemented by the SAPS Academy in Paarl in order to adhere to the criteria for a university - one of these policies is a Recruitment Policy (UNISA, 2015:2). A Brigadier at SAPS’s MLID office in the HRD Division has been instructed to formulate the policy (SAPS, 2015p:4). There is no clarity whether this policy will focus on students as well as academics or will be linked to the current SAPS recruitment policy to ensure that a sufficient number of academics with the required qualifications are appointed. The HRD Division should conduct regular skills audits and compile and maintain a data base of all skills and qualifications if they want to be in a position to implement strategies to build capacity in institutions such as the SAPS Academy in Paarl through the utilisation of internal talent.

HR managers revealed that the HRD Division must utilise the WSP to address skills shortages in terms of academics and thereafter implement strategies to train an adequate number of academics to ensure the required skills are available to present the BPSD at the SAPS Academy in Paarl. It is evident that the WSP is not effectively managed by the HRD Division, although they are aware of the crises at the SAPS Academy in Paarl. The division has not implemented a strategy to address the shortage of academics. Rather, the HRD Division has left the development of tutors to UNISA. Unfortunately, the actual professional skill set of tutors are not being developed, which leaves one under the impression that academics live on promises of probable development. Over and above the provision of limited bursaries, there is no support for academics. They are left to themselves to manage their studies, teach and family life. The intent of the HRD Division to develop an academic grading strategy for academics has been discussed for an extended period of time. Unfortunately, this remains a discussion and nothing concrete has emanated to formulate a strategy. It is believed that this strategy would help to motivate and retain talented academics.

As mentioned in section 5.4.1.1.4, the draft Retention Strategy refers to talent management as the process of identifying and developing talented people, as required by the institution (SAPS, 2015c:16). Ultimately, its aim is to develop and maintain a pool
of talented persons (SAPS, 2015c:6). It is clear from this definition that SAPS still regard talent management as a small pool of talented persons and ignore the broader focus of an integrated talent management strategy. Consequently, the majority of SAPS’s members are excluded. According to this draft policy, talent management will be managed by the HRD Division, which implies that it is viewed as a development tool and not an overall strategy. Furthermore, issues such as selection and recruitment, career development, reward, identification of members who would want to leave SAPS and the introduction of succession planning are included but not linked to each other.

According to the draft Retention Policy, scarce skills are defined as difficult to recruit and expensive to replace (SAPS, 2015c:7). In other words, fields in which there is a scarcity of qualified and experienced persons or anticipated in the future. A skill can be categorised as a scarce skill if it meets the criteria prescribed by the institution (SAPS, 2015c:8); in this case SAPS. Scarce skills in this draft retention policy has been divided into the following categories:

- Absolute skills scarcity exists where no suitable skilled persons are available because it is a new occupation.
- Relative skills scarcity exists where suitable skilled persons are available, but do not meet other employment criteria.
- Critical skills can refer to particular capabilities needed within an occupation.
- Valued skills are not measured based on the scarcity of the skill but the employee who contributes positively and SAPS could lose this person (which would have a negative impact on SAPS).
- High risk skills are the highly skilled persons who may soon leave SAPS through retirement, or seek employment at another institution (SAPS, 2015c:7-8).

Academics can fall under any one of these skills categories, but primarily under the relative skills scarcity, and the high risk skills categories. The relative skills scarcity is relevant as this is the environment wherein employees possess the necessary qualifications such as a Master’s Degree in Sociology or a LLB, but do not have any training skills or practical police experience. The high risk skills category is also relevant to academics at the SAPS Academy in Paarl because this category makes reference to highly skilled members who may soon leave SAPS through retirement, or be appointed at another institution.
As alluded to in various sections of this research (chapter 2, section 2.2.1; chapter 4, section, 4.3.3 and 4.2.1; chapter 5, section 5.4.1.1.3), the draft Retention Policy reveals that the institutions scarce skills must be identified according to the difficulty to secure the required skills from the open market or within the department itself (SAPS, 2015c:20). This policy further indicates that proper planning must be conducted to ensure the sustainability of human resources in a scarce skills environment (SAPS, 2015c:21). Furthermore, training and development must be prioritised in areas identified as scarce skills to make sufficient provision for the supplement of losses (SAPS, 2015c:23). Although the development of this policy might have a positive influence on managing the talent pool in the SAPS Academy in Paarl and Thabong in the future, it is unlikely to solve the current shortage crises of specific skills in the Academies. One can argue that SAPS, and more specifically its HRD Division, is failing the academics at the Academies and in return, leaving to them with the impression that they are not being cared for by their employer.

5.4.2 Question 2: What can be done to create transparency across functional silos to work towards a more integrated HR management system in the SAPS?

The impact of top police structures operating in silos resounded throughout the study. The role of HRM to overcome the silos and implement a more integrated HR strategy in SAPS was referred to consistently. With this question in mind, the researcher aimed to establish the recommendations of HR managers in terms of resolving these challenges.

5.4.2.1 Question 2: Summary

A senior HR manager at Head Office (HR Manager 2, personal interview, 2015) stated that the HRM Division is in the process undergoing a re-structure with the view to minimise silos towards a more integrated process. The HR manager further asserted that in order to manage HRM at the accounting stations, provinces and the Head Office, SAPS utilises a matrix management system (HR Manager 2 personal interview, 2015). For example, the HRM managers in the provinces all report to the Provincial Commissioner and the Divisional Commissioner: HRM with regard to the performance of their functions (HR Manager 2, personal interview, 2015).

Various HR managers (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015) also posited that for
SAPS to be transparent, ignorance of the needs of employees must be lessened - open and frequent discussions between offices need to take place as role players often do not realise how their work impacts on that of others. It was also stated by HR Manager 1 (personal interview, 2015) that SAPS is functioning predominantly much on its own and should consider benchmarking with other institutions. The manager further opined that SAPS’s focus should move from applying the same rules throughout to rather evaluate each department according to its unique needs (HR Manager 1, personal interview, 2015). According to HR Manager 3 (personal interview, 2015), the same work study document is currently used for LMID as well as for Basic Training Academies, thereby asserting that:

“Transparency can only be created through better communication. It does not help that only the people “up there” knows what is going on while the people “down there” that must implement does not understand what they are doing.”

HR managers were of the opinion that information concerning SAPS employees should be consolidated into one effective and efficient database from which information would be available to all the departments (HR Manager 1, personal interview, 2015; HR Manager 4, personal interview, 2015). It was also stated that management should ensure that a value chain is developed so that each function is aware of its role to succeed the next function. Communication between the functions must be improved, and integrated decision-making should be implemented by management to improve transparency (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015).

5.4.2.2 Question 2: Researcher's interpretation

The thought of establishing a university in Paarl, should have firstly been discussed at top management level with the HRD management, and the administration of the SAPS Academy in Paarl before implementing the BPSD. It is clear from the interviews that all role players will have to commit themselves to make a success of the University project at the SAPS Academy in Paarl. In the literature review (chapter 2, section 2.2.2; chapter 4, section 4.2), reference was made to the fact that the SAPS’s Head Office Divisions work in silos. Therefore, there is every possibility for the Paarl University project to fail. It was further revealed in chapter 2, section 2.2.2 and chapter 4, section 4.2, that traditional HRM structures in SAPS operate in silos and this can be perceived as one of the reasons why SAPS does not have an integrated talent management strategy. SAPS
has not progressed from these old structures. SAPS still has separate divisions for HRM, HRD, Organisational Development and Human Resource Utilisation. It was alluded to in chapter 4, section 4.2, that if talent management is implemented in silos, it is due to a lack of integration and effective communication in the institutions (Cillie-Schmidt & Meyer, 2009:61).

In chapter 2, section 2.2.2, Oakes and Galagan (2011:45), argued about working in silos. While many institutions are aware that talent matters for growth as well as survival, managing the process as a coherent strategy is still very rare. At many institutions such as SAPS, talent management is practiced in silos, under the control of HRM. Often these silos support their own agendas, compete with each other for an available budget, and actively work against each other to gain power (Oakes & Galagan, 2011:45). It can be argued that such a system leads to unproductivity and the employees on the lower ranks bear the consequences. The SAPS Academy in Paarl is no exception in this regard.

During the interviews with the HR managers, it was highlighted that the HRM Division is in the process of being restructured with the view of minimising silos towards a more integrated process (HR manager 2, personal interview, 2015). Although this is a positive development with regard to HRM, it has not been revealed how this principle will be applied in the other Corporate Services Divisions or how HRM will be integrated with them. If the restructuring of the HRM Division is successful, it will be beneficial for SAPS to duplicate the process in other divisions towards a more integrated administration.

The need to benchmark SAPS with other institutions, could be useful in terms of determining what talent management strategies they have in place. Currently it seems that a large number of “frontline” Universities are excluded/not welcome from participating in the current SAPS Academy project in Paarl, that is, to become a tertiary institution. As mentioned in the literature review chapter 2, section 2.2.6 and chapter 3, section 3.3, SAPS relies on UNISA to develop the tutors, which has not taken place thus far. SAPS also relies on the seven year partnership with UNISA and seem unwilling to also consider other tertiary institutions. In these chapters the importance of partnerships and benchmarking with local and international institutions was highlighted.

From the interviews held with HR managers, it became clear that open and frequent discussions between divisions need to take place on a regular basis as role players often do not realise how their work impacts on that of others. Communication between
the different functions in SAPS must be improved to ensure the successful establishment of a university and integrated decision-making should be implemented by management to improve transparency in its human resources division.

5.4.3 Question 3: What is the role of the MTPF and the Recruitment to Retirement strategy to work towards a more integrated HR management system in SAPS?

Reference is made to the MTPF in the 2014-2019 SAPS Strategic Plan. The purpose of this question was to establish whether the HR managers across the SAPS spectrum are in agreement in terms of understanding what the framework and strategy entails and how it should be implemented.

5.4.3.1 Question 3: Summary

HR Manager 2 (personal interview, 2015) explained that the MTPF is a systematic process of conducting human resource planning for three years which was implemented in 2014. The MTPF is also linked to the MTEF, in other words, the MTPF and the MTEF are systematic planning processes which link human resource expenditure and the budget over a three year period (HR Manager 2, personal interview, 2015; SAPS, 2014f:60-62).

As indicated in chapter 4, section 4.3.3, the Recruitment to Retirement strategy is a holistic HR plan which is aimed at aligning HR policies from the time an employee is recruited up until retirement. An HR Manager (Lt Col) on a lower level as other HR managers with whom interviews were conducted (HR Manager 3, personal interview, 2015), were unaware of the framework and indicated that it does not focus on her scope of responsibilities. Furthermore, the interviewee was also not aware that SAPS was in the process of developing a Recruitment to Retirement strategy (HR Manager 3, personal interview, 2015). This HR manager’s response demonstrated that HR managers on the lower levels of the hierarchy are not kept informed of HR policies by HRM at Head Office. Furthermore, no input is requested from HR managers on the lower levels (HR Manager 3, personal interview, 2015). This is also evidence that SAPS operates in silos and highlights the extremely poor institutional communication.

5.4.3.2 Question 3: Researcher’s interpretation

The literature review (chapter 4, section 4.3.3) revealed that the Recruitment to Retirement strategy is formulated based on an instruction from the SAPS National
Commissioner. The purpose of the strategy is to transform and professionalise SAPS (SAPS, 2013d:1-2). The strategy aims at transform SAPS into a high performing, professional institution through the interrogation of critical service delivery imperatives such as institutional culture and structure (SAPS, 2013d:1-2). According to the strategy, HR practices such as recruitment, promotion, training and others that impact on transformation in SAPS will be reviewed in order for the organisation to become an employer of choice (SAPS, 2013d:1-2). Key priority 8 of this strategy is of significance because is only under this objective and key priority that talent management is mentioned (SAPS, 2013d:1-2). The priority is to develop a retention strategy that will promote optimal institutional management.

The development of the aforementioned strategy is a step in the right direction for SAPS. Moreover, it will result in an improved integrated HR management system in the organisation. However, it is clear that SAPS has not as yet made the mind shift from integrated HRM to integrated talent management.

As indicated in chapter 4, section 4.3.3, SAPS still do not perceive talent management as the umbrella under which this Recruitment to Retirement strategy should be developed to form an integrated plan.

For the Recruitment to Retirement strategy to be a success, talent management should become the overall umbrella thereof, that is, starting with the integrated Recruitment Strategy, development of subject matter experts, establishment of career paths, followed by performance management, retention, rewards and succession planning.

5.4.4 Question 4: How does the SAPS manage data in terms of internal knowledge base (Qualifications) including scarce skills?

This question is of significance for this study because it was revealed in the literature study and the focus group discussions that there is no integrated knowledge base which is accessible in SAPS including limited management of scarce skills. The purpose of the question was to establish how SAPS manage both data in terms of the internal knowledge base and scarce skills.

5.4.4.1 Question 4: Summary

According to a senior HR Manager, this question is more appropriate for HRD. Skills audits should be conducted and a database thereof should be maintained (HR manager 2, personal interview, 2015). According to HR Manager 2 (personal interview, 2015)
records of all employees is kept on the persal/persap system (SAPS, 2015q:31). The SAPS 96, referred to in section 5.4.1.1.2, was developed to capture all SAPS employee career incidents including qualifications and academic records (SAPS, 2015q:35). The accuracy of the database is the responsibility of the HR divisions as well as that of the individual member (HR Manager 2, personal interview, 2015).

According to HR Manager 3 (personal interview, 2015), the HR division does not update their databases regularly. Consequently, HR offices cannot rely on the information in the SAPS 96. Therefore, a separate record is kept of the members’ ETD skills and qualifications. These are reviewed twice per annum. Several HR managers (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015) indicated that they are not aware of a specific database where information can be obtained on internal knowledge (e.g. how many employees in SAPS have LLB degrees as well as their names). It is highly recommended that SAPS update and maintain this database because the information is important to establish the skills gap in the organisation and identify strategies to resolve the scarce skills problem.

According to the HR managers, skill shortages and not scarce skills are identified (HR Manager 2, personal interview, 2015; HR Manager 1, personal interview, 2015; HR Manager 4, personal interview, 2015). Scarce skills are classified at the HRM Division Head Office. However, only certain jobs are categorised as scarce skills (SAPS, 2004:6).

HR Manager 2 (personal interview, 2015) held that research has proven that scarce and critical skills are often than not addressed through training interventions. Scarce and critical skills should be identified through a systematic process during the compilation of the WSP (SAPS, 1997:4). In addition hereto, SAPS also has a Scarcely Skills Policy which was formulated (SAPS, 2004:6) as alluded to in chapter 2, section 2.2.1 and chapter 4, section 4.2.1.

Several HR managers asserted that there is no clear strategy to address scarce skills (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015). These managers also revealed that SAPS does have a scarce skills policy. Only certain jobs were identified as scarce skills (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015). HR Manager 1 (personal interview, 2015) held
that since the scarce skills policy does not include academics, the organisation has lost skills because there is no market-related remuneration package and the employees in those areas occasionally find it difficult to adapt to the police culture. HR Manager 1 used the following example:

“Col Sonderling, an ex-journalist, was appointed in the rank of a Colonel to be on par with the salary level that she was appointed on. She is brilliant in her work, but the rank brings another dimension. A role that does not suit her profile, as she is an academic and not a militarist.”

It is clear from the aforementioned that if SAPS intends attracting and retaining academics, the current Scarce Skills Policy will have to be reviewed and be part of a SAPS integrated HR strategy.

5.4.4.2 Question 4: Researcher’s interpretation

It is clear that SAPS requires a database which includes the skills and qualifications of its employees so that the HRD Division can easily establish which member fits the profile of a tutor, specifically in a specific area of specialisation e.g. members with an LLB qualification. However, this is not possible since the persal/persap system does not have the functions to do so. The lack of an updated database has a severe negative impact for SAPS since it is not possible to locate employees with specific skills in order to redeploy them to areas where their expertise is required. This poor management of resources can only be improved through the implementation of an integrated talent management strategy and proper communication systems.

HR managers were adamant during their interviews that the skills of academics in the Academies should be regarded as scarce. There is a possibility that the skill will be considered scarce if the new draft Retention Policy is implemented. In section 5.4.1.2 it was outlined how the policy will work in terms of scarce skills and that there is hope for academics to improve their current dispensations. The policy states that an institution’s scarce skills must be identified according to the difficulty to obtain the required skills from the open market or within the department itself (SAPS, 2015c:20). This policy further indicates that proper planning must be conducted to ensure the sustainability of human resources in a scarce environment (SAPS, 2015c:21) and training and development must be prioritised in areas identified as scarce skills to provide for the supplement of losses (SAPS, 2015c:23).
Oakes and Galagan (2011:46) chapter 4, section 4.3.1 of the literature review link the HR managers and focus group discussants input through certain recommendations that can assist SAPS to address the lack of a knowledge database:

- A thorough skills audit and gap analysis has to be conducted to ensure skills development in identified areas.

- To encourage collaboration in the institution so that employees and management have access to rich employee data, including experience, interests and special skills such as qualifications and language ability. In most instances the information exists in the institution but the challenge is access thereto.

This dilemma of not having a knowledge database is confirmed by Stadler (2011:264) in chapter 4, section 4.3.1 who posits that institutions in many instances are not ready or equipped to confront the talent crises. Several institutions do not have a talent strategy. Consequently, the talent management system components function in isolation (Stadler, 2011:264), as highlighted in chapter 4, section 4.2.1. Institutions meet their recruiting needs on a reactionary basis and lack a detailed career and succession management process (Stadler, 2011:264).

5.4.5 Question 5: To what extent are SAPS members included in HR planning?

The responses to the previous questions revealed that HR managers are not necessarily informed and aware of the development and implementation of new HR strategies and policies in SAPS. This question was posed to establish the level of engagement between HRM at Head Office and HR employees who work in divisions and provinces on the ground level and are expected to implement policies and strategies.

5.4.5.1 Question 5: Summary

Chapter 2 section 2.2 and chapter 4, section 4.2.1 highlighted that HR planning is a management responsibility which must be conducted by each individual manager in SAPS. HR Manager 3 (personal interview, 2015) indicated that there is limited engagement in HR planning on their level. HR managers on the lower levels in provinces and divisions identify vacant posts and express their needs for certain employee skills, that is, refer to posts that do not exist. The needs are referred to higher authorities to consolidate and prioritise. Any needs that fall outside the approved
organogram/structure must be motivated, studied, equated and approved by a work study officer before it can be advertised or filled (HR Manager 3, personal interview 2015; HR Manager 4, personal interview, 2015).

HR managers were of the opinion that SAPS does not appreciate managers/visionaries (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015). Furthermore, bureaucracy and the adoption of the top down approach prevents HR offices from planning properly. HR Manager 3 (personal interview, 2015) held that in the SAPS Academy in Paarl, HR planning cannot be undertaken because the Academy does not have an approved structure. Currently, the Academy accepts any posts that are offered to the Academy. There is no suggestion of how many and what skills are needed (SAPS, 2014d:8).

5.4.5.2 Question 5: Researcher’s interpretation

It became evident from the interviews that SAPS members, including HR managers on the lower levels, are not included in the HR planning process. Strategies such as the Recruitment to Retirement strategy are developed at Head Office level and HR managers on the lower levels only become aware of the strategy when it has to be implemented. A proper communication plan should be developed for each new HR plan, strategy or policy and communicated properly before implementation.

5.4.6 Question 6: Are current HR policies in SAPS effective to retain and keep employees motivated within the institution?

As indicated in literature review chapter 2, section 2.2.3.1 and chapter 4, section 4.3.1 of this study, HR managers must take the lead in the strategic planning of an institution to ensure proper talent management in the institution. This question was posed to HR managers to establish their view of the retention of SAPS employees.

5.4.6.1 Question 6: Summary

HR Manager 2 (personal interview, 2015) indicated that if the attrition rate is to be used as a yardstick to retain employees, SAPS is well within the acceptable its limits. There are, however, employees who possess scarce and critical skills where attrition rates are higher. SAPS is in the process of finalising a Retention Policy which aims to address this aspect (HR Manager 2, personal interview, 2015).

Other HR managers (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015) held that current HR policies
in SAPS are ineffective to retain employees because if the performance levels are waived during promotion drives, the members will lose trust in the policy. Policies are applied inconsistently which result in employees distancing themselves from the policies, the managers, the department/office/unit and ultimately the SAPS (HR Manager 1, personal interview, 2015; HR Manager 4, personal interview, 2015).

5.4.6.2 Question 6: Researcher’s interpretation

The draft Retention Policy, alluded to in section 5.4.1.2 was designed to assist commanders, supervisors, and line managers to retain employees with the focus on those who have scarce, critical or valued skills (SAPS, 2015c:5). This policy forms part of the Recruitment to Retirement strategy which was discussed in chapter 4, section 4.3.3. The draft Retention Policy should also be read in conjunction to the Compensation Policy, Scarce Skills Policy, Bursary Policy, Employment Equity Policy and the Recruitment and selection policy (SAPS, 2015c:6). According to the policy, SAPS recognises that its most valuable asset is its human resources (SAPS, 2015c:6). The draft policy highlights that enormous investments are made by SAPS to attract, recruit, train and develop employees and every effort should be made to retain employees who possess scarce/critical skills and experience as well as high performers (SAPS, 2015c:5).

The identification to retain employees takes place through consultation between the HRM Division and in the case of the SAPS Academy in Paarl, the HRD Division as alluded to in 5.4.1.1.2. The following must be taken into consideration when an employee needs to be retained in SAPS: The critical nature of the job; the scarcity of the skills in SAPS and the broader labour market; whether retention will enhance employment equity and the interruption of services should the employee resign (SAPS, 2015c:20).

In the draft Retention Policy of SAPS it is mentioned that staff turnover is avoidable and can be managed. Hence, staff retention management is both possible and important (SAPS, 2015c:12). Certain reasons to avoid for staff turnover is highlighted and includes (SAPS, 2015c:12-13):

- Financial considerations.
- Poor work environment.
- Career development.
- Leadership and management style.
- Lack of effective communication and grievance procedure.

The Academies have been exposed to several of the abovementioned reasons over the past four years. The focus group discussants also highlighted, the threat of losing more academics in the Academy as a reality. There is no indication of when this policy will be implemented; therefore, the concern in terms of the retention of academics will in all likelihood remain.

5.4.7 Question 7: What strategy does SAPS have to attract and retain academics with qualifications and experience?

It is important to establish the view of HR managers to determine the level of commitment of creating an improved working environment for academics at the SAPS Academy in Paarl and Thabong.

5.4.7.1 Question 7: Summary

Most of the HR managers (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015) indicated that there is no strategy in place to establish SAPS as an attractive workplace for academics. The limited recognition as specialists was dispelled when tutors were required to facilitate on all programmes (HR Manager 1, personal interview, 2015). HR Manager 1 (personal interview, 2015) added that:

“Being a tutor now only means that you work twice as hard as those that do not meet tutor requirements. There is no incentive. The ones that work hard get more work. The ones that failed to develop themselves and are not committed and shy away from work are being treated with cotton gloves, pitied and afforded most development opportunities.”

HR Manager 4 (personal interview, 2015) held that no HR policy can make the workplace more attractive, but job satisfaction, a welcoming work environment and sound management would ensure motivated employees.

5.4.7.2 Question 7: Researcher’s interpretation

It is evident that SAPS will have to urgently develop a strategy to improve the academics working conditions to keep them motivated. The HRM Division will have to engage with the academics in the Academies to determine what can be done to
improve their working conditions. The focus group discussants listed a number of suggestions that should be put in place (see section 5.3.14.2).

5.4.8 **Question 8: What is preventing SAPS from developing a special dispensation/talent management strategy for academics and other employees at the Academies according to the CHE criteria?**

The establishment of a SAPS University has been under discussion since 2012/2013. However, to date, there is no concerted effort to implement the institution so that academics and other employees at the SAPS Academy in Paarl are catered for in terms of the CHE criteria. The researcher endeavoured to establish the reason(s).

5.4.8.1 **Question 8: Summary**

Apart from aspects such as funding, collective bargaining, SAPS priorities and the extent to which specific staff shortages are experienced as well as the government’s wage policy, there are other factors that need to be considered such as internal equity policies and the relative value of the job. Aspects such as whether or not the SAPS Academy in Paarl is going to become a fully-fledged university with professors and deans etc. needs to be clarified.

HR Manager 1 (Personal Interview, 2015) argued that South Africa’s history keeps people divided both based on the colour of one’s skin and between ‘those that have’ and ‘those that do not have’. SAPS and the SAPS Academy in Paarl is politically volatile: a person who does not work, claims racism if he/she is taken to task for not working; while a white person becomes upset if a person of colour is appointed (HR Manager 1, Personal Interview, 2015). The divide is often just jealousy disguised as racism/nepotism/favouritism. Nevertheless it is considered professional jealousy between academics in the Academies (HR Manager 3, Personal Interview, 2015).

5.4.8.2 **Question 8: Researcher’s interpretation**

It seems that until SAPS’s divisions take collective accountability for the establishment of a university in Paarl, different divisions will continue making excuses of why a talent management strategy for SAPS cannot be developed and implemented. HR managers hold that it is not priority. The question is what is priority? The SAPS Strategic Plan, 2014-2019, refers to the establishment of a university for SAPS during this period, therefore a talent management strategy for academics is important and should be prioritised.
The next section (Section 2 of the interview questionnaire) concentrates on the current talent management practices in SAPS according to the HR managers.

5.4.9 Question 1: Who is responsible for talent management in the SAPS?

It was endeavoured to establish whether HR managers agree and are willing to take responsibility for talent management in SAPS.

5.4.9.1 Question 1: Summary

HR managers indicated that it is the responsibility of all managers as well as the various HR components and sections to manage talent in SAPS (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015; HR Manager 3, personal interview, 2015). HR Manager 1 (personal interview, 2015) posited that:

“Theoretically every supervisor must recognise and manage talent. In practice, it is every dog for him/herself.”

HR Manager 2 (personal interview, 2015) held that talent management in SAPS is the responsibility of the Division Human Resource Utilisation and the organisations managers. However, HR Manager 4 (personal interview, 2015) expressed that it is the responsibility of the HRM Division. Certain HR managers held that they did not know who is responsible for talent management in SAPS (HR Manager 3, personal interview, 2015).

5.4.9.2 Question 1: Researcher’s interpretation

There is no consensus amongst HR managers on who should take responsibility for talent management in SAPS. It can be inferred that as indicated in section 5.4.8.2, until SAPS divisions take collective accountability for the establishment of a university in Paarl, and talent management, the divisions within the organisation will continue to avoid taking responsibility. Consequently, the university will not be realised as feared by focus group discussants alluded to in section 5.3.1.1. Moreover, SAPS will lose the talent on which large sums were spent to develop. The dream of a professional police service through tertiary education will remain a dream.
5.4.10 Question 2: What are the current talent management practices in the SAPS?

If anyone in SAPS is aware of what talent management practices have been implemented in the organisation, it should be HR managers on all levels. The researcher attempted to establish whether it is such.

5.4.10.1 Question 2: Summary

HR Manager 2 (Personal Interview, 2015) indicated that SAPS’s talent management strategy forms part of the draft Retention Strategy which is in the process of being developed. It was further highlighted that although talent is recognised, it is not managed (HR Manager 1, personal interview, 2015):

“We only give the person more work instead of helping the person to advance his/her career in another office/department. We hang on to personnel for as long as possible. However, you can only stimulate a talented person for so long with more work before they seek more challenging work somewhere else. The problem is that our career management and career paths are non-existent, so we struggle to assist career growth of talented personnel.”

Other HR managers (HR Manager 3, Personal Interview, 2015; HR Manager 4, personal interview, 2015) held that there are either no “visible” or any talent management practices in SAPS.

5.4.10.2 Question 2: Researcher’s interpretation

According to the Recruitment to Retirement strategy, a talent management plan must still be developed for SAPS. There is no clarity whether it will be linked to other HR environments or will, as it is currently the case in SAPS, only deal with scarce skills. It is, therefore, important for SAPS to prioritise the implementation of the Recruitment to Retirement strategy and to clarify the position and role that talent management will play in the future of SAPS employees.

5.4.11 Question 3: What can be done to increase the number of talent management initiatives?

The researcher wanted to establish whether HR managers had considered any initiatives towards improving the service delivery of SAPS employees through talent management.
5.4.11.1 Question 3: Summary

The various responses to this question revealed that HR managers have different views of how to establish talent management initiatives in SAPS, while others (HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015) held that they are unaware of any or there are no such initiatives.

The HR managers with a limited understanding of talent management indicated that it is the responsibility of all the managers as well as the various HR components and sections in SAPS to implement the initiatives in the organisation (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Interview, 2015). HR Manager 1 (Personal Interview, 2015) indicated that:

“If the personnel shortage is so critical that you can’t afford to lose one person, you have to consider all personnel as talented. Talent management has two approaches: Either all personnel are regarded as your talent, or only a select few, but we don’t know how to deal with the few talented members without alienating the rest of the personnel. Our climate in the Academy is too competitive and politicised to really implement such initiatives.”

Certain HR managers held that a strategy should be developed for SAPS including 2016. Although discussions about the implementation of an integrated HR management took place, nothing has been materialised in the organisation. According to the HR managers, the challenge is to find a balance between experienced trainers and those with academic qualifications at the SAPS Academies (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Interview, 2015).

The following talent management initiatives were recommended by HR managers (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015):

- The SAPS HRD Division must build a talent pool of academics at the SAPS Academy in Paarl.
- Continuous mentoring and coaching of academics in the Academies must take place.
- Academics must be sent to gain experience and best practices in specific international environments.
• Academics must be affiliated or registered with international bodies for providers of training.
• Academics must be afforded the opportunity to conduct research, study and develop creative approaches to convey information.
• Academics must be afforded time to conduct in-house research or be deployed to tertiary institutions or international institutions to do so.
• If SAPS intends to develop its academics, they should not have to apply for bursaries.

5.4.11.2 Question 3: Researcher’s interpretation

Although HR managers disagree on whose responsibility it is to manage talent in SAPS they could provide input of how the organisation could improve to manage talented employees and if it is part of a talent management policy, these initiatives would add to the retention and job satisfaction of academics in SAPS.

These aforementioned initiatives can be linked to the various authors in the literature review (Vermeulen, 2008; Van Dijk, 2008; Pillay et al., 2008; Wellins et al., 2009; Davies & Davies, 2010; Foreman, 2009; Oosthuizen & Nienaber, 2010; Masibigiri & Nienaber, 2011; Kochanowski, 2011; Koketso, 2011; Barkhuizen, 2014) as well as focus group discussants in 5.3.14.2 and 5.3.12.2.

The views of the authors, focus group discussants and the HR managers reveal that the development of an integrated talent management strategy for academics in SAPS and specifically those at the Academy in Paarl will solve the research problem.

5.4.12 Question 4: Do you think that talent management is important to senior management?

Only if top management and HR managers believe that SAPS employees are significant to invest in, will a talent management strategy be successful within the organisation. The researcher intended to establish whether talent management is important to senior management in SAPS.

5.4.12.1 Question 4: Summary

HR managers did not agree whether top management considered talent management of any importance. HR Manager 1 (Personal Interview, 2015) had the following to say:
“I think it is, but everyone is too career focused to cause waves. Therefore the real issues that keep the management from caring for its talented members are not addressed. Reporting to a prejudiced higher office does not help either.”

Certain HR managers held that senior managers disregard and consider proper human capital management in the institution as significant (HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015).

5.4.12.2  Question 4: Researcher’s interpretation

As indicated in chapter 1 section 1.2, no work study was conducted in terms of HR capacity at the SAPS Academy in Paarl before BPSD was implemented (SAPS, 2013g:42). No additional lecturer posts, special dispensation or career path was identified for the lecturers at the SAPS Academy in Paarl who were required to facilitate the BPSD (CHE, 2004:9). This lack of alignment in the SAPS top management impedes the cross-system co-operation required to develop a talent management strategy for SAPS.

In chapter 2, section 2.2.1 Pillay et al. (2008:318), asserted that until an institution gains insight into its talent, the managers may not realise the importance and the need to develop such a management strategy. Barkhuizen (2014:2223) posits that if top management is not committed, talent management will fail to deliver quality services to the citizens. This poor performance is a direct result of talent management strategies that fail to retain key talent in the public sector (Koketso & Rust, 2012:2221). Public sector leadership should, therefore, give precedence to the skilled and competent staff (Barkhuizen, 2014:2223).

There is a lack of flexibility in the SAPS HRD Division which may even lead to a reduction in intellectual capital (that is, the existing lecturers might decide to leave the Police with a view to job satisfaction), an increase in workload and a decline in the Division’s competitiveness in the marketplace (drop in corporate attractiveness).

Another issue that top management will have to urgently manage is the HR managers as well as academics scepticism about the realisation of the University in Paarl. It is clear that HR managers do not want to implement any plans for development, capacity building or talent management for the academics because they are uncertain whether the University will materialise. Ideally, top management should appoint a project team consisting of participants from all divisions to draft a SAPS project plan which is linked
to a budget so that everyone involved therein will be aware of their roles and responsibilities and regular feedback can be provided to all the stakeholders. Currently, the project is managed by one SAPS manager and UNISA. Often, individuals are instructed to formulate policies and strategies without being informed of the goals of the project.

The draft Retention Strategy states that management should build the morale of their people by (SAPS, 2015:57):

- Leading by example.
- Give employees an opportunity to develop by trusting them with high profile responsibilities.
- When an employee has performed well, show appreciation. If an employee goes unacknowledged, a message of their unimportance will be sent.
- Attend to staff needs timeously.

As indicated in chapter 2, section 2.2.1, the literature review coincides with the participant’s opinions in that while talent is critical, leadership plays a pivotal role in any institution (Gratton & Ulrich, 2009:8). Institutional leadership should act as role models and make talent and teamwork a priority in their institution (Gratton & Ulrich, 2009:9). They should be talent scouts for the institution and HR departments should facilitate the process and model talent to fit into the institution (Gratton & Ulrich, 2009:8).

Koch et al. (2008:466), posit the importance of line management in employee engagement, as alluded to in chapter 2, section 2.2.3.5. Management characteristics are strongly represented among the top drivers of both improved performance and intent to stay (Koch et al., 2008:466). Therefore, SAPS’s managers play a pivotal role in reviewing how well SAPS is positioned to meet talent and institutional strategic objectives.

Furthermore, Kochanowski (2011:97) stated that an institutions leadership team should be committed to work together (chapter 2, section 2.2.1). It is essential to open the lines of communication between the layers of management in the institution in order to identify the upcoming talent (Kochanowski, 2011:97). It is thus evident that the importance of SAPS’s top management in the success of an integrated talent management strategy cannot be underestimated.
Pillay *et al.* (2008:308), view talent management as an innovative tool that must be embedded into the work culture and ethos in the public sector. Moreover, the management cadre of an institution such as the SAPS, should establish a work culture and ethos, which entrenches the necessary beliefs to develop talented employees (Pillay *et al.*, 2008:308).

**Question 5:** What negotiations are currently taking place with tertiary institutions and international police agencies to improve service delivery at the SAPS Academy in Paarl including the development of trainers/tutors?

**Question 6:** What role can partnerships and benchmarking with tertiary institutions and international institutes of learning play in the development and utilisation and exchange of academics, to advance research and knowledge among tutors at the SAPS Academy in Paarl?

As indicated in chapter 2, section 2.2.3.1, part of the CHE criteria for programme accreditation is that the institution, in the case of the SAPS Academy in Paarl, contract reputable agencies to provide induction and orientation and development programmes to academic employees (CHE, 2004:10). It is also outlined in the SAPS/UNISA project plan, stemming from the MOU signed in 2013, that SAPS has to benchmark and enter into partnership with local and international police universities in order for the SAPS Academy in Paarl to be recognised as a Police university. The aim hereof was to establish the progress SAPS has made toward reaching this goal.

HR managers are expected to provide guidance to senior management in terms of HR planning and develop employees. Moreover, and are required to conduct research and identify approaches to do so. One approach could be building partnerships and benchmarking.

**5.4.13.1 Questions 5 & 6: Summary**

HR managers (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015) revealed that currently, there are no negotiations or benchmarking taking place with local tertiary institutions or international police agencies to improve
service delivery at the SAPS Academy in Paarl or to develop academic staff. HR Manager 1 (Personal Interview, 2015) indicated the following:

“I am afraid to say – we negotiate. We do make presentations to other tertiary institutions, but we at the Academy are not the ones attending the study tours and visits to other countries even though we are the ones invited. So whatever happens after our presentations is a mystery. Liaison about such development is done at divisional level.”

The only negotiations that HR managers currently are aware of are those with UNISA’s School for Business Leadership (SBL) and the UNISA School of Law for the development of academic employees at the SAPS Academy in Paarl (HR Manager1, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015).

HR managers (HR Manager 2, personal interview, 2015; HR Manager 4, personal interview, 2015) indicated that partnerships and benchmarking with tertiary institutions and international institutes of learning can provide exposure to scholarly activities and further development of academics. Furthermore, partnerships can be beneficial. However, a large number of “frontline” Universities in South Africa are excluded” from participating in the development of the SAPS Academy in Paarl as a university (HR Manager 1, personal interview, 2015). The HR managers stressed the importance of exposure for the academics at the SAPS Academy in Paarl to higher levels of functioning/learning, international scholarships and access to knowledge which is also very important for the professionalisation of the institution (HR Manager 1, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015).

5.4.13.2 Questions 5 & 6: Researcher’s interpretation

It is clear from the HR manager’s feedback that the forming of partnerships and benchmarking with tertiary institutions and international institutes is one environment that is managed by top managers who do not consider the “bigger picture” of empowering employees and professionalising SAPS. In 5.4.13.1 HR Manager 1 (Personal Interview, 2015) stated that all international benchmarking and study visits are utilised for a privileged few top managers.

No MOU’s or partnerships are entered into from which SAPS employees, including the academics at the SAPS Academy in Paarl, can benefit. If SAPS want to establish a university that is internationally acclaimed, it will have to commence with benchmarking with other police universities such as those in Germany, China and Nigeria (see chapter
Furthermore, SAPS will have to implement a strategy to prioritise international study visits and benchmarking according to the needs of SAPS and specifically those of the SAPS Academy in Paarl.

In chapter 3, section 3.3 of the literature review, it was indicated that in order to determine best practices for the SAPS Academy in Paarl, and enhance the professionalism of its employees, it is necessary to establish what other similar institutions nationally and internationally do in this regard. The theory thus coincides with the views of the HR managers with whom interviews were conducted.

In the next section (Section 3 of the interview questionnaire), the current situation of the professionalisation of SAPS is explored.

5.4.14 Question 1: What criteria are absolutely necessary for a police officer/new generation of police officers to be considered professional?

By posing this question to the HR managers, it was envisaged to establish what criteria HR managers deem as absolutely necessary for the professionalisation of SAPS employees.

5.4.14.1 Question 1: Summary

HR managers were of the opinion that the first criterion for creating a new generation of professional police officer is the appointment of a suitable person with the necessary skills, experience, knowledge and attributes (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015). In this regard, SAPS has developed a new Recruitment Policy which involves aspects, *inter alia*, grooming camps and interaction with the communities on what type of police officer they require (SAPS, 2014i:18). HR manager 1 (Personal Interview, 2015) said:

“In my view, this will go a long way in developing a professional police cadre.”

Other important criteria (see chapter 4, section 4.3.3) mentioned in the Recruitment Policy are intelligence, commitment, loyalty and willingness to serve others with integrity as well as the ability to anticipate change and the potential to do something about it (SAPS, 2013d:2). However, HR managers held that before discussions can be held about criteria to build a next generation of police officer in South Africa, SAPS should decide on a personal profile of a police official (HR Manager 1, Personal Interview,
2015; HR Manager 2, personal profile, 2015). The profile will also differ from the police official working in the Community Service Centre (CSC) to the one undertaking operational duties as well as from the different departments or sections. The HR managers expressed that certain criteria will overlap across different job profiles. Consequently, a set profile for all the sections cannot be used (HR Manager 1 Personal Interview, 2015; HR Manager 2, Personal Profile, 2015). They indicated that there should be a personal profile for each job to ensure that SAPS match suitable persons for the required position (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Profile, 2015). It was also revealed that all SAPS employees must practice high ethical standards and values, be understanding and passionate about service delivery, be fit and friendly, be able to communicate in English clearly, be disciplined, and live up to the organisations mandate to serve and protect (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Profile, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015). In addition to the aforementioned criteria, the HR managers held that police officers should also have academic qualifications and be committed to continuous development (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Profile, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015).

5.4.14.2 Question 1: Researcher’s interpretation

In the interviews, the HR managers stressed the importance of the development of a personal profile for SAPS police officials. This corresponds with what is expected of the job profiles in the draft Retention Policy.

In the draft Retention Policy, a job profile is described as a particular work function that includes the elements deemed necessary to perform the functions effectively (SAPS, 2015c:23). Furthermore, the draft Retention Policy states that the job profile is a critical “building block” to HR processes as well as retention of employees. The job profile is regarded as key to ensure fairness and consistency in the evaluation and grading of jobs. This impacts on important HR management processes such as recruitment and selection, probation, performance management, training and development and compensation (SAPS, 2015c:23). Job profiles are one of a number of human resource tools required for effective people management and compensatory practices within the institution (SAPS, 2015c:23).
The need for police officers to have qualifications as suggested by the HR managers also corresponds with the literature. The draft Retention Policy clearly outlines the importance of qualifications which should be linked to an employee’s job profile (SAPS, 2015c:24). According to Hallenberg (2012:11), chapter 3, section 3.4, academic education plays an important role bringing about cultural change of the police. As previously indicated in chapter 3, section 3.6, SAPS still encounters challenges to find a perfect fit between qualifications and experience. However, it is clear from the literature that it is an aspect that SAPS will have to attend to in the near future.

Crime has become sophisticated and intelligent and criminals constantly evolve new methods. Police need to plan in advance which demands intellectual capacity. In the professionalisation of SAPS, intellectual development is paramount. In addition, there is international recognition for academic training to professionalise the police service to meet the complex demands of modern-day society (SAPS, 2013:20). It has become obvious that higher levels of education for police officers has become a necessity.

It is also important to HR managers that the suitable police officer is appointed. This also corresponds with the literature which highlights in chapter 2, section 2.2.3.1 that recruiting top talent is critical to an institution’s success - the people that institutions attract and retain not only help to meet business demands, but their skills and abilities enable success and growth (HCI & Aerotec, 2014:1). It is imperative as stated in chapter 2, section 2.2.1 that institutions attract, develop and retain suitable talent at all levels to ensure their ongoing competitive advantage (Masibigiri & Nienaber, 2011:1).

The HR managers indicated that ethical conduct and values is also an important criteria for a professional police officer. This links to the argument by Green and Gates (2014:77) chapter 3, section 3.4.1 that without continual reinforcement and education, the integrity of police officers can be compromised. Respect is earned (RSA, 2013b:15; RSA, 2016:9). For SAPS to earn the respect of the public they serve, it is crucial that the public trusts them. A professional Police Service builds a close relationship with the communities that it serves (RSA, 2013:15; RSA, 2016:9). A professional service orientated approach is likely to contribute to building improved trust, confidence and relationships and ethics and ethical conduct should play an important role in maintaining the public perception of policing as a professional institution.

Sonderling (2011:3) chapter 3, section 3.4.1 states that changing, *inter alia*, community expectations, employee values, policing philosophies, and ethical standards are but a
sample of the factors that must be understood and constructively managed by the current and incoming generation of police officers in SAPS. Overall police professionalism is the increasing formalisation of police work and the accompanying rise in public acceptance of the police (RSA, 2016:6; Schneider, 2009:26).

5.4.15 **Question 2: Do SAPS members adhere to the criteria as stated in Question 1, section 5.4.14?**

An attempt was made to establish the current situation in terms of professional police conduct in SAPS.

5.4.15.1 **Question 2: Summary**

HR Manager 2 (personal interview, 2015) indicated that in the past, members joined the police ranks through various initiatives i.e. amalgamation, appointment etc. Not all these members complied with SAPS basic appointment criteria. HR managers (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Profile, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015) are of the opinion that SAPS has the intelligence and potential to professionalise the police, but commitment, loyalty, integrity and willingness to serve is lacking. Many of the HR managers hold that only a small percentage of police officers adhere to this criterion (HR Manager 1, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015).

5.4.15.2 **Question 2: Researcher’s interpretation**

On the question whether current police officers adhere to the criteria of a new generation of police officers as discussed in chapter 3, section 3.7, it was revealed by a HR Manager that SAPS has developed a new recruitment policy which involves aspects such as grooming camps, interaction with the communities on the type of police officer they require etc. Furthermore, this policy will advance developing a professional police cadre.

Another HR Manager stated that over and above the criteria set in chapter 3, section 3.7, police officers would also need to become professional in: intelligence, commitment, loyalty and willingness to serve others with integrity. Police officers must have as also indicated in section 5.4.14.2, the ability to anticipate change and the potential to do something about it. Police officers must also have high ethical standards, values and understanding and be passionate about service delivery, be fit, friendly,
communicate in clear and understandable English, be disciplined and adhere to the SAPS mandate to serve and protect.

HR managers expressed that in the past, members joined the police ranks through various initiatives i.e. amalgamation, appointment etc. Not all these members complied with SAPS’s basic appointment criteria. They hold that SAPS has intelligence and potential, but commitment, loyalty, integrity and willingness to serve is lacking. The HR managers agree that only a small percentage of police officers adhere to the criteria that will fit a New Generation of Police Officers.

5.4.16 Question 3: How could the implementation of an integrated talent management practice improve the professionalisation of SAPS?

The purpose of the aforementioned question was to establish how HRM in SAPS links professionalism and talent management.

5.4.16.1 Question 3: Summary

It was stated that whilst an integrated talent management system is not the only aspect which needs to be addressed in order to create a professional police cadre, it would contribute towards the development of talent pools which can address certain critical skills that are required to deliver a professional police service to the community (HR Manager 1, Personal Interview, 2015). HR managers hold that talent management will play a role in members feeling “valued” and motivate colleagues to pursue a “visible” career path. It will serve as an incentive to retain the knowledge and skills within a certain section. It will also serve as a motivation to employees to further their knowledge and skills (HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015).

According to HR Manager 3 (Personal Interview, 2015), employees will be able to specialise within their fields of expertise. The HR managers also believe that the implementation of an integrated talent management strategy in SAPS will draw people with the required qualifications, experience and skills to apply for posts in the organisation. An integrated talent management strategy will lead to the development of each member and increase the knowledge base of the institution, international compatibility as well as ensure qualified teachers (HR Manager 2, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015).
However, not all interviewees agree that an integrated talent management strategy will improve talent management in SAPS. HR Manager 1 (Personal Interview, 2015) stated:

“I don’t think it can improve professionalisation. If we consider people who possess the qualities mentioned earlier as our talent, we don’t have a lot of talented people. But even if we do have talented people who get bored, mess up. There is no guarantee that if you care for talented people they will behave professional. They might do the work correctly and not follow protocol, or follow protocol and not know what they do. If everyone is not considered to be part of the talent pool, professionalisation is in for a tough time, because it will be just a handful of people to try and convince the bulk of the personnel to change behaviour. To change a bad culture you need to have a critical mass of people to behave professional already. The conduct of the majority, good or bad, normally prevails.”

5.4.16.2 Question 3: Researcher’s interpretation

On the question of how the implementation of an integrated talent management strategy will improve the professionalisation of SAPS, an HR Manager responded that whilst an integrated talent management strategy is not the only aspect which needs to be addressed in order to create a professional police cadre, it will contribute towards the development of talent pools which can address certain critical skills that are required to deliver a professional police service to the community.

Another HR Manager held that an integrated talent management strategy cannot improve professionalisation. If one considers people who possess the qualities mentioned earlier as our talent, SAPS lacks talented individuals. If everyone is not considered part of the talent pool, professionalisation will be difficult because only a minute number of persons will try to convince the bulk of the employees to change their behaviour. To change a damaging culture one will require a critical mass of people to behave professionally. The conduct of the majority, either good or bad, generally prevails.

The HR managers also expressed that an integrated talent management strategy will play a role in members feeling “valued” and motivate them to pursue a “visible” career path. It will serve as an incentive to retain the knowledge and skills in SAPS. It will also serve as a motivation to employees to further their knowledge and skills. Moreover, it will draw people with the required qualifications, experience and skills to apply for posts in those areas. It will also allow employees to specialise in their fields of expertise.
It is clear that even the HR managers disagree on certain issues. Certain managers hold that an integrated talent management strategy will improve professionalism in SAPS, while others disagree that if all members are not included in the strategy, it will not work. This is possibly an area for further research.

The interviewees hold that the current culture in the HRD Division is poor and the institutional climate should be attended to. In the literature review chapter 3, section 3.4, Hallenberg (2012:25) commented that professionalism with its emphasis on impartiality, accountability, specialised knowledge and ethical standards offers an alternative set of values and approaches to thinking replace that of the current police culture.

It is further indicated in chapter 3, section 3.2 that in consideration of the SAPS Academy in Paarl, the need for and support for further development through an integrated talent management strategy for academics at the Academy has not yet realised.

5.4.17 Question 4: In your view, will formal training at the SAPS Academy in Paarl give rise to a better qualified, more disciplined and committed police officer?

The aforementioned question was linked to question 5.4.16 is 5.4.17 to establish whether HR managers thought that formal education can be linked to professional conduct.

5.4.17.1 Question 4: Summary

HR Manager 2 (personal interview, 2015) held that it is too soon to determine whether institutions such as the SAPS Academy in Paarl will have a positive impact on the service delivery or whether it will contribute towards a more disciplined or committed police officer. The manager doubts that SAPS will be able to produce informed, more disciplined and least of all committed police officers. The manager revealed that formal training does not change character.

HR Manager 3 (personal interview, 2015) was unsure because an incorrect message was conveyed to the BPSD students who were informed on arrival in the Academy that they were the future “generals” of the police. This lead to arrogance among the students that they are “more equal than others” and further led to ill-discipline. Formal training will definitely provide better qualified police officers. Formal training in a disciplined environment will also provide more disciplined and committed police officers. However,
formal training alone will not sustain more disciplined and committed police officers. They will only be better qualified, but the rest will be based on the individual and his/her attitude towards his/her job (HR Manager 1, Personal Interview, 2015; HR Manager 2, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015).

5.4.17.2 Question 4: Researcher’s interpretation

Several interviewees held that it is too soon to say whether the implementation of a tertiary programme for SAPS members in Paarl will have a positive impact on service delivery as well as add value to professionalise SAPS members. There are, however, others who believe that tertiary education will produce more disciplined and committed police officers. However, tertiary education alone will not sustain more disciplined and committed police officers.

In the literature review chapter 3, section 3.6, emphasis was placed on the fact that education is necessary to master the specialised knowledge required for professionalism. This highlights the importance of education provided by the SAPS Academy in Paarl as a contributory factor to professionalise police employees.

It is also expressed in chapter 3, section 3.6 of the literature review that tertiary education became necessary for police officers in order to produce a reflective practitioner, develop a learning institution and graduates perform better than police officers who had not attended tertiary institutions. Tertiary education also allows graduates to approach policing more proactively, use problem-solving approaches to acquire community engagement and to prevent and detect crime and anti-social behaviour.

In this section (Section 4 of the interview questionnaire), the HR managers provide recommendations pertaining to the development and implementation of a talent management strategy and professionalisation of the SAPS Academy in Paarl.

5.4.18 Question 1: What could SAPS do to ensure that it becomes the employer of choice for lecturers who are highly qualified and creative experts in developing curricula? Question 2: How will SAPS create a culture that will help to retain skilled academics at the institution?

The issue of an institution becoming an employer of choice as well as the development of a culture of retention is very important in order to be competitive and retain its human
capital. SAPS needs to adopt a serious approach towards this issue (SAPS, 2015c:41). It was highlighted in various sections of this study (chapter 1, section 1.2; Chapter 2, section 2.2.3.5; chapter 4, section 4.2; chapter 5, section 5.3.13.1), that the SAPS Academy in Paarl is increasingly losing competent and experienced employees. Therefore an attempt was made to establish what SAPS could do to retain these highly skilled academics through Questions 1 and 2. The feedback and interpretation hereof were combined in sections 5.4.18.1 and 5.4.18.2 below.

5.4.18.1 Question 1 & 2: Summary

The new draft Retention Strategy is not aimed at addressing the needs of members employed at the SAPS Academy in Paarl. This is a policy which is aimed at addressing the needs of the SAPS as a whole. The focus must be on prioritising the core functions of SAPS according to HR Manager 2 (personal interview, 2015) who stated:

“Time for the SAPS to call a spade a spade, to get rid of dead wood. If you do not have the qualification it is your own fault, you had time to develop. So transfer those that do not meet the criteria. Staff the Academy with applicants who do meet the criteria. Then give recognition to those that do qualify by giving them academic grading as lecturers. Do away with police ranks; it does not sit well in an academic setting. Lastly, allow lecturers to be academics. Let them do what academics should do.”

HR managers also recommended the following:

- SAPS should negotiate a special dispensation for academics employed at the SAPS Academy in Paarl through salary scales that give recognition to qualifications and which will motivate academics to remain with the Academy.
- Academics should have a career path linked to a salary scale which should not be rank based.
- SAPS should allow for specialisation - academics should be exposed to other academies, participate in debates, visit other tertiary institutions, and attend discussions and workshops (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015; HR Manager 4, personal interview, 2015).

HR managers indicated that SAPS will have to create two career paths for academics at the SAPS Academy in Paarl: one that is purely academic and the other for experienced police members without academic qualifications, thereby avoid losing a disciplined
environment (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015).

Another recommendation was that bursaries be availed for all academics, opportunities for learning and development as well as networking is created nationally and internationally and a tutor-friendly environment be established at the Academy (HR Manager 1, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015). HR managers also made reference to the need for a special dispensation for academics according to their qualifications (as alluded to in section 5.3.14.2). Such dispensation could motivate them to remain with SAPS.

HR Manager 2 (personal interview, 2015) held that this question of how SAPS can create a culture that will retain skilled trainers/academics at the institution can best be answered by the HRD Division.

5.4.18.2 Question 1 & 2: Researcher’s interpretation

An HR manager suggested that to improve service delivery, the PEP must allow managers to dismiss underperforming employees (referred to as “dead wood”), transfer poor performers, give recognition to those who qualify according to PEP criteria, through grading them as lecturers (career path), eliminate police ranks from the Academy and lecturers be allowed to serve as academics and focus on their activities. These suggestions, however, can only be implemented if the PEP is managed properly and is linked to a career path with potential promotion for each employee. This corresponds with chapter 2, section 2.2.3.3 wherein it was expressed that currently, the PEP and WSP are used for employee development but ineffectively. It also became evident that the identified training needs outlined on the WSP were not necessarily offered to the members (Kotze, 2011:64).

The newly developed draft Retention Policy outlines the following benefits which can be achieved through the performance appraisal system:

- Employees who render exceptional performance can be identified as “high flyers” and be considered for inclusion as possible succession candidates;
- Employees who render unsatisfactory performance, can be identified and remedial action taken in as short a time frame as possible (SAPS, 2015c:30).

Furthermore, according to the draft Retention Policy, an employee who is considered for retention in SAPS must have completed at least one performance cycle in the
specific post and received a rating of at least good (4) or satisfactory (3) during his/her last performance cycle (SAPS, 2015c:31). Therefore, academics in the SAPS Academy in Paarl and other police officers will have to improve their service delivery to be considered for retention.

Pillay et al. (2008:318), support the interviewees’ notion that outstanding performance is crucial for public institutions to inculcate a culture of good performance management through ongoing performance appraisals, performance-related pay, linking performance management to promotion, enhancing performance through affirmation, recognising positive reinforcement and encouragement and performance-based bonuses.

As alluded to in chapter 3, section 3.3, anyone who joins a Police Service must have a passion for policing and the Police Service must be the “employer of choice” for such a person (Ohlhoff, 2008:28-29). This is currently not the case for SAPS, which is often seen as a job creation institution for job seekers and not the employer of choice. It is also not the case for academics at the SAPS Academy in Paarl because their skills and qualifications are not valued by the employer.

According to Cillie-Schmidt et al. (2009:64), the success of any talent management strategy is centred on the effectivity and implementation of the monitoring mechanisms. Talent management reviews should be part of the daily conversations in the institution to ensure that a talent mind-set is embedded in the culture of the institution (Detuncq & Schmidt, 2013:32-33). Only when academics experience that their inputs and efforts are valued will they consider remaining at SAPS.

5.4.19 Question 3: According to the 2014-2019 Strategic Plan, SAPS is at an advanced stage of career planning. Please elaborate.

Question 4: What career path strategies have been formulated for academics in the SAPS?

The researcher intended to establish the progress with career pathing for SAPS members based on the feedback at the 2015 Top 1500 meeting. This information was required to establish whether there was a possibility of academics specialising in their fields and to be able to obtain a special dispensation. For the purpose of feedback on career path and career planning, Question 3 and Question 4 were combined.
5.4.19.1 Question 3 & 4: Summary

It was disappointing to establish that the few HR managers who responded to the question were not positive in terms of implementing a career plan for SAPS in the near future. HR Manager 2 (Personal Interview, 2015) stated that SAPS:

“cannot, they have been trying since the establishment of the Career Management Section a decade ago. It is now called Personnel Utilisation, and I still doubt their ability to do so.”

HR Manager 3 (Personal Interview, 2015) said that career pathing is not part of her mandate, therefore, she is not in a position to comment about the current situation in SAPS.

In terms of section 5.3.6.2.4, HR Manager 1 (Personal Interview, 2015) indicated that a career path for trainers in SAPS is anticipated, but the current HRD Division structure and the SAPS promotion policy prevents its implementation. A career path entail: Trainer to tutor, tutor to junior lecturer, junior lecturer to lecturer, lecturer to senior lecturer, senior lecturer to associate professor and associate professor to professor (HR Manager 1, Personal Interview, 2015).

The interviewees stated that there is no career path for academics on provincial level. For example, for many years they have not been given recognition and fair dispensation with regard to the monthly allowance paid to academics employed by the various SAPS Academies (HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015). There seems to be no managerial will to assist or clarify the role of academics on provincial level; there is a disregard for the role that provincial training plays; and there is no recognition that the bulk of national training takes place in and hosted by the provinces (HR Manager 4, Personal Interview, 2015). This is problematic as provincial trainers should be the source to feed National HRD (e.g. Paarl).

HR Manager 1 (Personal Interview, 2015) indicated that the only way in which an academic is distinguished from any other police officer is that they must have an academic qualification, have completed an ETDP skills programme, or they must be trained as assessors and moderators.
5.4.19.2 Researcher’s interpretation on question 3 and 4

5.4.19.2.1 Career Management

Earlier in 2015 at the Top Management 1500 meeting, a senior HR manager provided feedback about the development of career paths for SAPS. He indicated that there will be four different career paths in SAPS (SAPS, 2015g:3) and his office was identifying approaches to align career paths to the promotion policy (SAPS, 2015:12-13). The researcher requested an interview with this manager, sent him e-mails, but he ignored all attempts to respond. Several HR managers at Head Office said that career pathing is not their responsibility. The researcher wanted to establish the four career paths and where would the academics be accommodated on the hierarchy. Unfortunately, this question remains unanswered. This is another example of HR managers working in silos.

5.4.19.2.2 Career Paths

In section 5.4.19.1 it was indicated that even at provincial level there is no career pathing opportunities for employees. This situation is concerning as provincial trainers should feed the national SAPS Academy in Paarl. This reflects that there is “disregard” for the role that provincial training plays. There is no recognition for provincial trainers because SAPS does not have an approved retention strategy or succession plan for academics.

An HR manager alluded that career paths for academics are anticipated, but the SAPS structure and the current Promotion Policy inhibits its implementation. This statement reveals that SAPS is unable to manage its human capacity to accommodate a talent management strategy.

5.4.20 Question 5: How can the SAPS ensure that academics are retained in the organisation?

The draft Retention Policy does not address the academics at the SAPS Academy in Paarl. Therefore, it is important to acquire the thoughts of HR managers on this issue.

5.4.20.1 Summary of feedback of question 5

The HR managers (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015) held that:

- Academics must be given an academic grading against a fixed contract.
• If academics don’t perform, their contracts must be terminated.
• The SAPS institutional climate should be attended to as employees do not trust or support each other.
• A special salary dispensation for academics should be comparable with the private sector and tertiary institutions.
• A career path and retention policy should allow for growth and reward, further studies and academic accomplishments.

5.4.20.2 Researcher's interpretation of question 5

5.4.20.2.1 Communication

In the draft Retention Policy it is stated that an important facet in a retention policy is communication, specifically a communication process that is structured to inform, emphasise and reaffirm to employees that their workplace contributions have an impact (SAPS, 2015c:56). Effective communication with employees will provide management with insight of how employees feel about working for the institution (SAPS, 2015c:56). Open communication will assist in creating an environment that people care about, and if an employee feels cared for they might decide not to leave the institution (SAPS, 2015c:56). Management would be able to access the academics, HR managers and students concern of retention.

5.4.21 Question 6: How does SAPS plan to do succession management specifically in terms of academics at the SAPS Academy in Paarl?

In chapter 2, section 2.2.3.5 it was established that succession management should form part of an integrated talent management strategy for academics at the SAPS Academy in Paarl, since it is an important concern that needs to be addressed in terms of the academics at the Academy. There is a greater possibility of employees resigning if this matter is not addressed.

5.4.21.1 Question 6: Summary

HR Manager 2 (personal interview, 2015) held that succession planning forms part of the draft Retention Strategy. Moreover, succession planning is the responsibility of each division, that is, talent management, training, performance management and incentives and rewards for employees. HR managers also held that succession planning commences with the selection of academics, professionalisation through
registration with a professional body, special dispensation for trainers, offer
development opportunities including broad banding the structure (HR Manager 1,
personal interview, 2015).

Several HR managers held that SAPS does not have a succession plan. Furthermore,
the current trainer pool profile at the SAPS Academy in Paarl reveals that more than
50% of the trainers are at risk of leaving the institution due to retirement or early
retirement (HR Manager 3, Personal Interview, 2015). They also alluded to the fact that
white trainers are negative in their attitude towards SAPS Academy because they do
not see a future for themselves at the institution.

5.4.21.2 Researcher’s interpretation

The draft Retention Policy states that a talent pool is not about identifying successors
but to create a pool of talent which includes individuals who are selected and developed
against an institutional standard (SAPS, 2015c:6). Succession planning, according to
the aforementioned policy acknowledges that employees will not remain at the
institution indefinitely and provides a plan and process to address the changes that
could occur when they leave (SAPS, 2015c:6). All key positions can be defined as those
that are crucial to manage the institution. Skills, seniority and/or experience will be
difficult to replace (SAPS, 2015c:6). As the study has highlighted that the current
academics at the SAPS Academy in Paarl are crucial because their institutional skills,
knowledge and experience is difficult to replace (SAPS, 2015:33). According to the draft
retention policy (SAPS, 2015c:33) the benefits of succession planning are:

- A means of ensuring the institution is prepared with a plan to support service
  continuity when key people leave;
- A continuing supply of qualified, motivated people, who are prepared to take over
  when key employees leave the institution;
- A commitment to developing career paths for employees which will facilitate the
  institution’s ability to recruit and retain top performing employees and volunteers;
- An external reputation as an employer that invests in its people and provides
  opportunities and support for advancement; and
- A strong message to employees that they are valuable.
In section 5.4.21.1 HR managers revealed that succession planning is the responsibility of each division in SAPS, therefore, the HRD Division should take cognisance of the draft Retention Policy to ensure that they have a constant stream of academics available at the SAPS Academy in Paarl.

In section 5.4.21.1, certain interviewees held that SAPS is not implementing succession planning and this is the reason why the organisation loses skilled and experienced academics to the private sector. None of the focus group discussants including several HR managers were aware of the Recruitment to Retirement strategy or the draft Retention Policy. This reveals an ignorance amongst key role players in the HRM environment pertaining to the most recent policies. It also implies that a great deal of preliminaries need attention before these policies can be implemented (for example, at the SAPS Academy in Paarl).

It is recommended in the draft Retention Policy that on-the-job mentorship and coaching strategies must be developed in each business unit in SAPS, implemented and monitored and risks identified timeously (SAPS, 2015c:29). The Succession Plan, which is linked to the Retention Policy, must be updated to identify the person who fills a vacancy to be groomed for promotion or appointment and the requirements of his or her individual plan (SAPS, 2015c:29). The importance of mentoring and coaching has been referred to in section 5.3.13.2.1 by focus group discussants who held that the development and career growth of the talent pool in the Academies is imperative. The discussants indicated that they need to be exposed to the academic environments at universities and be mentored by an academic who is a professor or has a Doctoral qualification to learn various approaches of how to teach.

According to the draft Retention Policy, SAPS management including HR managers must be prepared to address employee concerns, especially those who have not been selected for career advancement. Furthermore, alternative career paths should be identified to allow all employees who are interested in career enhancement an opportunity towards professional development (SAPS, 2015c:36). It is clear from the findings that in terms of the lack of career paths, retention planning and succession management (section 5.3.12, section 5.3.13), there is a grave concern among academics about their future. The concern of different career paths was also mentioned. The focus group discussants also held that alternative career paths for academics in the
SAPS Academy in Paarl could be a solution to the current conflict among the academics (see sections 5.3.6.2.4 and 5.3.6.2.5).

The absence of a succession plan can undermine the institution's effectivity and its sustainability. This scenario has been prevalent in SAPS for many years and will continue until the draft Retention Policy is approved, implemented and supported by top management and HR managers in the organisation (SAPS, 2015:33). HR managers, in 5.4.21.1, alluded that the HRD Division is at risk of losing up to 50% of its academics soon due to retirement, including no incentives or rewards, lack of development and career paths, not valued by senior management in SAPS, and uncertainty about the establishment of the university in Paarl (section 5.3.2.1, section 5.3.6.2.2, section 5.3.9.1, section 5.3.12.1, section 5.3.13.1).

5.4.22 Question 7: What can SAPS’s management do to recognise and reward academics in SAPS?

In chapter 2, section 2.2.3.4 it was revealed that reward is also linked to job satisfaction and retention (Vermeulen, 2011:41) and it is important to determine whether there is any form of recognition for academics in SAPS. Recognition will play a big role in retaining academics at the organisation.

5.4.22.1 Question 7: Summary

HR Manager 2 (Personal Interview, 2015) held that the framework for incentives and rewards also applies to academics at the SAPS Academy in Paarl. Furthermore, it is the responsibility of the HRD Division to utilise measures for its employees. HR managers recommended that only high performers should be rewarded, and SAPS must dismiss those who do not perform (HR Manager 1, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015). Moreover, only the work performance criteria should be considered (HR Manager 1, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015; HR Manager 4, Personal Interview, 2015). The interviewees also emphasised the following pertaining to rewards and incentives for academic employees at the SAPS Academy in Paarl (HR Manager 1, Personal Interview, 2015; HR Manager 3, Personal Interview, 2015):

- Academics in the SAPS Academy in Paarl should be considered above ordinary trainers who are unwilling to develop and improve.
- Academics must feel valued irrespective of race, gender, culture or religion.
Furthermore, the interviewees stated the following pertaining to the role of managers in rewarding and incentivising academics at the Academy (HR Manager 1, personal interview, 2015; HR Manager 2, personal interview, 2015; HR Manager 3, personal interview, 2015; HR Manager 4, personal interview, 2015):

- Management should consider the status of the academics, reward further qualifications through tours and visits to international universities.
- Academics should be offered scholarships and international networking opportunities.
- Each division manage the rewards of their employees individually.

HR managers reiterated the view expressed by focus group discussants: SAPS has no strategy to make the workplace more attractive for academics; and the limited recognition there is for tutors as specialists has been removed. The tutors are required to facilitate all programmes presented at the SAPS Academy in Paarl (HR Manager 1, personal interview, 2015; HR Manager 3, Personal Interview, 2015).

HR Manager 3 (Personal Interview, 2015) stated that job satisfaction, an appealing work environment, and sound management could ensure a motivated employees workforce, however, these are not prevalent in SAPS. Furthermore, SAPS management seems more concerned about providing a conducive learning environment for students than the academics (HR Manager 3, Personal Interview, 2015).

5.4.22.2 Question 7: Researcher's interpretation

HR managers revealed that it is the responsibility of each division to ensure that their employees are rewarded. However, the framework for incentives and rewards referred to (section 5.4.22.1) only makes reference to monetary rewards and not to other rewards such as:

- Better salary dispensation.
- Conducive/inviting office space.
- Professionalism of SAPS itself.
- Academic status (Academic grading).
- Individual development plans; on par with university lecturers.
- Guaranteed bursary included.
• Specialised career path.
• Rewarding further qualifications.
• Academic tours – visits to international universities.
• Afforded time to do research in-house or be deployed to tertiary institutions or international institutions to do research.
• International affiliation for providers of training.
• Job Satisfaction (work itself).
• Acknowledgement/appreciation (Achievement).
• Flexibility to study and conduct research.
• Resources.
• Care and value by manager/supervisor (feel valued).
• Academics in the SAPS Academy in Paarl should be promoted to above ordinary trainers.
• Academics should be offered scholarships and international networking opportunities (section 5.3.14.2, section 5.4.22.1).

It is unlikely that academics will be motivated only through monetary rewards. The focus group discussants indicated in section 5.4.22.1 that although a special salary dispensation for academics would be important, there are many aspects required to ensure job satisfaction and for SAPS to become their employer of choice.

In chapter 2, section 2.2.1 and chapter 4, section 4.2.5 of the literature review, it was highlighted that institutions that rate high in terms of employees’ trust in management, pride in their work and institution, and have a sense of belonging, displayed the following common features: Perks and amenities are offered, current employees are paid to seek new employees and the focus is significantly on institutional culture, including aspects such as respect, caring and responsibility (Vermeulen, 2008:417). Furthermore, it was also revealed by Davies and Davies (2010:424) that in becoming a talent-focused institution, it is important to consider what factors will help the institution to be considered an employer of choice. Factors such as trust in management, sense of belonging, perks and amenities, institutional culture, respect, caring and responsibility
may help a talented employee to be excited by their work and working environment and possibly resist the temptation of better pay or benefits elsewhere.

Motivation and reward go hand–in-hand (Sommerfeldt, 2010:191), and if certain issues mentioned by interviewees and focus group discussants can be adhered to, it will in all likelihood serve as a sense of recognition for work completed which is one of the primary elements that will contribute towards academics feeling valued.

5.5 SUMMARY AND DEDUCTIONS FROM EMPIRICAL RESULTS

The results from the data analysis were collected with certain data collection techniques as discussed in chapter 1, section 1.6.1, 1.6.2 and 1.6.4. The researcher adhered to the principle of triangulation where more than one data collection technique namely: A questionnaire to obtain biographical information from focus group discussants, focus group discussions and semi-structured interviews were utilised to obtain information which ensured the validity of thereof as indicated in chapter 1, section 1.6.7.

The data was reported through narratives, emerging themes and tables suitable for this form of study and relevant to a case study. The empirical results obtained shed valuable light on the research problem. Ten (10) themes emerged from the study on which solutions were based and recommendations provided.

As indicated in chapter 1, section 1.6.5 the analysis of the gathered data could best be achieved through a process of inductive analysis where the primary purpose was to allow research findings to emerge from the frequent, dominant or significant themes found in the data (Creswell et al., 2012:90).

The collected data was analysed to verify its contents. The following steps were undertaken to analyse the data:

- The transcribed data obtained from the interviews and focus group discussions was interpreted.
- The data was structured.
- The data was clarified by eliminating digression and repetition.
- Essential and non-essential information was classified.
- The data was analysed. The purpose of this step was to give significance to the data.
Emerging themes were established and contextualised from the analysed data. A table was used to identify key themes that emerged from the interviews and the focus group discussions. Initially, all the themes or frequently emerging elements were listed in the table. The initial themes were further condensed to a coherent number of key categories which were also listed in the table. Finally, from the key categories, emerging themes were identified.

5.5.1 Analyses and findings of focus group discussion

As indicated in section 5.5, certain themes emerged from the focus group discussions. Table 5.1 below illustrates most prominent themes that emerged during the focus group discussions. The initial themes (elements) and the key categories for each emerging theme are also illustrated in Table 5.1.

Table 5.1: Relationship between qualitative data and identified themes – focus group discussions

<table>
<thead>
<tr>
<th>EMERGING THEMES</th>
<th>KEY CATEGORIES OF THEMES</th>
<th>INITIAL THEMES (ELEMENTS) IDENTIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation and reward</td>
<td>Job Satisfaction (work itself)</td>
<td>Job satisfaction</td>
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<tr>
<td></td>
<td>Salary package (pay and conditions)</td>
<td>Salary package not competitive Do not correlate with those of universities</td>
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<td></td>
<td>Acknowledgement/appreciation (Achievement)</td>
<td>Skills and knowledge and experience</td>
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<td></td>
<td>Promotion Policy not linked to career paths/ retention or succession.</td>
<td>Talent pool not capacitated Overseen for promotion Most important factor</td>
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<td></td>
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<td>Experience and qualifications</td>
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<td>Equity</td>
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<td>Negativity towards external appointments</td>
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<td></td>
<td>Rank system and promotion and career path</td>
<td>Educators and ranks/ do something in place of ranks/ benchmark</td>
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<td></td>
<td>Care and value by manager/supervisor (feel valued) Relationships</td>
<td>Flexibility to study and to do research Community Engagement</td>
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<tr>
<td>EMERGING THEMES</td>
<td>KEY CATEGORIES OF THEMES</td>
<td>INITIAL THEMES (ELEMENTS) IDENTIFIED</td>
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<td>Benefits and resources</td>
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<td>Influence of semi-militarisation and discipline/red tape</td>
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<td>Value of inputs – negative and positive people</td>
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<tr>
<td>Development</td>
<td>Development is linked to reward and motivation</td>
<td>Bursaries</td>
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<td>International conferences/ courses – learning experience/planned interventions</td>
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<td>WSP</td>
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<td>Benchmarking</td>
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<td>Development linked to retention</td>
<td>Time and money to develop trainers</td>
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<td>Credibility and experience</td>
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<td>Career paths</td>
<td>Different streams</td>
<td>Not all trainers want to become lecturers</td>
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<td>Not all trainers want to have degrees</td>
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<td>Policies</td>
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<td>Love for SAPS</td>
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<td>Succession Planning</td>
<td>Talent pool</td>
<td>External opportunities</td>
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<td>Head hunting</td>
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<td>Loss of investments in tutors</td>
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<td>Retention</td>
<td>Policy</td>
<td>Not available</td>
</tr>
<tr>
<td>Recruitment</td>
<td>Review recruitment policy</td>
<td>Build capacity</td>
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<td></td>
<td>Experience and knowledge</td>
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<td></td>
<td>Attraction of highly qualified trainers</td>
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<tr>
<td>Role of Police Management</td>
<td>Integration</td>
<td>Golden thread recruitment to retirement for trainers/tutors</td>
</tr>
<tr>
<td></td>
<td>Care and value</td>
<td>Management does not care</td>
</tr>
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<td>EMERGING THEMES</td>
<td>KEY CATEGORIES OF THEMES</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Instability</td>
<td>New national commissioners/restructuring/new strategies</td>
<td>Take note of inputs by trainers/ creativity and innovation</td>
</tr>
<tr>
<td></td>
<td>Role models</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Doubt realisation of university</td>
<td>Consistency in decision-making</td>
</tr>
<tr>
<td>Performance Enhancement</td>
<td>PEP</td>
<td>Improved performance/service delivery</td>
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<td></td>
<td>Link to reward</td>
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<td></td>
<td>KPA of tutors</td>
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<td></td>
<td>Specialisation</td>
<td></td>
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<tr>
<td>Professionalisation</td>
<td>Impact of tertiary education on professionalism</td>
<td>Code of conduct</td>
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<td>STICQ</td>
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<td></td>
<td>Personal Values</td>
<td></td>
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<tr>
<td></td>
<td>Accountability and responsibility</td>
<td>Varied view of focus groups on training and professionalisation.</td>
</tr>
<tr>
<td></td>
<td>Fears of trainers/M&amp;E</td>
<td></td>
</tr>
<tr>
<td>Tutor contribution</td>
<td>Holistic approach – academics and operational training</td>
<td>Differentiation between operational trainers and tutors (professional jealousy) difference in attitude</td>
</tr>
<tr>
<td></td>
<td>UNISA curriculum</td>
<td></td>
</tr>
<tr>
<td>Rank and professionalisation</td>
<td>Not related to rank or qualifications</td>
<td>Trainers as role models</td>
</tr>
<tr>
<td></td>
<td>Provide professional environment</td>
<td></td>
</tr>
</tbody>
</table>
As indicated in section 5.5, certain themes also emerged from the analyses and findings of the interviews with HR managers. Table 5.2 below illustrates the most prominent themes that emerged during the interviews with HR managers. The initial themes (elements) and the key categories for each emerging theme is also illustrated in Table 5.2.

### Table 5.2: Relationship between the qualitative data and identified themes – HR Manager interviews

<table>
<thead>
<tr>
<th>EMERGING THEMES</th>
<th>KEY CATEGORIES OF THEMES</th>
<th>INITIAL THEMES (ELEMENTS) IDENTIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>Strategy</td>
<td>Recovering strategy – no strategic intent – trainer pool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills audit</td>
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<td></td>
<td></td>
<td>SAPS priorities</td>
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<td>Equity</td>
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<td></td>
<td></td>
<td>Employer of choice</td>
</tr>
<tr>
<td>Development</td>
<td>WSP</td>
<td>Acquisition of skills</td>
</tr>
<tr>
<td></td>
<td>PEP</td>
<td>Development left to University partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bursaries vs academic needs – bursaries not awarded for specialised skills only Policing</td>
</tr>
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<tr>
<td>Current HR policies</td>
<td>Policies</td>
<td>Promotion</td>
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<tr>
<td></td>
<td>Structure</td>
<td>Compatibility with universities</td>
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<tr>
<td></td>
<td></td>
<td>MTPF</td>
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<tr>
<td></td>
<td></td>
<td>Recruitment to retirement strategy</td>
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<tr>
<td></td>
<td></td>
<td>Scarce skills</td>
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<tr>
<td>HRD</td>
<td>Academic grading strategy</td>
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<tr>
<td>HR planning</td>
<td>Process to obtain posts – work study – bureaucracy</td>
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<tr>
<td></td>
<td>All HR managers</td>
<td></td>
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<tr>
<td></td>
<td>No structure – awaiting structure to be compiled by UNISA project</td>
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<tr>
<td></td>
<td>Work-study done in 2014 for interim/enabling structure</td>
<td></td>
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<td></td>
<td>No feedback</td>
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<tr>
<td>New recruitment policy for SAPS members</td>
<td>Recruit the right person for right job, grooming camps/civilian input</td>
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<tr>
<td>Role of Police Management</td>
<td>Paarl University Project</td>
<td>Silos</td>
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<td></td>
<td></td>
<td>Scepticism – buy in</td>
</tr>
<tr>
<td>Restructuring of division HRM</td>
<td>Integration - silos</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Tutors/trainers</td>
<td>Told to study but no direction to what Benchmarking</td>
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<tr>
<td></td>
<td>Data management</td>
<td>Effective databases – skills and qualifications</td>
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<td></td>
<td>Access to information</td>
<td>Better decisions/placing of correct person in correct post</td>
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<tr>
<td>Succession</td>
<td>Developed tutors grabbed by universities/private sector</td>
<td></td>
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<tr>
<td></td>
<td>Will form part of retention strategy – currently none</td>
<td></td>
</tr>
<tr>
<td>EMERGING THEMES</td>
<td>KEY CATEGORIES OF THEMES</td>
<td>INITIAL THEMES (ELEMENTS) IDENTIFIED</td>
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</tr>
<tr>
<td>Many trainers do not see any future in Academy</td>
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</tr>
<tr>
<td>Reward</td>
<td>Market related remuneration</td>
<td></td>
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<tr>
<td>No incentives/recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure - further studies</td>
<td></td>
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</tr>
<tr>
<td>SAPS framework for incentives and rewards</td>
<td>Managed by each div individually</td>
<td></td>
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<tr>
<td>Status, rewarding further qualifications specialised career path, academic tours – visits to international universities</td>
<td></td>
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</tr>
<tr>
<td>Career management</td>
<td>Profiling</td>
<td>Ranks vs academic qualifications/specialised skills/professionals</td>
</tr>
<tr>
<td>Professional jealousy between tutors/trainers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career paths</td>
<td>Non-existent</td>
<td></td>
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<tr>
<td>Differentiate between tutors/trainers</td>
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<tr>
<td>Formal training alone will not sustain more disciplined and committed police officers</td>
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<td>Creating 2 legs 1 purely academic and 2 experienced SAPS Act police specific training without losing a disciplined environment</td>
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</tr>
<tr>
<td>Anticipated, but structure and promotion policy prevents its implementation: Trainer – tutor – junior lecturer - lecturer - senior lecturer - associate professor - professor</td>
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<tr>
<td>On provincial level - zero</td>
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<tr>
<td>Training – zero</td>
<td></td>
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</tr>
<tr>
<td>Retention</td>
<td>Draft retention strategy</td>
<td></td>
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<tr>
<td>Minimum rank against a contract after development</td>
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<tr>
<td>International affiliation for trainers</td>
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<td>Employer of choice</td>
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<tr>
<td>Special dispensation</td>
<td>Salary scales that gives recognition to qualifications and ensure their loyalty to stay</td>
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</tr>
<tr>
<td>Talent Management</td>
<td>All managers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will form part of Retention strategy of SAPS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Should consider all employees as talented</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talent management not important to Top Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Currently each division and province is expected to manage their own talent</td>
<td></td>
</tr>
<tr>
<td>Performance Management</td>
<td>Mentoring and coaching</td>
<td></td>
</tr>
<tr>
<td>Professionalisation</td>
<td>Criteria</td>
<td>Recruitment</td>
</tr>
<tr>
<td></td>
<td>Intelligence, commitment, loyalty and willingness to serve others with integrity Ability to anticipate change and potential to do something about it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Currently saps members do not adhere</td>
<td></td>
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<tr>
<td>Profile</td>
<td>Cannot have set profile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Match right people with right jobs</td>
<td></td>
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<tr>
<td></td>
<td>High ethical standards, values and be passionate about service delivery, be fit, be friendly, able to communicate clearly in English, be disciplined and live up to the mandate of SAPS to serve and protect</td>
<td></td>
</tr>
<tr>
<td>Talent Management vs professionalism - Talent pools</td>
<td>Developed through talent management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No guarantee that if you care for talented people they will behave professional</td>
<td></td>
</tr>
</tbody>
</table>
The initial identified themes (elements) had to be carefully considered to determine the underlying emerging themes. The initial themes were reduced from 68 to 22 key categories. The key categories were further categorised into 12 emerging themes which emanated from the interviews held with HR managers. Twelve relatively distinct themes emerged from the HR manager interviews: Talent management, communication, motivation and reward, development, career management, succession planning, retention, recruitment, role of police management, performance management, professionalisation and education and current HR policies. This process of identifying themes from the analysed data will contribute in responding to the research questions.

When the emerging themes that were revealed during the focus group discussions are compared to those of the interview results held with the HR managers, a clear pattern can be observed. The majority of the themes were prevalent in the results of both the focus group discussions and the interviews, namely: Recruitment, development, current HR policies, role of police management, succession planning, reward, career management, retention, performance management and professionalisation. The ten
emerging themes were combined in one table (Table 5.3 below) in order not to duplicate the themes and data.

**Table 5.3: Consolidated themes of results from focus group discussions and HR Managers interviews**

<table>
<thead>
<tr>
<th>CONSOLIDATED THEMES</th>
<th>THEMES: KEY CATEGORIES</th>
<th>INITIAL THEMES (ELEMENTS) IDENTIFIED</th>
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<td>Skills audit</td>
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<td>SAPS priorities</td>
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<td></td>
<td></td>
<td>Equity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employer of choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Build capacity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience and knowledge</td>
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<tr>
<td></td>
<td></td>
<td>Attraction of highly qualified trainers</td>
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<td>Development</td>
<td>WSP</td>
<td>Acquisition of skills</td>
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<td></td>
<td></td>
<td>Development left to University partners</td>
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<td></td>
<td></td>
<td>Bursaries vs academic needs – bursaries not awarded for specialised skills only Policing</td>
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<tr>
<td></td>
<td></td>
<td>Development is linked to reward and motivation</td>
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<td></td>
<td></td>
<td>Bursaries/international conferences/courses – learning experience/planned interventions</td>
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<td></td>
<td></td>
<td>Benchmarking</td>
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<td></td>
<td></td>
<td>Development linked to retention</td>
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<tr>
<td></td>
<td></td>
<td>Time and money to develop trainers</td>
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<td></td>
<td></td>
<td>Credibility and experience</td>
</tr>
<tr>
<td>Current HR policies</td>
<td>Policies</td>
<td>Promotion</td>
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<td></td>
<td></td>
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<td>CONSOLIDATED THEMES</td>
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<tr>
<td>New recruitment policy for saps members. Recruit the right person for right job, grooming camps/civilian input</td>
<td>No talent management policy</td>
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</tr>
<tr>
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<td>Compatibility with universities</td>
<td></td>
</tr>
<tr>
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<td>No structure – awaiting structure to be compiled by UNISA Work-study done in 2014 for interim/enabling structure No feedback.</td>
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</tr>
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<td>Strategy</td>
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<td>HRD</td>
<td>Academic grading strategy</td>
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<td>Trainers allowances</td>
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<td>HRD projects</td>
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<td>HR planning</td>
<td>Process to obtain posts – work study – bureaucracy</td>
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<td>Responsibility</td>
<td></td>
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<tr>
<td>Role of Police Management</td>
<td>Paarl University Project</td>
<td>Silos - Restructuring of division HRM No Integration</td>
</tr>
<tr>
<td>Scepticism – buy in</td>
<td>Doubt realisation of university</td>
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<tr>
<td></td>
<td>Consistency in decision-making</td>
<td></td>
</tr>
<tr>
<td>Succession Planning</td>
<td>Talent pool</td>
<td>Universities/ private sector attract developed tutors External opportunities Head hunting</td>
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<td></td>
<td>Will form part of retention strategy – currently none</td>
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<tr>
<td></td>
<td>Many trainers do not see any future in Academy</td>
<td></td>
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<tr>
<td></td>
<td>Loss of investments in tutors</td>
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</tr>
<tr>
<td>Motivation and Reward</td>
<td>Salary package (pay and conditions)</td>
<td>Salary package not competitive Does not correlate with those of universities Market-related remuneration</td>
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<tr>
<td></td>
<td>Exposure - further studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAPS framework for incentives and rewards</td>
<td>Managed by each div individually</td>
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<tr>
<td></td>
<td>Status, rewarding further qualifications specialised career path, academic tours – visits to international universities</td>
<td></td>
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<tr>
<td>Job Satisfaction (work itself)</td>
<td>Job satisfaction</td>
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<tr>
<td>Acknowledgement/appreciation (Achievement)</td>
<td>Skills and knowledge and experience/qualifications</td>
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<tr>
<td></td>
<td>No incentives/recognition</td>
<td></td>
</tr>
<tr>
<td>Promotion Policy not linked to career paths/retention or succession.</td>
<td>Talent pool not capacitated Overseen for promotion Most important factor</td>
<td></td>
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<td></td>
<td>Equity</td>
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<tr>
<td></td>
<td>Negativity towards external appointments</td>
<td></td>
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<tr>
<td>Rank system and promotion and career path</td>
<td>Educators and ranks/ do something in place of ranks/ benchmark</td>
<td></td>
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<tr>
<td>CONSOLIDATED THEMES</td>
<td>THEMES: KEY CATEGORIES</td>
<td>INITIAL THEMES (ELEMENTS) IDENTIFIED</td>
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<tr>
<td>Care and value by manager/supervisor (feel valued) Relationships</td>
<td>Flexibility to study and to do research Community Engagement</td>
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<td>Benefits and resources</td>
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<td>Influence of semi-militarisation and discipline/red tape</td>
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<td>Value of inputs – negative and positive people</td>
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<tr>
<td>Career management</td>
<td>Profiling</td>
<td>Ranks vs academic qualifications/specialised skills/professionals</td>
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<td>On provincial level - zero</td>
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<td></td>
<td></td>
<td>Training - zero</td>
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<tr>
<td></td>
<td>Different streams</td>
<td>Not all trainers want to become lecturers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not all trainers want to have degrees</td>
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<tr>
<td>Policies</td>
<td>Scarce skills</td>
<td>Love for SAPS</td>
</tr>
<tr>
<td>CONSOLIDATED THEMES</td>
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<tr>
<td>Retention</td>
<td>No strategy in place</td>
<td>Draft retention strategy (HQ)</td>
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<tr>
<td></td>
<td></td>
<td>Minimum rank against a contract after development</td>
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<td>International affiliation for trainers</td>
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<td>Link to reward</td>
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<td>KPA of tutors</td>
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<td>Professionalisation and education</td>
<td>Criteria</td>
<td>Recruitment</td>
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<td>Intelligence, commitment, loyalty and willingness to serve others with integrity</td>
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<td>Ability to anticipate change and potential to do something about it</td>
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<td>Currently SAPS members do not adhere</td>
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<td>Profile</td>
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<td>Match suitable people with proper jobs</td>
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<td>CONSOLIDATED THEMES</td>
<td>THEMES: KEY CATEGORIES</td>
<td>INITIAL THEMES (ELEMENTS) IDENTIFIED</td>
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<td>High ethical standards, values and understand and be passionate about service delivery; be fit; friendly; able to communicate in clear and understandable English; be disciplined and live up to SAPS mandate to serve and protect</td>
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<td>Talent Management vs professionalism - Talent pools</td>
<td>Developed through talent management</td>
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<td>No guarantee that if you care for talented people they will behave professionally.</td>
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<td>Valued&quot; and motivate members to pursue a &quot;visible&quot; career path</td>
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<td>Incentive to retain the knowledge and skills within a certain section</td>
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<td>Draw people with the right qualifications, experience and skills to apply for posts within those areas</td>
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<td>Culture</td>
<td>Bad culture</td>
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<td>Institutional climate should be attended to – not healthy in HRD</td>
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<td>Impact of tertiary education on professionalism</td>
<td>Formal training alone will not sustain more disciplined and committed police officers</td>
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<td>Varied view of focus groups on training and professionalisation</td>
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<td>Fears of trainers/M&amp;E</td>
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<td>CONSOLIDATED THEMES</td>
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<td>Tutor contribution</td>
<td>Holistic approach – academics and operational training</td>
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<td>Differentiation between operational trainers and tutors (professional jealousy) difference in attitude</td>
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<td>UNISA curriculum</td>
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<td>Rank and professionalisation Not related to rank or qualifications</td>
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<td>Trainers as role models</td>
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<td>Provide professional environment</td>
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<td>Commitment and discipline of internal trainers/tutors</td>
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<td>Mentoring and coaching</td>
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The 10 emerging themes from the data analysis and findings clearly indicate the need of an integrated talent management strategy for SAPS and specifically for academics at the Academy in Paarl, which will guide the organisation towards professionalism. The findings correlate with the literature reviewed in chapters 2, 3 and 4. Various authors Van Dijk (2008), Vermeulen (2008), Pillay et al. (2008) Koch and Burke (2008), Garrow and Hirsh (2008), Ulrich (2009), Kahn and Louw (2010), Koketso (2011), the NDP (2013b) and Barkhuizen (2014) agreed that an integrated talent management approach is necessary for the public sector to manage employees effectively.

It was further alluded to in chapter 2, section 2.2 that the employees of an institution are its single most important source of vitality and strength (Garrow & Hirsh, 2008:390) and the primary aim of HRM is to ensure that institutions achieve success through their employees (cf Vermeulen, 2015:483). For the SAPS Academy in Paarl, it will require quality and relevant training and education for its employees. Underlying the success and quality of this education and training will require skilled, suitably qualified and competent academics at the Academy to enhance the police officers skills and qualifications. This situation calls for a talent management strategy, which typically
focuses on the development and retention of employees (Vermeulen, 2008:40; Davies & Davies, 2010:419).

In chapter 3, section 3.1 and 3.7, the importance of the proper management of the current talent pool at the SAPS Academy in Paarl was highlighted in terms of talent management. It was also stated that the key to inciting a workforce to greatness is to align talent management with the institution’s strategy, define consistent leadership criteria across all functional areas, and identify specific competencies (for the purpose of this study educational competencies) to cultivate to ensure the growth of the institution as well as its human capital (Success Factors Business Execution Suite, 2013:1). In order to professionalise SAPS, it needs an integrated talent management strategy for academics at the SAPS Academy in Paarl. Only when this strategy is implemented and the necessary capacity is established, can SAPS make reference to professionalising the police through education and training.

5.6  CONCLUSION

In this chapter the results obtained from the focus group discussions and the interviews held with HR managers were presented. Ten (10) themes emerged from the study which enabled the researcher to base solutions and provide recommendations.

From the study it was established that SAPS have implemented a number of HRM and HRD policies while some are at the formulation stage. However, the fact that policymakers and implementers in SAPS function in silos prevents these policies from being integrated or linked to the organisations strategic plan. Furthermore, the lack of implementation of the HRM and HRD policies has resulted in poor management of the academics at the SAPS Academy in Paarl. Although they are expected to teach university students and contribute to the professionalisation of SAPS, there is no strategy in place to ensure that they are valued as a resource. The policies are generic and do not make provision to deal with special cases such as the establishment of a university. They are, therefore, ineffective and has led to various problems in the management of human resources at SAPS.

From the literature review and interviews conducted during the study it became evident that the only way in which the current problems can be solved at SAPS is through the development of an integrated talent management strategy. The aim should be to
develop a value chain to integrate talent management policies/initiatives to ensure that SAPS can compete with other institutions and retain its academics at the Academy.

It was also revealed that SAPS’s Recruitment Policy should form part of an integrated talent management strategy. It was found that SAPS internal recruitment and promotion policies do not support the academic structures found in tertiary institutions. SAPS policies require much lower levels of qualification such as a first degree. Clearly, the universities and SAPS’s recruitment processes and criteria are not compatible. Another challenge that the current SAPS recruitment policy poses is the appointment of academics in the Academy. SAPS cannot compete with tertiary institutions in terms of salary packages and pleasing working conditions. The findings revealed that the management of the HRD Division should follow a differentiated approach to attract and appoint academics and specifically at the SAPS Academy in Paarl.

Another area that should form part of an integrated talent management strategy is the development of human capacity. Managing development in SAPS through the WSP has been unsuccessful. It is clear that the HRD Division should follow a differentiated management approach in order to develop the academics in the division and specifically at the SAPS Academy in Paarl. PEP should be managed properly to ensure that development is linked to the performance enhancement process.

The study revealed that promotion is not linked to development, retention or the rewarding of academics. The academics in SAPS leave for better opportunities outside the organisation. It was suggested that the Promotion Policy be linked with a career path for academics and if SAPS’s WSP and PEP is managed properly, academics might decide not to resign. The majority of the participants in the study also held that SAPS does not manage the performance of its workforce properly, therefore, it (performance management) also forms part of an integrated talent management strategy for SAPS.

The findings also revealed that one of the most important aspects being neglected in SAPS is career management. It was established that there is no career management policy or career path for the SAPS employees. The participants felt strongly that to create and sustain a talent pool of academics at the SAPS Academy in Paarl, the organisation will have to give urgent attention to the implementation of a career path which can be linked to promotion as well as the formulation of a retention policy. A
career path and proper performance management will allow academics to specialise in their respective disciplines and experience.

Motivation and reward were found to be of utmost importance to the focus group discussants. These areas are currently neglected by SAPS’s management. The focus group discussants indicated that qualifications and experience should be linked with their salary package and not be rank-based since it is unacceptable in an academic setting. In the interviews held with HR managers, it was recommended that SAPS negotiate a special dispensation - salary scales for academics that give recognition to qualifications and ensure their loyalty to remain with the organisation. They further recommended that academics should have a career path linked to a salary scale and not rank based. It was also found that reward is linked to job satisfaction and retention. Therefore, it should also form part of an integrated talent management strategy.

The participants in the study were adamant that an academics job profile should be perceived as a scare skill in SAPS and managed accordingly. It was further revealed that if SAPS wanted to retain academics, an improved dispensation should be negotiated such as: Scarce skills salaries, conducive working environments, academic status, individual development plans, career path, time for research and community engagement and care and acknowledgement from top management.

It was also revealed that as with career paths and Retention Policy, SAPS does not have a succession plan. The study also indicated that succession planning is an important aspect for the development of talented employees. Reference was also made to establish or create a career plan/path for the individual talented employees, which should form part of an integrated talent management strategy for SAPS.

Poor communication in SAPS in terms of human resource management and acknowledgement of employees was prevalent throughout the study. It is clear that information which is available to top management and HR managers at Head Office is not transferred to employees including HR managers on the lower levels. This has a huge impact on service delivery and the morale of the academics. Proper communication channels should form part of an integrated talent management strategy.

The findings of the study revealed that the participants were under the impression that top management neither cares nor values them. The sentiment emerged that employees are not managed properly and moreover, top management is not committed...
to improve the working conditions of the employees. Emphasis is only on the work being executed. If SAPS intends to become an employer of choice and build an external reputation as such, this will have to change and top management will have to invest in its people, provide opportunities, show their support for advancement and lead the development of an integrated talent management strategy.

Furthermore, from the literature review and the interview findings, it was found that there is a distinct relationship between education and the professionalisation of police officers. Therefore, it is of utmost importance that SAPS invest in their academics through developing an integrated talent management strategy for academics and SAPS members.

Chapter 6 will present a summary and outline the key findings and emerging themes of the study. Recommendations pertaining to an integrated talent management strategy and the consequent professionalisation of SAPS is provided.
CHAPTER 6: REFLECTIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The first four chapters of this study provided a theoretical framework constructed through an in-depth literature review. Chapter 5 presented the results of the empirical research which verified the theoretical framework and tested the assumptions made in the study. Furthermore, emerging themes were identified that revealed the significance of developing an integrated talent management strategy for SAPS, and specifically for academics at the SAPS Academy in Paarl. The aim of the preceding chapters was to achieve the research objectives of the study and to respond to the research problem, outlined in chapter 1.

This chapter presents the summary of the primary arguments/themes discussed in each chapter as well as highlights that the objectives of the study had been met. The most significant conclusions, which emanated from the study are provided and specific recommendations are proposed. Furthermore, suggestions for additional research based on the theoretical analysis and results of the empirical findings are also outlined. Finally, concluding remarks relevant to this study are provided as well as the contribution to this study are underscored.

6.2 SUMMARY OF CHAPTERS

In Chapter 1 the primary research objective was established: To establish the impact that the lack of an integrated talent management strategy at the SAPS Academy in Paarl has on its academics and the professionalisation of the institution. The research problem highlighted the focus and motivation for the study, namely: The lack of an integrated talent management strategy at the SAPS Academy in Paarl has led to challenges in attracting qualified academics to lecture on the programmes offered; the appointed academics are occasionally inadequately qualified to lecture the specialised modules; lecturers are overloaded with lecturing responsibilities and have limited or no time to conduct research; succession planning and skills transfers are not in place; quality academic services including the professionalisation of the Academy and the institution to its students is compromised.

Chapter 1 provided an introduction and background to the study. The chapter clarified the rationale for the study that is, provided reasons why the particular topic as selected for research as well as highlighted the significance of compiling and implementing an
integrated talent management strategy for SAPS in order to establish professionalism in the workforce. The role of the SAPS Academy in Paarl and its academics in developing talented employees was established. Probable procedures to develop professional employees and identify the role of the academics at the SAPS Academy was also undertaken. The importance to develop an integrated talent management strategy for SAPS to fulfil its mandate in terms of the Constitution; adhere to the government’s NDP objectives and the professionalisation of the institution was outlined. Furthermore, the need of an integrated talent management strategy was expounded upon. In order to address negative perceptions about SAPS, a professional profile of the organisation's employees needed to be addressed through training and education.

The chapter also provided the research methodology that was followed and highlighted the ethical aspects that were adhered to during the study. The research methodology focused on the strategies followed during the research that is, it reflected on the planning, structuring and execution of the research that was conducted. Finally, a chapter outline was provided.

In Chapter 2 a literature review to outline the conceptual framework for talent management was conducted. In order to determine, not only the guidelines to implement an integrated talent management strategy effectively but also best practices in this regard, the talent management theory and proven best practices were outlined. The focus was placed on legislation, policies and frameworks relating to talent management, professionalism in the public sector and the educational domain including the significance thereof to guide SAPS in the development of an integrated talent management strategy. Specific attention was also given to how these best practices and principles could be customised and/or applied to the SAPS Academy in Paarl.

The importance of employee engagement, the necessity for proper communication, the commitment of senior management towards talent management in the institution and the allocation of sufficient funds was prevalent in this chapter. The models by Detuncq and Schmidt (2013) and the six (6) dimensions by Koketso (2011) could ultimately assist the SAPS Academy in Paarl to implement an integrated talent management strategy for its academics to address as well as contribute to the professionalisation of the organisation. The literature review revealed that the following HRM components should form part of an integrated talent management strategy for SAPS: Recruitment,
development, career management, performance management, reward, retention and succession planning.

The Generalisation Theory was discussed. The profiles of people who fell within the ambit of the Baby Boomers, Generation X and Generation Y highlighted the impact that the mentioned theory has on HRM and the generations’ different expectations of work. It was also clear that SAPS will have to take cognisance of these generations. In order to build a new generation of police employees, SAPS will have to start employing Generation Y employees to close the skills gap from increasing.

Chapter 3 conceptualised professionalism in the policing context and, as with talent management (in chapter 2), the national and international best practices in terms of professionalism in a Police Service was reviewed. The culture and legitimacy of a Police Service was also discussed. Previous studies, articles and documents were reviewed to establish whether education is a predictor of police professionalism and if better-educated police officers are better performers.

Emphasis was placed on the fact that education is necessary to master the specialised knowledge required for professionalism. From the literature reviewed in this chapter, it was confirmed that education is indeed a predictor of police professionalism. This highlighted the importance of education provided by the SAPS Academy in Paarl as a contributing factor to the professionalism of police employees.

The importance of adopting a learning culture was addressed as well as the fact that values form an integral part of police culture. Moreover, there is international recognition that police employees have access to academic education in order to contribute to professionalism. Education should also be provided to academics at the SAPS Academy in Paarl as a contributory factor to professionalise police employees and support their talent management skills.

Chapter 4 expounded upon the current situation in terms of talent management in SAPS and specifically at the SAPS Academy in Paarl. The current HR strategies and policies in SAPS were discussed to determine how the organisation manages talent. In addition, the benefits of talent management for SAPS as well as the consequences of not having an integrated talent management strategy were discussed. The most significant consequences were identified in this chapter, namely: Talent management practices are stuck in silos under the HRM; each has its own agenda; compete against
each other for funding and actively work against each other to acquire power (Oakes &
Galagan, 2011:45). Consequently, at the SAPS Academy in Paarl, it leads to employee
unproductivity on the ground level, for example, the academics at the Academy are
affected because SAPS divisions and components function in silos (Oosterom, s.a.:23).
Furthermore, there is a lack of flexibility in the HRD Division of the SAPS Academy in
Paarl which may lead to a decline in the intellectual capital of the Academy (that is, the
existing academics may decide to leave SAPS and search for alternative employment),
an increase in workload including the Academy experiencing difficulty to attract qualified

The literature reviewed revealed that there was no progress in the recruitment,
performance management, career management, retention or succession planning for
academics in the SAPS Academy in Paarl. A number of new policies towards a more
integrated HR management in SAPS are being formulated but it remains to be seen
whether these policies will have a positive impact on the management of academics at
the SAPS Academy in Paarl. The current situation has a negative influence on the
morale, motivation and development of the academics at the Academy in Paarl.

The literature review also disclosed that in order for an institution such as SAPS to take
the lead in talent management, HR policies and HRD plans must be linked and
integrated with its strategic plan. As indicated in section 4.3.1 of the chapter, these
policies and plans will have to be reviewed regularly as new priorities are formulated.
Failure to do so will result in SAPS not attaining its goals as outlined in its 2014-2019
Strategic Plan. It was established in this chapter that for SAPS to become an efficient,
effective and developmental orientated public sector institution, and policing be
enhanced as a career of choice, the organisation will have to consider moving towards
an integrated talent management strategy linked to its Strategic Plan.

In Chapter 5 of the study the results acquired through the empirical research was
presented. The results were gathered through personal interviews with HR managers
while the focus group discussions were summarised, presented and interpreted.

The empirical research was conducted to verify the theoretical framework and to test
the study’s assumptions. The identified emerging themes revealed the significance of
developing an integrated talent management strategy for SAPS and specifically for its
academics at the Academy in Paarl. The most significant themes that emerged based
on the results of the personal interviews and focus group discussions were: Recruitment, development, current HR policies, role of police management, succession planning, reward, career management, retention, performance management and professionalisation.

The results of the empirical investigation also revealed that:

- SAPS had implemented a number of HRM and HRD policies. However, the fact that the policy-makers and implementers within the organisation function in silos has inhibited these policies from being integrated or linked to SAPS’s strategic plan. Furthermore, the lack of implementation of the aforementioned HRM and HRD policies has resulted in poor HRM in the organisation as well as at the SAPS Academy in Paarl.

- It was also revealed that SAPS internal recruitment and promotion policies do not support the academic structures prevalent in tertiary institutions.

- The impact of the current SAPS recruitment policy on the appointment of academics in the Academy has resulted in the organisation being unable to compete with tertiary institutions in terms of salary packages and appealing working conditions.

- It was also revealed that promotion is not linked to the development, retention or rewarding of academics in SAPS. Consequently, they resign for better opportunities.

- The majority of the participants in the study held that SAPS does not manage the performance of its workforce properly, therefore, performance management should also form part of an integrated talent management strategy.

- From the findings of the study it became apparent that one of the most important aspects of HRM, currently neglected in SAPS, is career management. It was established that there are no career management policies or career paths for its employees.

- Motivation and reward were considered of utmost importance to focus group discussants because these areas are being neglected by SAPS’s management.

- Participants in the study were adamant that the job profile of an academic should be perceived as a scare skill and managed accordingly.
• Succession planning is an important aspect for the development of talented employees. Consequently, the establishment or creation of a career plan/path for individual talented employees should form part of an integrated talent management strategy for SAPS.

• Poor communication in SAPS in terms of HRM and the acknowledgement of employees was prevalent throughout the study.

• If SAPS envisages becoming an employer of choice and build a reputation as such, HRM will have to change while top management invests in its employees, provide opportunities, show their support for advancement and head the development of an integrated talent management strategy.

• Furthermore, the literature review and the findings from the interviews, revealed that there is a distinct relationship between education and the professionalisation of police employees. Therefore, it is of utmost importance that SAPS invests in its academics through developing an integrated talent management strategy for academics and SAPS members so that they can be empowered in their daily tasks to provide education.

The literature review and the interviews revealed that the only approach to resolve the current problems in SAPS will be through the development of an integrated talent management strategy. The aim should be to develop a value chain to integrate talent management policies/initiatives in order to ensure that SAPS can compete with other institutions and retain its academics at the Academy.

6.3 PRIMARY FINDINGS OF THE STUDY

To achieve the aim of the research objectives and respond to the research problem, as outlined in chapter 1, an in-depth literature review and empirical study was conducted. The study revealed the following findings in terms of the set research objectives:

6.3.1 Determine and analyse legislation, policies, theory and best practises pertaining to talent management and professionalisation in the public sector and specifically the SAPS

The extensive literature review revealed that there are multiple legislative provisions to improve the management of human resources in the public sector. The Constitution stipulates that “good human resource management and career development practices
must be cultivated to maximise human potential” (RSA, 1996:115). The South African government has promulgated a plethora of Acts in its country-wide initiative towards addressing HRM.

The most recent is the NDP legislative framework. The NDP states that one of the primary challenges in South Africa is the recurrent poor quality of service (RSA, 2013b:15). It is proposed in Chapter 12 of the NDP that action needs to be embarked upon to rectify the situation, which includes (RSA, 2013b:43-44): The professionalisation, recruitment, selection, placement and promotion of employees based on competency; and improved excellence through concentration on the identification and development of talented employees with the view to securing professional orientated employees. With these aspects in mind, the government also highlighted the importance of improving the quality of trainers’ and educators’ performance in public institutions (such as SAPS) in the NDP (RSA, 2013b:40).

A wide variety of definitions and interpretations of what integrated talent management entails continue to evolve among employees, workplace learning and in the development of professionals. According to Oakes and Galagan (2011:47), integrated talent management is about achieving better institutional performance and workforce productivity through optimised talent management efforts in the institution. Van Dijk (2008:389) concurs and asserts that if the public sector embarks on a concerted effort to integrate talent management in all HRM functions, employees will become the primary ingredient for the success of an institution such as SAPS.

It also became evident that the integration of HR processes in SAPS is overdue. The HRD Division has a critical role to play in integrated talent management in the organisation and should generate positive talent momentum. Currently, SAPS’s HRD Division only implements loose standing activities in an attempt to develop and retain academics. From the literature it also emerged that the police environment has become increasingly complex, therefore, the requirements for the development and education of police officers should be reviewed.

SAPS has made tremendous strides towards improved HRM. However, it still faces a number of challenges to successfully implement a more integrated HR plan: SAPS’s divisions still function in silos; insight, support and commitment of top management in talent management is needed; and most importantly, proper communication and consultation with all employees within the organisation is an imperative. SAPS has
succeeded in developing a number of excellent strategies and policies, but few were implemented successfully. The interviewees and focus group discussants held that SAPS’s divisions must take collective accountability for the establishment of a SAPS University in Paarl as well as talent management within SAPS. If such steps are not implemented, the different divisions in SAPS will continue avoiding responsibility. The HRD Division should commit that academics at the SAPS Academy in Paarl are included in an integrated talent management strategy.

The development of the Recruitment to Retirement strategy and the Draft Retention Policy is a step in the precise direction. Through this strategy and policy many of the shortcomings discussed and identified in this study can be resolved. However, the question is whether SAPS is geared towards the implementation of these newly developed strategies and policies and move towards an integrated talent management strategy.

Whether the new strategies and policies will be implemented remains to be seen, but SAPS’s management, the HRD Division and HR managers have an opportunity to change the manner in which SAPS is managed to build a relationship of trust with employees, improve communication and empower its human resources through close cooperation.

The Generational Theory was outlined and discussed in chapter 2. Its review revealed that it would be advisable for the SAPS Academy in Paarl to appoint academics who fall within the, Generation Y domain. Accommodating this generation in SAPS will influence talent management in all aspects of its components because this generation includes persons who are innovative, work with technology, refuse to be micromanaged, have hope for the future, are collaborative, goal-orientated, tolerant towards diversity, activists and be part of the decision-making processes which can have an influence on their lives and careers (Keet, 2015:9). This generation is further attracted by money, interesting and challenging work, and a vibrant institutional culture (Keet, 2015:9). Generation Y may make employee retention challenging because they are not willing to remain in a single working environment for many years. However, with effective talent management strategies and interventions, the SAPS Academy could benefit from this generation’s energy, creativity and innovation.

The distinct lack of effective communication frequently emerged during this study, which emphasises its importance in any working environment. The data collected in the study
revealed that communication from higher levels in an institution does not reach ground level, e.g. many HR managers on ground level are not aware or the Recruitment to Retirement Strategy or of the Draft Retention Strategy, while it is common knowledge among HR managers at SAPS’s Head Office. Internal communication and consultation at all levels of the institution should be improved drastically. All strategies and policies should include communication plans, which must be implemented and regular feedback be provided through various channels of communication in SAPS. Leadership should be committed to work together and not in silos. Communication between the different police divisions must be improved and integrated decision-making should be implemented by police management to improve transparency.

The literature reviewed and the data gathered through interviews emphasise the importance and the pivotal role that leadership plays in the control of efficiency in SAPS. They should serve as role models in the institution and human capital and engagement with human capital must be prioritised.

Currently this is not the case. During the interviews it was revealed by the focus group discussants including several HR managers that they are negative and demoralised of the manner in which SAPS’s leadership manages their most valuable assets in the institution. Top management should lead by example, trust, care and show appreciation for their employees and to realise the significance of integrated human resource management. With the support of top management, HR managers should facilitate talent management in SAPS and model talent to fit the institution.

Through the literature and benchmarking with other global police agencies, it became clear that tertiary education plays an important role in the professionalisation of police agencies throughout the world. Most global police agencies, and an increased number in Africa, require police employees to study towards degrees. The importance of police culture and values for police agencies was also prevalent in the literature review. Moreover, professionalism, police culture and a strong value system go hand in hand in professionalising a police agency such as SAPS in order to garner the support from the public.
Determine current talent management practices in the public sector with special reference to the SAPS Academy in Paarl

As indicated in chapter 5, during the interviews with HR managers and the focus group discussants, it became apparent that the term talent management is not a familiar concept within SAPS. The focus group discussants continually made reference to salary packages or a special dispensation for academics. One discussant said that there must be a golden thread for growth in SAPS when a members’ recruitment day is hosted. This view ultimately culminates to implement talent management.

Although the draft Retention Policy is a positive improvement to the Scarce Skills Policy, (talent management was restricted to the management of scarce skills), the Draft Retention Policy still refers to talent management as the process of identifying and developing talented people and maintenance thereof. It is clear from this definition that SAPS still considers talent management as the management of a small pool of talented persons and disregard the holistic approach of integration of talent. Consequently, the majority of SAPS’s employees are excluded.

In chapter 2, section 2.2, it was illustrated through the literature review that in its broadest sense, talent management may be viewed as “the implementation of integrated strategies and systems to increase workplace productivity by developing, retaining and utilising people with the required skills and aptitudes to meet current and future business needs” (Detuncq & Schmidt, 2013:31). This definition comprises the entire human resource function. It is imperative that institutions attract, develop and retain the appropriate talent at all levels to ensure their ongoing competitive advantage (Masibigiri & Nienaber, 2011:1).

According to the draft Retention Policy, talent management will be managed by the HRD Division which is a step in the right direction as expressed in the literature reviewed. Interviewees and focus group discussants also agreed that the HRD Division should be more vocal and proactive in the talent management process to ensure that the University project is successful.

The findings of the study also revealed that currently, SAPS is managing its talent poorly, promotion is not linked to employee development, rewards or employee retention. Similarly, development plans, the PEP process, career management and the Promotion Policy of SAPS are not integrated in order to build a better dispensation for
employees. The results acquired through the personal interviews and focus group discussions reveals that both focus group discussants and HR managers agree that an integrated talent management strategy will provide SAPS, and specifically the SAPS Academy in Paarl, with a long-term solution to HR management challenges.

The literature reviewed as well as the empirical investigation revealed that internal SAPS recruitment and promotion policies do not support the academic structures found in tertiary institutions. Whereas the university structures require a Master’s level qualification in teaching, SAPS policies require significantly lower levels of qualifications, such as a first degree. It is evident that SAPS’s and UNISA’s recruitment and promotion practices and policies are not compatible. The discrepancies include: Newly appointed academics at the SAPS Academy in Paarl do not adhere to UNISA’s or the CHE’s criteria for the appointment of an academic position for teaching on the BPSD programme or the Executive Leadership programmes; the appointed academics with first degrees delay the readiness of the Academy of appointing an adequate number of academics while conducting its business without a university partner. This is presumed to be within five years.

It is clear that the management of the HRD Division will have to follow a differentiated approach to attract and appoint academics to the division and specifically at the SAPS Academy in Paarl. Currently, as indicated in chapter 5, section 5.4.5.1, needs for capacity building that fall outside the approved personnel establishment must be motivated, studied, equated and approved by a work study officer before it can be advertised or filled. This can take up to two years if not driven by the HR unit’s management.

It also became clear from the literature reviewed that instead of haphazardly recruiting and appointing employees and academics, SAPS should first determine the profiles of an academic and a professional police officer. Furthermore, for each job profile there should be a personal profile to ensure that SAPS match the suitable person with the job requirements. Job profiles should form critical building blocks for HR processes which will eventually be critical to retain employees.

The empirical results expressed by the focus group discussants also revealed that SAPS does not have a career management policy, which is linked to promotion and development. This is currently the greatest demotivating factor for academics at the SAPS Academy in Paarl and Thabong. It also has a negative impact on relationships
amongst academics, which leads to misunderstandings and conflict. It causes uncertainty in many areas. The HR managers are unsure whether the University will become a reality and enough has been done to capacitate the SAPS Academy in Paarl according to university standards.

According to one of the HR managers interviewed, career paths for academics are anticipated, but the SAPS structure and the Promotion Policy prevents its implementation. If this can be approved, it will be a step in the right direction and the academics career paths will be compatible with that of a university. The focus group discussants also held that career paths for academics should not be linked to ranks but be the same as in a university system linked to a market-related remuneration package.

In order to solve professional jealousy and conflict amongst academics, the focus group discussants suggested that SAPS create a double pronged approach (career paths): one purely academic; and one for content expert trainers (who would not want to become tutors). A talent pool must be developed which comprises of trainers and tutors/lecturers as well as includes a choice of different career paths including an inclusive talent pool to ensure optimal skills transfer and retention of talent.

The results gathered during the empirical research (presented in chapter 5), revealed that SAPS’s WSP is not the answer to the development of the academics in the SAPS Academy in Paarl. Due to budget constraints, the Academy has inadequate funding for training programmes. The process of awarding bursaries is also flawed and the HRD Division will have to review the policy thereon. Presently, there are no structured development plans for academics - they are merely awarded bursaries and told to study towards their Honours and Master’s degrees.

It was determined during focus group discussions that development plans for academics are controlled largely by the university partners who work according to their own strategic and operational plans. The university partners are expected to facilitate the development of tutors by exposing them to seminars, debates and lectures. Unfortunately, the actual professional skills set of tutors is not being addressed. The results clearly revealed that the management of the HRD Division should follow a differentiated approach to develop the academic talent in the division and specifically at the SAPS Academy in Paarl.
The focus group discussants suggested during the empirical investigation that academics who exceed performance expectations and show leadership potential should be ‘fast tracked’ and **rewarded** for their performance. A proper development plan, including mentoring and coaching, should be implemented for those academics who are responsible and reliable performers with talent. Those who do not perform should commit themselves to improve their service delivery or be transferred. It was further revealed that ‘fast track’ and positive action programmes could also serve as a mechanism to reward academics. A fast track programme will ensure clear aims and expectations, clear marketing and communications and allow employees time during working hours to execute work associated with the programme e.g. research, community engagement programmes and to further their studies.

The results from the focus group discussions revealed that perceptions about the promotional processes has a strong demotivating impact. According to the focus group discussants, promotion is considered a recognition of their value and for the service delivery. Moreover, the group also held that promotion and a special salary dispensation would be the two most rewarding factors for them.

It was established from the biographical information obtained during the focus group discussions that currently, the majority of the academics in the Academy are employed on salary levels 7 and 8 which is on the middle management level. For this reason, SAPS must investigate a special salary dispensation for academics instead of the R400.00 allowance per month. A special salary dispensation will not only recognise the academic standing of the academics, but it may also reduce the risk of attrition of academics to other universities. Furthermore, it may serve as a source of attraction for external lecturers to the SAPS Academy in Paarl.

The participants expressed multiple aspects that would encourage them (*retain*) to remain at SAPS:

- Proper resources;
- Special dispensation - salary package;
- Job satisfaction’
- Professional work environment;
- Get status (Academic grading);
• Establish a reward system, e.g. allowances, incentives, rewards, recognition, appreciation and acknowledgement for trainers/tutors should be considered;
• Consultations with facilitators to discuss aspects that impact on them; and
• Academic personnel have insight of their own future. The idea of project teams (faculties) is widely supported.

It was revealed that the absence of a **succession plan** can undermine the institution’s effectivity and sustainability. Succession planning is an important aspect for the development of talented employees. Reference is made to the establishment or creation of a career plan/path for the individual talented employee and the establishment of talent pools. Neither of these exist at SAPS. Succession planning is critical if one examines the salary scales and ages of the academics employed at the SAPS Academy in Paarl and Thabong. The biographical information obtained from focus group discussants, created a depressing perception of the Academies. The majority of the academics are in their 40’s, six (6) in their 50’s and one (1) will soon retire. Therefore, succession planning is an imperative. The HRD Division should consider appointing a younger generation (Generation Y) of academics to form part of the talent pool.

### 6.3.3 The current situation regarding professionalism in the public sector, with special reference to the SAPS Academy in Paarl

A large body of literature on professionalism in the policing environment was expounded upon in this study. It included multiple definitions, strategies and models of the best probable approaches to professionalise police services/forces. All that has been written and assumed about the professionalisation of police employees through tertiary education in recent years, the variety of definitions and interpretations thereof, continue to market the significance of education and further development of police employees globally. The literature revealed that further education of police employees is imperative and supports the notion that it plays a role in the professionalisation of the police.

The research question relating to the current situation of professionalism in the public sector - **What is the current situation regarding professionalism in the public sector, with special reference to the SAPS Academy in Paarl?** - yielded interesting and unexpected findings from the focus group discussions and personal interviews conducted with HR managers. The results and the findings, in terms of professionalism, revealed that the
concept professionalism holds different meanings to different people. Individual focus group discussants within the focus groups responses differed and disagreed with each specifically the following question: “How will the creation of a high-performance talent pool of academics at the SAPS Academy in Paarl assist in the professionalisation of SAPS?” The reason for the varying differences in opinion is that there is neither a specific definition for the profile of a professional police employee in SAPS nor professionalism. Consequently, there are varying perceptions which could be the reason for the differences between the various focus group discussions and the interviews with the HR managers.

The differences among the participants in terms of professionalism were also addressed in the literature review which revealed that it would be difficult to change the perceptions and scepticism of the police employees and the current police culture. The police are concerned with decision-making and management of practical tasks, while academics focus on analysis and broadening their perspective of policing (Paterson, 2011:7).

SAPS still contends with finding a perfect fit between qualifications and experience, however, it is clear from the reviewed literature that it is a matter SAPS will have to attend to in the near future. The focus group discussants and the HR managers who were interviewed, agreed that formal training alone would not sustain disciplined and committed police employees. Formal training should be complemented with values, institutional culture and a positive attitude. Furthermore, ethics, norms, standards and discipline are important character traits of a professional police employee.

The focus group discussants held that the current culture in the HRD Division of SAPS is ‘not healthy’ and that the institutional climate should be attended to. From the literature review (chapter 3, section 3.4), it was established that the employees academic education can play a significant role in cultural changes at SAPS as an institution. In chapter 3, section 3.4.1, it was suggested that professionalism, with its emphasis on impartiality, accountability, specialised knowledge and ethical standards, could offer an alternative set of values and mode of thinking to replace that of the current SAPS culture.

Although the professionalisation of SAPS is not the core of this study, it was included to support the premise that professionalism is linked to higher education and therefore, the importance of effective management of the current talent pool at the SAPS Academy in Paarl in terms of talent management.
The professionalisation of SAPS could be a topic for further research since SAPS has to date not formulated a proper and clear definition for professionalisation. A number of SAPS’s and national government’s strategies refer to professionalisation, but the implementation thereof has not materialised.

6.3.4 Make recommendations pertaining to the development and implementation of a talent management strategy and related professionalism for the SAPS Academy in Paarl

Recommendations, pertaining to the development and implementation of a talent management strategy for the SAPS Academy in Paarl, which will form the basis of a professional culture in SAPS, are made in this section to address the research problem, as outlined in chapter 1, section 1.2. The lack of an integrated talent management strategy at the SAPS Academy in Paarl has led to difficulty in attracting qualified academics to lecture on the programmes offered; the appointed academics are generally inadequately qualified to lecture the specialised modules; lecturers are overloaded with work and have no time to conduct research; succession planning and skills transfer have not been implemented; quality academic services and the professionalisation of the Academy and the institution is compromised. The research was conducted based on the research problem identified in chapters 1 to 5, thereby providing recommendations which could possibly address the challenge. Therefore, in terms of the research objectives outlined in chapter 1, section 1.3, the following recommendations related to the development and implementation of an integrated talent management strategy that can form the basis of a professional culture in SAPS is suggested.

6.3.4.1 Determine and analyse legislation, policies, theory and best practises pertaining to talent management and professionalisation in the public sector and specifically the SAPS

Two models of integrated talent management that stood out during the study were: Firstly, the model by Detuncq and Schmidt (2013), encompasses workforce planning, talent acquisition, performance management, learning and development, engagement and retention as well as succession management; and secondly, the six dimensions by Koketso (2011), includes strategy development, attraction, retention, motivation, development, deployment and management, connecting and enabling as well as transforming and sustaining.
These two models are equally suitable for the development of an integrated talent management strategy for the academics at the SAPS Academy in Paarl to address the needs of the organisation and contribute to the professionalisation thereof. The dimensions of motivation and development of these two models will be useful to SAPS. It is important for the employer (in this instance SAPS), to understand the needs of employees for motivation, development and job satisfaction (Vermeulen, 2008:418). The academic skills and experience at the Academy need to be coordinated with institutional needs as with the BPSD and SSEDP. Although transformation is important in any environment, it cannot be achieved without regarding the sustainability of a transformation plan (RSA, 2012:6).

The HRD Division should be the component in SAPS that takes the lead in generating positive talent momentum. The HRD Division has a critical role to play in the development of an integrated talent management strategy for SAPS and must be vocal and proactive in positioning where and how talent can be shaped strategically. This should not be conducted in a silo but in collaboration with all the other departments in the institution, supported by top management. The following strategies and policies are proposed which should be part of the integrated talent management strategy:

- **Scarce Skills Policy** - academics must be included in the SAPS policy and managed accordingly. The policy should be linked to the retention strategy, career path and SAPS’s Promotion Policy.

- **Draft Retention Policy** – this policy should be implemented as soon as possible. It must be linked to SAPS’s PEP, WSP and Promotion Policy.

- **Draft Recruitment to Retirement strategy** – this strategy should be reviewed to elevate talent management from the retention strategy to manage human resources in SAPS.

- **Project Plan for the establishment of a university in SAPS** - A Project team comprising of participants from all divisions should be appointed to draft a SAPS Project Plan to be linked to a budget so that everyone involved will know what their roles and responsibilities are and regular feedback can be provided to all involved.

- **Communication strategy** – SAPS should develop, implement and monitor appropriate strategies for employee communication, consultation and participation. Internal communication and consultation on all levels of the institution should be
drastically improved. All formulated strategies and policies include communication plans. These plans must be implemented and regular feedback should be provided through the various communication channels in SAPS.

- Leadership – the SAPS leaders should be committed to ensure that the various divisions in the institution collaborate and do not function in silos. Communication between the different divisions must be improved and integrated decision-making should be implemented by top management to improve transparency.

6.3.4.2 Determine current talent management practices in the public sector with special reference to the SAPS Academy in Paarl

From the literature review it became evident that the following HRM components should be part of an integrated talent management strategy for SAPS: recruitment, development, career management, performance management, reward, retention and succession planning.

- Recruitment
  - A personal profile should be developed for each job profile (specifically for academics) to ensure that SAPS appoint suitable candidates for the required positions. Job profiles should form critical building blocks for HR processes and be critical in retaining employees. It is important that qualifications should be linked to the job profile of an employee.
  - In order to establish the talent available in the HRD Division that meets the criteria for tutors, it is recommended that a skills audit be conducted by the Division and the skills gap be established between the current skills and those required to function effectively. A knowledge data base of all skills and qualifications in terms of academics should be maintained.
  - The areas of competency for academics should be identified and developed to ensure effective targeted recruitment, selection and placement at the Academy in order to adhere to the SAPS, UNISA and the CHE criteria. Academics should be perfectly suited between qualifications and experience.
  - A work study of the structure of the Academy should be completed soonest and implemented.
• Career Management
  
o  A career path that allows for reward, further studies and academic accomplishments should be established. The career path of an academic must be compatible with that of a university. The current SAPS structure and the Promotion Policy should be reviewed to implement a specific career path for academics at the Academy in Paarl. A career path for academics should not be linked to ranks; it should be the same as in a university system, linked to a market-related remuneration package.
  
o  A career path should also be linked to promotions and development. Promotion is one of the most important factors that would have an impact on academics.
  
o  One career path with two legs, that is, one purely academic and the other for content expert trainers (who would not want to become tutors) without compromising a disciplined environment. A talent pool must be developed consisting of trainers and tutors; it should be all-inclusive to ensure optimal skills transference and talent retention.

• Talent Development
  
o  The HRD Division has to compile a separate development plan for the academics in Paarl based on their needs in order to progress to higher levels of tuition. A special budget should be set aside. This plan should be a five year plan to ensure sustainability. The plan should also include attendance of approximately two or three conferences per annum as well as international study visits/scholarships as a reward and motivation for studies successfully completed. Development plans should also include mentoring and coaching, sabbatical periods, educational writing, research projects and community projects.
  
o  Job swopping should be considered for further development. This implies that tutors are allowed to work with and teach at universities to elevate themselves from trainers to tutors. They acknowledge that they still have to develop skills and expertise to be considered tutors and lecturers. The appointment of a mentor with a Doctorate or Professorship would also assist in their development.
Clear success measures need to be established to develop academics activities.

UNISA should implement their academic development plan soonest.

- **Performance Management**
  
o  It is recommended that the PEP and WSP be used more effectively to develop the talent pool of academics at the SAPS Academy in Paarl. Ongoing performance appraisals, performance-related salaries, link performance management to promotion, enhance performance through affirmation and recognition, positive reinforcement and encouragement, and performance based bonuses would assist SAPS to develop the academic talent pool effectively. Those academics that exceed performance expectations and show leadership potential should be ‘fast tracked’ and rewarded for their performance through promotion and/or academic grading. ‘Fast track’ and mentorship programmes for achievers will ensure clear aims and expectations, distinct marketing and communications; allow time during working hours for participants to execute work associated with the programme as well as study.
  
o  A proper development plan, including mentoring and coaching should be implemented for those academics who are sound performers with talents.
  
o  Those who do not perform as suggested by the interviewed HR managers, must commit themselves to improve service delivery or be transferred.

- **Reward**
  
o  Performance rewards and recognition should be re-introduced and implemented to motivate and improve employee satisfaction at all levels.
  
o  New reward and recognition approaches that encompass culture, conduct and discipline should be explored.
  
o  A flexible workplace for academics should be ensured.
  
o  Attractive working conditions should be ensured.
  
o  Sufficient time needs to be allocated to facilitators to conduct research.

- **Retention**
  
o  Proper resources should be provided for academics.
  
o  A professional work environment should be ensured.
o Status (academic grading) for academics should be obtained.
o A reward system, e.g. allowances, incentives, rewards, recognition, appreciation and acknowledgement for trainers/tutors should be established.
o Best practices, nationally and internationally related to talent management should be customised at the SAPS Academy in Paarl as well as implemented.
o A talent inventory to reduce employee turnover should be established.
o Academics must be internationally affiliated with training providers and professionally registered with a professional body such as the South African Board for Trainers or the South African Board for Personnel Practice.
o Academic freedom for academics should be ensured.
o The HRD Division should negotiate a special dispensation for academics.

- Succession Planning
  o An early warning system, as a counter measure for any form of skills loss which might affect service delivery, should be developed.
o Review talent to identify potential successors for critical posts, followed by conducting a gap analysis and individual development plans which must be measured and monitored.
o A younger generation (Generation Y) should be appointed to form part of the talent pool.
o A talent pool of academics should be created, selected and developed against institutional standards.

6.3.4.3 **Determine the current situation regarding professionalism in the public sector with special reference to the SAPS Academy in Paarl**

- The profile of a professional police employee in SAPS should be defined with a macro understanding of his/her role in the security value chain.
- Professionalisation of the Police could be a topic for further research, since SAPS has to date not compiled a proper definition for professionalism. All SAPS and government strategies make reference to professionalisation, but have not materialised.
- Formal training alone will not sustain more disciplined and committed police employees. Formal training should go hand in hand with values, culture and a
positive attitude. Ethics, norms, standards and discipline are important character traits of a professional police employee. Therefore, police specific development must be incorporated with academic development, police culture, history and discipline.

- Academics need to act as change agents, to transform the attitude and behaviour of students to professionalise the police.
- Impact studies must be conducted to measure learning and cultural change after the re-integration of BPSD students in their workplace.

The steps highlighted in the recommendations can be implemented individually or simultaneously. Certain steps might require the development of specific instruments before application. All the recommendations should be incorporated in an integrated talent management strategy for SAPS and specifically for the Academy in Paarl in order to fulfil its vision of becoming an internationally recognised Police University.

6.4 CONTRIBUTION TO THE STUDY

The research may contribute towards a sustainable solution for the current problem, that is, a lack of talent management in SAPS. The study also addressed the issue of professionalism in SAPS. Furthermore, recommendations were provided to improve the working conditions and job satisfaction of the academics at the SAPS Academy in Paarl. By ensuring that these aspects are addressed in the SAPS Academy in Paarl, the results may be of value to the organisation at large.

The study may also assist the management of SAPS to have a clearer understanding of the phenomena, talent management and professionalism and enhance the basic principles thereof so that they would be in a position to assist in drafting a strategy, policies and procedures in terms of an integrated talent management strategy and professionalism.

The content of this study will be a return on investment for SAPS. If SAPS implements the recommendations of this study, it would empower the institution to manage its employees in an effective and professional manner and possibly resolve the current situation of operating in silos. The study will also contribute and add to a much needed scholarly body of knowledge in SAPS. Until recently, limited research was conducted from within SAPS. It is only within the last two years that there is a drive to conduct research within the institution.
Since many public institutions still contend with the implementation of talent management strategies, this study could be useful to other public institutions on either the national, provincial or local spheres of government. Challenges experienced by other public institutions could be similar and certain recommendations may prove to be valuable to them.

This research also generated new empirical data (from focus group discussions and interviews held with HR managers) as well as summarising, evaluating and integrating existing literature on police training, employee management, police-academia relations and the professionalisation of a police service. While the dissertation can be comfortably situated within the field of Police Studies, it can also contribute to the conceptual development of Professional and Higher Education and the Sociology of professions. Within Public Administration, the academic discipline within which this study was conducted, talent management as an academic field is located under the auspices of HRM as a sub-discipline. The study contributes scholarly knowledge to the sub-discipline of HRM and the field of talent management.

6.5 FURTHER RESEARCH

The study primarily focused on talent management, specifically at the SAPS Academy in Paarl. It is important to highlight that all elements which contribute towards talent management in an institution could not be researched in-depth. Therefore, areas which relate to this study that can be researched further are:

- Professionalism in SAPS could be a topic for further research, because SAPS to date has not compiled a proper definition for police professionalism.
- Aspects in the recruitment to retirement strategy, such as police culture, which has not been researched requires urgent attention.
- An appropriate model for tertiary education for SAPS.

6.6 CONCLUSION

The researcher selected this specific topic as a case study because the problem statement and the objectives are linked to the current problems experienced at the SAPS Academy in Paarl.

The research findings dealt with the real experiences and feelings of the focus group discussants and their frustration with the current situation at the Academy. The findings
based on professionalism were interesting and the different views held by the participants (focus group discussants and interviewees), could be observed. Various views were held among the focus group discussants. The literature study revealed international support for professionalisation through higher education. The concern could be that current trainers without qualifications hold that they are also professionals and they can also add value to the professionalisation of SAPS.

Furthermore, the research aimed to prove that the development of an integrated talent management strategy for academics at the SAPS Academy in Paarl, will play a major role in achieving the overall goals of SAPS to professionalise the Police Service.

The recommendations provided in this study could fill the gaps identified in the research problem. By having a fully-integrated, comprehensive talent management programme, the SAPS Academy in Paarl could have a strong advantage over less-focused competitors, and more likely be able to create the future for the SAPS Academy in Paarl as an educational service provider.

An integrated talent management strategy will address the gap between human resource institutional needs and the human resource supply at the SAPS Academy in Paarl. The primary objective of an integrated talent management strategy should be to achieve the goals of SAPS and ensure sustainability through well-developed, motivated and competent employees. Such a strategy can ensure that SAPS has an engaged and committed workforce, retain its employees and become an employer of choice. SAPS has all the components of an integrated talent management approach in place but the challenge is to align the initiatives and formalise those through the development of policies and strategies. It would, however, be a valuable experience.

Since the competition for critical talent will not abate in the near future, a competitive cutting edge and evolving public institution needs to rethink the actions and functions it utilises to attract and retain talent. An integrated talent management strategy will ensure alignment between talented persons and their roles. The contextualisation and adoption of an integrated talent management strategy will also allow SAPS’s management to manage future circumstances proactively. Furthermore, the successful implementation of a talent management strategy will assist to reposition SAPS as a sought after employer of choice with a higher service value proposition that would create an environment for talent to thrive.
Police professionalism in SAPS remains an unidentified and elusive concept. While this might be true, striving for improved professionalism is likely to do more good than bad for local policing. The potential changes might be small, or they could mark a revolution in public safety and policing for the country.

This study provided valuable information for the development of an integrated talent management strategy and an HR plan for the SAPS Academy in Paarl. It should be noted that in implementing this strategy, management at the HRD Division would be the primary role players in appointing a project team with a number of smaller task teams to conduct further research in certain areas of the strategy including develop an implementation plan thereto. Management and academics at the SAPS Academy in Paarl should implement the various steps of the strategy.

Talent management is essential to achieve institutional excellence. SAPS’s management should do everything within its power to ensure they have access to a satisfactory supply of talented employees thereby deliver a professional service to its clients, the community of South Africa.
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ANNEXURE A

TITLE REGISTRATION

Dear Brig Kotze,

REGISTRATION OF TITLE

At the recent Faculty Board meeting, the faculty of Arts approved your title as follows:

<table>
<thead>
<tr>
<th>Talent Management for training staff in the South African Police Service: The case of the SAPS Academy; Paarl</th>
</tr>
</thead>
</table>

The abovementioned title may under no circumstances be changed without consulting your supervisor/promoter and obtaining the approval from the Faculty Board.

Should you wish to submit for examination, please inform your supervisor. Upon approval of your supervisor, please submit the Notice of Submission form THREE months in advance, if you intend on submitting. The form is available at the M & D department or the administrative manager of the faculty.

Dates of submission of copies for examination:

- 31 May 2015 to 14 November 2015 to qualify for the May 2016 graduation ceremony
- 18 November 2015 to 31 April 2015 for the September 2016 graduation ceremony

Your attention is drawn to the following publications / web addresses:


We wish you a pleasant and successful period of study.

Yours sincerely,

Ms Ragei Jafta
FOR CAMPUS REGISTRAR
ANNEXURE B
PERMISSION TO CONDUCT RESEARCH

The Head: Strategic Management

Att: Lt Col Joubert

SOUTH AFRICAN POLICE SERVICE

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE SOUTH AFRICAN POLICE SERVICE: 0436692-1 BRIG C M KOTZE: DIVISION HUMAN RESOURCE DEVELOPMENT: COMMANDER SAPS ACADEMY; PAARL

1. I no 0436692-1 Brig C M Kotze is a registered postgraduate student for a Master's Degree of Public Administration at the University of North-West. The approved topic of my research is: Talent Management for training staff in the South African Police Service: The case of the SAPS Academy, Paarl.

2. The problem that this study will research therefore is: The lack of an integrated talent management strategy at the SAPS Academy in Paarl has led to challenges in attracting qualified academics to lecture on the programmes offered; the appointed academics are occasionally inadequately qualified to lecture the specialised modules; lecturers are overloaded with lecturing responsibilities and have limited or no time to conduct research; succession planning and skills transfers are not in place; quality academic services including the professionalisation of the Academy and the institution to its students is compromised; The study will seek to establish how these problems can be resolved through the development and implementation of an integrated talent management strategy.

3. In order to address the problem statement and to verify the general research question, the study aims to address the following objectives:

- determine and analyse the legislation, policies, theory and best practices pertaining to talent management and professionalisation in the public sector and specifically the SAPS;
- determine the current talent management practices in the South African Police Service with special reference to the SAPS Academy in Paarl;
- determine the current situation regarding professionalism in the South African Police Service with special reference to the SAPS Academy in Paarl and
• make recommendations pertaining to the development and implementation of a talent management strategy and related professionalism for the SAPS Academy in Paarl.

4. For the purpose of my research I request approval and permission to use institutional information not available in the public domain, excluding confidential; secret and top secret documents or information. The approval will also include conducting interviews with HR managers and doing Focus group interviews with all the trainers in SAPS Academy; Paarl and SAPS Academy; Thabong.

5. Although the purpose of the research is academic, SAPS will also have access to consider or implement the recommendations based on the outcome of the research findings.

6. Please find enclosed the approved Research Proposal as reference.

7. Hoping that this application will meet your favourable consideration.

Kind Regards

BRIG

COMMANDER: SAPS ACADEMY; PAARL

C M KOTZE

DATE

APPROVED/NOT APPROVED/COMMENTS

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A. The Divisional Commissioner
HUMAN RESOURCE DEVELOPMENT
(Attention: Col Hynd)

B. The Divisional Commissioner
HUMAN RESOURCE MANAGEMENT
(Attention: Col Mashilo)

RE: RESEARCH REQUEST: TALENT MANAGEMENT FOR TRAINING STAFF IN THE SAPS;
MASTERS DEGREE: NWU; RESEARCHER: CM KOTZE

A-B 1. The research request of Brigadier CM Kotze pertaining to the above mentioned
topic, refers.

2. The aim of this research is to explore the importance, the compiling and the
implementation of an integrated talent management strategy for
trainers/academics and the influence thereof on professionalism in the SAPS
with special reference to the SAPS Academy in the Paarl.

3. The research will involve the conducting of semi-structured interviews with
members from the Division Human Resource Management, Head Office and
members from the Division Human Resource Development, working at the
SAPS Academy in the Paarl.

4. The proposal was perused according to National Instruction 1 of 2006 by this
office and it is recommended that permission be granted for the research
subject to the final approval and further arrangements by the offices of the
Divisional Commissioner: Human Resource Development and the Divisional
Commissioner: Human Resource Management and that the undertaking be
obtained from the researcher prior to the commencement of the research that-

4.1. the research will be at his/her exclusive cost;

4.2. the researcher will conduct the research without any disruption of the duties of
members of the Service and where it is necessary for the research goals,
research procedure or research instruments to disrupt the duties of a member,
prior arrangements must be made with the commander of such member;
RE: RESEARCH REQUEST: TALENT MANAGEMENT FOR TRAINING STAFF IN THE SAPS; MASTERS DEGREE: NWU; RESEARCHER: CM KOTZE

4.3 the researcher should bear in mind that participation in the interviews must be on a voluntary basis;

4.4 the information will at all times be treated as strictly confidential, and

4.5 the researcher will provide an annotated copy of the research work to the Service.

With kind regards,

MAJOR GENERAL
HEAD: STRATEGY, RESEARCH MONITORING AND EVALUATION
M MENZIWA

Date: 2015/10/04
CONSENT LETTER: HR MANAGER INTERVIEWS

The purpose of this discussion is to collect data towards the Degree Master’s in Public Administration at the Potchefstroom Campus of the North-West University. The topic of the mini-dissertation is: Talent management for training staff in the South African Police Service: The case of the SAPS Academy, Paarl. The study seeks to research the following problem: The lack of an integrated talent management strategy at the SAPS Academy in Paarl has led to challenges in attracting qualified academics to lecture on the programmes offered; the appointed academics are occasionally inadequately qualified to lecture the specialised modules; lecturers are overloaded with lecturing responsibilities and have limited or no time to conduct research; succession planning and skills transfers are not in place; quality academic services including the professionalisation of the Academy and the institution to its students is compromised; The study will seek to establish how these problems can be resolved through the development and implementation of an integrated talent management strategy.

Through this study the researcher hopes to acquire a better understanding of the talent management phenomena and professionalism at SAPS with a view to providing recommendations on the implementation of an integrated talent management strategy. The purpose of the interviews is to establish your experiences, perceptions, beliefs and concerns about talent management and professionalism at the SAPS Academy in Paarl and Thabong.

I am aware that time is of the essence to you; therefore the questionnaire has been structured in such a manner that it will not take more than one hour of your time.

I trust that you will view participation in this interview as important for the professionalisation of the SAPS and the development of a talent management strategy for trainers/tutors in the SAPS.

Your contribution to the study is highly appreciated.
Kind regards.

BRIG

COMMANDER: SAPS ACADEMY; PAARL

C M KOTZÉ

DATE
Consent to participate in a semi-structured interview for the mini-dissertation on the topic: Talent Management for training staff in the South African Police Service: The case of the SAPS Academy, Paarl

☐ The purpose of the interview and the nature of the questions have been explained to me.

☐ I consent to take part in the interview and to share my opinion, my experiences, including some ways to professionalise SAPS and the management of human resources.

☐ I also give consent to be tape-recorded during this interview.

☐ My participation is voluntary. I understand that I am free to stop the interview at any time.

☐ None of my experiences or thoughts will be shared with anyone outside unless all identifying information is removed first.

☐ The information that I provide during the interview will be grouped with answers from other people so that I cannot be identified.

☐ I will give my honest opinion or feedback.

________________________________________________________________________  ____________________________
Please print your name                                                      Date

________________________________________________________________________
Please sign your name                                                      Date
ANNEXURE D

SEMI-STRUCTURED INTERVIEW QUESTIONS WITH HR MANAGERS

1. Legislation, policies and theories linked to talent management and professionalisation exist in the public sector and in the SAPS.

1.1. The SAPS Strategic Plan 2015-2019 reveals that the organisation will be professionalised through the SAPS Police University in Paarl. UNISA and the CHE has identified specific criteria that tutors are required to meet to be able to lecture to BPSD students. Which plan/strategy does SAPS have to ensure that a sufficient number of academics with the required skills, qualifications and experience are appointed/placed at the SAPS Academy in Paarl to ensure that the qualification is facilitated at present and in the future?

1.2. What can be done to create transparency across functional silos to work towards a more integrated HR management system in the SAPS?

1.3. What is the role of the MTPF and the Recruitment to Retirement strategy to work towards a more integrated HR management system in SAPS?

1.4. How does the SAPS manage data in terms of internal knowledge base (Qualifications) including scarce skills?

1.5. To what extent are SAPS members included in HR planning?

1.6. Are current SAPS HR policies effective to retain and keep employees motivated within the institution?

1.7. What strategy does SAPS have to attract and retain academics with qualifications and experience?

1.8. What is preventing SAPS from developing a special dispensation/talent management strategy for academics and other employees at the Academies according to the CHE criteria?

2. Current talent management practices in the SAPS

2.1. Who is responsible for talent management in the SAPS?

2.2. What are the current talent management practices in the SAPS?

2.3. What can be done to increase the number of talent management initiatives?

2.4. Do you think talent management is important to senior management?
2.5. What negotiations are currently taking place with tertiary institutions and international police agencies to improve service delivery at the SAPS Academy in Paarl including the development of trainers/tutors?

2.6. What role can partnerships and benchmarking with tertiary institutions and international institutes of learning play with regard to the development and utilisation and exchange of academics, to advance research and knowledge among tutors at the SAPS Academy in Paarl?

3. The current status of professionalisation of the SAPS

3.1. What criteria are absolutely necessary for a police officer/new generation of police officers to be considered professional?

3.2. Do SAPS members adhere to the criteria stated in question?

3.3. How could the implementation of an integrated talent management practice improve the professionalisation of SAPS?

3.4. In your view, will formal training at the SAPS Academy in Paarl give rise to a better qualified, more disciplined and committed police officer?

4. Recommendations: development and implementation of a talent management strategy and professionalisation of the SAPS Academy in Paarl

4.1. What could SAPS do to ensure that it becomes the employer of choice for lecturers who are highly qualified and creative experts in developing curricula?

4.2. How will SAPS create a culture that will help to retain skilled academics at the institution?

4.3. According to the 2014-2019 Strategic Plan, SAPS is at an advanced stage of career planning. Please elaborate.

4.4. What career path strategies have been formulated for academics in the SAPS?

4.5. How can the SAPS ensure that academics are retained in the organisation?

4.6. How does the SAPS plan to do succession management specifically in terms of academics at the SAPS Academy in Paarl?

4.7. What can SAPS’s management do to recognise and reward academics in the organisation?
5. Is there any further information that could be added to support and enhance your responses?

Your participation in this study is appreciated. Thank you.
ANNEXURE E
FOCUS GROUP DISCUSSIONS: CONSENT FORM AND BIOGRAPHICAL QUESTIONNAIRE

1. CONSENT TO PARTICIPATE IN THE STUDY

Background

The purpose of this discussion is to collect data towards the Degree Master's in Public Administration at the Potchefstroom Campus of the North-West University. The research topic is: Talent management for training staff in the South African Police Service: The case of the SAPS Academy, Paarl. The study endeavours to research the following problem: The lack of an integrated talent management strategy at the SAPS Academy in Paarl has led to challenges in attracting qualified academics to lecture on the programmes offered; the appointed academics are occasionally inadequately qualified to lecture the specialised modules; lecturers are overloaded with lecturing responsibilities and have limited or no time to conduct research; succession planning and skills transfers are not in place; quality academic services including the professionalisation of the Academy and the institution to its students is compromised; The study will endeavour to establish how these problems can be resolved through the development and implementation of an integrated talent management strategy.

Through this study the researcher hopes to acquire a better understanding of the talent management phenomena and professionalism at SAPS with a view to providing recommendations on the implementation of an integrated talent management strategy. The purpose of the focus group discussion is to establish your experiences, perceptions, beliefs and concerns about talent management and professionalism at the SAPS Academy in Paarl and Thabong.

If you have any enquiries, please do not hesitate to contact Brig Charlotte Kotzé during office hours at (021) 807-9004 or at 082 778 3676.

Your contribution to the study is highly appreciated.

BRIGADIER

C M KOTZÉ
COMMANDER: SAPS ACADEMY IN PAARL
Principles for the focus group discussion

The following are certain ground rules that will help establish the norms:

- Only one person talks at a time.
- Confidentiality is assured. “What is shared in the room stays in the room.”
- It is important to hear everyone’s ideas, experiences and opinions.
- It is important for everyone’s ideas to be equally represented and respected.
- It is important to listen to all aspects of an issue – both positive and negative.
- There are no correct or incorrect answers to the questions – only ideas, experiences and opinions, which are invaluable.
- No personal attacks or badmouthing individuals will be allowed.

Consent to participate in the focus group discussion

Kindly read through the following statements of consent. If you agree, please sign the form.

- The purpose of the group discussion and the nature of the questions have been explained to me.
- I consent to participate in a focus group discussion and share my experiences, perceptions, beliefs and concerns about talent management and professionalism as a tutor/trainer at the SAPS Academy in Paarl and Thabong.
- I also consent to be recorded during this focus group discussion.
- My participation is voluntary.
- I understand that I am free to leave the group at any time. If I decide not to participate at any given time during the discussion, my decision will in no way affect me as a member of the Academy.
- I understand that there is a risk of breach of confidentiality by members of the group.
- None of my experiences or thoughts will be shared with anyone unless all information that can be linked to myself is removed.
- The information that I provide during the focus group will be reported on collectively including the views of other participants so that I cannot be identified.
2. **BIOGRAPHICAL QUESTIONNAIRE**

Kindly provide certain biographical information (Section A below) which is a requirement to collect data for this study.

- Read each question/statement carefully and make an (X) in the appropriate space provided.
- Please ensure that you do not omit a question.
- Should you wish to change your response to a particular question/statement, circle the (X). Thereafter mark the correct answer to indicate your response. (All circled (X)'s will be ignored.)
- To ensure validity, please complete the questionnaire on your own.
- Please note that there is no correct or incorrect answer. Kindly furnish your honest opinion or feedback.

**SECTION A: BIOGRAPHICAL INFORMATION**

For each item below, mark the block that suits your personal particulars with an (X).

<table>
<thead>
<tr>
<th>1. Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

2. Indicate your highest qualification.

<table>
<thead>
<tr>
<th>Grade 12 / Matric</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>National Certificate (M+1)</td>
<td></td>
</tr>
<tr>
<td>National Higher Certificate (M+2)</td>
<td></td>
</tr>
<tr>
<td>National Diploma (M+3)</td>
<td></td>
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<tr>
<td>Higher Diploma / B Tech</td>
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<td>Qualification</td>
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<tr>
<td>First Degree</td>
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<tr>
<td>Honours Degree</td>
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<tr>
<td>Master’s Degree</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
</tbody>
</table>

3. The qualification is in the field of:

- Policing
- Education
- Human Resource Management
- Finances
- Procurement
- Other (Please specify)

4. How many years of experience do you have in facilitation/training?

- 0-2 years
- 3-4 years
- 5-6 years
- 7-8 years
- 9-10 years
- 11 years and more
### SECTION B: PERSONAL EXPERIENCE

5. Are you currently furthering your tertiary studies?

<table>
<thead>
<tr>
<th>Yes</th>
<th>If “yes” is it in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policing</td>
</tr>
<tr>
<td>No</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>HRM</td>
</tr>
<tr>
<td></td>
<td>Finances</td>
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<td></td>
<td>Procurement</td>
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<tr>
<td></td>
<td>Other (Please specify)</td>
</tr>
</tbody>
</table>

6. How many years of practical police experience do you have in the field?

<table>
<thead>
<tr>
<th>Years</th>
<th></th>
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<tbody>
<tr>
<td>0-2</td>
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<td>3-4</td>
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<td>5-6</td>
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<tr>
<td>9-10</td>
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<tr>
<td>11+</td>
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</tbody>
</table>

Thank you for your participation!
ANNEXURE F

FOCUS GROUP QUESTIONS

1. Legislation, policies, theories and best practices pertaining to talent management and professionalisation in the public sector and specifically the SAPS.

1.1. What strategy does SAPS have to attract academics with qualifications and experience to its Academies?

1.2. Are current HR policies in SAPS effective to retain its academics? Motivate your answer.

2. Current talent management practices in SAPS.

2.1. What are the current talent management practices in SAPS?

2.2. Do you think that talent management is important to SAPS’s management? Motivate your answer.

2.3. What factors play a role to attract highly qualified and experienced academics to the SAPS Academy in Paarl?

2.4. Which professional development do you have to undergo within the next three to five years to ensure that you reach the level of a university lecturer?

2.5. Why is experience so important for an academic in professional/tertiary education?

2.6. To what extent are you able to specialise in your field of education and experience in the presentation of the BPSD?

2.7. Of what value are your inputs and opinions in the workplace? Why?

3. The current situation regarding professionalism in SAPS

3.1. How will the creation of a high-performance talent pool of tutors at the SAPS Academy in Paarl assist in the professionalisation of the organisation?

3.2. Does the value system of the HRD Division promote professionalism in SAPS?

3.3. Are you consulted to provide input of how to professionalise police officers?

4. Recommendations: development and implementation of a talent management strategy and related professionalism for the SAPS Academy in Paarl

4.1. What does the HRD Division and SAPS do in general to ensure that it creates an environment to retain and become the employer of choice for highly qualified and creative curricula experts as trainers/tutors?
4.2. How does SAPS plan to conduct succession planning specifically in terms of its academics at the Academy in Paarl?

4.3. What can SAPS’s management do to recognise and reward its academics at the Academies?

5. Is there any further contribution you think would be helpful to the questions asked?

Thank you for taking the time to participate in this discussion!