

**THE IMPLEMENTATION OF HUMAN RESOURCE DEVELOPMENT STRATEGY
FOR TOTAL QUALITY MANAGEMENT WITHIN THE DEPARTMENT OF
CORRECTIONAL SERVICES: A FOCUS ON GROENPUNT MANAGEMENT AREA**

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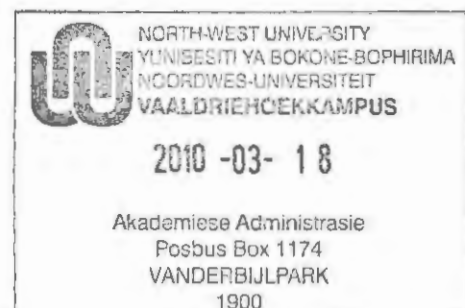
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2010



DECLARATION

I declare that this is my own work and that all the sources that I have quoted have been indicated and acknowledged by means of a complete reference.

Tsholo Mzawazi Solomon Nhlapo

DEDICATION

This dissertation is dedicated to my late mother:

Thokozile Constance Nhlapo

For her support and encouragement. She wanted to see me succeed in life but death caught up with her on 06 January 2003.

May her soul rest in peace.

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ABSTRACT

To improve on service delivery, the challenge is to ensure that the correctional officials understand and are skilled in dealing with demands for better standard of service delivery by the public. There is a perception that current training programmes are too fragmented and that training does not receive the priority it deserves. There is also a feeling that current training is still too much focused on the training needs of the “top” echelons (managers) and not the “bottom” end of the Department of Correctional Services, especially those directly dealing with day to day work situation.

This study was therefore designed to examine how human resources are developed within the Department of Correctional Services, emphasizing on Human Resource Development Strategy for Total Quality Management within the Department. The research methods utilized in the investigation are qualitative and exploratory, since no comparative research on the implementation of Human Resource Development Strategy has yet been conducted in the Department of Correctional Services.

The study took place at the Groenpunt Management Area. In order to obtain data, questionnaires and interviews were used and administered by the researcher with randomly selected individuals from the employees within Groenpunt Management Area.

The investigation was based on the hypothesis that the effective implementation of human resource development strategy may lead to efficient total quality management in Groenpunt Management Area. The Department of Correctional Services (DCS) should utilize strategies to provide training and education to further the employees’ development and chances of advancement to leadership positions. The DCS must be concerned to implement techniques that could serve to improve productivity and better service delivery. Greater employee involvement and development need to be encouraged.

The findings of the study explore that the Human Resource Development Strategy for the DCS must be aimed at addressing the major human resource capacity constraints currently hampering the effective and equitable service delivery. The DCS must become a true learning organization and to ensure this the DCS must ensure that conditions necessary for improving service delivery have been established. The implementation of

the HRD Strategy will ensure that the capacity of the staff within the DCS is built up to a level of competence that will ensure access to equal and competent service.

The study concludes with the recommendation that appropriate human resources are required to implement strategies. The DCS further needs to have the right kind of people trained in the appropriate manner in order to carry out strategic plans. Where the implementation of strategies requires new knowledge and skills, it must be ensured that the information is built into the existing training courses and that new courses are developed if necessary.

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CHAPTER ONE

ORIENTATION AND PROBLEM STATEMENT

1.1 INTRODUCTION

Groenpunt Management Area (GMA) is situated along the banks of the Vaal River in the Free State Province, about 10 kilometers from Denneyville and 25 kilometers from Vereeniging. It comprises three (3) Correctional centres i.e. Maximum Centre (with a total number of 282 officials), Medium Centre (216 officials), Youth Centre of Excellence (89 officials) and 113 officials who are responsible for administration at the Area Commissioner's offices (Department of Correctional Services, 2008). All the officials manage different programmes regarding Administration, Security, Corrections, Care, Development, Social Integration and Facilities in order to achieve goals and objectives of the National Department of Correctional Services.

The Department of Correctional Services (DCS) is one of the largest departments in the Public Service. The Department is expected to comply with Constitutional imperatives particularly the basic values and principles governing the Public Administration *inter alia*, good human resource management and career development as well as the maintenance of a workforce which is broadly representative of the South African people.

1.2 ORIENTATION AND BACKGROUND

The Public Service is the vehicle through which the Government fulfils promises by securing the wellbeing of the people of the Republic of South Africa. The effective performance of public officials and the capacity of departments to service delivery are both critical to all aspects of Government's agenda for transformation and development. The Department of Public Service and Administration developed a Human Resource Development Strategy for Public Service as an instrument that would lay a foundation for building a competent, efficient and effective Public Service. The Cabinet, through the

White Paper on Public Service Training and Education (WPPSTE, 1998), recommended the development of a coherent and coordinated Human Resource Development Strategy for the Public Service. The WPPSTE further provides the basic framework for training and education for public servants, and sought to ensure that public servants contribute positively to the goals and objectives of the Public Service.

The Department of Correctional Services aligns itself with the Public Service Regulations and Public Service Agreements. It has a human resource provisioning strategy that has recruitment criteria consistent with the intention to benefit the Department, as well as the development of individual correctional officials. Due to significant role played by education and training in the endeavour to become a competitive nation, the South African Government has passed a number of Acts which includes: the South African Qualifications Authority Act, No. 58 of 1995, the Skills Development Act, No. 97 of 1998 and the Skills Development Levies Act, No. 9 of 1999, all of which have far-reaching implications for education and training efforts in South Africa (Grobler, 2006:300). The Skills Development Act, No. 97 of 1998 was introduced as a human resource development strategy. This legislation is used to improve employee's competencies, and to develop tailor-made training programmes that meet specific organizational needs; to develop the skills of the South African workforce; increase the levels of investment in education and training in the labour market and improve the return on investment; and use the workplace as an active learning environment to provide employees with the opportunity to acquire new skills and provide opportunities for new entrants to the labour market to gain work experience. The Act requires that the Department of Correctional Services ensures that the human resource development programmes implemented are in line with the Act in order to improve quality of life of the employees, their prospects of upwards mobility and to improve the delivery of social services.

The Department of Correctional Services had to understand that the successful service design and development requires a systematic approach that links and interfaces with an entire set of customer needs, their understanding into various

service characteristics, and the development of a properly designed service process. The Draft National Treasury Instructions (Department of State Expenditure: 1999: 6-7 & 86-88) have focused on performance monitoring and the standard of the service offered in order to promote quality service. In South Africa, the importance of total quality management within the public sector cannot be overemphasized. Total Quality Management (TQM) is a management strategy aimed at embedding awareness of the quality in all organizational processes (Wikipedia, 2008). The International Organization for Standardization (ISO) defines total quality management as a management approach for an organization, centered on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to society (ISO, 1994: 12).

1.3 PROBLEM STATEMENT

To improve on service delivery, the challenge is to ensure that the correctional officials understand and are skilled in dealing with demands for better standards of service by the public. There is a perception that current training programmes are too fragmented and that training does not receive the priority it deserves. There is also a feeling that current training is still too much focused on the training needs of the “top” echelons (managers) and not the “bottom” end of the Department, especially those directly dealing with the day to day work situations.

In terms of chapter 5 of the White Paper on Human Resource Management in the Public Service, the Public Service values employees who are willing to devote themselves to a career in the service of the public, and there will be opportunities to develop their individual skills and abilities, provided these are in line with the Public Service’s operational requirements. Career management is the process by which the career aspirations of the individual employee are reconciled with the operational objectives of the organization. The Correctional Services Annual Report 2006/07 has given an indication that despite the organization’s efforts to deal effectively with security breaches in the Department, it still faces a number of challenges with regard to recruitment of

officials. While the Department is working tirelessly to recruit and retain skilled personnel, it continues to lose professionals to other government departments that offer better incentives elsewhere outside the Department and even outside South Africa.

The Department of Correctional Services recognizes the enormous challenges it faces. According to Vroman and Luchsinger (*in* Management Development Programme, 1994: 17) management in the DCS has three arenas to master simultaneously. Firstly, at the Strategic Management level the DCS has to devote a massive amount of time in developing long-term competitive strategies that make the organization a quality leader as a service delivery institution. Secondly, at the Tactical Management level, the DCS has to sell services everyday in order to survive. The service providing intensity has to be maintained to provide the resources for change; and, thirdly at the Transition Management level, the DCS as an organization needs to focus on interventions to fundamental cultures, behaviours, competencies, and design. The ongoing demands of the dynamics of change require immense efforts in areas that will challenge most management's competencies. Through the researcher's observation as an employee at Groenpunt Correctional Services and available records from Human Resource Department of GCS (2008), shortfalls in the implementation of human resource development strategy by Correctional Services at Groenpunt were identified as follows:

- Lack of training opportunities to existing employees;
- Lack of post-training assessment in order to determine the right placement of the new correctional officials;
- The prioritization of organization's needs over career development of employees;
- Incompetent institutional policies to promote human resource development at Groenpunt Correctional Services.

According to Pieters (1998: 69), "the degree to which the employees progress through the organization structure depends largely on their potential,

commitment and interest. The management must make such opportunities available for the employees and human resource practitioner must facilitate the process of career development through initiating and designing routes on behalf of management". The appropriate human resources are needed to implement strategies and the organization needs to have the right kind of people in the right ways in order to carry out strategic plans (Griffin, 1990: 214).

1.4 HYPOTHESIS

The hypothesis for the study was formulated as: The effective implementation of human resource development strategy may lead to efficient total quality management in Groenpunt Correctional Services.

1.5 RESEARCH QUESTIONS

Considering the problem statement, the study was attempted to find answers to the following questions:

- What is meant by concepts, Human Resource Development Strategy (HRDS) and Total Quality Management (TQM)?
- What structures and strategies exist at Groenpunt Correctional Services regarding the Human Resource Development Strategy and Total Quality Management?
- What is the impact of Human Resource Development Strategy in order to achieve the set objectives of Total Quality Management at Groenpunt Correctional Services?
- What recommendations can be offered in improving the implementation of Human Resource Development Strategy at Groenpunt Correctional Services?

1.6 RESEARCH OBJECTIVES

Flowing from the research questions outlined above, the objectives of the research are the following:

- To give a theoretical exposition of the concepts Human Resource Development Strategy and Total Quality Management.
- To make an analysis of the systems and processes for implementation of Human Resource Development Strategy at Groenpunt Correctional Services.
- To investigate the impact of Human Resource Development Strategy in order to achieve the objectives of Total Quality Management at Groenpunt Correctional Services.
- To provide a set of recommendations that may add value for effective implementation of Human Resource Development Strategy for efficient Total Quality Management at Groenpunt Correctional Services.

1.7 RESEARCH METHODOLOGY

This research utilized literature review and empirical survey to gather information.

1.7.1 Literature review

The qualitative information was based on literature review which includes primary and secondary sources to expose accumulated knowledge in the mentioned field of research. The following database was consulted: relevant books, journals, legislations, newspapers, and electronic database available on human resource development in the Public Service. A preliminary survey indicated availability of such sources at the libraries of North-West University

and other South African libraries. Primary documentation of the Department of Correctional Services on human resource development was studied, and consent was obtained from the necessary authorities and participants.

1.7.2 Empirical research and design

To conduct research with regard to the Human Resource Development Strategy and Total Quality Management at Groenpunt Correctional Services, the following were considered:

- Semi-structured interviews with: Mr. Mandla Mkhwanazi (Area Commissioner: Groenpunt), Mr. M. Moto (Area Coordinator: Corporate Services), Mr. A. Mokebe (Area Coordinator: Finance), Mr. Kau (Area Coordinator: Development and Care), Mr. S. Van der Sandt (Manager: Human Resource Development), Mr. E.M. Phahla (Popcru chief shop steward), Mr. M. Holsthuizen (Psa shop steward), Mr. L Nkoli (Centre Coordinator: Staff Support) to determine the level of implementation of Human Resource Development Strategy within Groenpunt Correctional Services;
- Members of Police and Prisons Civil Rights Union (POPCRU) and Public Servants Association (PSA) (total of ten) to find out the availability of training and career opportunities at Groenpunt Correctional Services.
- Correctional Officers (20) in order to find out applicability of right placement strategies at Groenpunt Management Area.

Information was obtained by means of questionnaire which was convenient since correctional officers are working and available in the same area of Groenpunt Correctional Services.

1.7.3 Target Population

The research is targeted on a sample of correctional officers who are working at Groenpunt Management Area. About 30 officers were interviewed, on

convenient basis for the research, which includes Area Commissioner, Area and Centre Coordinators, and Managers.

1.8 OUTLINE OF CHAPTERS

To pursue the research, the following chapters are covered:

Chapter 1: Orientation and Problem statement

Chapter 2: Theoretical exposition of concepts, Human Resource Development Strategy and Total Quality Management

Chapter 3: An overview of Human Resource Development Strategy for Total Quality Management at Groenpunt Correctional Services

Chapter 4: Empirical study on the implementation Human Resource Development Strategy for Total Quality Management at Groenpunt Correctional Services

Chapter 5: Summary, Findings and Recommendations

The next chapter explores the theoretical exposition of concepts human resource development strategy and total quality management comprehensively.

CHAPTER 2
**THE THEORETICAL EXPOSITION OF THE CONCEPTS HUMAN
RESOURCE DEVELOPMENT STRATEGY (HRDS) AND TOTAL QUALITY
MANAGEMENT (TQM)**

2.1 INTRODUCTION

Human resource development is emerging from its early roots in training and development, becoming a sophisticated academic discipline and field of practice centred on learning and performance in organizations (Yorks, 2005: 5). Human resource development is, therefore, the integrated use of training and development, career development, and organizational development to improve individual and organizational effectiveness.

According to Grobler et al (2006: 09) the growth of an organization is closely related to the development of its human resources. When employees fail to grow and develop in their work, a stagnant organization will most probably result. A strong employee development programme does not guarantee organizational success, but such a programme is generally found in a successful, expanding organization.

The employees in a workplace recognize the importance of quality, which means the survival of the organization. The management in the organization is faced with the challenge of encouraging employees to support quality efforts. This signals an important change in the organization's culture and involves more than a technical function. Development and training are success factors in quality improvement. It is essential for an organization to base its training and development policy on an integration of job content, management skills, and leadership training in accordance with the various career levels (Grobler, 1998: 451).

The focus in this chapter is largely on a reflection on the background of Human Resource Development Strategy and Total Quality Management and an attempt to obtain a comprehensive understanding of these concepts.

2.2 MEANING AND NATURE OF THE CONCEPT HUMAN RESOURCE DEVELOPMENT STRATEGY

Human resources form part of the production factors besides capital, natural resources and entrepreneurship. Humans play a key role in a country's ability to sustain sound economic development. A high rate of illiteracy, the shortage of skilled human resources, and a low level of work ethic are some of human resources problems that need to be managed. The employers or organizations need to come up with strategies which will have an impact on human resources development to ensure that their companies are sustained in terms of productivity and success (Gerber et al., 1998: 409).

The human resource development strategy is concerned with the long-term programmes which are needed to improve operational performance at all levels so as to ensure the survival of the organization. It is linked to the product, technology and market development strategies. The process of developing and implementing human resource strategies –the process of managing human resources in alignment with business strategy –is a management process (Walker, 1992: 2). For an organization to grow it must ensure that during the strategic planning, human resource development becomes a strategic focus point, and the development of staff be need- orientated.

Human resource development in the Public Service is defined as those efforts undertaken by organizations to ensure that employees are well prepared to undertake their responsibilities and grow into viable careers, thereby adding value to the productivity and service delivery of their organizations, the motivation and performance of their peers and the attainment of the overall vision of the developmental state. In so doing, organizations seek to ensure that the right people are prepared at the right place, at the right time and for the right positions to which they can readily contribute (Human Resource Development: Strategic Framework Vision 2015).

Development incorporates professional skills training. In Public Departments training interventions are designed with the support of tertiary institutions,

professionals and statutory bodies in order to accomplish the attraction and retention of scarce skills. The Human Resource Development Strategy is therefore intended as a general guide that will enrich and enhance the capacity of the Public Service to acquire, develop and use their people in order to increase productivity and enhance the effectiveness of service delivery. This concept is explored comprehensively in the following sections.

2.2.1 An overview of the concept Human Resource Development

Human Resource Development (HRD) encompasses activities and processes which are intended to have impact on organizational and individual learning. The term assumes that organizations can be constructively conceived of as learning entities, and that the learning processes of both organizations and individuals are capable of influence and direction through deliberate and planned interventions. Thus, HRD is constituted by planned interventions in organizational and individual processes (Stewart & McGoldrick, 1996: 1).

The development of human resource in an organization will be possible when managers can strive to know employees better in order to understand, when they think of developing employees, what areas of their employees' work do they want to influence? In other words, what are their (employees') responsibilities or goals and objectives? Once the objectives and responsibilities are identified and understood, managers must clearly specify what constitutes good performance in each area, so that both manager and employee know when performance is approaching the desired level. The capacity to implement changes called for in business strategies is dependent on the people (Walker, 1992: 8).

In business terms, development is the primary concept and 'strategic' human resource development would change and develop the individual and organization processes, systems and structures in line with the organization's present improvement needs and future strategies (Lundy & Cowling, 1996: 245). The concept of effectiveness must be included because development is not strategic, even though its programmes are based on organizational strategy, unless development interventions are subsequently shown to be effective. Strategic

training and development has a central part to play in bringing about the alignment of an organization's human resource capability with its strategies. Fisher, Schoenfeldt and Shaw (1990: 54) define training as "a planned effort by the organization to facilitate the learning of job related knowledge and skills by employees". Development, on the other hand is "a process of enhancing an individual's present and future effectiveness" (Fombrun, Tichy and Devana, 1984: 54). According to Harrison (1989: 45) development is "the all-important primary process, through which individual and organizational growth can through time achieve their fullest potential". From this statement, it is clear that development is focused on the long term- goals.

There is increased recognition that management is growing in sophistication and is more demanding of both the individual and organizations. Strategic management has become a necessity for survival. The organization needs to be strategically led and people-driven (people must be included in both the formulation and implementation of the strategies) (Lambert, 1996: 39). According to Buckley & Kemp (1987: 158) management development is "strategic in that it is vitally important as a means to ensure the nature and mix of management competencies for the organization to secure its current competition position... and to develop management competencies to enable the organization to maintain or shift its competitive position in the future". This strategic planning is vital to effective management that is discussed in the next section.

2.2.2 Strategic Planning

According to Pieters (1996: 37) strategic planning is defined as a process of setting organizational objectives and deciding on comprehensive programmes of action to achieve these objectives. Strategic planning, "for an organization includes defining philosophy; formulating statements of identity, purpose and objectives; evaluating strengths and weaknesses; determining design; and developing strategies and devising programmes. It involves fundamental decisions about the very nature of the business" (Cascio, 1993: 141).

The strategy is planned in three different levels in the organization. The first level is the corporate level, which involves the entire organization. The second level is the business level, which involves a single enterprise in the organization. The third level is the functional level, which involves the managers of different products, geographical areas, or activities such as finance and human resources (Rothwell & Kazanas, 1994: 7-10). The strategic planning process further involves the formulation of the vision and mission for the organization. Similar mission statements must also be prepared for each division of the organization, for example a mission statement for the human resource division and one for the financial division. These secondary mission statements are needed to ensure that business activities are focused and that they support the overall organization mission and strategy. Strategic planning has become recognized as a means of disciplining activities and applying critical thinking to business situations (Walker, 1992: 70).

The strategic planning process varies from organization to organization. On one end of the spectrum are the organizations which have very collaborative processes involving senior management, line supervisors and employees, and stakeholders through the entire process. On the other end are the organizations which develop plans at the top management level with little input from the line or stakeholders or that plan functionally, having each programme office submit its own goals and strategies with little to no collaboration among offices (Walker, 1992: 71).

Human resources are required to fulfill the responsibilities of organizations. Therefore the integration of human resource management into the strategic plan of an organization is vital. Human resource planning forms part of the global strategic planning of the organization. This implies that human resources management cannot plan in advance, unless it has sufficient information with regard to aspects such as such as possible expansion in the activities of the organization (Gerber, 1998: 79). This requires strategic human resource planning, explored in the next section.

2.2.3 Strategic human resource planning

Strategic human resource planning is defined as the process whereby organizational goals, as expressed in mission statements and organizational plans are translated into human resource objectives (Pieters, 1996: 37). Strategic human resource planning therefore helps to ensure that the organization is neither over nor understaffed, and that the right employees with the right skills are placed in the right jobs at the right times (Walker, 1992: 179).

The bond between employees and the organization is so important that the strategy of offering highly efficient and outstanding service would be very difficult to pull off without an excellent human resource strategy. Employees also know that the success of an organization depends on their performance.

The general strategic purpose of human resource planning is to identify future organizational demands and supplies of human resources and to develop programmes to eliminate any discrepancies, in the best interest of the individual and the organization (Schuler et al., 1992: 51). The purposes of human resource planning are to:

- reduce personnel costs by helping management to anticipate shortage or surpluses of human resources and to correct these imbalances before they become unmanageable and expensive;
- provide a better basis for planning employee development that makes optimum use of workers' attitudes;
- improve the overall business planning process; and
- provide more opportunities for women and minority groups in future growth plans and to identify the specific skills available (Schuler et al., 1992: 52).

In consistency with strategic planning, strategic human resource planning is also done at three different levels in the organization namely: corporate level; business level; and functional level. According to Rothwell (1988: 225) strategic planning for human resources at corporate level is done by top-level managers, the highest

ranking human resource executives, and supervisors of special human resource planning units. The mission, objectives and goals of the human resource function are formulated. The ideal human resource situation which is required for policy implementation is defined. At business level planning for human resources is coordinative planning and is done by middle-level managers, including the highest ranking human resource officers in operational areas such as training, and the supervisors of special human resource planning units. At functional level planning is done by lower-level managers, and the strategic business plans are translated into action plans and the strategy is implemented (Bryson, 1988: 44). McGregor (1991:105) describes “human resource planning at the functional level as operational planning.” These different levels therefore operate in an integrated manner to achieve the goals of the organization.

2.2.4 Strategic human resource development

The strategic human resources development means the process of changing an organization, stakeholders outside it, groups inside it and people employed by it through planned learning, so that they possess the knowledge and skills needed for the future. Strategic human resource development helps in implementing strategic business plans and human resource plans by cultivating the skills of the people inside the firm or changing the knowledge and skills of stakeholders outside it (Gerber et al., 1998: 512).

The strategic human resource development is more holistic than traditional human resource development (van Dyk, 1997: 153). According to Rothwell and Kazanas (1994: 16) the outgrowth of strategic human resource development is an organizational strategy for human resource development effort which guides, unifies and provides direction to planned learning sponsored by an organization.

Strategies in human resource development are meant primarily to enhance the capacity of individuals and organizations to effect productivity and good performance in the workplace. In particular these strategies will assist organizations to enhance efficiency in service delivery with regard to its employees’ development strategy. The strategies thus need to be employed

rigorously, often enough and over a period of time to bring about the desired outcomes. This includes paying attention to all the component parts of the strategy and carrying out the facilitator's role skillfully to implement the strategy efficiently for enhanced productivity of the organization.

2.2.5 The importance of human resource development

Human resource development is seen as having a significant role to play in achieving and maintaining the survival and success of an organization. According to Beardwell and Holden (1997: 279) managers not only have to acquire appropriate people to resource the organization, but also need to train and develop the employees for the following reasons:

- New employees are like the organization's raw materials. They have to be 'processed' to enable them to perform the tasks of their job adequately, to fit into their work group and into the organization as a whole, but in the manner that respects their human qualities.
- Jobs and tasks may change over time, both qualitatively and quantitatively, and employees have to be updated to maintain adequate performance.
- New jobs and tasks may be introduced into the organization, and be filled by existing employees, who need direction.
- People need training to perform better in their existing jobs.
- People themselves change their interests, their skills, their confidence and aspirations, and their circumstances.
- Some people may move jobs within the organization, on promotion or to widen their experience, and so need further training.
- The organization itself, or its context, may change or be changed over time, so that employees have to be updated in their ways of working together.
- The organization may wish to be ready for some future change, and require employees to develop transferrable skills.

- The organization may wish to respond flexibly to its environment and require employees to develop flexibility and transferrable skills.
- Management requires training and development. This will involve training for new managers, further development and training for managers, management succession and the development of potential managers.

It is therefore significant to recognize the role that HRD plays in organizations in contributing to the overall productivity and the well-being of employees. At the same time, it can have considerable significance for the lives of individuals and, can only be effective when individuals are actively engaged.

In order to achieve the above, “a number of initiatives that will eventually shape emerging policies on human resource development were activated. These initiatives are not only confined to education and training, but also include areas such as arts, science and technology and sport and recreation” (Gerber, Nel & van Dyk, 1998: 436). The South African Qualifications Authority (SAQA) was established in 1995 to ensure that the key stakeholders in education and training participate in the formulation and implementation of the National Qualification Framework (NQF) through various enabling measures and structures. South African Qualification Authority Act, 1995 provides for the development and implementation of a National Qualification Framework (NQF). The NQF forms the core of a key strategy for human resources development in the Reconstruction and Development Programme which facilitates greater access to learning opportunities of good quality for all South Africans.

According to Middleton et al. (1993:107) there are four main reasons that justify government to intervene in training markets:

- *External benefits.* Enterprises that invest in skills development do so mainly for higher profitability and productivity gains that may flow from better skilled employees. Individuals who decide to invest in training are motivated by expected higher earnings and better career opportunities as well as personal fulfillment.

- *Market imperfections.* Training markets that do not work perfectly give cause for underinvestment in human capital, and the training system will fail to provide the economy with sufficient skilled human resource necessary for economic development and growth.
- *Weak training capacity.* In countries with a weak private training capacity, governments may decide to step in and rectify the situation. If the source of the problem is inefficient or weak management, government can consider measures that are of an educative nature or provide the training itself.
- *Social equality.* Based on the fact that training can contribute positively to the plight of the disadvantaged and unemployed youths, governments consider it essential to cater for the training needs of vulnerable groups in the training markets.

An HRD strategy is therefore necessary to consolidate, streamline and give meaning to disparate and uncoordinated undertakings in human resources development; and it must serve the purpose of enhancing performance and maximizing the delivery of service. It is needed to signal the development priorities to which the organization must be responsive in order to provide total quality management, discussed in the next section.

2.3 MEANING AND NATURE OF THE CONCEPT TOTAL QUALITY MANAGEMENT

Quality is achieved through continuous improvement in the processes, products and services of the organization. It calls for the transformation of the management of people so that employees become involved in quality as a central part of their job. The striving for quality makes great demands for extensive learning and development in organizations, and not just the level of training employees in task skills and in the operation of quality procedures (Beardwell, 1997: 288).

Total Quality Management (TQM) is an approach to improving the effectiveness and flexibility of business as a whole. It is essentially a way of organizing and involving the whole organization, every department, every activity, every single

person at every level. For an organization to be truly effective, each part of it must work properly together, recognizing that every person and every activity affects, and in turn is affected by others (Egan, 1995: 98).

Total Quality Management involves “managing an enterprise to maximize customer satisfaction in the most efficient and effective way possible by totally involving the people in improving the way work is done” (Hersey et al., 1996: 510), that is explained comprehensively in the next section.

2.3.1 An Overview of Total Quality Management

According to Hashmi (2003: 1), Total Quality Management is a management approach that originated in the 1950's and has steadily become more popular since the 1980's. Total Quality is a description of the culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs. Hill and Wilkinson (1995: 2) furthermore state the following principles of Total Quality Management approach:

- *Customer orientation.* The belief that customer satisfaction is the primary goal for all organizational activities and recognition of both internal and external customers;
- *Process orientation.* That activities performed in an organization can be broken down into processes (each of which has a customer), which are linked together to form ‘quality chains’;
- *Continuous improvement of product and processes* to satisfy customer requirements.

The main features of Total Quality Management are giving satisfaction to customers, both internal and external; continuous improvement of process and product; employee involvement (through teamwork); management by data and facts (Hersey et al., 1998: 504-516). According to Wibberley (1992: 32) Total Quality Management is the restless searching for continuous improvement, the ‘little steps’ forward every day, that the Japanese call *kaizen*. This approach

incorporates the notion that total quality is a race without finish and harnesses the innate desire to make progress that we believe is in all our employees.

The basic principles for the Total Quality Management philosophy of doing business are to satisfy the customer, satisfy the supplier, and continuously improve business processes. A company that seeks to satisfy the customer by providing them value for what they pay for and the quality they expect will get more repeat business, referral business and reduced complaints and service expenses (Costin, 1994: 8). The total quality approach is therefore changing the role of HR managers by changing the expectations of stakeholders within and outside the profession, with regard to HRM responsibilities. While HR professionals reflect the organizational culture within which they are working, they also are expected to influence and shape it (Petrick & Furr, 1995: 36).

Development is the ongoing process of planned and structured activities designed to improve individual, team, and organizational performance. As a total quality process in human resource management, it normally includes individual and team training and development, organization development, and career development (Hall, 1984: 165).

Total Quality Management is a set of management practices throughout the organization, geared to ensure the organization consistently meets or exceeds customer requirements. TQM places strong focus on process measurement and controls as means of continuous improvement. It requires organizations to maintain the quality standards in their aspects of business, explored in the next section.

2.3.2 Quality Control

Management practices and procedures have developed over a long period to bring about order in large and complex organizations. Control is mainly the process through which a manager ensures that activities are carried out as originally planned (Smith & Cronje, 1992: 448). This means that managers use control

measures to influence the behaviour of people and the course of activities in their respective organizations.

The primary purpose of control is to determine whether the organization and its composite units receive resources as planned and whether these are used efficiently to achieve the set objectives. Where this is not the case as a result of changed circumstances, managers can apply corrective actions and make adjustments (Fox, Schwella & Wissink, 1991:119). Organizations set specific objectives during the planning process which are aimed at promoting their specific functions or business. The development of suitable standards together with the setting of objectives provides a frame of reference which can be used to evaluate favourable results (Schroeder, 1985: 593).

Quality is measured in terms of satisfied customers. It is not enough simply to monitor complaints and assume that quality is good enough provided that people don't complain. They might simply vote with their feet and not return (Harris, 1989:140). Basically all service work consists of three stages, i.e. Input, Process and Output, and so quality efforts are needed at all three stages of the work. The total quality concept involves the whole organization and everyone in the organization is affected. Organization-wide involvement is imperative as quality is significantly required for the success of the organization.

As total quality is organization-wide, the attitudes and behaviour of everyone is paramount. Every single action by a person has some bearing on the quality of work performed, and has consequences for the organization's image which is portrayed to the customers and the rest of the world (Lawler, 1986: 21). According to van der Waldt and du Toit (2002: 365) quality control therefore refers to the activities management carries out to ensure a level of quality for an institution that will satisfy customers (public) on one hand and benefit the institution on the other. Institutions can also apply quality control as a comprehensive management approach. The formulation of quality objectives and standards and the measuring of the quality by statistical control methods are vital for quality control. Quality control should serve as a universal requirement for all tasks carried out in the public institution.

Total quality evaluation and control is the strategic stage in which organizational activities are monitored so that alignment of actual results can be compared with planned results (Petrick & Furr, 1995: 84). Results alignment is the process of measuring and comparing organizational and societal results to determine the extent to which formulated and implemented strategies are adequate or in need of corrective intervention. Evaluation and control systems measure and determine the impact of the “results chain” that extends from organizational inputs and processes to organizational and customer satisfaction (Dilworth, 1992: 623).

Regular process reviews and audits ensure that quality strategy remains focused on priority objectives, reduces duplication of efforts, limits non-value-added activities, and streamlines work processes. For quality control to be effective, managers must be given clear, prompt, and unbiased feedback on an ongoing basis from all sectors of the strategic planning and management systems. The ongoing feedback, detailed progress reviews, process indicator measurement, and audit reports warrant continual organizational leadership attention to ensure strategic success.

Work of adequate quality needs to be planned for enhanced productivity. It requires proper co-ordination at the planning stage of the various functions of the service organization. Agreed standards should be set so that workers understand their portfolios for efficient performance (Gaither, 1992: 642). These standards should be backed up by properly documented working instructions in order to yield the benefits of TQM explored in the next section.

2.3.3 The importance of total quality management

In the traditional HRM approach, the business objectives are productivity and profit, while quality objective is often restricted to meet minimum required standards of federal regulations of the country. Employee involvement programmes, if they exist at all, are primarily suggestion plan approaches. Education and training are strictly job related rather than broadening the overall capacities of employees. In contrast, the objectives of the total quality in HRM approach are to increase customer satisfaction and market share through improved

quality and to develop a more cooperative, flexible, loyal, and innovative work environment (Petrick & Furr, 1995: 38).

In the modern scenario, the Government had a challenge to build a public service capable of meeting the challenge of improving the delivery of public services to citizens of South Africa. Access to decent services is no longer a privilege to be enjoyed by the people; it is the rightful expectation of all citizens. The White Paper on the Transformation of the Public Service (WPTPS) published on 24 November 1995, sets out eight transformation priorities, amongst which transforming service delivery is the key. The effectiveness in service delivery which meets the needs of all citizens has been the yardstick to measure the extent of the transformation in the Public Service (WPTPS, 1995). Chapter 10 of the Constitution of the Republic of South Africa (1996) further stipulates that public administration should adhere to a number of principles, including that:

- A high standard of professional ethics be promoted and maintained,
- Services to be provided impartially, fairly, equitably and without bias,
- Resources be utilized efficiently, effectively and economically,
- People's needs be responded to; the public be encouraged to participate in policy-making, and
- It is accountable, transparent and development-oriented.

Eight principles for transforming public service delivery have been identified. The Batho Pele (People First) principles are: Consultation, Service standard, Access, Courtesy, Information, Openness and transparency, Redress, and Value for money. National and provincial departments are obliged to set standards for the level and quality of services they will provide to customers. The standards must be precise and measurable, so that users can judge for themselves whether or not they are receiving the promised standard of services.

Total Quality is a description of the culture, attitude and organization of an institution that aims to provide, and continue to provide, its customers with services that satisfy their needs. The basic principle of the Total Quality Management (TQM) philosophy is to satisfy the customer who pays for the services provided. Human resource development within the DCS will ensure that there is continuous improvement in services delivery. TQM seeks to satisfy the external customers with quality service, employees internally with regard to career development, and to continuously improve processes by working smarter and using special quality methods. Commitment and personal involvement are required from top management in creating and deploying clear quality values and goals consistent with the objectives of the organization, and in creating and deploying well defined systems, methods and performance measures for achieving those goals. The development of human resource and creating more opportunities for employees is linked, directly or indirectly, to customer satisfaction. This aspect will be explored comprehensively in the next section.

2.4 THE LINK BETWEEN HUMAN RESOURCE DEVELOPMENT STRATEGY AND TOTAL QUALITY MANAGEMENT

According to Beardwell and Holden (1997: 261) common features of Total Quality Management are quality teams, autonomous work units and individual responsibility for quality control. Several HR processes are critical to the success of TQM, including extensive training, advanced career development systems, reward based on quality measures, feedback, flattened management hierarchies and selection systems which are not only geared towards the skills and behaviours that support TQM but also involve all relevant stakeholders in decision making.

The supply of public services is important to all citizens of South Africa, especially the poor because market activities often fail them in rendering services. The public servants are the agents of change and have to have empathy for the poor. This underpins the principles of services delivery captured in the Batho Pele principles. Human resources development is responsible to provide healthy and skilled individuals to organizations; and productivity to society as a whole.

With the low productivity that characterizes South African organizations and the great shortage of professional and skilled employees, management has realized that people are the only sustainable competitive advantage of an organization (Gerber, Nel & van Dyk, 1998: 503). The following are the advantages of integrated strategic planning and human resources management (Gerber, Nel & van Dyk, 1998: 506):

- Improved understanding of the implications of strategic organizational planning for human resources;
- Proactive recruitment of the required and experienced human resources;
- Improved human resources development activities;
- Improved analysis and control of costs related to human resources, by providing more objective criteria for payroll, labour market, training and other expenses.

The public service institutions must not be populated with only good policies, management or bureaucratic experts but also with technocrats who have the know-how. The right people with the right skills for the right tasks/ positions must be recruited. The people, who can innovate, network and enter into partnership with like-minded organizations, understand the details of sector-specific programmes, and the implementation possibilities and constraints, and are essentially concerned about outputs and outcomes, and not inputs and processes, must be recruited for enhanced productivity of organizations (Wild, 1980: 194).

In the area of skills development there are also very important interpretive, qualitative and quality issues around the understanding of what this issue is all about. It is particularly relevant to understand quality not only in terms of standards, but also relevance. A critical question here is: what is the context in which such skills are being developed and how relevant are they in addressing that particular context? In a quantitative sense the public service institutions have been able to address many issues that they were confronted with, in terms of service

delivery. However, there is a shift, not just in the public service but also in the private sector, to look at issues of quality. Critical here is what is the quality of service or product given to the customer? What is needed is significant understanding regarding how the goals of quality assurance can be achieved.

While training and development priorities change as new issues confront organizations, the following issues receive the highest priority (Grobler et al., 2006):

- *Quality improvement programmes* have been instituted in response to increasing demands for quality from the customer and the need to be more competitive in a global economy. Basic skills and other remedial training programmes have become a required prerequisite of other quality programmes because of skill deficiencies in the workforce.
- *Technological change-related programmes* will also continue to challenge organizations. The rate of advancement of technology continues to accelerate, so employers must continue to offer training and development to keep front line as well as managerial employees from obsolesce.
- *Customer Service Training and Development Programmes* are now a top priority for organizations that consider themselves service-oriented. TQM in such organizations focus on the responsibility that each employee has to the customer or client.

An open, cooperative culture has to be created by management to ensure that employees feel that they are responsible for customer satisfaction. Employees will not feel important if they are excluded from the development of visions, strategies, and plans. A successful TQM environment requires a committed and well-trained human resource that participates in quality improvement activities. Such participation is reinforced by reward and recognition systems which emphasize the achievement of quality objectives. Education and training of all employees supports the drive for quality. Employees are encouraged to take more responsibility, communicate more effectively, act creatively, and innovate. Training is the key by which the organization creates a TQM environment.

Employees require interpersonal skills, the ability to function within teams, problem-solving skills, decision-making skills, job management, performance analysis and improvement. Strategies, philosophies, values and goals of human resource development must be aligned with the organization goals and objectives. In the next section this matter will be discussed extensively.

2.5 ALIGNING HUMAN RESOURCE DEVELOPMENT STRATEGY WITH THE ORGANIZATION OBJECTIVES

In terms of recruitment and selection it is important to consider carrying out a thorough job analysis to determine the level of skills, competencies, flexibility of the employee, etc. While the recruitment methods are wide and varied, it is important that the job is described correctly with relevant personal specifications. The objective of human resources is to maximize the return on investment from the organization's human capital and minimize financial risk. Human Resource Development is a framework for the expansion of human capital within the organization. It is a combination of training and education that ensures the continual improvement and growth of both the individual and the organization.

Human Resources Development is the framework that focuses on the organizations' competencies at the first stage, training and then developing the employee, through education, to satisfy the organizations' long-term needs and the individuals' career goals and employee value to their present and future employment (Elwood, Holton and Trott, 1996: 7).

2.5.1 Vision and Mission statement

A vision is a statement that encapsulates the overall reason for the establishment of the organization and its long-term expectations. It describes the desired achievement that an organization sets for itself in the future. It describes the ideal business situation to be achieved (Bennis, 1989: 194). While the vision statement provides the "to strive for" situation, the mission statement describes the type of business the organization is in. The mission statement therefore delineates the area

of business operations that an organization involves itself in its quest to give substance to its vision. It is crucial to an organization because careful consideration and formulation of this statement defines the core business of the organization (Hax & Maljluf, 1984: 46).

An organization is not defined by its name or articles of incorporation but through its business vision and mission statements. A clear definition of the mission and purpose of the existence of the organization makes clear and realistic organizational objectives. Organizations cannot survive if they do not know where they are going and what products and services they offer. A mission defines the fundamental, unique purpose of an organization and identifies its products or services and customers. In short, a mission defines the fundamental purpose that sets a company apart from others of its type and identifies the scope of its operations in terms of its product and market.

2.5.2 Strategic objectives

According to Petrick & Furr (1995: 60) a generic definition of strategy is the intended, emergent, and realized pattern of decision processes and actions employed to provide future organizational direction and achieve an organization's vision, mission and objectives. Effective strategy requires planning (i.e. environmental scanning and strategy formulation) and management (strategy implementation, evaluation, and control). Similarly, total quality strategy is intended, emergent, and realized pattern of decision processes and actions that produce total customer satisfaction.

An organization not only defines its vision and mission, but it also clearly identifies how it plans to go about achieving what it has set out to do successfully. This means that it must formulate clear and achievable objectives. At the strategic level, the objectives are broad and must align and underpin the vision and mission. When the objectives are attained, it must lead to the accomplishing the mission and bring the organization to achieving its vision. An objective can be defined as something the organization wants to achieve over a set period of time (Strydom, 2004: 23). This definition implies that different kinds of objectives are encountered

at different levels of the organization. The strategic management process therefore incorporates the following steps:

- *Mission and goals:* senior managers evaluate their position in relation to the organization's current mission and goals. This mission describes the organization's values and aspirations, it is the organization's raison d'être and indicates the direction in which senior management is going. Goals are the desired ends sought through actual operating procedures of the organization.
- *Environmental Analysis:* looks at the internal organizational strengths and weaknesses and the external environment for opportunities and threats. The factors that are most important to the organization's future are referred to as strategic factors and can be summarized by the acronym SWOT (Strengths, Weaknesses, Opportunities and Threats).
- *Strategy Formulation:* senior managers evaluating the interaction between strategic factors and making choices that guide them to meet organization's goals. Some strategies are formulated at the corporate, business and specific functional levels.
- *Strategy implementation:* is an area of activities that focuses on the technique used by managers to implement their strategies. It refers to activities that deal with leadership style, the structure of the organization, the formation and control system, and the management of human resources.
- *Strategy evaluation:* is an activity that determines to what extent the actual change and performance match the desired change and performance (Bateman & Zeithaml, 1993: 145).

2.5.3 Aligning Human Resource Development Strategy and Organization objectives

Human resources alignment means integrating decisions about the people with decisions about the results an organization is trying to obtain. By integrating human resources management into the organization planning processes, emphasizing human resources activities that support broad organizational mission and goals, and building a strong relationship between human resource and management, organizations are able to ensure that the management of human resources contributes to the mission accomplishment and that managers are held accountable for their Human Resource Management decisions (Walker, 1992: 121).

Strategic human resource plans are formulated to support the mission and overall strategy of the organization. According to Perry (1993:100) strategic alignment occurs when strategy provides a common point of reference. When this happens all elements are aligned to strategic objectives, which are aligned to strategic direction. Strategic Human Resource Management is a driving force in terms of the development of the organization.

Organizations have recognized that it is not just financial and technological capital but the human resource that provide institutions with competitive edge. Without attracting and retaining the right people in the right jobs, with the right skills and training, an organization cannot succeed. Therefore, human resources are recognized as the organization's most important asset. As the Public Service moves towards a performance-based management approach, it needs to realize the importance of human resource.

Alignment of Human Resource Development Strategy with organization objective increases human resource's ability to anticipate the customer needs increases the organization's ability to implement strategic business goals, and provide decision-makers with critical resource allocation information. Thus it is essential that the training effort be linked to the organization's objectives, goals and business strategies if it is to add value. This process is known as strategic training. Training

is strategic when it: develops essential worker capabilities; creates and disseminates new knowledge throughout the organization; and facilitates communication and focus. To execute this process successfully requires the development of a strategic training plan (Grobler et al., 2006: 304).

2.6 CONCLUSION

People develop through their lifespan, achieving greater degrees of complexity, even transformation. They are, therefore, continuously engaging in learning processes as they seek balance between changing self and changing environment. Those concerned with human resource development, in any organization, need to recognize that these developmental pressures may be worsened or compounded by changing work pressures. Managers need to be aware of the possible effects of developmental changes upon performance of work. The organization's success or failure depends on its ability to select, train, motivate, develop and manage its human resources; therefore no organization can attain its objectives without employees that participate in the achievement of its objectives.

Total Quality Management is mainly concerned with continuous improvement in all work, from high level strategic planning and decision-making, to detailed execution of work elements. Continuous improvement must not only deal with improving results, but more with improving people capabilities to produce better results in the future. TQM should be purpose driven and implementers thereof must have a clear vision of the organization and stay focus to achieve the organizational goals.

The next chapter focuses mainly on the setting in which this study is accomplished. An overview of Human Resource Development Strategy for Total Quality Management within the Groenpunt Management Area will be examined as a focus area of the research.

CHAPTER 3

AN OVERVIEW OF HUMAN RESOURCE DEVELOPMENT STRATEGY FOR TOTAL QUALITY MANAGEMENT IN THE GROENPUNT MANAGEMENT AREA

3.1 INTRODUCTION

The Department of Correctional Services recognizes that one of its key assets is its personnel. Chapter 8 of the White Paper on Corrections in South Africa (2005) intends to have ideal correctional officials and recognizes the role officials will play in delivering on its mandate. Its human resource strategy includes human resource planning, provisioning, maintenance and development, and entrenchment of an organizational culture that is appropriate to delivery in respect of the core business of the Department.

Correctional Services as a career service, offers opportunities for development and advancement through performance and career management with increased opportunities to compete for positions at higher levels. When there is a need to fill a critical position in the organization, placement strategy aligned with the human resource plan, is put in place.

The Department of Correctional Services is bound by the Labour Relations Act No. 66 of 1995. This Act establishes the principle of employment justice that protects employees from any unfairness in their relationship with their employers. The Department also complies with all other statutes, such as the Employment Equity Act No. 55 of 1998, to achieve equity in the workplace by promoting equal opportunities and fair treatment through the elimination of unfair discrimination; the Skills Development Act No. 97 of 1998, to ensure the development of skills of correctional officials and promote their quality of life and prospects of work; the Public Service Act No. 103 of 1994, which provides for the organization and administration of the State and the regulation of the conditions of employment, retirement and discharge of the officials of the Department.

This chapter focuses on the significance of human resource development strategy for total quality management at Groenpunt Management Area.

3.2 AN OVERVIEW OF GROENPUNT MANAGEMENT AREA

Groenpunt was originally a training school for black teachers, evangelists and clergy for the NG Kerk in Afrika. The training school was established on 13 November 1907. Initially it was decided that “Stofberg Gedinkskool” (Stofberg Memorial School) was an appropriate name to remember the proficient missionary Rev. Pieter Stofberg, who endeavoured to establish such a school.

The school was opened on 01 October 1908. In 1956 the school had to move as a result of the Group Areas Act and the original buildings were purchased by the State. A rehabilitation centre emerged where hardened prisoners were detained. During 1970 the late General Otto, the Commander of Stofberg, decided that the name Stofberg Prison should be changed to Groenpunt Prison. Groenpunt is situated on the riverbanks of the Vaal River, between the holiday town Denneyville and Vereeniging.

Groenpunt Correctional Services is one of the Management Areas in the Free State and Northern Cape Region. The Management Area comprises eight (8) Correctional Centres namely: Groenpunt Maximum, Groenpunt Medium, Groenpunt Youth Centre of Excellence, Frankfort Correctional Centre, Heilbron Correctional Centre, Sasolburg Centre of Excellence, Parys Correctional Centre, and Vereeniging Correctional Centre.

Each centre has a Head of Centre that is accountable to the Area Commissioner at Groenpunt. The correctional centres are categorized into different operations, some focusing mainly on agricultural activities and workshops and others focus on normal incarceration activities for maximum security functions and Awaiting Trial Detainees (ATD's). The personnel are allocated for each centre that ensures that the staff receives relevant training. Training needs are registered with the human resource development component at the GMA. The training and development is conducted through funds managed by the component manager.

As on 31/12/2008 the staff composition per occupational category, gender and population is reflected in table 3.1.

Table 3.1: Staff composition

OCCUPATIONAL CATEGORY	MALE				FEMALE				TOTAL
	A	C	I	W	A	C	I	W	
Director	1								01
Deputy Directors	7	1			1				09
Assistant Directors	10			4	4			5	23
Senior Correctional Officer	24	1		11	13			5	54
Correctional Officer Grade 1	239	8		76	21		1	9	354
Correctional Officer Grade 2	269	4	1	64	38	6		13	395
Correctional Officer Grade 3	157	8		44	58				267
Students	29				22				51
Non-Correctional Staff					4			1	05
TOTAL	735	22	1	200	161	6	1	33	1159

Source: GMA Workplace Skills Plan, 2007/2008.

Key: A= African
 C= Coloured
 I= Indians
 W= Whites

The total number of employees in the Groenpunt Management Area comprises both females and males (Africans, Whites, Coloured and Indians) positioned at different occupational categories that include Social Workers, Educationists, Nursing and Religious Care.

3.3 HUMAN RESOURCE DEVELOPMENT WITHIN THE DEPARTMENT OF CORRECTIONAL SERVICES

The development of a new strategic direction in the Department in the democratic dispensation brought about human resource development challenges. The Department of Correctional Services (DCS) has been faced with challenges to ensure the paradigm shift of the existing personnel, as well as the development of an appropriate recruitment, promotion and retention strategy for various categories of personnel to deliver the mandate.

In terms of chapter 8 of the White Paper on Corrections in South Africa, the human resource development strategy must cover a range of training components, which must be mandatory for the staff of the DCS.

3.3.1 Traditional approach to Human Resource Development in DCS

The Department of Correctional Services used to consider the race of employees before they are sent for training and not every employee was trained. There were separate training colleges for each of the race groups. The 'Whites' were trained at John Vorster College in Kroonstad, 'Coloureds' were trained at Westlake College in Cape Town, and the 'Blacks' received their training at Baviaanspoort and later at Zonderwater training college in Pretoria. Training strategies in the Department of Correctional Services were largely based on facets of authoritarianism and coercive management styles that resulted in unproductiveness and inefficiency in service delivery. Women in particular were more oppressed not only because they are black but because of male chauvinistic and patriarchal tendencies which boarded on the organizational culture in Correctional Services that only recognized males capable of managing the organization. This background as espoused also directly affected the Department of Correctional Services as a bastion of the apartheid Prison Service in South Africa.

Traditionally training was reserved for high status jobs that were a reflection of exclusiveness and voluntarism approach based on laissez faire philosophy that states that individuals should take initiatives as and when they deem appropriate.

According to Schein (1988: 20) the emphasis then was on the teaching of technical skills needed to perform the job to the obvious detriment of other facts like the human and social element of the employee. As long as productivity was realized the position of an employee was the criterion that determined who must get training and the type or level of training. There was no single certification body for training and there was no provision for linkages between training and education.

3.3.2 New approach to Human Resource Development in DCS

The Department of Correctional Services is facing the challenge of providing training programmes that would assist correctional officials to understand their new role as “Rehabilitators”. Many of correctional officials were trained to discharge security or custodial duties and rehabilitation functions were seen as the responsibility of professional staff. The purpose of human resource development is to bring about the changes that cause the performance improvement that will ultimately enhance the organization (Gilley, 1989: 13). In this regard the Department needs to focus on re-training current officials on their new role under the new strategic direction of the Department. Training interventions will be designed in a way that would support the attraction and retention of scarce skills with the support of tertiary institutions, professional and statutory bodies (Human Resource Development Plan for DCS, 2006).

Training and development are part of human resource development that provides for the establishment of an integrated approach expressed in terms of nationally acceptable qualifications. People in a work environment are capable of learning, which means that all correctional officials should have an opportunity to develop.

According to Lawrie (1986: 22) there are four purposes of human resource development:

- Training of new employees,
- Training employees to perform new duties and responsibilities,
- Improving competencies and skills of employees in current positions, and
- Preparing employees for upward mobility and personal growth.

Human resource development provides for the development of operational procedures to manage the provision of education, training and development within the Department. It is a motivation to orientation and induction of all officials appointed from outside the Department as well as the in-service training to existing officials within the Department of Correctional Services.

The objectives of human resource development within the Department of Correctional Services are (Integrated Human Resource Strategy for DCS, 2007):

- To ensure that the Department have multi-skilled workforce through the provision of education, training and development to equip correctional officials to become ideal correctional officials, and
- To ensure that newly appointed officials are provided with orientation and induction programmes.

The South African Labour Bulletin (2000: 6) in its evaluation of the impact of the Skills Development Act emphasizes the centrality of the Act in agitating for the acceleration of training programmes to develop the skills of the workforce, improve productivity, improve social services, increase the levels of investment in education and training, and improve return on investment by encouraging employees to participate in learnerships and other training programmes.

The Skills Development Act, 1998 creates significant opportunities for employee organizations to influence the type of training and development to be provided by employers. The employers and employee associations and any interested party all play a significant role in the Safety and Security Sectoral Education and Training Authority (SASSETA), and sectoral determination bodies established by the Minister of Labour. The bodies are tasked with the responsibility of monitoring education and training and developing sector skills plan within the framework of the National Skills Development Strategy (Skills Development Act No. 97 of 1998).

Herbst (*in* Maimela, 2006:155) argues that the drive for skills development in South Africa that is inextricably linked with the successful realization of the goals of the Department of Correctional Services is a critical priority. Herbst (2006: 155) further postulates that the ongoing development of individuals further contributes to the improvement and development of employee's performance in their present roles.

3.3.3 Vision and Mission of the DCS

The strategic direction of DCS is guided by numerous policies. A critical element in the delivery of services is the alignment of the White Paper on Corrections and the Correctional Services Act No. 111 of 1998. The major target of DCS is the attraction and retention of scarce skills.

The vision of the DCS is "to be one of the best service providers in the world by delivering correctional services with integrity and commitment to excellence" (DCS Strategic Plan for 2008/09 – 2012/13). It seeks to address issues of excellence and commitment that have clear HR implications. It is critical for the human resources systems and practices that the DCS engages to lead to the attainment of 'excellence' and raise the level of 'commitment' to service delivery, particularly to the new strategic direction.

The mission of the DCS is placing rehabilitation at the centre of all Departmental activities in partnership with external stakeholders, through:

- The integrated application and direction of all Departmental resources to focus on the correction of offending behaviour, the promotion of social responsibility and the overall development of the person under correction;
- The cost-effective provision of correctional facilities that will promote efficient security, correction, care and development services within an enabling human rights environment;

- Progressive and ethical management and staff practices within which every correctional official performs an effective correcting and supportive role (DCS Strategic Plan, 2005-2009).

The DCS therefore relies on committed, ethical and competent management and staff. The human resource must also be transformed to support the mission by gearing all systems and processes for service delivery.

The implementation of the vision is supported by the core values of development, integrity, efficiency, accountability, justice, security, equity and recognition of human rights. It is important for the management and staff to internalize and follow the core values for the creation of the desired organizational culture.

3.3.4 Human Resource Development Strategy within the DCS

In February 2005, the Cabinet adopted a White Paper on Corrections in South Africa as a policy document providing a new strategic direction for the Department of Correctional Services. This prompted the Department to develop an integrated model of human resource management as a possible solution to identify immediate and long-term challenges. Chapter 8 of the White Paper on Corrections in South Africa (2005) places an emphasis on the role human resource services should play to improve challenges.

The Human Resource Strategy in the DCS establishes a framework providing effective work organization, recruitment, retention and development of DCS employees to achieve the implementation of the legal mandate as espoused by the White Paper on Corrections in South Africa.

3.3.4.1 Recruitment and Retention

Recruitment is a form of business competition. Just as corporations compete to develop, manufacture, and market the best product or service, so they must also compete to identify, attract, and hire the most qualified people (Cascio, 1998: 170). Recruitment demands serious attention from management, and if not done

correctly the business will falter. The factors included on the basis upon which organizations compete with other employers for high quality staff are (Smit, 1995:104):

- the opportunity to use existing skills or acquire new skills
- a responsible and rewarding job in which performance is recognized
- an attractive working environment
- an open management style
- the belief that the organization is doing worthwhile, that it knows where it is going and that it is led effectively.

The Department of Correctional Services is facing the challenges in recruiting and retaining personnel charged with the responsibility of assessing offenders and delivering rehabilitation interventions. The professionals who are recruited do not stay long in the service because the Department offers fewer benefits than the private sector thus lead to high turnover in the professional components. Since 2005 to 2008/12/31, about nine (09) professionals resigned from the Department of Correctional Services, it comprises five (5) nursing staff, three (03) pharmacists and one (01) psychologist (GMA Workplace Skills Plan, 2007/2008).

To effectively recruit and retain scarce skills, the DCS need to improve on its recruitment strategy. This includes mentor and skill developing activities as well as developmental efforts designed to grow internal candidates. Retention efforts to retain staff in the organization must also be improved. Research benchmark information is required to compare what best-practice organizations are doing in terms of compensation and benefits, educational and career development programmes.

3.3.4.2 Training and Re-training

The purpose of training and development are to improve performance, update employee's skills, avoid management obsolescence, solve organizational problems, orient new employees, prepare for promotion and managerial

succession and satisfy personal growth needs. Training is concerned with the development of new or existing competencies and multiskilling (Grobler, 2006: 302).

The DCS is facing the challenge of providing training programmes in order to assist correctional officials to understand their roles as 'Rehabilitators'. Many correctional officials were trained only to perform security or custodial duties and rehabilitation functions were seen as the responsibility of professionals.

The DCS intends to multi-skill its employees to complement the specialized services provided by the professionals such as Social Workers, Educationists and Psychologist. The White Paper on Corrections in South Africa (2005) requires the re-skilling of officials and to provide competencies to become "Ideal Correctional Officials". The training, orientation and induction of officials recruited from outside the Department at various levels are equally important to empower these officials to function effectively in their positions.

Training interventions are designed, with the support of tertiary institutions (for example University of South Africa and North-West University), professional and statutory bodies, in order to accomplish the attraction and retention of scarce skills. The DCS reviews its Human Resource Development Strategy and plan annually to ensure that Human Resource Development activities are guided towards meeting the needs of the DCS.

Since 2007 there have been 16 training courses presented by the DCS. A total of 1159 staff from GMA has received training to serve their portfolios effectively. The training courses offered include Frontline Staff Training; Unit Management; Computer Training; Culture and Work Ethics; Personal Finance Management Training; Disciplinary Code and Procedure, etc. to ensure that officials are well equipped to become ideal Correctional Officials (GMA: Workplace Skills Development Report, 2007/2008).

3.3.4.3 Career Management

The Public Service values employees who are willing to devote themselves to a career in the service of the public, and there will be opportunities to develop their individual skills and abilities, provided these are in line with the Public Service's operational requirements (White Paper on Human Resource Management in the Public Service, 1997). In career development, the employee is responsible for career planning and the HRD practitioner is responsible for career management. Human resource development practitioners cannot assist employees adequately unless the organization offers the right kinds of challenging career development activities (Cross, 1983: 54). An effective career development programme will focus on long-term results, will account for the diversity of people, and will use the methods other than the traditional classroom approach.

Correctional officials need to acquire mandatory qualifications and undergo in-service training programmes. The DCS requires a career path model that recognizes the competencies of officials in the various streams of the DCS value chain. Career management must be supported by an effective Performance Management System (PMS) established for the various levels in the DCS.

3.3.4.4 Employment Equity

The Employment Equity Act No. 55 of 1995 aims to achieve equity in the workplace by promoting equal opportunities and fair treatment in employment through the elimination of unfair discrimination. Affirmative Action measures are implemented to redress the disadvantages in employment experienced by the disadvantaged (e.g. women, Africans and people with disability) to ensure their equitable representation in all occupational categories and levels in the workplace. The White Paper on Correctional Services in South Africa (2005) in accordance with the Constitution of the Republic of South Africa, 1996, acknowledges that the legislative framework of DCS should provide a foundation for a correctional system, based on principles of freedom and equality.

The DCS must endeavour to facilitate a change in the mindsets and stereotypical beliefs of its officials at all levels. Women must be trained in order to equip themselves for new challenges and be courageous to work in a male dominated environment. With the promotion of women and people with disability to higher positions in the DCS, it must be ensured that they are well trained and are able to deliver services as expected by the DCS to focus on its new strategic direction and achieve the DCS goals and objectives. Training and development must address the needs and requirements both of the organization and female employees for their accelerated and intensive development.

Equity should be approached not only in terms of numbers but in terms of the provision of training and development in a manner that will transform social relations between race/cultural groups, men and women, disabled, young and old within the DCS. Women must be encouraged to participate in training programmes. HRD should ensure that information on training is made available to women for participation.

3.3.5 Human Resource Development Policy within the DCS

The efforts to build an effective Correctional Services has focused on managerial and technological modernization, the development of effective policy frameworks and systems, and the enhancement of the care and development of offenders in the correctional system. The most critical feature of these efforts has always been the realizing of the skill level within the DCS.

The focus on human resources development has not been given high priority. There has been a lack of targeted training and development programmes and there has not been any linkage between performance management, personal development plans and the content and choice of training programmes. Development of officials has been undertaken without regard to performance consequences, and the quality of management sometimes does not foster productivity. The manner in which people are developed and managed does not ensure retention and sustainability of skills.

The Human Resource Development Policy in the DCS was therefore developed to improve the challenge. The urgent need to develop South Africa's workforce has been stressed in a variety of policy documents. The HRD Policy strives to give effect to the government's commitment of promoting active labour market policies and guaranteeing the quality of training and education provided as demonstrated in the Skills Development Act No. 97 of 1998, the Skills Levies Act No. 9 of 1999, and the South African Qualifications Authority (SAQA) Act No. 58 of 1995.

The objectives of the HRD policy in the DCS are (DCS Human Resource Development Policy):

- To have multi-skilled workforce through providing education, training and development to equip officials to become ideal correctional officials,
- To ensure that training interventions are quality assured in accordance with the National Qualifications Framework (NQF),
- To ensure that all newly appointed officials are provided with orientation and induction programmes,
- To provide mandatory in-service training relevant to specific line functionaries,
- To provide pre-service basic training to newly appointed officials,
- To provide leadership, management and supervisory training,
- To provide financial assistance to meet the skills requirements of the Department, and
- To provide opportunities for internship/ learnerships to both prospective employees and members of the public.

To comply with the Skills Development Act of 1999, the policy provides for the implementation of learnerships and skills programmes that are unit-standard based. It creates synergy with the National Skills Development Strategy (NSDS) and the HRD Strategy for the Public Service. It provides a platform for the implementation of the core business and the strategic direction of the DCS as provided by the Constitution of the Republic of South Africa, 1996; Correctional

Services Act No. 111 of 1998; and the White Paper on Corrections in South Africa, 2005.

Through the HR policy the DCS commits itself to rendering outcomes-based education and training programmes aimed at bridging the gap between supply and demand of competent personnel and to transform every correctional official to be an effective and efficient rehabilitator. It is also the role of this policy to ensure that training is incorporated to give greater effect to the field of education, training and development of employees at workplace.

3.4 HUMAN RESOURCE DEVELOPMENT STRATEGY FOR TOTAL QUALITY MANAGEMENT WITHIN THE GROENPUNT MANAGEMENT AREA

To achieve the DCS objectives, Groenpunt Management Area (GMA) needs to ensure that the basic conditions for improving delivery of corrections services have been established. All components must cultivate a learning attitude amongst officials. It must be ensured that the development of all members (correctional officials) is facilitated and the organization is continuously transformed. The management capacity of training and development units in the organization must be strengthened by developing the skills of the HRD managers and practitioners and establishing a uniform and efficient HRD management system in all components.

The HRD Strategy in Groenpunt Management Area is aimed at addressing the major human resource capacity constraints currently hampering the effective and equitable delivery of corrections services. The DCS has a need for the relevant skills to implement the policies and programmes that have been introduced to improve on corrections services and treatment of those entrusted into its care. The implementation of the HRD Strategy will ensure that the capacity of the members (staff) of GMA is built up to a level of competence that will ensure that the community have access to equal and adequate services, provided that adequate resources in the form of human resources, infrastructure and other supplies are

made available in accordance with the strategic objectives of the DCS (Strategic Plan for DCS, 2008/9 – 2012/13).

3.4.1 Learnership and Internship

Internship in the public service is a planned, structured, and managed programme that provides work experience for a specific period varying from twelve months. Internship gives students or graduates work experience and an opportunity to practise the work skills that they have studied and will practise in future. It can benefit the employer who has an opportunity to get to know the intern and to establish whether the intern is employable in the business (The Public Service Internship Programme, 2006: 5). A learnership is a formal programme, which includes both structured work (practical) experience and instructional (theoretical) learning. It provides a work-based route towards a qualification within the National Qualification Framework (NQF) that is registered with the SAQA.

According to the Skills Development Act No. 97 of 1998, the learnership consists of a structured learning component that includes practical work experience of a specified nature and duration and leads to a qualification registered by the South African Qualification Authority (SAQA). The DCS strategic plan under the programme 'Administration' includes Key Departmental Objective, to improve the Human Resource capacity and management to enable the DCS to fulfill its mandate through learnership and internship.

The provision of learnership is informed by the Skills Development Act, No. 97 of 1998 within the HRD strategy. The Safety and Security Sectoral Education and Training Authority (SASSETA) registers the learners with the Department of Labour. It assists with recruitment, selection and referrals of people and ensures that training is quality assured and helps in accessing learnerships from other SETAs.

The DCS as an employer and training provider provides both theoretical or institutional learning and workplace or experiential learning. The internship

programmes and learnerships are offered for unemployed graduates. The learnership coordinator in the institution is responsible for:

- Monitoring and coordination of all elements of training
- Ensuring effective institutional learning in adherence to the requirements of the qualification and the learning implementation plan
- Management of data integrity
- Coordination and compilation of training reports
- Preparation of internal and external verification.

The learners appointed at entry level are received at DCS Training Colleges and complete a SETA Learnership Agreement. Basic Corrections Learnership (Basic Training) NQF level 4 is implemented and the students are trained at Kroonstad and Zonderwater Training Colleges for Correctional Services. The monitoring and evaluation of learnership is done through the participation of trainer. Certification of learners occurs after the verification by SASSETA or relevant Sectoral Education and Training Authority (SETA). The learner is declared competent after the date of verification. For the financial year 2007/2008 the placement of learners within the management area is reflected in table 3.2.

Table 3.2: Placement of learners

INSTITUTION	FEMALES	MALES	TOTAL
Groenpunt Youth COE	11	13	24
Vereeniging CC	02	00	02
Heilbron CC	00	04	04
Sasolburg COE	03	06	09
Parys	00	06	06
Frankfort	01	05	06
TOTAL	17	34	51

Source: GMA: Workplace Skills Plan 2007/2008

Fifteen (15) of the learners have been on internship programme in the Groenpunt Management Area. All officials discharging supervisory duties attend the Orientation to Management Courses presented in the DCS and all managers discharging junior and middle management functions at all levels attend the Junior and Middle Management Development Programmes (MDP) as mandatory in-service training programme. Officials of the Senior Management Services attend the Executive Leadership Programmes. The training of managers is conducted by qualified and accredited providers at appropriate centres.

The DCS is committed to offering students valuable learning assignments that represent structured pathways from an academic environment to the world of work. Whilst the students are not to be regarded as lower-cost alternatives to regular employees, they are recognized as trainees and do not receive the same benefits as full-time employees. Contracted interns need to be orientated and inducted before the implementation of the internship. Interns are not supposed to work directly with offenders without a mentor or supervisor.

Internship programmes include clearly identified occupations around which internship are devised and a structured programme with a course outline that covers basic, core and specialist competency-building. Programmes are established on the basis of learning arrangements and a performance management system. The DCS maintains the overall responsibility for the planning and supervision of the internship programmes in accordance with its role of ensuring that the Department meets its commitment to students.

3.4.2 Orientation or Induction

Orientation or Induction is a process of formally introducing and initiating a new employee into the values and culture of the Government and of the DCS, to policies and procedures, working conditions and the location where the employee will be working. According to Cascio (1998: 74) orientation is “familiarization with and adaptation to a situation or an environment.” When a new employee joins the organization, he or she needs time to adapt to the organization and its culture and practices. If the orientation or induction process is successful, the

result is an employee who is committed to the organization, productive, and not inclined to leave the organization (Pieters, 1998: 182).

According to Grobler (2006: 102) induction has the following objectives:

- Acquainting new employees with job procedures;
- Establishing relationships with co-workers, including subordinates and supervisors;
- Creating a sense of belonging among employees by showing them how their job fits into the overall organization;
- Acquainting new employees with the goals of the organization;
- Indicating to the employee the preferred means by which these goals should be attained;
- Identifying the basic responsibilities of the job;
- Indicating the required behaviour patterns of effective job performance.

After accepting a job offer new employees need to understand their responsibilities and to learn more about their job and the organization. The HRD Manager and Facilitators of human resource development programmes are expected to facilitate the employees' adaptation into the new environment. They need to establish an open relationship with new employees to enable them to participate optimally during the delivery of the programmes of induction and orientation.

3.4.3 Skills Development

Functional training and skills programmes are offered to address the core business of the DCS and must be in line with the personal development plan of members. The annual schedule of all functional training programmes is compiled in line with the Personal Development Plans (PDP), Workplace Skills Programme (WSP), and Needs Analyses Reports (NAR). Each year all Heads of Correctional Centres register their training needs and a report for the whole Management Area is compiled and a schedule is drawn.

Officials may apply to attend short courses or training programmes, symposia, conferences and workshops that will benefit the DCS. Any official attending a certificate short course bearing credits relevant to the Personal Development Plan for more than six months must sign a binding contract to serve the Department for a period stipulated in the contract.

A skills audit is conducted annually and a Workplace Skills Plan (WSP) is developed. The WSP is submitted to the Department of Labour, SASSETA and Public Service SETA. All identified programmes are converted into skills programmes. Training programmes developed by the various functionaries in the Department or external service providers are submitted for evaluation by the Directorate: Training Standards. Formal training programmes rendered are in line with the design and development standards as set by SAQA, SETA and Education and Training Quality Assurance (ETQA) for total quality management.

3.4.4 Bursaries

Empowering correctional officials will be difficult without the necessary means; therefore, the allocation of bursaries and study loans should be put in place, so that they are in a position to utilize training and education opportunities presented to them. Bursaries are granted to build the DCS workforce capacity and to address scarce skills. Officials are awarded bursaries in line with the skills needs of the DCS. Applicants are expected to complete the prescribed forms and attach the required documents and then the bursaries are awarded by the National Bursary Committee at DCS Head Office. Full-time and part-time bursary holders are expected to enter into a contract with the DCS in which they agree not to leave the DCS for a certain period after completion of their studies. Currently there are 13 officials in the Groenpunt Management Area granted bursaries to further their education in different fields of study. Their access to training and education opportunities has subsequently improved their prospects of advancement within the DCS and their service delivery (DCS: 2008).

3.4.5 Career Development

In many ways career development and management succession planning is the core of human resource development. If an organization takes training and development of its staff seriously, then it will be encouraging employees to take part in planning their own career development in relation to organizational and personal career goals (Thomson & Mabey, 1994: 122). Although the primary and final responsibility for career development rests with each employee, the management has complementary responsibilities. The organization is responsible for communicating to employees where it wants to go and how it plans to get there (strategic direction), providing employees with as much information about its core business, and responding to the career initiatives of employees.

Career development can be defined as an organized, planned effort comprised of structured activities or processes that result in a mutual career plotting effort between employees and the organization (Gutteridge & Otte, 1983: 23). Within this system the employee is responsible for career planning and the organization is responsible for career management.

Career development programmes vary in their purpose, approach, ideology, and philosophy. Reynierse (1982: 30) contends that organizations engage in developmental planning, the process of accessing appropriate goals, objectives, and proper allocation of physical, financial, and human resources, while employees engage in career/life planning which includes analysis of personal goals, competencies, and a realistic evaluation of future opportunities. Both the organization and employees need to conduct three types of analyses: need, skills and potential. It can be concluded that for career development programmes to be successful the employees and the organization must work together as a team.

Career development must be centered on the needs to personal activities, and interests, be flexible, develop appropriate evaluation procedures, and have the support of top management. Organizations are accountable for the management of career development programmes and activities that allow employees to participate. The integrative approach to career development includes the future

forecasting of organization needs using performance appraisals and the development of career pathing for individuals.

A favoured form of career development enhancement is workshops and seminars designed to encourage employees to take responsibilities for their careers. Employees can reflect on their present occupation in order to determine their level of satisfaction. According to Kirkpatrick (1975: 82), evaluation of career development workshops and seminars serve as a means of improving and upgrading future workshops and seminars. Four types of evaluation can be administered: (1) evaluations of participants' reactions to the workshop, (2) evaluation of participants' learning, (3) evaluation of changes in behaviour on the job as the result of the workshop, and (4) evaluation of the results (positive or negative) of new attitudes, skills, or knowledge that develop during the workshop.

3.4.6 Establishment and Maintenance of Employee Health and Wellness

Employee Health and Wellness (EHW) programmes are rapidly transforming the nature of support provided to employees to ensure a healthy work-life balance. Wellness is regarded as the optimal state of the health of individuals and groups of individuals with two main focal points of concerns, namely: the realization of the fullest potential of an individual physically, psychologically, socially, spiritually and economically, and the fulfillment of one's role expectations in the workplace and other settings (Employee Health and Wellness Strategic Framework for the Public Sector, 2008: 32).

The DCS, as part of the broader society and global arena is facing the challenges of the spread of HIV and Aids amongst employees. The conditions of correctional centres environment also put the officials under undue stress as they have to serve HIV positive offenders, some of who have reached the stage of AIDS and are terminally ill.

Employee Health and Wellness is to build and maintain a healthy workforce for increased productivity and enhanced service delivery. It is based on core principles which are value-based to create an understanding and promote unity of

focus in guiding the employee behaviour, interactions and strategic choices for implementation.

Within the DCS the Employee Health and Wellness as a business strategy, is a cost-free worksite based function that offers confidential and professional assistance to employees together with their immediate dependants. The core activities of the Employee Health and Wellness (EHW) practitioner are (Correctional Services EAP policy, 2006: 2):

- Problem identification and assessment
- Short-term intervention
- Referral, diagnosis, treatment, follow-up and monitoring of all referred cases
- Consultation and training
- Consultation with the work organization for health
- Networking with external service providers, and
- Evaluation of the programme.

The EHW programme will seek to facilitate optimal development, but the power to influence beneficial change lies within each individual. The EHW practitioner shall seek to remain neutral at all time with regard to conflict between labour and management. Employees, including their families can access the services of the practitioner voluntarily or through informal referrals by either colleagues, friends and their unions; or through mandatory formal referral process by management.

The EHW programme is aimed at all aspects of health, including psychological, behavioural, attitudinal and emotional perspectives. Employees receive an ongoing education and awareness on various aspects of wellness, including HIV and Aids, alcohol and substance abuse, and disability, through various projects and workshops that are undertaken. The ultimate goal is to keep the workforce productive and decrease absenteeism. The Department values the services and contributions of its employees and acknowledges that they all form an integral part of the organization to defend the weak. It also realizes that it is more cost-effective and beneficial to all parties to retain trained and experienced officials.

Total wellness of the employee is essential to the attainment of the broader HR strategy and implementation of White Paper on Corrections in South Africa.

3.5 CONCLUSION

Human resource development is emerging in training and development, becoming a sophisticated academic discipline and field of practice centered on learning and performance in organizations. HRD is most effective when it is focused on leveraging the strategic initiatives of the organization. Some organizations have impressive training plans that bear no resemblance to the way their staff experience. HRD on daily basis and other may have little in the way of written HRD objectives and policies, but the development of staff can be observed at all levels. In this chapter an attempt was made to understand how the implementation of HRD strategies has contributed in achieving the objectives of total quality management at Groenpunt Management Area. There is no single blueprint for successful HRD approach across all organizations or correctional centres within the DCS.

The DCS needs to specify functional areas that are critical for service delivery and prepare integrated workplace skills plans. Workplace Skills Plans should be implemented, monitored and evaluated. Every Head of Department is responsible and accountable for ensuring that subordinates and managers are given an opportunity to learn within the departmental-wide framework. The Departmental HRD strategy must be developed and implemented throughout the Department.

Organizational efficiency can only be accomplished when employees within the organization develop the skills, competencies, knowledge and attitudes to perform at the highest level possible. Although Groenpunt Management Area is making an effort to implement the HRD strategy, it is still dealing with the challenge of mind-shift of staff. There are staff members who are not aware of the availability of resources to improve on their skills development. Capacity must be built for the HRD component with competent staff. The DCS must make provision for the financing of its training and development programmes and budget not less than

the amount prescribed and specified for this purpose in the Skills Development Act and Skills Development Levies Act.

The next chapter will focus on the description of the theory of research, the actual research process and the analysis of results.

CHAPTER 4
EMPIRICAL STUDY ON THE IMPLEMENTATION OF HUMAN
RESOURCE DEVELOPMENT STRATEGY FOR TOTAL QUALITY
MANAGEMENT

4.1 INTRODUCTION

The Department of Correctional Services has taken a decision to develop capacity of its staff in order to be ideal correctional officials. It is thus important that the human resource development strategy of the Department is implemented at all levels and monitored constantly to ensure total quality management.

This chapter provides an overview of the methodology to investigate the implementation of the human resource development strategy for total quality management within the Department of Correctional Services, focusing on Groenpunt Management Area. The qualitative and quantitative approaches were utilized to explore the research methodologies for comprehensive understanding.

4.2 PREPARATION FOR RESEARCH AND DESIGN

The nature of the research, data sources and the academic field in a specific study undertaken, are instrumental in selecting the appropriate research method (Brynard & Hanekom, 1997: 129). In preparation for the research and design the following were done:

4.2.1 Permission

The Department of Correctional Services is a partner of other state departments in the security cluster of the country. It is therefore required that before any research or interview is conducted with any of the officials, permission be granted by a delegated senior official at the Departmental Head Office. A form (Appendix A) to apply for permission to conduct a research was completed and approval was obtained from the DCS National Office. A copy of the research proposal was also

attached for the Research Directorate at National Office stating the purpose and significance of the study. Permission (Appendix B) was granted and conditions for approval were outlined.

After permission was granted, the researcher approached management at Groenpunt Management Area to discuss the intentions and implications regarding the proposed research. Interviews were conducted and questionnaires (a series of questions asked to individuals to obtain statistically useful information about a given topic), were distributed to those officials identified in order to obtain their responses related to the area of study.

4.2.2 Population and sample of respondents

According to Brynard & Hanekom (1997: 43) “population does not only refer to the population of a country but to objects, subjects, phenomena or activities which the researcher wishes to research in order to establish new knowledge”. A population is defined as the theoretical specified aggregation of study elements (Babbie, 1998: 20). In this study the target population was the employees of the Groenpunt Management Area. They were selected from different Correctional Centres as a sampling frame.

A sample of 30 respondents was randomly selected from 1159 correctional officials. A sample is “a limited number of items or people from whom generalization can be made about the whole number” (Line, 1982: 31).

4.2.3 Site of data collection

Officials and managers from different Correctional Centres that fall within the Groenpunt Management Area were selected. The Groenpunt Management Area (GMA) was chosen for the study because it is convenient for the researcher, being an employee of GMA, to gather information through observation and all participants are easily accessible. The questionnaires were personally distributed and collected from the respondents. The researcher was available and

approachable for respondents in case they needed clarity on some of the questions.

4.3 RESEARCH METHODOLOGY

Research involves the application of a variety of standardized methods and techniques in pursuit of valid knowledge. The methodical dimension is concerned with the questions: How do we attain knowledge? How do we ensure that we reach our research objective or goal? The choice of the most appropriate methodology is largely determined by the epistemic ideal or goal that is set for science (Mouton, 1996: 35). Research methodology deals, briefly, with 'what scientific knowledge is' and also 'which methods to apply or to follow' to obtain scientific knowledge. In fact the word 'methodology' refers to how to get from the starting point to the point where scientific knowledge is achieved (Coetzee, 2001: xii).

Research is a systematic endeavour which seeks to provide answers to questions. It is a dynamic process that builds on previous studies and opens opportunities for new research (Neuman, 1991: 154). The Oxford Dictionary (1989: 884) refers to research as a careful search or inquiry after or for or into; or endeavours to discover new or collate old facts by scientific study of a subject, course of critical investigation.

In the social sciences two main approaches to research are distinguished, e.g. qualitative research (which involves the study of cases and make very little use of numerical data or statistics, but rely heavily on verbal data and subjective analysis) and quantitative research (which involves the study of samples and populations and rely mainly on numerical data and statistical analysis) (Babbie, 1986: 261). According to De Vos (1998: 15) all data, all information, all human knowledge must ultimately reach the researcher either as words or numbers.

The next section explores an investigation of the implementation of human resource development strategy for total quality management within the

Department of Correctional Services, focusing on GMA, from quantitative and qualitative point of view.

4.3.1 A Quantitative Approach

Quantitative research is a methodology that “aims to determine the relationship between one thing (an independent variable) and another (a dependent variable) in a population (Hopkins, 2000: 1). It is grounded in the assumption that features of the social environment constitute an independent reality and are relatively constant across time and setting. Quantitative approach is often concerned with finding evidence to either support or contradict an idea or hypothesis one might have. The researcher develops knowledge by collecting numerical data on observable behaviours of samples and then subjecting these data to numerical analysis (Struwig & Stead, 2001: 19). This is a methodology that yields information that can be summarized through statistical analysis (Struwig & Stead, 2001: 7).

Numerous authors have noted that human resource development will improve service delivery of the organization. The organizations that have succeeded will attribute their success to the inputs of its human resource. Well developed and monitored strategies of human resource development will bring better performance of duties and productivity. The study is aimed at investigating whether human resource development strategies are implemented within the DCS for total quality management. The employees of the DCS must be well trained in order for the DCS to succeed in the attainment of its objectives.

4.3.2 A Qualitative Approach

Qualitative research is a field of inquiry that crosscuts disciplines and subject matters. The discipline investigates the *why* and *how* of decision-making, not just *what*, *where*, *when*. It differs from quantitative research in many ways. In this approach sampling is typically not random but purposeful. That is, cases are chosen based on the way that they typify or do not typify certain characteristics or participate in a certain class. The researchers rarely try to simplify what they

observe. Instead they recognize that the issue they are studying has many dimensions and layers, and so they try to portray the issue in it as multi-faceted form (Leedy, 2001: 147-148). Qualitative research method aims to produce rounded understanding on the basis of rich, contextual and detailed data (Mason, 1996: 4). It uses data-sets, diagrams, pictures, drawing, charts, as well as people's memories (Wessel, 1999: 412). Qualitative methods enable the researcher to see the world from the point of view of the participants (Denzin & Lincoln, 2005: 27).

The study is aimed to gather an in-depth understanding of human resource development strategies implemented to attain total quality management. Qualitative research was useful because it can also be applied in policy and evaluation research, where understanding why and how of certain outcomes can be achieved. It also yields insights regarding the implementation of programmes.

4.4 DATA COLLECTION

Research techniques vary depending on the social phenomena studied. Data collection techniques differ from participant observation, content analysis, interviewing, and documentary analysis. Even the way a concept is defined can affect data collection. For instance, when measuring the implementation of human resource development strategy, the definition of human resource development is critical. Steps must be taken to collect valid data. Many obstacles can arise, especially on sensitive subjects (Patton, 1990: 186).

The study categorizes data into patterns as primary basis for organizing and reporting results. Researchers typically rely on four methods for gathering information: participating in the setting; direct observation; interviews; and analysis of documents and materials. For the purpose of this study information was gathered through the distribution of questionnaires to different categories of employees within the Groenpunt Management Area. Interviews were also conducted in order to obtain comprehensive understanding related to the area of research.

4.4.1 Sampling

Sampling is the process of selecting units from the population of interest so that by studying one may fairly generalize results back to the population from which they were chosen (Trochim, 2006: 1). Neuman (1991: 208) defines sampling as “the process of systematically selecting cases for inclusion in a research project. Usually the population is too big for the researcher to attempt to survey all of its members. A small but carefully chosen sample can be useful to represent the population. The sample reflects the characteristics of the population from which it is drawn. A conclusion can now be drawn that the purpose of sampling is to draw conclusions about populations from samples, where inferential statistics which enables one to determine a population’s characteristics by directly observing only a portion of the population, is used”.

Sampling methods are classified as either probability (*each member has a known probability of being selected*) or non-probability (*members selected from the population in a non-random manner*). Probability sampling methods include random sampling (each member of the population has an equal chance of being selected), systematic sampling (also known as the Nth name selecting technique, every Nth record is selected), and stratified sampling (the researcher identifies the strata and their actual representation in the population) (Neuman, 2001: 212). The research utilized convenience sampling (a form of non-probability sampling) where members of the population are chosen based on their relative ease of access. The research is targeted on a sample of correctional officers who are working at Groenpunt Management Area. About 30 officers were interviewed, on convenient basis for the research, which includes Area Commissioner, Area and Centre Coordinators, and Managers.

4.4.2 Research Techniques

Research techniques can be defined as the specific and concrete means that the researcher uses to execute specific tasks related to specific stages in the research process (Mouton, 1996: 36). According to Brynard & Hanekom (1997: 129) the nature of the study, the unit analysis, the data sources and the academic field in a

specific study undertaken, are instrumental in selecting the appropriate research method.

In this study the research techniques for gathering information included a combination of semi-structured interviews, literature study and questionnaires. The techniques were useful to the researcher because it was easy to probe and to explore the views of the respondents and their perspective in their own terms and framework of understanding.

4.4.2.1 Literature Study

To obtain data to determine how human resource development strategy for total quality management within the DCS is implemented and the impact it has on the service delivery of employees, an extensive study of literature was done and data collected from documents, for example, policies on human resource development within the DCS and the Public Service, Legislations, journals, dissertations (published and unpublished) and internet websites.

4.4.2.2 Interviews

Interviews can either be formal or informal. Formal or structured interviews use standardized schedules or questionnaires to collect quantitative data whereas informal interviews, on the other hand are used to probe in-depth questions to collect qualitative data. According to Babbie (1998: 264) the interview (telephonic or personal) is a well known method of collecting data.

The interview can be either structured or unstructured depending upon the degree to which the content and procedures are standardized during the design stage of the interview. The questions which are asked in the interview are a reflection of that which the researcher wishes to determine in order to test his hypothesis (Babbie, 1998: 266).

The interview starts with the researcher introducing himself and setting the ground rules for conduct during the interview and the respondents are invited also

will introduce themselves and relate to their experience of the topic. Personal interviews may be time-consuming as the researcher and the respondents has to arrange a suitable time and place to conduct the interview, taking into consideration the restrictions placed on the researcher that employees should not be disturbed during the performance of their duties (Welman & Kruger, 1999: 197).

According to Kerlinger, as cited by De Wet et al. (1989: 162), the following uses of the interview can be distinguished:

- Identify possible changes;
- Assist in the formulation of hypotheses;
- Provide direction in further phases of the research;
- Collect data; and
- Supplement other method of data collection.

The research utilized semi-structured interviews in order to obtain relevant information. Semi-structured interviews allow new questions to be brought up during the interview and explore themes relevant to the study. The managers with whom semi-structured interviews were held are:

- ❖ The Area Commissioner: Groenpunt Management Area (GMA)
- ❖ Area Coordinator: Corporate Services: GMA
- ❖ Area Coordinator: Finance: GMA
- ❖ Head: Human Resource Development
- ❖ Centre Coordinator: Staff Support: Groenpunt Medium Centre

The abovementioned managers were selected for the purpose of this study because of their contribution in the human resource development within the Groenpunt Management Area. They are responsible to ensure that the human resource development strategy of the DCS is carried out in the Groenpunt Management Area and all officials are aware of the strategy and take part in its implementation.

4.4.3 Questionnaires

According to Dalton (1991: 121) the self-administered questionnaire as a quantitative data collection technique is generally acknowledged to be the most popular technique for surveying the opinion of individuals. A “questionnaire is a series of written questions asked to obtain statistically useful information about a given topic. Respondents are personally requested to complete the questionnaire and give their own opinion on the topic” (Wikipedia, 2007).

The use of questionnaires in survey research may have advantages or disadvantages. When properly constructed and responsibly administered, questionnaires become a vital instrument to make an opinion about the topic or statements about a specific group of people or the entire population. The questionnaire is also advantageous because it gives the respondent time to think about answers to the questions. On the other hand inappropriate questions or bad questionnaire format can make the survey valueless. The disadvantage is that when the researcher is not available to clear any uncertainties distorted feedback or response may be given by the respondent. The researcher cannot visually observe the physical characteristics and reaction of the respondent (in case of mail questionnaires) (Babbie, 1998: 258). For the purpose of this study a written questionnaire was distributed amongst the selected individuals and collected personally by the researcher.

4.4.3.1 Design of Questionnaire

Questionnaires, while useful for gathering information from large numbers of respondents, are marked by methodological problems. The wording of questions must be intelligible to the uneducated or uninterested as well as to the sophisticated respondents. Topics that provoke resistance must be presented in a way that yields a complete and unbiased response while keeping the interviewee engaged with the questions. Questions must be posed in a way that does not influence the response (Wikipedia, 2007).

Questionnaire construction, as with sampling requires a high degree of skill. Questions must not embarrass respondents and they must be arranged in a logical order. Most researchers find it necessary to pretest their questionnaires. They send out interviewers to interview a small sample with preliminary questions to ensure that they are unambiguous and are actually obtaining the information sought (Gatech, 2007).

4.4.3.2 Structure of Questionnaire

According to Vermuelen (1998: 64), “sound planning is necessary for the compilation of a good questionnaire. The type, order and number of questions should be so planned that the responses obtained can shed more light on the research topic”. The following aspects should be taken into consideration in the compilation of the questionnaire (Vermuelen 1998: 65):

- The questionnaire should be as short and concise as possible without affecting the quality of the responses.
- The order of questions on the questionnaire should be arranged from simple to more difficult.
- Terms and words that are not generally known should be avoided or clarified.
- Because participation in the research is usually voluntary, respondents time should not be wasted
- It is essential to test a questionnaire with a pilot study. As a test questionnaire should be tested with small number of respondents, who should comment on understandability of the question.

Questionnaires also gather demographic data on the respondents. This is used to correlate response sets between different groups of people. Demographic data is collected at the beginning of the questionnaire, but such questions could be located anywhere in the questionnaire. One argument in favour of beginning with demography in the questionnaire is that normally background questions are easier to answer and can ease the respondent into the questionnaire. One must not put off the respondent by jumping in to the most difficult questions (Dalton, 1991: 122).

For the purpose of this study different questionnaires were formulated for different category of respondents, viz. managers; employees; and the worker representatives (Unions) of GMA.

4.4.3.3 Administration of Questionnaire

When the questionnaire is completed it has to go through a test. Just like any manufactured product a questionnaire needs to go through a quality testing. The major hurdle in questionnaire design is making it clear and understandable. Although great care to be clear and concise was taken in this study, it is still reasonable to think that any other person can anticipate all the potential problems (Gatech, 2007).

There are many ways to administer questionnaires. They may be self-administered or read out by interviewers. Self-administered questionnaire may be sent by post, e-mail, or electronically online. Interview administered questionnaires may be by telephone or face to face. According to Leung (2001: 143-5) the self-administered questionnaire has advantages which include:

- Cheap and easy to administer.
- Preserve confidentiality.
- Can be completed at respondent's convenience.
- Can be administered in a standard manner.

It is further pointed out that interview administered questionnaires includes the following advantages:

- Allow participation by illiterate people.
- Allow clarification of ambiguity (Leung, 2001: 143-5).

In this study self-administered questionnaires were used to gather information. Questionnaires were distributed to the selected respondents and collected back

after the respondents finished completing them. Throughout the process the researcher was available in case respondents have any queries or need clarity on any of the questions.

4.5 ETHICAL ISSUES

As data was collected, the researcher needed to consider whether the research procedures are likely to cause any physical or emotional harm. According to Coolican (1994: 36) the harm that could be caused are:

- Violating the respondents' right to privacy by posing sensitive questions or gaining access to records which may contain personal data.
- Observing the behaviour of the respondents without them being aware of it.
- Allowing personal information to be made public which respondents would want to keep secret.
- Failing to respect certain values, traditions, or taboos valued by the respondents.

The researcher had to apply the following methods to deal with the above issues (Coolican, 1994: 37):

- Consent was obtained before the start of the research or interview with the respondents.
- Sensitive issues were not explored and a good relationship was established with the respondents.
- Confidentiality of data was ensured.

It was important for the researcher to treat the participant with value and sense of worth. The participants have sacrificed their time to give the researcher information. Although it is understood that the information received will also assist the improvement of development of the participants in their service delivery, the researcher had to conform to professional practices and ensure that no one was implicated in the course of the research.

The researcher must guard against deceiving the participants about the true purpose of the study, embarrassing or causing emotional turmoil by reminding the participant of his or her unpleasant experience. Ethical issues like confidentiality, consent for the use of any device (e.g. tape recorder) need to be negotiated with the participants. It is also important to share findings with the participants (Wikipedia, 2009).

4.6 DATA PRESENTATION AND ANALYSIS

Data analysis is a systematic approach to investigations during which numerical data is collected and/or the researcher transforms what is collected or observed into numerical data (Bryman, 2006: 97-113). Information about scores in a sample can be presented in several ways. If it is presented in a chart or graph, this may make it easier for the people to understand what has been found, compared to simply presenting information about the central tendency and dispersion. All charts and graphs should be clearly labeled and presented so that the reader can rapidly make sense of the information contained in them.

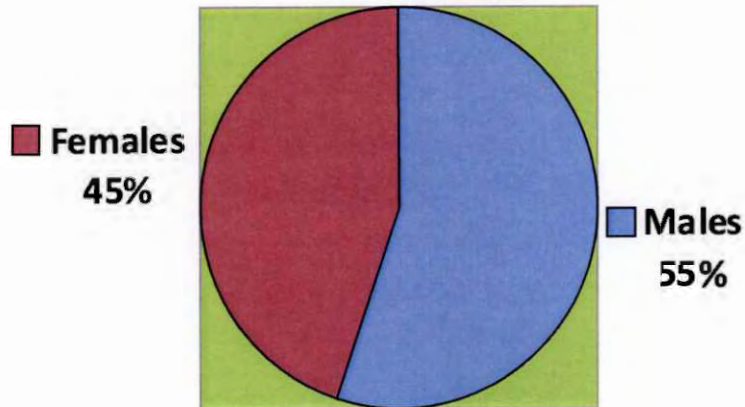
The researcher used questionnaires and semi-structured interviews to collect data that will be analyzed and interpreted in this chapter. Information provided by the respondents regarding the implementation of human resource strategy for total quality management within the GMA will be analyzed and interpreted. A demographic data of each group of respondents as well as data and statistical information will be provided in the form of tables, figures and graphs. The interpretation and analysis of that information will be provided.

4.6.1 SECTION A: DEMOGRAPHIC DATA

Few aspects of human societies are fundamental as the size, composition, and rate of change of their population. Such factors affect economic prosperity, health education, family structure, language and culture. Graunt John was generally considered to be the founder of the science of demography, the study of human population (Encyclopedia Britannica, 2007).

4.6.1.1 Gender of respondents

Figure 4.1: Gender of respondents

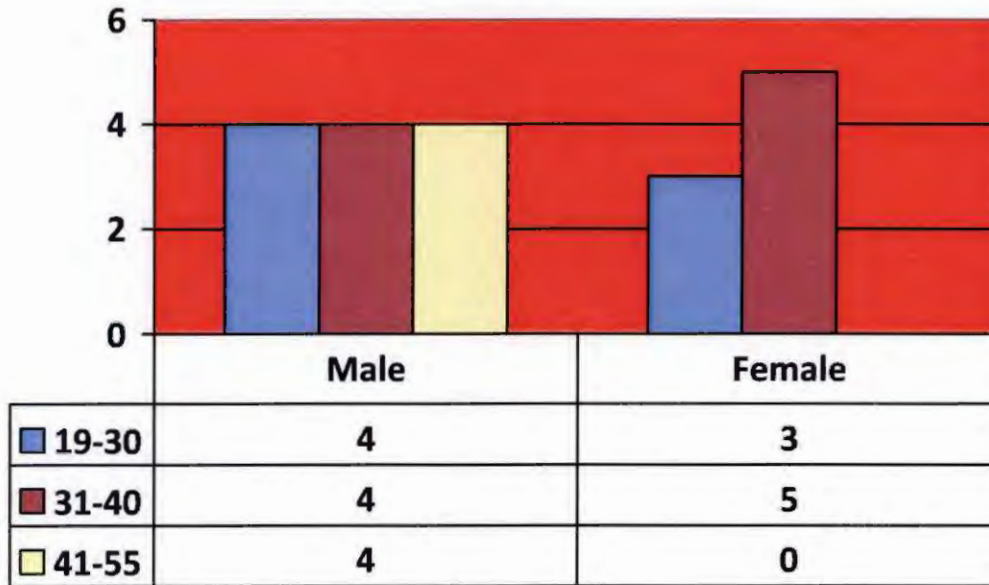


The figure 4.1 above indicates that 55% of the respondents are male and 45% of the respondents are female. It is an indication that Groenpunt Management Area is a male dominated area. Out of 1159 officials in the Groenpunt Management Area, 846 are male against 313 female officials.

The respondents were selected randomly with no specific norm drawn as to the gender of respondents. All employees of the DCS in the Groenpunt Management Area were requested to take part. Those who showed interest were approached and utilized for the study. Some of the respondents volunteered to participate in the study.

4.6.1.2 Age group of respondents

Figure 4.2: Age group of respondents



The figure 4.2 represents age distribution of respondents. The employees in the Groenpunt Management Area vary from age 19 to 60. The majority age group of respondents is between 31-40 years with a total of 09 respondents (45%), followed by age group 19 – 30 years with a total of 07 (35%) respondents, and the last group is between 41 – 55 years with a total of 04 (20%) respondents. The Groenpunt Management Area does not have many officials exceeding the age of 40. Due to the new recruitment drive more young people are getting employed in the Groenpunt Management Area.

The new recruitment drive has deployed more fresh ideas into the GMA in order to ensure that the new strategic direction of the Department of Correctional Services materializes.

4.6.1.3 Number of years in the service of DCS

Figure 4.3: Number of years in the service of DCS

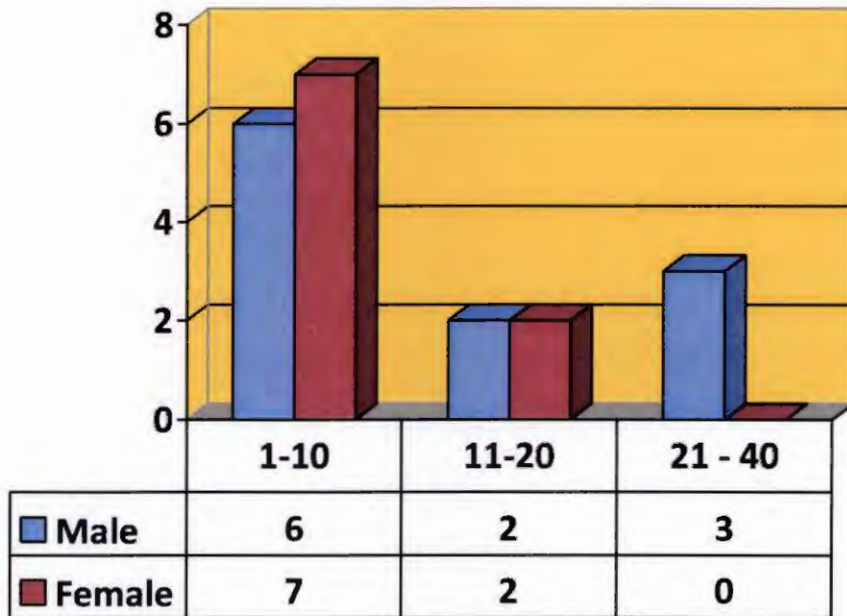


Figure 4.3 indicates that the most experienced respondents are those with a service experience of 21-40 years. They comprise 15% of the respondents sample used and they are all males. Very few respondents have a service experience of more than 20 years. The female respondents are more in the category of respondents with a service experience of less than 10 years and form 35% of the sample. This has been brought about by the implementation of the Employment Equity Act, wherein females were given opportunities to work in male dominated institutions and the government has agreed on a certain quota of women professionals that need to be represented in all government institutions. The influx of female officials in the Groenpunt Management Area started growing since 1998. Many female officials (65%) therefore have tenure of 1 -10 years.

4.6.1.4 Position held in the DCS

Figure 4.4: Position held in the DCS

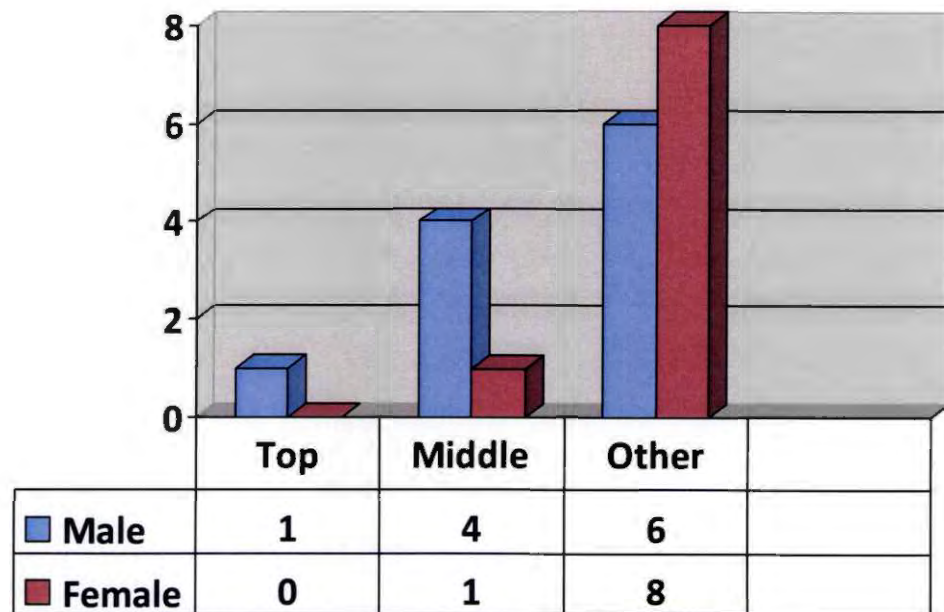


Figure 4.4 indicates that only one male is holding a strategic management position. No female employees are serving at the top level in GMA. The males are dominating the managerial positions in the DCS and at Groenpunt Management Area. As it was earlier indicated the Groenpunt Management Area has started recruiting females since 1998 only, males are therefore dominating most of the strategic, managerial and supervisory positions. The females are only appointed at managerial positions but at a low scale, and not many high positions are vacant to accommodate female officials at this stage.

4.6.1.5 Qualifications of respondents

Figure 4.5: Qualifications of respondents

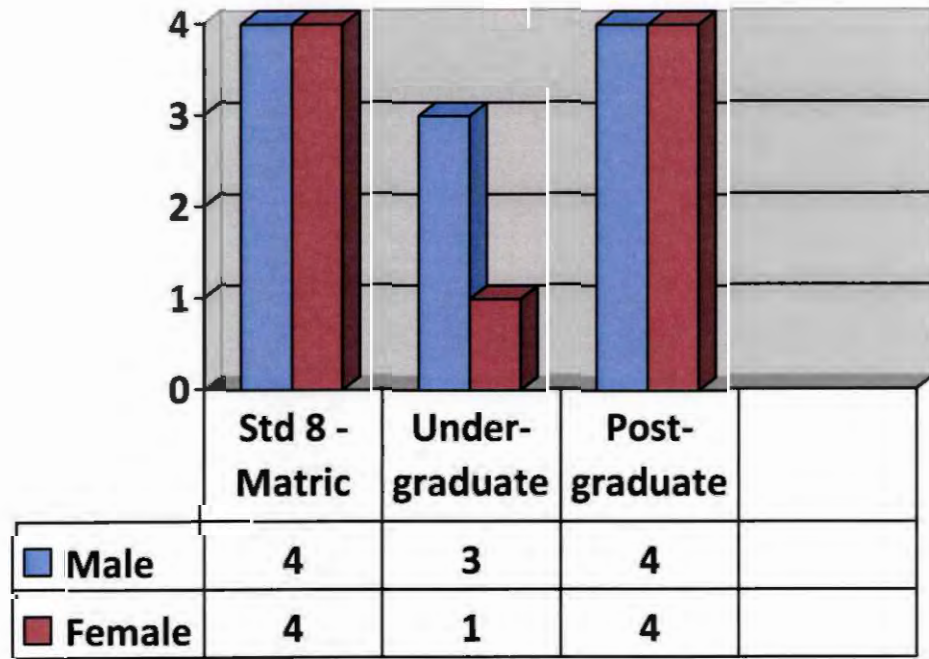


Figure 4.5 indicates that four (20%) respondents have undergraduate qualifications, eight (40%) respondents have matric qualifications and eight (40%) respondents are qualified post graduates. There is a challenge for management in the Groenpunt Management Area that officers' portfolios are not aligned with their qualification standards. Further challenge is associated with the training issues. The GMA has recruited few highly qualified candidates but they need appropriate training in order to gain experience associated with the assigned tasks.

4.6.2 SECTION B: RATING THE PERFORMANCE OF THE DCS AS FAR AS HUMAN RESOURCE DEVELOPMENT FOR QUALITY SERVICE

The respondents (managers and employees) were requested to rate the Department of Correctional Services on its performance regarding the human resource development for quality service in GMA.

Figure 4.6: Rating the Performance of the DCS as far as Human Resource Development for Quality Service

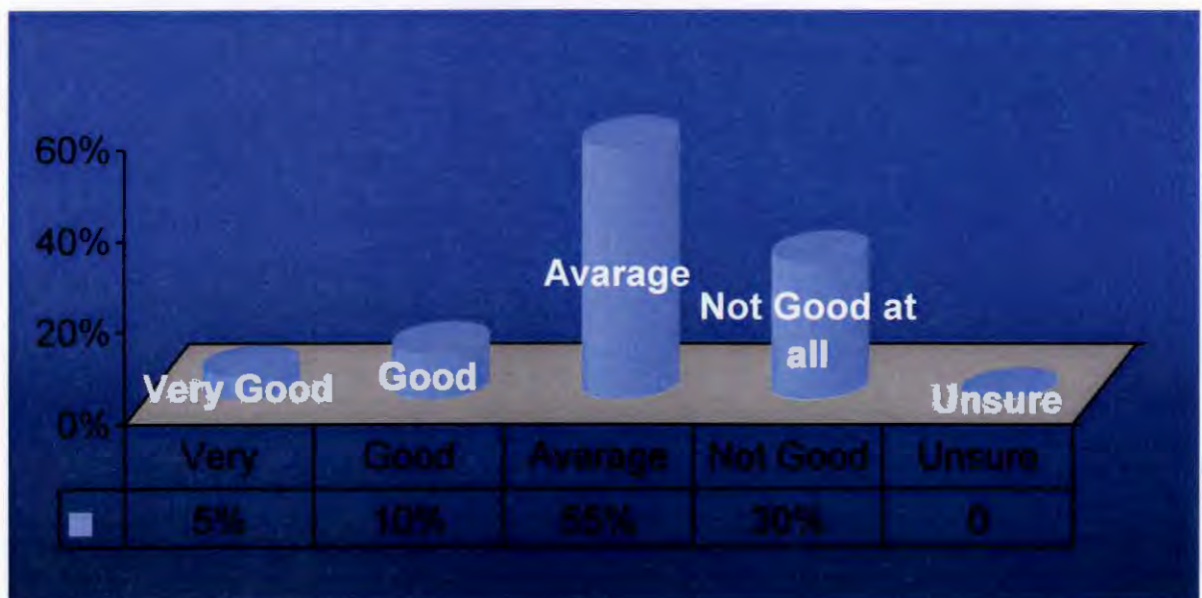


Figure 4.6 gives an indication that the respondents rate the performance of the DCS in human resource development as average. 55% of the respondents stated that the DCS performance is 'average', 30% indicate that it is 'not good at all', 10% indicate as is 'good' and only 5% indicated as 'very good'.

From these responses it is clear that the Department of Correctional Services is faced with a challenge of improving the performance levels in human resource development. There are training courses offered to the employees that are not designed to complement various divisions within the DCS. For example, one particular training programme obliges all officials irrespective of whether such

course is relevant to their current position or duties or not, to attend. Training programmes need to be aligned with various responsibilities in the GMA and officials must be able to equip and enhance their skills through these programmes to serve their portfolios effectively.

4.6.3 SECTION C: QUESTIONNAIRE TO EMPLOYEES

Some of the questions directed to the employees were similar to that of managers. The researcher made an effort to undertake a comprehensive analysis as a means of comparing statistical commonalities and differences as how both parties approached and responded to questions. It will be illustrated at the end of this chapter how the employees and managers differ or agree with each other. The following is an outline of questions posed directly to the employees and the analysis of their responses and recommendations:

4.6.3.1 Does the DCS have a career development plan for each individual employee?

Figure 4.7: Does the DCS have a career development plan for each individual employee?

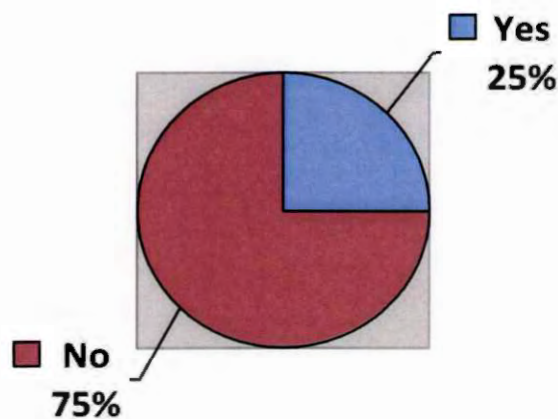


Figure 4.7 indicates that 75% of the respondents answered “no” and 25% responded by answering “yes”. It is an indication that the DCS has not communicated the development plan of each employee to the individuals. The employees are not aware regarding the existence of these plans and the DCS further does not know what the employees expect from the career development plan. The challenge with the DCS is to ensure that all officials do have career development plans in order to motivate employees to perform at their best. All components in the DCS can have a career development plan for their employees. Opportunities must be created to inform employees regarding the opportunities for their career development and how these opportunities can be utilized to achieve the career-pathing. Upward mobility and growth in the career is a motivation for employees to perform better. This further brings positive workforce to deliver efficient services to the DCS customers.

4.6.3.2 Does the basic training offered by the DCS compliment the purpose of the existence of the DCS?

Figure 4.8: Does the basic training offered by the DCS compliment the purpose of the existence of the DCS?

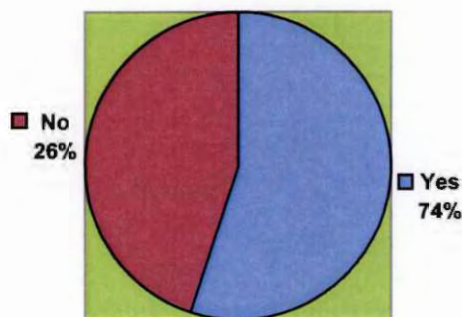


Figure 4.8 indicates that 74% respondents answered “yes” and 26% responded “no”. This indicates clearly that the basic training is adequate and employees who went through the basic training do understand the aims and objective of the DCS. The challenge needs to be addressed is: “Whether the basic training is enough to enable employees to render a service of total quality?” In order to

deal with this challenge, the DCS needs to expand the basic training courses in order to achieve total quality management.

The employees are satisfied with the training they have received at the Training College that prepared them to deal with the challenges related to their assigned duties. The basic training provides them with appropriate information required to perform their basic tasks as correctional officers.

4.6.3.3 After completion of the Basic training, how effective is the assessment to determine your placement within the Department of Correctional Services?

Figure 4.9: After completion of the Basic training, how effective is the assessment to determine your placement within the Department of Correctional Services?

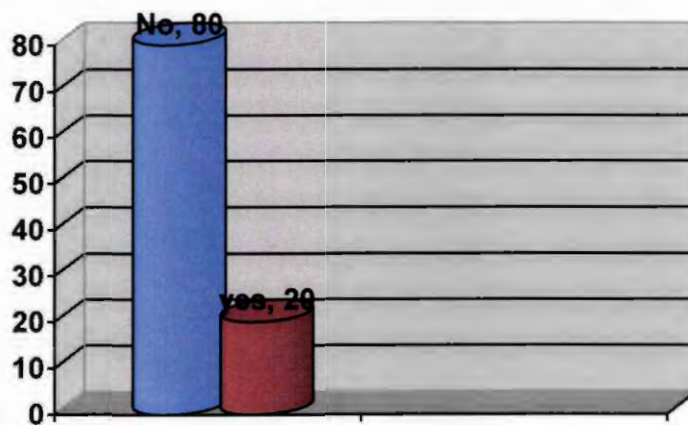
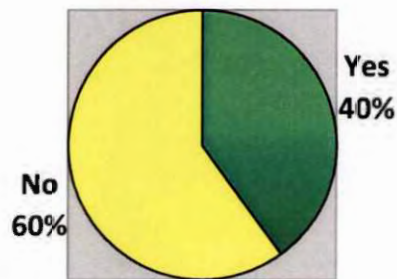


Figure 4.9 indicates that employees are placed at different positions within DCS at Correctional Centres. To achieve the Department's objectives and strategic direction, qualified people need to be placed at the right positions. The effectiveness of assessment for the placement of officials was tested by the researcher at Groenpunt Management Area. 20% of respondents indicated that it is 'good' against 80% that have put it clear that assessment has 'not been good enough'. It can be deduced that the basic training is vital before

placement of officials at different positions. Effective assessment is required to ensure that people are placed in positions where they can perform and deliver better services. The assessment is required to identify strengths and weaknesses of basic training. It further assists to enhance developmental intervention e.g. career counseling, coaching and mentoring to newly appointed personnel.

4.6.3.4 Are you correctly placed in your current position?

Figure 4.10: Are you correctly placed in your current position?



60% of the respondents indicated that they are not correctly placed at their current positions. They have relevant qualifications that are not being utilized at current positions. 40% indicated that they are comfortable with their placement as they are currently performing in positions they are qualified for. The majority of officials believe that the management do not consider their profiles and place them only to fill the vacancies. It is a general belief of respondents that their qualifications and skills should have been considered before placement to different positions. They can deliver better services associated with their profiles and positions.

4.6.3.5 In your current position or work, have you been offered any training?

Figure 4.11: In your current position or work, have you been offered any training?

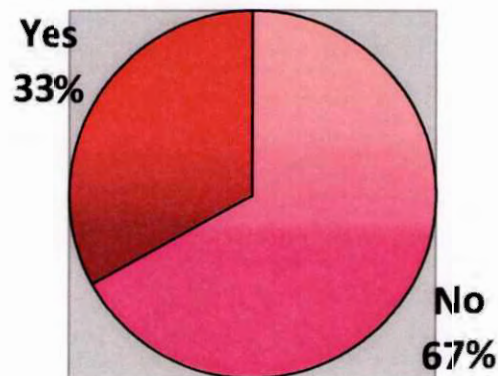


Figure 4.11 indicates that the employees after the completion of their basic training were placed into positions to fill the vacancies. Proper assessment was not done to recognize their skills for relevant portfolios. 33% of the respondents answered “yes” to the question, which is an indication that they are satisfied with their placement. 67% of the respondents answered “no”. These respondents are not satisfied with their placement and feel that they were treated unfairly when they were placed in current positions.

4.6.3.6 Is the training offered in line with your career development?

Figure 4.12: Is the training offered in line with your career development?

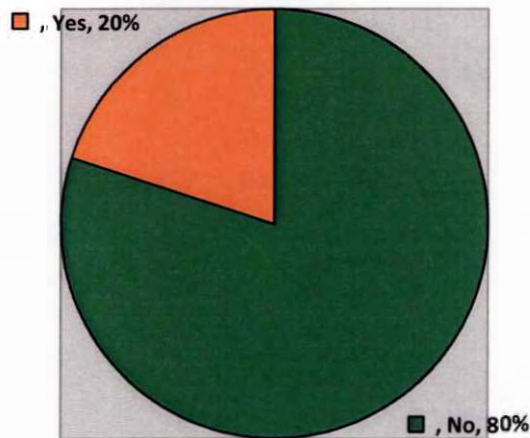


Figure 4.12 indicates that training opportunities for career development are instruments that assist management to determine the experience of an employee to be given a major responsibility or promoted to a higher position. 80% of the respondents responded by saying “no” and 20% said “yes” to the question. The majority are of the opinion that the training offered is not in line with their career development.

It is the responsibility of management to ensure that officials are developed in a manner to achieve the strategic objectives of the DCS. In its vision statement the DCS stated that it envisage to be the best in delivering correctional services. The employees need to be well equipped to fulfill the vision and set objectives of the DCS.

4.6.3.7 Who offered the training?

Figure 4.13: Who offered the training?

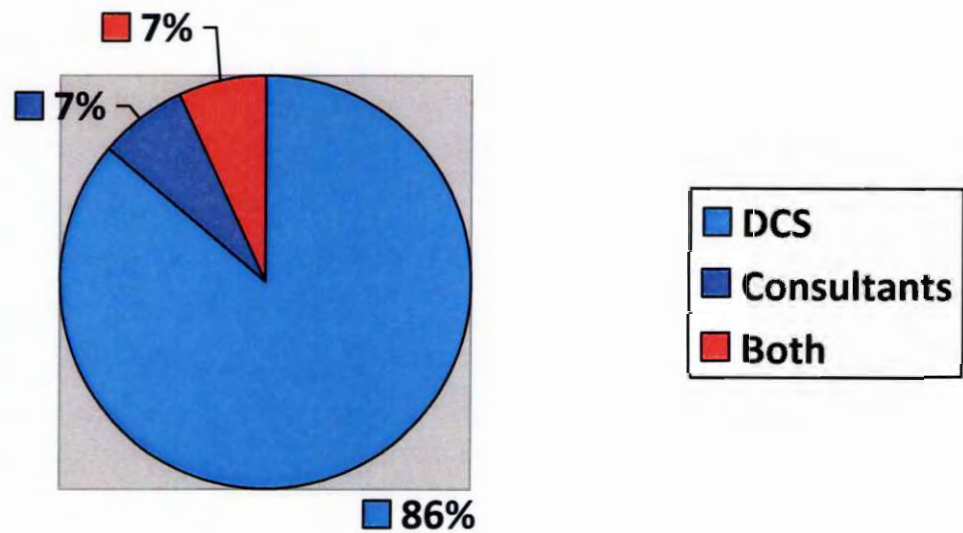
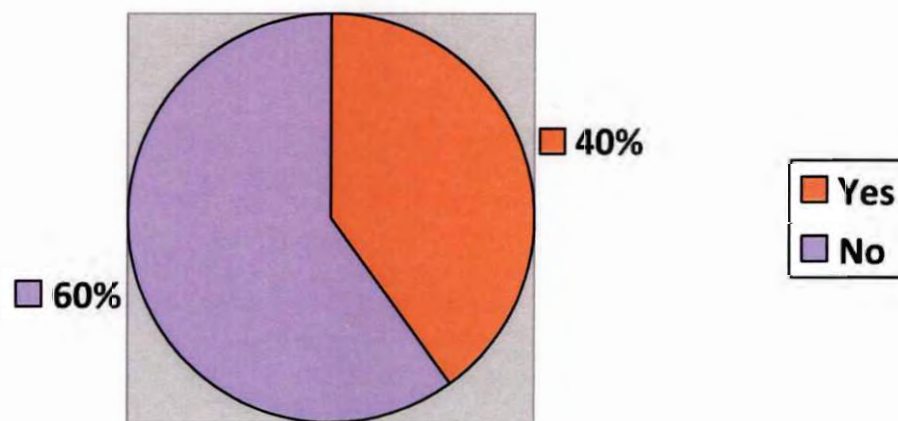


Figure 4.13 indicates that 86% of the respondents responded that the DCS is responsible to offer training. 7% indicated that the consultants are offering training and another 7% indicated that both the DCS and the consultants are offering training. The majority of the respondents were only exposed to training courses offered by the DCS and have never undergone any other training programme offered by an external institution.

It is clear that not all employees of the DCS receive the same opportunities to receive training. The employees only receive the basic training. After that training, no assessment is conducted to explore more training needs that can assist employees to further their career development.

4.6.3.8 Does the training received improve your productivity/ service delivery?

Figure 4.14: Does the training received improve your productivity/ service delivery?



Training offered to employees must add value to the productivity of employees and improved service delivery. The DCS offers training to employees in order to ensure that the training will benefit both the organization and the employees.

Figure 4.14 indicates that 40% of the respondents said “yes” in response to the question and 60% said “no”. This indicates that most employees after training did not experience improvement in their performance and productivity levels. The purpose of each training programme must be outlined to each employee. The significance of the training programme for improved performance of duties must be well explained in order to achieve the absolute outcome.

4.6.3.9 Do you think that training and development should be compulsory in the DCS?

All respondents (100%) answered “yes” to the question that indicates that training and development in the organization plays a vital role. Employees need to receive training for improved service delivery in the DCS. The respondents unanimously view training as a means of improving capacity in the DCS to deliver on its legislative mandates. Training should therefore be compulsory to all employees as a means of capacity-building.

4.3.6.10 Should the DCS focus on human resource development to give quality services to the community we serve?

100% respondents responded positively to the question stating “yes”. The respondents are of the opinion that the success of the organization lies in the successful training and development programmes offered to its human resource.

The quality of service that the DCS is delivering to its customer determines its success. Human resource development strategy is linked to the product, technology and market development strategies. Training is concerned with the development of new or existing competencies for employees to be multi-skilled. Training and development can play a dual role by providing opportunities resulting in both greater organizational effectiveness and increased personal growth for all employees.

4.6.3.11 Do you think human resource development is offering total quality management within the DCS?

100% respondents agreed that human resource development offers total quality management. From their responses, it is deduced that when the employees are well trained and developed, customers will get quality service. The employees are an investment that need appropriate training in order to provide long-term rewards to the organization in the form of enhanced productivity.

4.6.3.12 What recommendations can you give to the DCS to add value to human resource development strategy for total quality management?

This is an open ended question seeking detailed opinions of the respondents. Respondents had different suggestions for the DCS in order to add value to human resource development for total quality management. The employees sound frustrated with the current situation where their qualifications are not utilized in assigned positions.

Generally the respondents appeal to the DCS to place employees correctly in positions that they are qualified for and will be able to show their skills through better service delivery. Training is essential for each and every employee and a post-training follow-up be performed to ensure that service standards are improved.

In their strategic objectives the DCS must consider human resource development as priority so as to successfully create opportunities for the employees. The DCS must have a promotion policy to enhance upward mobility of employees who have improved their academic qualifications. Employees are demoralized because the training courses they attend do not add value in their career development.

All employees must have equal opportunities for development. Training programmes internally (in-service training) or externally (those offered by consultants) should be open for all officials. DCS as the employer of choice must invest in its human resources to assure that they remain in business with

improved skills. There should be a retention strategy in place to ensure that employees who have been trained do not leave the DCS for better job opportunities. The available retention strategy is only for classified occupational closed groups involving social work, psychological and nursing services.

4.6.4 SECTION D: QUESTIONNAIRE TO MANAGERS

For the purpose of the study semi-structured interviews were conducted with the following managers as resourceful way of collecting data at the Groenpunt Management Area:

- The Area Commissioner: Groenpunt Management Area
- The Area Coordinator: Corporate Services
- The Area Coordinator: Finance
- Manager: Human Resource Development (is directly responsible to ensure that the objective of employee development is carried out judicially).
- Centre Coordinator: Staff Support

As a sample for this study, the abovementioned managers were purposeful and selected on the basis of their contribution and participation in the implementation of human resource development strategy within the Groenpunt Management Area.

4.6.4.1 Does the DCS have a career development plan for each individual employee?

Figure 4.15: Does the DCS have a career development plan for each individual employee?

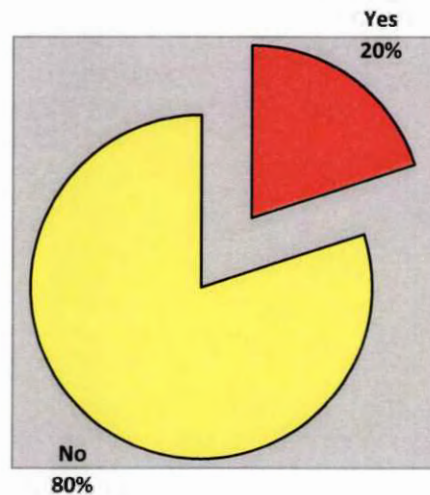


Figure 4.15 indicates that 80% responded that the DCS does not have a career development plan for employees while 20% responded positively. Managers at the Groenpunt Management Area are convinced that there is no plan drawn for the development of employees.

The employees do work according to the training received at the Training Colleges and as per prescripts of their respective job-description. When the basic responsibilities are satisfied it is assumed that the objectives of the DCS have been accomplished. This type of behaviour may demoralize employees who, after acceptance of job-offers in the DCS, hoping to grow professionally in the DCS. The importance of a career development plan cannot be overemphasized. Without a proper plan it will be difficult for the employer to determine successes and shortcomings of the organization and employees.

4.6.4.2 Does the Basic Training offered by the DCS compliment the purpose of the existence of the DCS?

Figure 4.16: Does the Basic Training offered by the DCS compliment the purpose of the existence of the DCS?

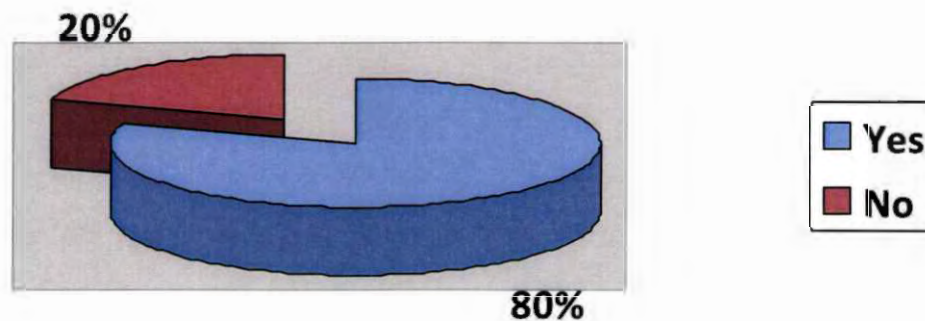


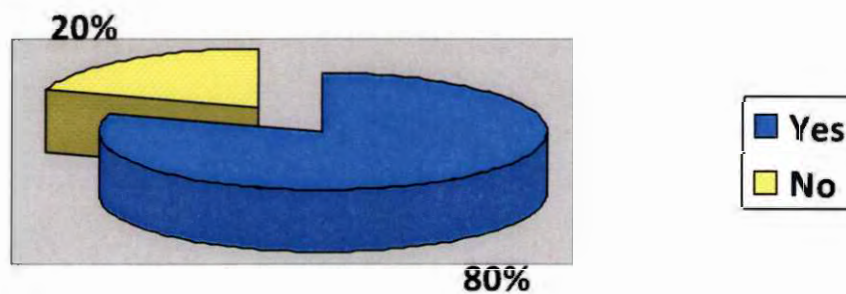
Figure 4.16 indicates that 80% of the managers responded positively to this question and cited the fact that learners from the Training College come to the Correctional Centres with an open mind with clear understanding regarding the purpose of the DCS. The training offered at the College basically covers the strategic direction of the DCS as employees are trained to perform their duties. Although in practice some of the teachings received at the College are not practicable, the newly trained employees will at all time display the good intentions and conduct of the DCS.

The managers (20%) who responded as “no” are those who have been trained in the old school of the DCS. Prior to the democratic era of the Republic of South Africa the training was focused on safe custody only. Presently the

rehabilitation of offenders is also the centre of the service the DCS provides to the community.

4.6.4.3 After completion of the basic training, is there an effective assessment conducted to determine further utilization of officials within the DCS?

Figure 4.17: After completion of the basic training, is there an effective assessment conducted to determine further utilization of officials within the DCS?

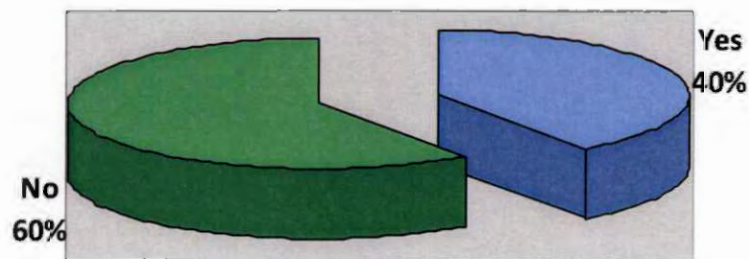


The managers are of the opinion that effective assessment is conducted to determine further utilization of officials within the DCS. Figure 4.17 reflects that 80% indicated that effective assessment is done. 20% feels that the placement of officials after completion of their basic training is not skill or competency oriented. It is only done to fill vacant positions in the centres. The shortage which is experienced has forced that available officials be placed in any posts available with the fear to lose the post if left vacant for a long time.

The Department has guidelines regarding the placement of officials that need to be implemented accordingly.

4.6.4.4 Is training offered to officials in line with the officials' career development?

Figure 4.18: Is training offered to officials in line with the officials' career development?



The training offered at the Training College guides the employees the basics regarding the performance of their duties. Figure 4.18 indicates that 40% of the managers agree that the training offered is in line with the officials' career development, while 60% is of the opinion that training offered is not in line with the officials' career development.

Training guides and assists employees to master the skills required for correctional service. It should be in line with officials' career development for transformational benefits to employees and the organization as a whole.

4.6.4.5 Who offers training?

Figure 4.19: Who offers training?

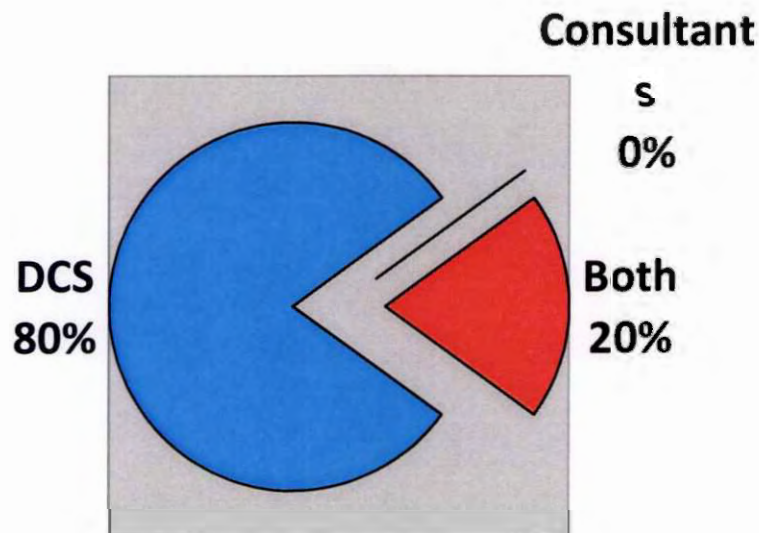


Figure 4.19 indicates that 80% of managers indicated that the training is offered by the Department of Correctional Services and in cases where specialized training is required the consultants or service providers are invited. The 20% of managers responded that both the DCS and the Consultants offer training to officials. Organizational structures for human resource development differ widely. Most HRD units are still placed low in the organizational hierarchy, and are not given priority in the strategic conversations of the DCS.

4.6.4.6 Does the training improve the officials' service delivery?

Figure 4.20: Does the training improve the officials' service delivery?

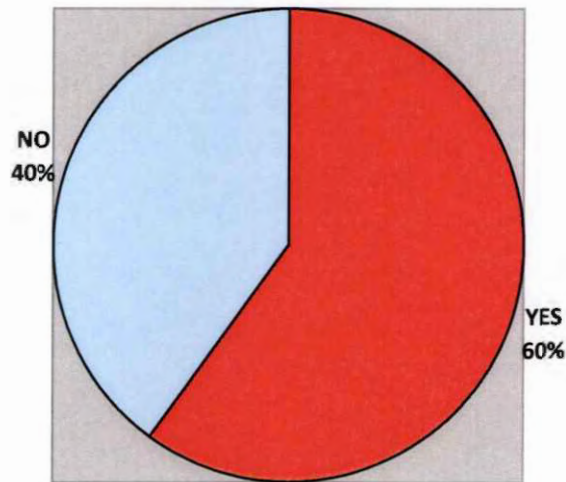


Figure 4.20 indicates that 60% of the managers interviewed believe that the training offered has improved the services delivery of officials. They have considered the outcomes of the past performances and the inspection reports that have shown improvement in the work performance standard of officials.

40% of managers are of the opinion that training offered to officials is irrelevant. There were officials who have been trained in matters that do not compliment their work scope and hence not applicable to their portfolios. The extent to which training resources are managed does not meet with the transformation priorities. Although there are appropriate structures in place, arrangements to drive the HRD strategic agenda have been lacking.

4.6.4.7 Do you think that training and development should be compulsory within the DCS?

100% of the managers polled were unanimous in their view that training as a means of improving the capacity of the Department of Correctional Services to deliver on its legislative mandate, should be compulsory to all employees. The capacity development initiatives of the HRD strategy focus on developing human capital for high performance and service delivery. Capacity development is the core priority of HRD and need to be implemented efficiently.

4.6.4.8 Should the DCS focus on human resource development to give quality service to the community it serves?

100% of the managers believe that the Department of Correctional Services should focus on human resource development to give quality service to the community. The employees should be trained as professionals in the performance of their duties. The training should be focused on professionalism and the code of conduct for correctional officials needs to emphasize on professionalism whether on or off-duty.

The correctional officials as public servants must at all times strive to render best services to the public as their customers. It is important that the DCS should focus on the development of its officials to achieve its goal of rendering quality services to the maximum satisfaction of its clients.

4.6.4.9 Do you think that human resource development is offering total quality management within the DCS?

Figure 4.21: Do you think that human resource development is offering total quality management within the DCS?

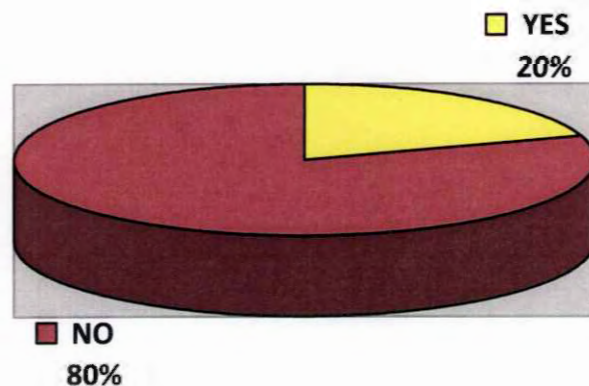


Figure 4.21 indicates that 80% of the managers indicated that they do not agree that within the DCS human resource development is offering total quality management, while only 20% responded positively. The reasons cited for the negative response differed but in essence they agree that the development of staff within the DCS is not up to acceptable standard. The total quality management therefore cannot be achieved on absolute basis.

Most of the training courses offered by the DCS are not sustainable in nature. There is lack of monitoring and evaluation after the completion of the course to determine its value added in the improved service delivery of officials. Some of the officials are not absolutely trained in order to be able to perform to their maximum potential.

4.6.4.10 What recommendations can you give to the DCS to add value to human resource development for total quality management?

This question was open-ended and managers were challenged to give their personal opinions in order to enhance the implementation of human resource development strategies of the DCS for total quality management. The managers had common view that a research needs to be conducted regarding the training and development needs of employees. Individual developmental needs of the officials must be taken into consideration to ensure that employees are receiving training that is aligned to their portfolios.

Training of officials should be designed to compliment various divisions within the DCS and should not be customized. Every official should have a career development plan for enhanced productivity and correct placement. The officials' qualifications must be recognized and be valued by the DCS in order to encourage other officials to improve their expertise and productivity.

4.6.5 SECTION E: QUESTIONNAIRE TO THE UNIONS (Police and Prisons Civil Rights Union (POPCRU) and Public Servants Association (PSA))

There are two unions operating within the DCS: POPCRU and PSA. The majority is POPCRU that is comprised of mainly African staff. The African staff was never involved in the management of the Department until the African National Congress (ANC) formed the democratic government in 1994. The unions were not involved in managerial decisions thus at some instances the management and the union did not agree on the treatment of workers. The development of staff has been seen as the sole responsibility and obligation of the management. After the recognition of the unions in the DCS, the unions are now involved in the management-decisions of the DCS.

Similar questionnaires were distributed to both PSA and Popcru given the fact that they represent the same interest of organized workers. Questionnaires were

also distributed to the shop steward council of both worker representative unions and their responses are as follows:

4.6.5.1 Does the Department have any Human Resource Development Strategy?

Figure 4.22: Does the Department have any Human Resource Development Strategy?

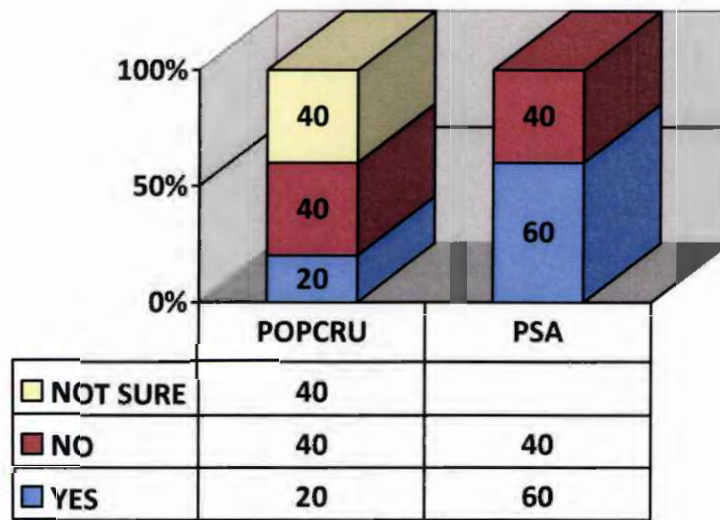


Figure 4.22 indicates that the responses from both unions differ in approach. 20% of POPCRU respondents answered “yes” and 60% of PSA responded “yes” to the question. This indicates that the Department of Correctional Services has a Human Resource Development Strategy and the employees who were in managerial positions or had an opportunity to have access to information are from the PSA.

40% respondents from both unions have responded to the question negatively which is an indication that they are not well informed and need to share information with other union members. This can also be attributed to the fact that shop stewards in the unions are still new members in the organization and were never engaged with management on these issues. The responses show that shop

stewards are not well informed regarding issues that may in future affect the career of their constituencies.

4.6.5.2 How involved is the union in the development and management of the strategy?

Figure 4.23: How involved is the union in the development and management of the strategy?

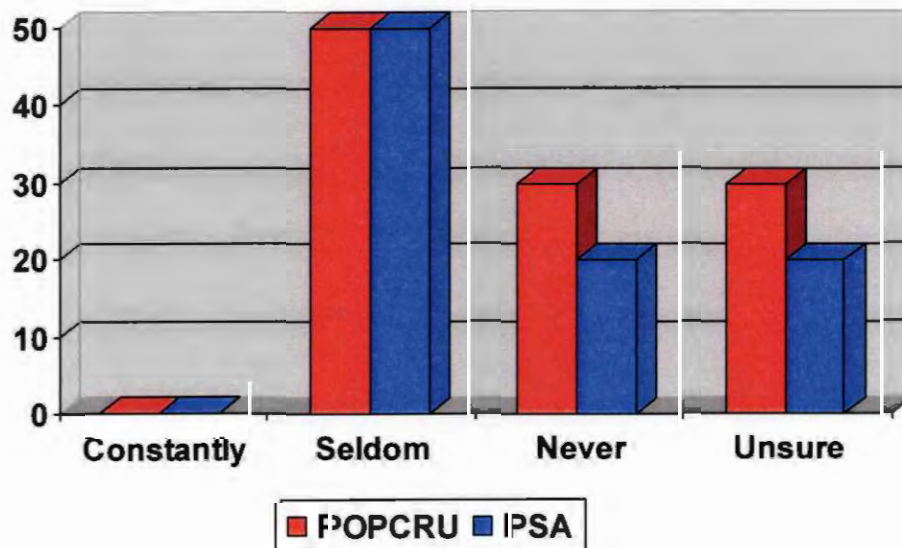


Figure 4.23 indicates that the union involvement in the development and implementation of the strategy is also not up to the required standard. 50% from both unions responded that they are seldom involved.

4.6.5.3 Does the DCS have a career development plan for each employee?

Figure 4.24: Does the DCS have a career development plan for each employee?

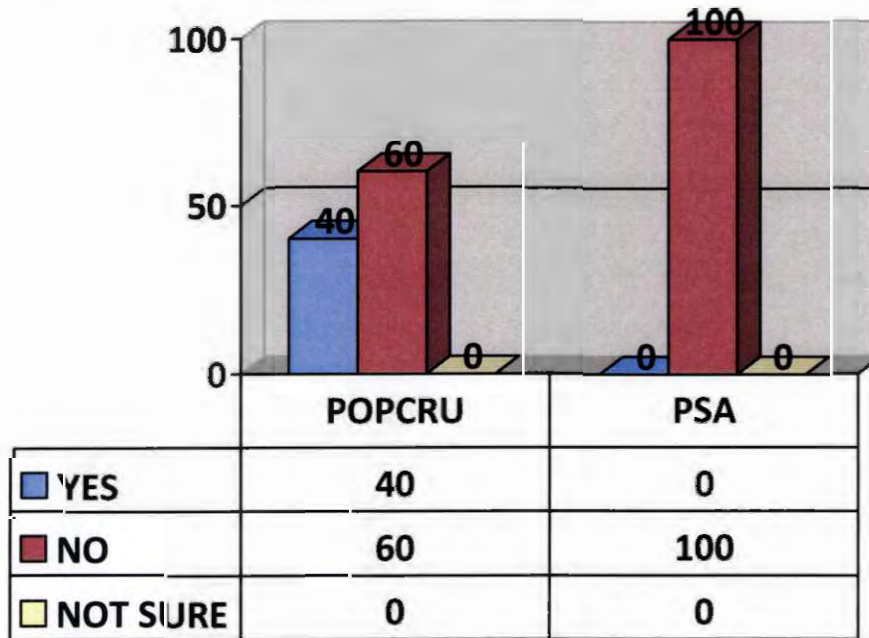


Figure 4.24 indicates that 40% of Popcru shop stewards answered “Yes” and 60% responded by saying “No”. 100% of PSA responded by saying “No”. This indicates that the majority believe that employees in the DCS are working without a career development plan. The unions are of the opinion that there is no career development plan for employees. The employees are recruited and placed to fill the vacancies within the Department.

4.6.5.4 If yes, how often is training offered to employees?

Figure 4.25: If yes, how often is training offered to employees?

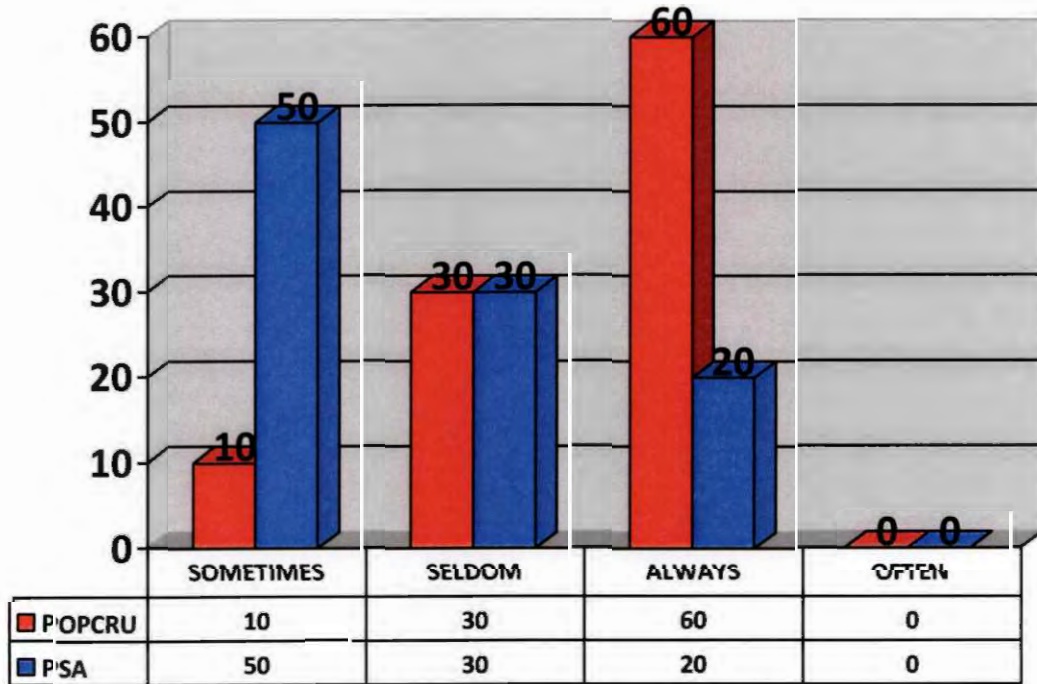
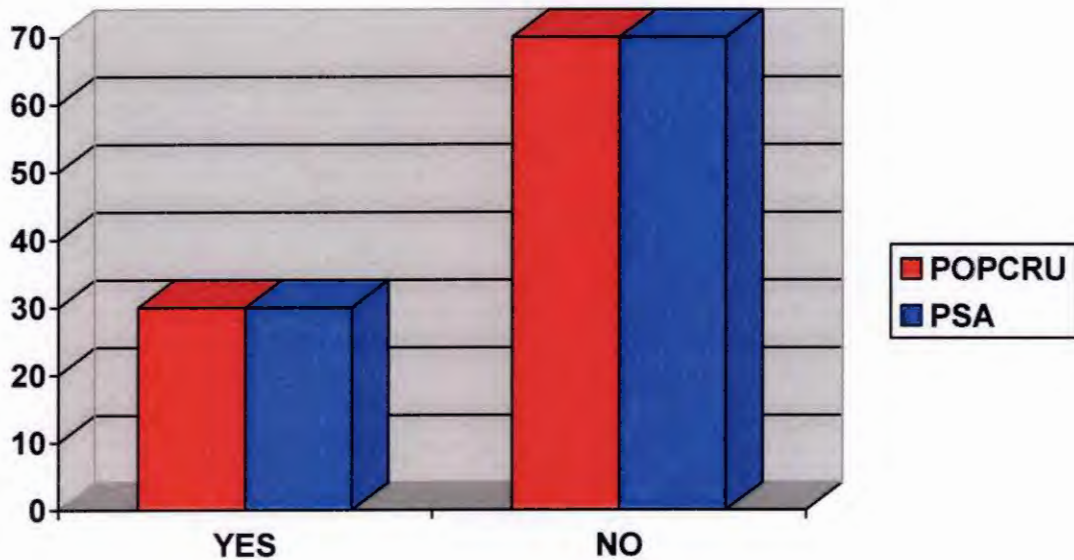


Figure 4.25 indicates that the respondents have different opinions regarding the training offered to employees. 60% of Popcru respondents said training is “always” offered and 20% from PSA agree with the opinion of Popcru respondents. 30% from both unions responded that training is “seldom” offered to employees.

4.6.5.5 Is the training offered in line with the employees' career development?

Figure 4.26 Is the training offered in line with the employees' career development?



The fact that the training offered to employees is in line with their career development cannot be substantiated. Figure 4.26 indicates that 70% of the respondents from both unions indicated that training is not in line with the career development of employees. There is no absolute career development plan designed for individual employees within the DCS. The Department of Correctional Services spends a lot of money for the training of its officials and thus is expected from each official to deliver better services. The development of employees should be planned so that there should be coordination of activities contributing to the effective service delivery and enhance upward mobility of staff in terms of promotions.

4.6.5.6 Who offers the training to employees?

Figure 4.27: Who offers the training to employees?

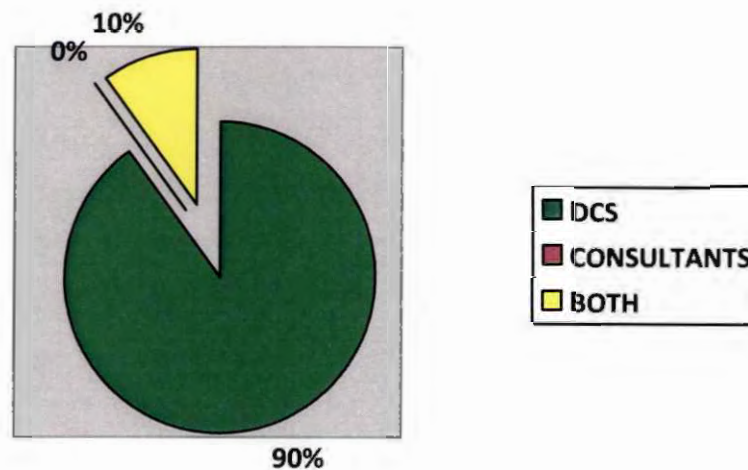


Figure 4.27 indicates that 90% of the representatives of the unions selected agreed that the Department of Correctional Services has offered training to employees. They cited the fact that all junior officials are offered training at the departmental training centres by correctional officials who have been trained to do the required job. Only managers are trained by external service providers. The officials who are trained by external service providers are those who are serving the specialization posts.

4.6.5.7 Who is responsible for the selection of employees to attend development training?

All respondents (100%) responded by saying that the management of Correctional Services is the one who selects officials to attend training courses. The unions are not involved in the development of employees as they are not informed regarding the schedule of training courses.

4.6.5.8 Do all employees get the same opportunities for training?

Unions (100% respondents) believe that there are training opportunities to capacitate employees but not all get the same opportunities. The managers are offered more opportunities of better training. The Department believes that training managers will bring about better service delivery as they are the ones to ensure that the objectives and goals of the Department are attained. To the best of the knowledge of the unions, the employees are offered training by the DCS and only managers are offered training by the consultants.

4.6.5.9 Does training improve the employees' productivity/ service delivery?

Figure 4. 28: Does training improve the employees' productivity/ service delivery?

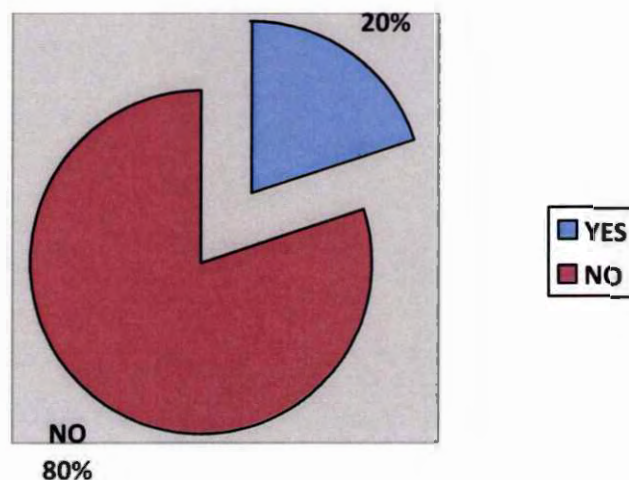


Figure 4.28 indicates that 80% of the respondents indicated that there is no improvement in the productivity or service delivery of officials who attended the training. The officials are sent for training for statistic purposes. Only certain officials attend training. After training no follow-up is done to ensure that the training offered has added value to the performance of the officials.

The management does not have any monitoring and evaluation mechanisms in place to ensure that the training adds any sort of value to the organization and employees.

4.6.5.10 Do you think training and development should be compulsory?

Respondents from both Unions responded by saying “yes” (100%). They responded that training and development does not only benefit the employer in delivering of services but also the employees for self-development. It is required by law that each organization had to gear itself to set up delivery through its people. The Cabinet, through the White Paper on Public Service Training and Education (WPPSTE, 1998), recommended the development of a coherent and coordinated Human Resource Development Strategy for the Public Service. Measures must be taken to retain the skills base through comprehensive retention policies; job design that will engender job satisfaction; more amenable job conditions, facilities and resources; and accommodation for career planning and potential prospects within the work environment.

4.6.5.11 Should the DCS focus on human resource development to give quality service to the community we serve?

The Department should focus on human resource development to give quality service to the community it serves. The importance of human resource development should be justified by the inherited culture of training in the Department of Correctional Services. It should focus on addressing the challenges of the Department for improvement. 100% of the respondents unanimously agreed that human resource development should be the main focus point to give quality service to the customers of the DCS. This realization depends on the capacity and performance of the human resource of the DCS.

4.6.5.12 How do you rate the performance of the DCS as far as human resource development?

Figure 4.29: How do you rate the performance of the DCS as far as human resource development?

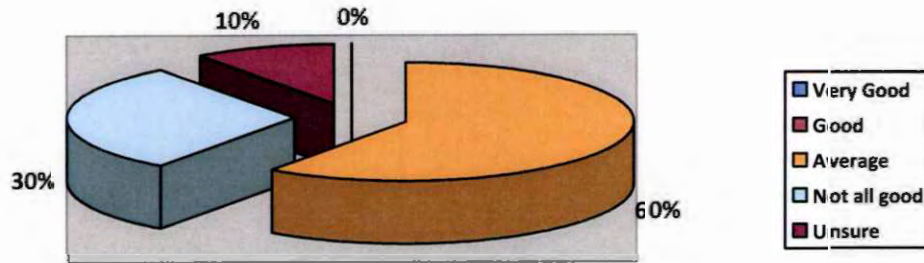


Figure 4.29 indicates that 60% of the respondents from both unions rate the performance of the DCS at “average” as far as human resource development is concerned. This is an indication that the Department should put more effort in the development of its human resource for total quality management. The training and development of employees will be seen effective through positive responses from their constituencies. The rating is brought about by the fact the unions are not involved in the selection of officials to attend developmental courses.

4.6.5.13 Do you believe that workers representatives should be involved in the choice of human resource development programmes?

There is a need for the management at all levels in the DCS to involve and consult with labour unions on consistent basis regarding human resource development and service delivery. All respondents (100%) believe that the unions should be involved in the planning of human resource development programmes in the DCS.

The worker representatives (unions) and management are assigned with respective responsibilities within the overall policy framework for human resource development. They must serve their role in collaboration. When all parties are involved more significant progress will be made and fewer uncertainties will be experienced.

4.6.5.14 What in your view is meant by human resource development for total quality management?

This question was posed to test the understanding of shop stewards regarding human resource development for total quality management. It was clear that the shop stewards have different understanding as they responded differently from each other. 30% respondents stated that it means the development of staff (correctional officials) to render quality services. 60% respondents indicated that it means the development of staff to enable them to render better services to the community served.

From the above views it is understood that the shop stewards are aware that the development of human resource is important to bring about better service to the DCS customers. The staff that will be developed by training will render services to the satisfaction of the customers. These responses were obtained by using Total Quality Management (TQM) as a philosophy to determine the quality in the implementation of human resource development within the Department of Correctional Services, focusing on GMA.

4.7 CONCLUSION

The researcher obtained conclusive responses with regard to human resource development strategy within the Department of Correctional Services by focusing on Groenpunt Management Area. Human resources play a vital role in the organization to succeed. All stakeholders should be included in an attempt

to improve the effectiveness of activities around human resource development. The unions can make a significant contribution in the success of the organization. The development of employees should not only be regarded as sole responsibility of management. Employees themselves must be given an opportunity to determine training needs to improve their productivity and service delivery.

For the Human Resource Development to be effectively implemented there should be accountability for the outcomes that are to be achieved. To make sure that accountability is promoted, progress and success must be tracked through appropriate monitoring and evaluation mechanisms and the impact of the Human Resource Development must be continually assessed.

The next chapter provides suggestions and recommendations for improvement. The scope for further research is explored.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of the study was to explore the implementation of Human Resource Development Strategy for Total Quality Management within the Department of Correctional Services. The study focused on Groenpunt Management Area and a group of 30 respondents participated in the study. This group consisted of correctional officials, managers and union representatives (from POPCRU and PSA). The objective of this study was achieved. This chapter focuses on the summary and findings of the previous chapters, and to provide recommendations to improve service delivery within the DCS.

5.2 SUMMARY

In chapter one, the researcher indicated that the DCS is faced with a challenge to ensure that the correctional officials are skilled in dealing with demands for better standard of service by the public. Through the researcher's observation and available records, the following shortfalls were identified:

- lack of training opportunities to existing employees,
- lack of post-training assessment in order to determine the right placement of new correctional officials,
- prioritization of organization's needs over the career development of employees,
- inappropriate institutional policies to promote human resource development at the GMA.

The following research questions were formulated for the study:

- What is meant by the concepts, Human Resource Development Strategy (HRDS) and Total Quality Management (TQM)?
- What structures and strategies exist at the Groenpunt Management Area regarding HRDS and TQM?
- What is the impact of HRDS in order to achieve the set objectives of TQM at the Groenpunt Management Area?
- What recommendations can be offered in improving the implementation of Human Resource Development Strategy at Groenpunt Management Area?

These questions were answered in the subsequent chapters.

Chapter Two dealt with the theoretical exposition of the concepts, Human Resource Development Strategy and Total Quality Management. This was elaborated on the definitions of Human Resource Management and Total Quality Management and an attempt was made to obtain a comprehensive understanding for these concepts. Human Resource Development Strategy was defined as those efforts undertaken by organizations to ensure that employees are well prepared to undertake their responsibilities and grow into viable careers, thereby adding value to the productivity and service delivery of their organizations. Total Quality Management was defined as an approach to improving the effectiveness and flexibility of business as a whole. Total Quality Management involves managing an enterprise to maximize customer satisfaction in the most efficient and effective way possible.

Chapter Three dealt with an overview of Human Resource Development Strategy for Total Quality Management in Groenpunt Management Area. The DCS has been faced with challenges to ensure the paradigm shift of the existing personnel, as well as the development of an appropriate recruitment, promotion and retention strategy for various categories of personnel to deliver the mandates. In terms of the White Paper on Corrections in South Africa, the Human Resource Development

Strategy must cover a range of training components that must be mandatory for the staff.

To achieve the DCS objectives, Groenpunt Management Area needs to ensure that the basic conditions for improving delivery of corrections services have been established. The Human Resource Development Strategy in Groenpunt Management Area is aimed at addressing the major human resource capacity constraints currently hampering the effective and equitable delivery of corrections services. The implementation of the Human Resource Development Strategy will ensure that the capacity of the staff of Groenpunt Management Area is built up to all level of competence to ensure that the community has access to equal and adequate services.

Chapter Four provided an overview of the methodology to investigate the implementation of the human resource development strategy for total quality management within the DCS, focusing on Groenpunt Management Area. The chapter dealt with the exposition of research concepts. Data regarding the implementation of Human Resource Development Strategy was obtained through interviews and questionnaires conducted with employees and managers at different levels within Groenpunt Management Area and representatives from POPCRU and PSA. A sample of 30 respondents was randomly selected from 1159 correctional officials. The objective of the empirical study was to determine the implementation of Human Resource Development Strategy for Total Quality Management within the DCS, focusing on Groenpunt Management Area.

5.3 FINDINGS

This study indicated that Groenpunt Management Area is a male dominated area. The respondents were randomly selected with no norm drawn as to the gender of the respondents. The dominating age group is between 31 to 40 years.

5.3.1 Findings relating to employee response

5.3.1.1 Career development plan for employees at GMA

Figure 4.7 reflects that 75% respondents are of the opinion that there is no career development plan for each individual employee at Groenpunt Management Area. The employees are not informed regarding their development within the organization. It is one of the morale breaking factors that employees render their services to the organization without any career development plan for personnel.

5.3.1.2 Impact of the basic training offered

The respondents agree that the basic training offered by the DCS compliments the purpose of the existence of the organization. Figure 4.8 indicates that employees who went through the basic training are well conversant with the aims and objectives of the organization. This is indicated by 74% positive response by the respondents.

5.3.1.3 Assessment to determine placement after basic training

After the completion of the basic training the employees are placed at different positions in accordance to the needs of the organization. No effective assessment is done to place the right people with skills at the right positions. Figure 4.9 indicates that 80% respondents indicated that assessment has 'not been done enough'.

5.3.1.4 Correct placement of employees

Figure 4.10 indicates that 60% respondents are not satisfied with their placement in current positions. Their skills and potentials were not considered during their placement. They have qualifications that are not utilized at current positions.

5.3.1.5 Training offered to employees in positions

After completion of their basic training, employees are placed into positions to fill the vacancies. Figure 4.11 indicates that 67% respondents stated that no training was offered and they feel that they are unfairly treated. Figure 4.12 indicates that 80% respondents stated that training offered, if any, is not in line with their career development.

5.3.1.6 Standard and quality of training

The DCS is responsible to offer training and figure 4.13 indicates that the majority of the respondents were only exposed to training courses offered by the DCS. After training, employees did not experience any improvement in their performance and productivity levels. Figure 4.14 indicates that 60% respondents stated that after the training offered in their current positions they did not experience any value added by the training to their performance.

5.3.2 Findings related to management response

5.3.2.1 Career development plan for employees

Employees at GMA work according to the training received during basic training and as per prescripts of their respective job-descriptions. Figure 4.15 indicates that 80% managers are convinced that there is no career development plan drawn for each individual employee at GMA.

5.3.2.2 Basic Training offered by the DCS

Figure 4.16 indicates that 80% managers responded that the basic training offered compliments the purpose of the existence of the DCS. Learners from the Training College come to the Correctional Centres with an open mind and with clear understanding regarding the purpose of the DCS.

5.3.2.3 Assessment after completion of the basic training

The DCS has guidelines regarding the placement of officials that needs to be implemented accordingly. Figure 4.17 indicates that 80% managers are of the opinion that effective assessment is conducted before the placement of employees to positions and 20% feels that placement is not skills or competency oriented.

5.3.2.4 Quality of training offered to employees

Training is offered to employees regarding the performance of their duties but does not create opportunities for career development. Figure 4.18 indicates that 60% of managers agree that training is offered to employees but is not in line with their career development. Only specialized training is offered by the consultants or service providers, as indicated by figure 4.19 where 80% managers confirmed that training is offered by the DCS. Figure 4.20 indicates that 60% managers believe that training offered has improved the service delivery of officials and 40% managers are of the opinion that in some instances training offered to officials does not compliment their work scope.

5.3.3 Findings related to Unions' response

Similar questions were given to both PSA and POPCRU given the fact that they represent the same interest of organized workers.

5.3.3.1 Human Resource Development Strategy

Figure 4.22 indicates that both unions (40%) responded that there is no Human Resource Development Strategy available at GMA. 60% of PSA responded that it is available. This difference is brought by the fact that most members of the PSA were in managerial positions and had access to information. Their involvement in the implementation of the strategy indicates that the unions are not well conversant with the strategy because in figure 4.23 50% of the respondents from both unions indicated that they are seldom involved in the process.

5.3.3.2 Career development plan

Figure 4.24 indicates that the unions are of the opinion that there is no career development plan available for employees at GMA. Employees are recruited and trained to fill vacancies and no career plan is drawn for each individual employee. Training offered to employees is not in line with their career development. Development of officials is neither planned nor coordinated properly for effective service delivery.

5.3.3.3 Involvement of unions in the selection of employees to attend development training

The union representatives are not involved in the selection of employees to attend development training. Management at GMA does the selection and the unions are not informed regarding the schedule of training courses. The unions feel that they need to be involved so as to motivate their constituencies and assist management in selecting the right persons for relevant training courses.

5.3.3.4 Impact of training to productivity/ service delivery

Figure 4.28 indicates that 80% respondents indicated that there is no improvement in the productivity or service delivery of officials. Training was offered for statistic purposes. After training no follow-up is done to ensure that the training offered has added value to the performance of the employees.

5.4 REALIZATION OF THE OBJECTIVES OF THE STUDY

The first objective of the study was to give a theoretical exposition of the concepts of Human Resource Development Strategy and Total Quality Management. Chapter Two of the research explored the concepts in depth and the definitions of the concepts were clarified through literature reviews at the researcher's disposal.

The second objective was to make an analysis of the systems and processes for the implementation of Human Resource Development Strategy at Groenpunt

Management Area. It has been established that there is no blue print for successful HRD approach across all Correctional Centres within the DCS. Although Groenpunt Management Area is making an effort to implement the HRD strategy, it is still dealing with the mind-shift of staff.

The third objective was to investigate the impact of Human Resource Development Strategy in order to achieve the objectives of Total Quality Management in Groenpunt Management Area. Responses obtained by the researcher indicate that human resources play a vital role in the organization and they should be included in an attempt to improve the effectiveness of customer satisfaction. Training and development should be regarded as a joint responsibility of all stakeholders assisting the management of GMA.

5.5 TESTING THE HYPOTHESIS

The study was aimed at testing the central statement stipulated in chapter one:

- ❖ The effective implementation of human resource development strategy may lead to efficient total quality management in Groenpunt Management Area.

The findings from the literature review and the empirical research support the central statement. Training and development of employees in any organization plays a vital role in the customer satisfaction regarding services rendered by the organization. The employees in the DCS have to be trained in order to achieve the objectives of the DCS as a service provider to the public.

5.6 RECOMMENDATIONS

It is equally pertinent that having undertaken comprehensive research findings on the implementation of HRD strategy for Total Quality Management in the Groenpunt Management Area, the importance of skills and competency needed by correctional officials cannot be overemphasized. The researcher proposes the following recommendations to the Department of Correctional Services on how the objectives of the DCS with regard to human resource development can be realized:

- The recruitment of new officials must be based on skills and competencies needed for the success of the organization. For promotional posts an internal recruitment policy, procedures and practices must be determined in that the first opportunity to apply for positions should be given to the existing employees. If no suitable candidate within the organization qualifies then the post can be externally advertised.
- After training, the officials must be assessed to determine whether they have acquired the necessary skills and competencies to perform their duties, to the required level to achieve total quality management. It is important that training must be consistent with immediate follow-up of theoretical training sessions being complemented by practical application of what has been learned.
- There must be a career development plan for each individual employee. The development plan should be aimed at assisting the employees to improve their performance, clarifying available career options, and aligning the aspirations of the employees with organizational objectives. The DCS must offer its employees clear, progressive patterns and structures for career advancement and personal development. For purposes of career development and other applications within the DCS, career paths are most useful when they are formally defined and documented.
- A skills audit must be done to determine the actual skills of the current workforce in the DCS in order to determine the skills gaps and real skills requirements for Total Quality Management. The managers need to be equipped with the latest methodologies and procedures on training to ensure that they improve on aspects like credible data analysis, modeling and planning. These aspects are important in the DCS for Human Resource Development discourse.
- A systematically developed learning/training model must be developed, where the aim of training and development is to contribute to the organizational objectives for total quality management. Furthermore, the outcome of the training is to develop the correctional employees professionally and to prepare them for a lifelong learnership.

5.7 SUGGESTION FOR FURTHER RESEARCH

It is recommendable to further explore the capacity of the DCS to implement Total Quality Management and co-operative governance as policy strategy for the state administration as a possible avenue of further research.

5.8 CONCLUSION

Individual competencies are the applied skills, knowledge, behaviour and personal attributes of the employees that are critical to the organizational success, and the DCS might identify organizational or core competencies that are expected from its employees. The study has been able to reach conclusive findings with regard to the fact that the effective implementation of human resource development strategy may lead to efficient total quality management in Groenpunt Management Area and should indeed be a core and central component of the DCS strategic objectives.

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Appendix A: Application for research



DEPARTMENT OF CORRECTIONAL SERVICES

RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES

INSTRUCTIONS:

1. This form caters for research carried out by a team or an individual
2. Please complete in PRINT-Using blank ink
3. * Mark with an X where applicable
4. Please attach the following documents to your application: (i) A detailed research proposal and proposed method
(ii) Certified copies of your ID Book(s)/ Passport(s)
(iii) Current proof of registration from the institution where you are studying (Students only)

A. PERSONAL INFORMATION

A1: For research conducted by an individual (Note: If it is a research by a team of individuals details of the team leader should also be included here)

1) Title MR. 2) Surname NHLAPO 3) Initials T.M.S
 4) Full Name(s) TSHOLO MZAWAZI SOLOMON 5) ID Number 6802205344081
 6) Country of Origin RSA
 If not a S.A. Citizen: Passport No

A2: For research conducted by a team of individuals

7) Details of team members must be completed in the table below (if more than five include others on the separate sheet)

	Surname	Initials	ID/ Passport Number	Highest Qualification Obtained
1.				
2.				
3.				
4.				
5.				

8) Postal Address: <u>PIBAG X060</u> <u>VEREENIGING</u> Code: <u>1930</u>	12) Residential Address: <u>1129 ZONE 10</u> <u>SEBOKENG</u> Code: <u>1982.</u>
9) [H] Telephone No: Area Code: <u>016</u> Number: <u>5924157</u>	13) [W] Telephone No: Area Code: <u>016</u> Number: <u>3702224</u>
10) Fax Number: Area Code: <u>016</u> Number: <u>3751384</u>	14) Cellular Phone Number: <u>0762101526</u>
11) E-Mail Address: <u>Tsholo.Nhlapo@dcs.gov.za</u>	

28) At which Area(s) of Command/ Prison(s) do you plan to do your research?

GREENPUNT MANAGEMENT AREA

29) Which of the following will be involved in your research?

	Yes	No	Specify
Prisoners		X	
Personnel	X		
Official documents of the Department	X		
Interviews	X		
Questionnaires	X		
Observations	X		
Psychometric tests		X	
Technological Devices		X	
	Yes	No	Specify
Medical Tests including: • Physical Assessment • Laboratory tests (blood, sperm, urine) • X-ray examination • Other		X	

D. SUPPLEMENTARY INFORMATION

30) For which tertiary institution/ Organisation/ Company are you conducting the research? NORTH-WEST UNIVERSITY
 Department/ Division/ Section/ Component/ Unit BASIC SCIENCE
 Project or Group Leader/ Promoter/ Lecturer: Title DR.

31) Surname VYAS - DOOR BAPERSAD Initials S

32) What value is your planned research to the Department of Correctional Services? TO DETERMINE WHETHER HRD STRATEGY OF DCS COMPLIMENT THE LATEST TRENDS IN HRD AND TO ASSIST DCS TO IMPROVE INTO THE HUMAN RESOURCE DEVELOPMENT ESPECIALLY THE STAFF THAT IS FACED WITH THE DAY TO DAY WORK SITUATIONS NOT ONLY FOCUS ON MANAGERS

33) Do you receive any financial assistance for your planned study in the form of a Scholarship / Loan/ Bursary/ Sponsor? * Yes

If yes, do your sponsor/ loaner/ funder have any copyrights to the study?

If yes specify

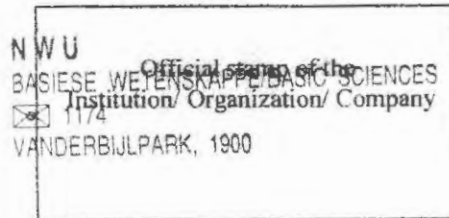
E. COMMENTS/ RECOMMENDATIONS OF THE CHAIR PERSON OF THE INSTITUTION'S RESEARCH COMMITTEE WITH REGARD TO THE APPLICATION

Mr Nhlape is advanced in his research work and I recommend support from all concerned to add value to this important project

34) Title PROF 35) Surname ABABIO 36) Initials EP

[Signature]
Signature

2008-10-15
Date



F. DECLARATION STATEMENT BY APPLICANTS:

I/We confirm that:

1. the particulars mentioned above are true, and
2. if this application is favourably considered, I/ We will comply with the conditions which may be set with regard to the application.

Note: If it is a research carried by a team, the Team Leader's signature must appear on the space provided below together with the signatures of two other members of the team as witnesses.

[Signature]
Applicant/Team Leader's Signature

[Signature]
Witness's Signature

[Signature]
Witness's Signature

14/10/2008
Date

2008/10/15
Date

15/10/2008
Date

Appendix B: Permission to conduct research



Department
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O Church and Schubert Street, PRETORIA
Tel (012) 307 2369, Fax (012) 328-5111

Mr T.M.S Nhlapo
P/Bag X060
Vereeniging
1930

Dear Mr. Nhlapo

RE: FEEDBACK ON THE APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON "THE IMPLEMENTATION OF HUMAN RESOURCE DEVELOPMENT STRATEGY FOR TOTAL QUALITY MANAGEMENT WITHIN DCS: A FOCUS ON GROENPUNT CORRECTIONAL SERVICE"

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved.

Your attention is drawn to the following:

- The relevant Area and Regional Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be **Regional Head: Corporate Services, Free State & Northern Cape- Mr. M.S Moto**. You are requested to contact him at telephone number (016) 370 2200/ 2201 before the commencement of your research.
- It is your responsibility to make arrangements for your visiting times.
- Your identity document and this approval letter should be in your possession when visiting the center.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005).
- You are not allowed to use photographic or video equipment during your visits to the Correctional Centre, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the Directorate Research for assistance at telephone number 012-305 8619/8523/8627 or 307-2359/2770.

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

T.M. Magoro

MS T. M. MAGORO
DC: POLICY CO-ORDINATION & RESEARCH
DATE: 05/02/2009



Appendix C: Questionnaire

RESEARCH QUESTIONNAIRES

TITLE: The implementation of Human Resources Development Strategy for Total Quality Management within Department Correctional Services: a focus on Groenpunt Correctional Services

RESPONDENT: Managers

Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as possibly can.

Please read carefully and answer each question by making a cross in the appropriate block:

1. Gender :

MALE	FEMALE
------	--------

2. Age group:

19 – 30	31 – 40	41- 55
---------	---------	--------

3. Number of years in the service of the Department of Correctional Services (DCS):

1 – 10	11 – 20	21 - 40
--------	---------	---------

4. Position:

Top Management	
Middle Management	
Other	

5. Qualifications:

Std 8 – Matric	Under Graduate	Post Graduate
----------------	----------------	---------------

6. Does the Department of Correctional Services have a career development plan for each individual employee?

Yes	No
-----	----

7. If yes, how often are employees informed of their development plan and what training has been offered to them to realize their development:

Sometimes	Seldom	Always	Often
-----------	--------	--------	-------

.....

.....

.....

8. Does the Basic training offered by the Department of Correctional Services compliment the purpose of the existence of the Department of Correctional Services?

Yes	No
-----	----

9. After the completion of the basic training, is there an effective assessment conducted to determine further utilization of officials within the Department of Correctional Services?

Yes	No
-----	----

10. Is training offered to officials in line with the officials' career development?

Yes	No
-----	----

11. Who offers training?

Consultants	DCS	Both
-------------	-----	------

12. Does the training improve the officials' service delivery?

Yes	No
-----	----

13. Do you think training and development should be compulsory within the Department of Correctional Services?

Yes	No
-----	----

14. Should the Department of Correctional Services focus on human resource development to give quality service to the community we serve?

Yes	No
-----	----

15. How do you rate the performance of the Department of Correctional Services as far human resource development for quality service?

Very Good	
Good	
Average	
Not all good	
Unsure	

16. Do you think that human resource development is offering total quality management within the Department Correctional Services?

Yes	No
-----	----

Give reasons why?

.....

.....

.....

17. What recommendations can you give, to the Department of Correctional Services, to add value to human resources development for total quality management?

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Thank you for your participation and wish you prosperity in your chosen career.

RESEARCH QUESTIONNAIRES

TITLE: The implementation of Human Resources Development Strategy for Total Quality Management within Department Correctional Services: a focus on Groenpunt Correctional Services

RESPONDENT: Employees

Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as possibly can.

Please read carefully and answer each question by making a cross in the appropriate block:

1. Gender :

MALE	FEMALE
------	--------

2. Age group:

19 – 30	31 – 40	41- 55
---------	---------	--------

3. Number of years in the service of Department of Correctional Services (DCS):

1 – 10	11 – 20	21 - 40
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4. Position:

Top Management	
Middle Management	
Other	

5. Qualifications:

Std 8 – Matric	Under Graduate	Post Graduate
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6. Does the Department of Correctional Services have a career development plan for each employee:

Yes	No
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7. If yes, how often were you informed of your development plan and what training has been offered to you to realize your development:

Sometimes	Seldom	Always	Often
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8. The Basic Training offered by the Department of Correctional Services, does it compliment the purpose of the existence of the Department of Correctional Services?

Yes	No
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9. After the completion of Basic Training, how effective is the assessment to determine your placement within the Department of Correctional Services?

Good	Not good enough	Not sure
------	-----------------	----------

10. Are you correctly placed in your current position?

Yes	No
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11. Give reasons for your answer

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12. If No to 10 above, where do you think you will perform better, if given an opportunity?

.....

13. In your current position or work, have you been offered any training?

Yes	No
-----	----

14. Is the training offered in line with your career development?

Yes	No
-----	----

15. Who offered the training?

Consultants	DCS	Both
-------------	-----	------

16. Does the training received improve your productivity/ service delivery?

Yes	No
-----	----

17. Do you think that training and development should be compulsory in the Department of Correctional Services?

Yes	No
-----	----

18. Should the Department of Correctional Services focus on human resource development to give quality service to the community we serve?

Yes	No
-----	----

19. How do you rate the performance of the Department of Correctional Services as far as human resource development?

Very Good	
Good	
Average	
Not all good	
Unsure	

20. Do you think that human resource development is offering total quality management within the Department Correctional Services?

Yes	No
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Give reasons why?

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21. What recommendations can you give, to the Department of Correctional Services, to add value to human resources development strategy for total quality service?

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RESEARCH QUESTIONNAIRES

TITLE: The implementation of Human Resources Development Strategy for Total Quality Management within Department Correctional Services: a focus on Groenpunt Correctional Services

RESPONDENT: Police and Prisons Civil Rights Union (Popcru)

Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as possibly can.

Please read carefully and answer each question by making a cross in the appropriate block:

1. Does the Department have any Human Resource Development Strategy?

Yes	No	Unsure
-----	----	--------

2. How involved is the union in the development and management of the strategy?

Constantly	Seldom	Never	Unsure
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3. Does DCS have a career development plan for each employee:

Yes	No
-----	----

4. If yes, how often is training offered employees?

Sometimes	Seldom	Always	Often
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5. Is the training offered in line with the employees' career development?

Yes	No
-----	----

6. Who offers the training to employees?

Consultants	DCS	Both
-------------	-----	------

7. Who is responsible for the selection of employees to attend development training?

Management	Training officer	All Stakeholders	Unsure
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8. Do all employees (Managers and Staff) get the same opportunities for training?

Yes	No
-----	----

If no, who is given a better opportunity?

9. Does the training improve the employees' productivity/ service delivery?

Yes	No
-----	----

10. Do you think that training and development should be compulsory?

Yes	No
-----	----

11. Should the Department of Correctional Services focus on human resource development to give quality service to the community we serve?

Yes	No
-----	----

12. How do you rate the performance of the Department of Correctional Services as far human resource development?

Very Good	
Good	
Average	
Not all good	
Unsure	

13. Do you believe that Popcru as a workers representative should be involved in the choice of human resource development programmes by DCS?

Yes	No
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14. What in your view is meant by human resource development for total quality management?

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15. What recommendations can you give, to the Department, to add value to human resources development for total quality?

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Thank you for your participation and wish you prosperity in your chosen career.

RESEARCH QUESTIONNAIRES

TITLE: The implementation of Human Resources Development Strategy for Total Quality Management within Department Correctional Services: a focus on Groenpunt Correctional Services

RESPONDENT: Public Service Association (PSA)

Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as possibly can.

Please read carefully and answer each question by making a cross in the appropriate block:

1. Does the Department have any Human Resource Development Strategy?

Yes	No	Unsure
-----	----	--------

2. How involved is the union in the development and management of the strategy?

Constantly	Seldom	Never	Unsure
------------	--------	-------	--------

3. Does DCS have a career development plan for each employee:

Yes	No
-----	----

4. If yes, how often is training offered to employees?

Sometimes	Seldom	Always	Often
-----------	--------	--------	-------

5. Is the training offered in line with the employees' career development?

Yes	No
-----	----

6. Who offers the training to employees?

Consultants	DCS	Both
-------------	-----	------

7. Who is responsible for the selection of employees to attend development training?

Management	Training officer	All Stakeholders	Unsure
------------	------------------	------------------	--------

8. Do all employees (Managers and Staff) get the same opportunities for training?

Yes	No
-----	----

If no, who is given a better opportunity?

9. Does the training improve the employees' productivity/ service delivery?

Yes	No
-----	----

10. Do you think that training and development should be compulsory?

Yes	No
-----	----

11. Should the Department of Correctional Services focus on human resource development to give quality service to the community we serve?

Yes	No
-----	----

12. How do you rate the performance of the Department of Correctional Services as far human resource development?

Very Good	
Good	
Average	
Not all good	
Unsure	

13. Do you believe that PSA as a workers representative should be involved in the choice of human resource development programmes by DCS?

Yes	No
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14. What in your view is meant by "human resource development for total quality management"?

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15. What recommendations can you give, to the Department, to add value to human resources development for total quality?

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Thank you for your participation and wish you prosperity in your chosen career.



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