Human Resource Development
For the Public Service

Strategic Framework
Vision 2015

HRD Resource Pack: Part 3
FOREWORD BY THE MINISTER

The Public Service is the vehicle through which the Government fulfils its promises by “securing the wellbeing of the people of the Republic”. The effective performance of public officials and the capacity of departments to deliver services, are both critical to all aspects of Government’s agenda for transformation and development. The capacity to deliver lies in the ability of public servants to undertake their assigned responsibilities as public officials, with the necessary level of skill, knowledge, experience and commitment to serve and perform to the best of their ability. A Human Resource Development (HRD) Strategy is seen as central to developing this capacity, and is embraced as fundamental to the agenda of enhancing service delivery.

The importance of any HRD Strategy is justified, not only by the inherited culture of training in the Public Service, but also by a legacy of historical socio-economic challenges including a disparate education and training system. The urgency of the Government’s development agenda as it is reflected in ASGISA, JIPSA and in the numerous Provincial Growth and Development initiatives are an endeavour to address the historical backlogs in service delivery and removing the red-tape in any complex policy frameworks. In order to build this capacity, our approach to training and development must change. It must be less fragmented and less prescriptive, but more practice-oriented, more logically sequenced and more responsive to the changing structures, needs and requirements within the environment in which we serve and promote a positive workplace learning environment.

The HRD Strategic Framework Vision 2015, is presented here as a blue print for action and rests on four distinct pillars relating to the following initiatives:

- Capacity Development
- Organisational Support Systems
- Governance and Institutional Development
- Economic and Growth Development

It represents the human capital development value chain which focuses on the development of the individual, the organisation, the network of organisations both horizontally and vertically and lastly the economic environment locally, regionally, continentally and globally.

This revised HRD strategy is presented to you with the hope that every employee in the Public Service will renew their commitment to serve, restore their motivation to excel, and rekindle their will to consistently develop their own capacity to contribute to our national agenda of ensuring a continuous pipeline of competent and committed, contributing and productive employees.

The Hon. Geraldine Fraser-Moleketi
MINISTER FOR PUBLIC SERVICE & ADMINISTRATION
OVERVIEW

The National Human Resource Development Strategy under the auspices of the DoE - addresses the supply of human capital to meet broader societal & economic needs of South Africa.

The Strategic Framework for the Development of Human Resources in the Public Service is a sub-system of a larger human resource development framework which addresses the focused demand for human resource development in the Public Service.

Here, 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 of their organizations, the motivation and performance of their peers and the attainment of the overall vision of the developmental state. In doing so, 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.

The Human Resource Development Strategic Framework for the Public Service represents yet another milestone in the continuing effort of Government to enhance the performance and service delivery of the Public Service through its people. This ongoing process to enhance the capacity of people in the Public Service is set against the significant needs that exist in most of our communities for basic services which will enable them to live a better life for all. In light of the existing backlogs in every dimension of public responsibility, and because of the persistence of social challenges such as poverty, crime and unemployment, among others, enhanced service delivery has become ever more important on the public policy agenda.

The realisation that enhanced service delivery in the Public Service depends largely on the capacity and performance of people is not new. It was on this basis that 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, and thereby established the foundation of a new and more vigorous approach to developing the capacity of people to perform. The first HRD Strategy for the Public Service was prepared and launched in April 2002 to cover the period 2002-2006. Its intent was to initiate and support a more holistic approach to HRD, and to establish the foundation for a more responsive and cohesive approach to capacity development in the Public Sector. Since the year 2006 marked the end of this initial effort, it was necessary to initiate yet another phase of strategic interventions in order to enhance HRD in the Public Service. A thorough initiative to revise the existing HRD Strategy was therefore undertaken.

As a result, the process which resulted in the current Strategic Framework for HRD in the Public Service was initiated in November 2006. The process started with a review of the previous HRD Strategy for the Public Service (2002-2006), and, based upon its findings, a new Strategic Framework was formulated to continue the evolving process of building and transforming the Public Service through developing the capacity of its people to perform. This overview seeks to summarise the findings of the research review process, outline the core elements of the Strategic Framework and highlight the plans that are being established to promote successful implementation.
WHAT PROGRESS HAS BEEN MADE?

Overall, there is a sense that HRD in the Public Service has moved significantly forward. Practitioners in the field are generally more capable; HRD planning and management are more needs-based and outcomes-oriented, but not sufficiently so; the policy framework is more thorough and facilitative of transformation, and, among others, there is a wider range of training options and more access to training.

The extent to which education and training leads to improved performance and enhanced service delivery is still subject to question. In essence, there is a general view that, in spite of progress in the field, capacity development in the Public Service has only just begun to make in-roads on performance and service delivery. The limited progress observed has resulted from some of the traditional challenges in HRD which still persist. These challenges are reviewed below in terms of the typical areas in which these challenges have traditionally arisen. The review presented here is brief since more details are available in Part 2 of the Resource Pack.

Policy Frameworks

On the whole, the policy framework for HRD in the Public Service is well advanced. There is guidance on the general operational issues which affect performance. However, gaps still exist at a more practical and institutional level. There is lack of uniformity in strategies and plans; training expenditures are not properly monitored; and there is little follow through to link training and performance, for instance. In this sense further policy refinement is needed at the level of institutional operations and performance. But even more critical in this context, is the general feeling that policies and strategies are well prepared but are rarely implemented. There is a sense that our policy focus and sophistication is not properly honoured in terms of service delivery and performance.

Organizational Structures

Organizational structures for HRD differ widely. Most HRD units are still placed low in the organizational hierarchy, and are not given priority in the strategic conversations of many departments. HRD units are still generally under-staffed; HRD operations and finance are still generally fragmented; and, the framework of responsibilities in HRD is still diverse, sometimes unclear, and generally incoherent.

There are, for instance, still gaps between HRD, HRM and PMDS; and the range of responsibilities undertaken by HRD units differs widely across departments nationally.

Quality of Training

The quality of training, overall, has improved because of SAQA unit standards, the initiatives of SAMDI, and the emergence of partnership arrangements with service providers. More learnerships, internships and bursaries are available, and there is an increased use of mentoring and coaching as a vehicle for workplace and practical learning. But training standards vary. There are still issues in terms of the workplace relevance of training content and the unavailability of a diverse base of qualified trainers. Increasingly, competency frameworks are being used as a basis for planning training and as a source of input for assessing the competencies of employees. But even here, these competency frameworks are not yet articulated into clear performance standards, requirements and contracts.


**Planning and Management**

Generally, HRD is more effectively planned and managed. Planning has improved because of the standards, requirements and legal expectations of Workplace Skills Plans (WSPs) and because of the increased scrutiny of the WSPs by the respective SETAs. But the overall accountability requirements of Government have also resulted in progress in this regard. More use is made of skills audits and needs assessments as a basis for planning, and more attention is given to the strategic requirements of the organization in determining the structure and content of HRD interventions. This more objective and rigorous approach, however, is not generally practiced. Training is still not linked to PDPs, and learnerships, though more available, are not always well managed. Again, the issue is not policies and strategies, but the extent to which these are successfully implemented.

**Funding and Resources**

With the SDA, more funds are generally available for training. But, the full allocation of funding is sometimes not used because of procurement hurdles, among other challenges. Many believe that funds could be more effectively and more strategically utilized for training purposes. In some jurisdictions, the need is so great, that funding is still not sufficient even with the significant increases in the level of resourcing. In other organizational entities, there are complaints that skills development funds are sometimes utilized for non-training activities.

**Status and Priority**

The status of HRD and the priority given to HRD initiatives are still generally low. Many managers do not seem to take their HRD responsibilities seriously, and many senior managers are perceived to be unsupportive of HRD initiatives. Although there is generally an increased sense by all concerned that HRD is critical to organizational performance, that sentiment and perception are sometimes not reflected in practice and in the level of consideration afforded to the HRD components of the organization.

**Accessibility**

Training is generally more accessible to all levels in the organization, although there are a few exceptions. Training is still not as accessible in the rural areas because of the increased cost of delivery, the lack of training providers, and, in some cases, the unavailability of facilities. In many cases, the right people do not attend the training programmes offered. Here, the issue is the extent to which training resources are managed in a manner to meet transformational priorities. Since meeting these critical organizational priorities may pose more challenges in delivery, the course of least resistance is sometimes taken, and training is, as a result, not responsive to the needs and circumstances of the organization.

**Governance**

Although the appropriate structures are in place, national governance arrangements to drive the HRD strategic agenda have been lacking. While some of this is due to lack of staff in organizations with oversight responsibilities, a larger part of the issue is the lack of well defined and properly communicated governance arrangements.

While the strategic objectives and delivery requirements have been set, sufficient resources have not been made available to drive the HRD agenda through effective support, properly planned monitoring and evaluation and the establishment of clear accountability lines and structures. Governance has not been sufficiently articulated inter-organizationally so that responsibilities are
properly differentiated and undertaken at all levels of government. In this regard, responsibilities have not filtered through the respective national bodies and organizations to the respective points of action provincially, institutionally and locally.

**Interpretation of the HRD Function**

The meaning and interpretation of HRD differs among HRD professionals and among managers in their respective departments. While some see HRD in a broader and holistic sense as an investment in human capital to meet the organization’s strategic agenda, others see HRD as merely training that is delinked from its effect on performance and productivity. Unfortunately, the perceptions of HRD are reflected in the manner in which it is organized, orchestrated and prioritized in public organizations.

One can assert therefore, that while the field of HRD in the Public Service has progressed, and while much benefit has accrued to public organizations through HRD, there is still much room for improvement. Provinces and departments have progressed at different rates depending on the level to which capacity was inherited. This HRD strategy must therefore take account of these inherent differences, and it must respond in a manner that does not further disadvantage those that are lagging behind. The greatest room for improvement is in ensuring continuity between policy provision and strategic prioritization, and in promoting successful implementation and the attainment of tangible outcomes in terms of enhanced performance and service delivery.

**CORE ELEMENTS OF THE PROPOSED NEW STRATEGIC FRAMEWORK**

The Strategic Framework for HRD in the Public Service stands on four pillars of strategic interventions. Based on the research review, each of these pillars represents a critical set of strategic initiatives which will further strengthen Human Resource Development in the Public Service. Each strategic pillar, and the initiatives they embody, are highlighted and discussed briefly below. The strategic framework also promotes 10 principles of action. These too are highlighted in this section.

**PILLAR 1: The Capacity Development Initiatives**

The capacity development initiatives of the strategy focus on “developing human capital for high performance and service delivery”. Capacity development is at the centre of HRD as a profession, and, as a result, it is one of the primary areas of focus here. Interventions related to capacity development sought to identify strategic interventions which could add the highest value to the public infrastructure for developing the capacity of people. Adding the highest value here means the interventions must resolve the persistent issues which compromise the process of capacity development. But in addition, interventions were also designed to set the foundation for a new era of capacity development where learning environments are created where people can assume the responsibility for developing themselves. Embodied in the capacity development pillar are eight areas of strategic interventions. These are as follows:

1. **Strengthening systems for workplace learning**
2. **Integrated ABET framework**
3. **Leadership development management strategies**
4. **A more strategic role for professional bodies – Norms, Standards & Capacity Development**
5. **Promoting learnerships, internships & traineeships**
6. **A National/Provincial Public Service Academy**
7. E-learning for the Public Service
8. Fostering HEI and FETC Partnerships

PILLAR 2: The Organizational Support Initiatives
The organizational support pillar of the Strategic Framework is presented in recognition of the fact that the services of HRD in the Public Service depend on the extent to which pertinent organizational support structures and systems are properly integrated so that they may complement and support the activities of HRD. The research review process has highlighted that many of the more persistent issues in HRD in the Public Service relate to the inadequacy of organizational support. Among the many possible interventions which could have been selected, therefore, this pillar seeks to embody those interventions which could have the highest impact in transforming the environment in which HRD is undertaken. As a result, the selected strategic interventions are those which could provide a platform to further strengthen and support a transformed HRD function.

The organizational support pillar includes 8 areas of strategic intervention as follows:

1. Human resource planning – supply and demand management
2. Knowledge and information management
3. Performance management development systems
4. Promoting appropriate organizational structures for HRD
5. Ensuring the adequacy of physical and human resources and facilities
6. Managing employee health & wellness
7. Career planning & talent management
8. Mobilization of management support

PILLAR 3: The Governance and Institutional Development Initiatives
Successful implementation of the Strategic Framework is not possible without good governance. Governance here means that the HRD Strategy Framework must be properly driven at all levels so that there is a coordinated and concerted effort in understanding shared responsibilities. Good governance here must be facilitative in its efforts to create an environment that promotes professionalism and fosters implementation success. But good governance must also promote a level of accountability which will ensure that each party meets its obligations within the strategic framework. This pillar therefore embodies strategic initiatives which add value in terms of oversight, strategic support and the promotion of professionalism in the field. The pillar on governance initiatives embodies 7 areas of strategic intervention as follows:

1. Strengthening and aligning governance roles in HRD (SETAs, DPSA, SAMDI/Public Service Academy)
2. Managing HRD policy and planning frameworks and guidelines
3. Fostering effective monitoring, evaluation and impact analysis
4. Managing the effectiveness of communication
5. Promoting HR learning networks
6. Promoting values, ethics and a professional code of practice
7. Utilization of the strategic role of SETAs
**PILLAR 4: Initiatives to Support Government’s Economic Growth & Development Initiatives**

The end result of Government’s efforts is seen in the extent to which its services contribute to the lives and welfare of people. In this light, all public services are focused on a development agenda that seeks to promote the general welfare. With this more comprehensive view, the HRD Strategic Framework cannot ignore or overlook its responsibility to enable the Public Service to more adequately contribute to an agenda of development which includes economic growth and development initiatives. This pillar therefore seeks to craft selected strategic interventions which will strengthen and streamline support for the developmental priorities of Government. This pillar embodies the following 6 strategic initiatives:

1. Promoting ASGISA, JIPSA, EPWP, PGDP, IDPs
2. Integrating NEPAD, AU, regional and global programmes for capacity development
3. Awareness promotion of growth and development initiatives
4. Developing capacity to promote success in implementation
5. Promoting integrated and inter-sectoral approaches to developmental priorities
6. Responsiveness to the millennium development goals

**PRINCIPLES OF ACTION**

In promoting and implementing the Strategic Framework practitioners will seek to abide by 10 principles of action. These principles are value-based understandings and considerations which are intended to promote unity of focus in guiding our behaviour, streamlining our interactions and informing our strategic choices. The principles are as follows:

1. Ensuring a focus on employees at all occupational levels, and in all occupational classes.
2. Responding to the needs of designated groups.
3. Promoting cohesiveness and integration in structures, systems and practices.
4. Ensuring flexibility and adaptability so that none is constrained by the rigidity of strategic approaches.
5. Recognizing and responding to contextual differences so that each entity develops at a comfortable and sustainable pace.
6. Maintaining a performance focus so that capacity development contributes to performance and service delivery.
7. Responding to sectoral differences so that each sector pursues a course which takes advantage of its inherent strengths.
8. Building learning communities and organizations so that learning becomes a routine event.
9. Promoting the agenda of development so that Public Service efforts respond to the development challenges of the nation in a coordinated manner.
10. Promoting continuity of action through levels of Government so that the impetus of interventions in HRD is not lost and is duly reflected in the lives of people.

**PROMOTING SUCCESSFUL IMPLEMENTATION**

The Strategic Framework is without value if it is not properly implemented. In this light, a concerted effort was made to promote and support the successful implementation of the HRD Strategic Framework for the Public Service. There are three main features of the implementation strategy: *an Implementation Guide and generic Annual Implementation Plan*;
an Annual Conference on Progress in Implementation which will be the basis for an Annual Performance Report; and a Quarterly Monitoring System to provide departments with the opportunity to report on progress in implementation. The approach taken in promoting the success of implementation is one that seeks to ensure that there is a balanced application of support from oversight organizations with the promotion of accountability through consistent monitoring and evaluation. In the end, successful implementation is the reward for good governance at all levels. Good governance creates an environment where success can happen.

CONCLUSION
The HRD Strategic Framework for the Public Service as outlined herein is presented as the basis upon which all HRD practitioners at all levels and in various roles can come together with a common vision and a common strategic thrust. It is presented here as a platform for cohesive and concerted effort, and as a call to action for all those whose role may contribute to the transformation of the Public Service through developing capacity in people.

Ultimately, the framework must make its mark, not in meeting technical targets and building more elaborate delivery systems, but in attaining enhanced performance and service delivery which ensures that people are well served, and that the welfare of individuals and their communities are properly secured.
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## GLOSSARY OF TERMS

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<th>Acronym</th>
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<tr>
<td>ABET</td>
<td>Adult Basic Education &amp; Training</td>
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<td>ASGISA</td>
<td>Accelerated and Shared Growth Initiative for South Africa</td>
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<td>AU</td>
<td>African Union</td>
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<td>CDW</td>
<td>Community Development Workers</td>
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<td>DPSA</td>
<td>Department of Public Service &amp; Administration</td>
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<td>EAP</td>
<td>Employee Assistance Programme</td>
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<td>EPWP</td>
<td>Expanded Public Works Programme</td>
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<td>FET</td>
<td>Further Education and Training</td>
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<td>HEI</td>
<td>Higher Education Institute</td>
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<td>HRD</td>
<td>Human Resource Development</td>
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<td>HRDS</td>
<td>Human Resource Development Strategy</td>
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<td>HRM</td>
<td>Human Resource Management</td>
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<td>HRS &amp; P</td>
<td>Human Resource Strategy &amp; Planning</td>
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<td>JIPSA</td>
<td>Joint Initiative on Priority Skills Acquisition</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>NLRD</td>
<td>National Learners’ Records Database</td>
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<td>PERT</td>
<td>Performance Evaluation and Review Technique</td>
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<td>PDP</td>
<td>Personal Development Plans</td>
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<td>PMDS</td>
<td>Performance Management &amp; Development System</td>
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<td>PSA</td>
<td>Public Service Academy</td>
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<td>RPL</td>
<td>Recognition of Prior learning</td>
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<tr>
<td>SAMDI/PSA</td>
<td>South African Management Development Institute / Public Service Academy</td>
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<td>SAQA</td>
<td>South African Qualifications Authority</td>
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<td>SDA</td>
<td>Skills Development Act</td>
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<td>SADC</td>
<td>Southern African Development Community</td>
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<td>SETA</td>
<td>Sector Education &amp; Training Authority</td>
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<td>SMS</td>
<td>Senior Management Service</td>
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<td>WPPSTE</td>
<td>White Paper on Public Service Training and Education</td>
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<td>WSP</td>
<td>Workplace Skills Plan</td>
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South Africa is currently in the process of reviewing the National Human Resource Development Strategy. The National Strategy aims to address the supply of human capital to meet the broader needs of the South African economy and democratic order.

Within the Public Sector is the Public Service, which is the country’s largest employer (1.1 million employees). Guided and led by the National Human Resource Development Strategy, a Human Resource Development Strategy for the Public Service (2002-2006) was developed and implemented.


The initial HRD strategy of the Public Service (HRDS 2002-2006) was conceived as an instrument that would lay the foundation for building a competent, efficient and effective Public Service. The HRDS 2002-2006 was born out of a desire to transform the Public Service of our inheritance into the Public Service envisioned in the Constitution; to create a Public Service that will consolidate many systems, cultures, views and visions into one instrument for the effective delivery of services to our people. The HRDS 2002-2006 was conceived with the knowledge that it is people who will make the difference; not systems nor technology alone, and not structures, facilities or policies. Indeed, people were seen as the common denominator of success for the Public Service. But the collective capacity of human resources in the Public Service was no match for the demanding agenda of development that Government had set out to accomplish. Significant backlogs existed in every dimension of public responsibility. The developmental needs of most communities became more and more urgent. Set against a backdrop of poverty, unemployment, crime, under-education and a deteriorating social welfare, the Public Service had to gear itself to set up delivery through its people.

It is on this basis that 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, 1998, provided 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 first HRD Strategy for the Public Service was prepared and launched in April 2002. It was launched with the theme “Skills Development for Transformation and Service Delivery 2002-2006”. Its intent was to initiate and support a more holistic approach to HRD, and to establish the foundation for a more responsive and cohesive approach for capacity development in the Public Service.
The year 2006 marks the end of the period of implementation for this initial strategy. In light of sustained challenges in both service delivery and human resource development, and because of the new initiatives to which Public Service capacity development must be aligned, it was necessary to review the current HRD Strategy for the Public Service 2002-2006 and develop the basis for a revised edition of the strategy. A process was therefore established to craft a strategy that was responsive to current circumstances, committed to the original intent of transformation in the Public Service and sufficiently innovative to establish the basis for a new future in HRD. In this regard, a series of stakeholder engagements were conducted as the prime vehicle for this review, and as a critical instrument for soliciting input for revising the HRD strategy.

On the basis of these stakeholder engagements, a research report was prepared to inform the design and development of the revised edition of the HRD Strategy. This research report presented as Part 2 of the Resource Pack also served as a status check on the evolution of HRD and as an overall documentation on performance in implementing the strategy.

The revised edition of the strategy seeks to take us forward along the same path and with the same desire to transform the Public Service through its people. The revised edition of the strategy also seeks to conceptualize an approach to HRD in the Public Service that would add value to performance in the delivery of public services and create structures and processes which will ensure that its strategic provisions are honoured.
2. PURPOSE AND OBJECTIVES

The purpose of this document is to present the strategic framework and content of a strategy for HRD in the Public Service. The intent of the strategy is to build an efficient and effective Public Service through the establishment of the policies, structures and operational processes for developing capable and high performing employees. The purpose of this revised edition of the HRD Strategy is to consolidate the gains of the past and respond to the circumstances which must exist in creating the base of skills and competence in people for realising an effective, efficient and a performance-driven Public Service.

2.1 CORE OBJECTIVES

In presenting the strategic framework, this document seeks to accomplish the following core objectives.

1. To set the HRD strategic framework in its social, economic and legal context.
2. To present and explain the content, structure and principles of the HRD strategic framework.
3. To present a framework and process for the successful implementation of the strategic provisions and requirements of the document.

In meeting these core objectives, the HRD strategic framework seeks to:

1. Promote and support the National Skills Development Agenda.
2. Ensure a continuous supply of specialist skills and promote their absorption into the Public Service.
3. Address the National Skills challenges at all Public Service delivery points within the Developmental State.
4. Ensure that there is a steady flow of appropriate and productive Public Servants in all spheres of Government.
5. Enable an adequate level of human capital performance in Public Service organizations that ensures effective service delivery in meeting development imperatives for which the Public Service bears responsibility.
CONTEXT OF HR DEVELOPMENT
3. THE CONTEXT OF HUMAN RESOURCE DEVELOPMENT WITHIN THE PUBLIC SERVICE

There have been ongoing efforts over the last decade to build the Public Service that is envisioned in the Constitution. Over that period, initiatives have been undertaken to "ensure that the Public Service discharges its responsibilities to the people of South Africa as a critical player in the process of growth, reconstruction and development".

The effort to build an effective Public Service has focused on managerial and technological modernization, the development of effective policy frameworks and systems and the enhancement of the culture and administrative practice of the Public Service. These have always been the mainstay of Public Service transformation. However, the most critical feature of these efforts has always been "raising the skills levels within the Public Service". Here, the “focus on human resources, their development and management” has been consistently given high priority on the policy agenda; and this, not without reason. People in the Public Service are essential to enhanced service delivery, and the service delivery demands have always been high. These demands have been high because the agenda to ensure "a better life for all" is extensive, complex and challenging. Backlogs in service delivery still exist; poverty and unemployment continue to affect the lives and welfare of a large portion of the population; HIV and AIDS continue to affect families and communities, undermine organizational performance and reduce the productive potential of the work force. And, while the economy grows to create opportunities for all, this growth is increasingly being constrained by a low and declining skills base. Maintaining the right balance of skills in the Public Service is essential for meeting the service delivery demands of the developmental State.

Building the appropriate infrastructure for maintaining an appropriate supply of capable human capital in and for the Public Service has been a challenge from the outset. This was partly due to the amalgamated nature of the new Public Service, the pre-eminence of old traditions of training, the scope of the transformation agenda, and the dearth of the appropriate range of skills which were needed to populate a rapidly expanding sector. But in addition to this, it was due to the large gap between what existed and what was desired for HRD in the Public Service. The policies, systems, infrastructure and arrangements for maintaining a steady supply of appropriate skills to the Public Service was not up to the existing and expanding requirements to ensure effective public service performance. A new agenda for HRD had to be established.

Accordingly, the agenda to strengthen the Public Service through a more focused and concerted approach to HRD became formalized with the publication in July 1997 of the White Paper on Public Service Training and Education (WPPSTE).
The White Paper sought to address the uncoordinated and fragmented approach to training and education across the Public Service, and it sought to change the field to a more demand-led, needs-based, outcomes-based and competency-based approach to training.

The Paper essentially initiated the impetus to modernize HRD in the Public Service into a more equitable investment-oriented and performance-focused endeavour. The Paper made several recommendations in this regard. One of its recommendations was the development of an HRD Strategy for the Public Service which would embody this new approach to Public Service education and training. The strategy was developed in 2002 and was set for implementation between 2002 and 2006. But the strategy came into being within a policy and operational environment that determined its focus, its content and its prospects of success with this initial strategy. A movement began in the larger Public Service which sought to redefine the meaning, structure and requirements for HRD. This movement is best depicted in what has emerged as the legal and policy framework for the field.

3.1 THE POLICY CONTEXT FOR HRD

Figure 1 presents an outline of the legal and policy framework for HRD. This figure seeks to illustrate that the legal and policy basis for HRD in the Public Service is founded on the vision and principles of the Constitution and driven by the developmental imperatives of the State. There are many components of this overall framework, each component seeking to honour constitutional principles and create more precise and focused operational guidelines for addressing development imperatives. Each critical component is specified in Figure 1 and the sources of policy directives in each are noted. The key components are: the strategic framework for HRD nationally; the conceptual framework for transforming the Public Service; the economic and social policy frameworks which drive Government’s agenda; and the basic development and service delivery imperatives which constitute the basis for a coordinated Public Service response. This policy field defines a broad arena of action, in general; but more so, it defines the essential reference points for effective practice in HRD for the Public Service. Understanding the purpose and meaning of HRD in the context of the Public Service, therefore, depends on the degree to which this broader Public Service agenda is understood. Human capital formation in the Public Service is essentially the effort to build the capacity of public organizations to mount a coordinated response to this comprehensive agenda of action.

3.2 THE SKILLS CHALLENGE IN THE PUBLIC SECTOR

The Public Service has approximately 1,056,244 employees representing about 9% of total employment in South Africa. As the major employer in most jurisdictions, and as a sector with significant economic impact, the Public Service must compete for the nation’s skills if it must be viable. This constitutes a major challenge for public organizations as they seek to maintain an adequate skills base, especially in occupations and areas where skills are scarce.
Figure 1
THE LEGAL AND POLICY FRAMEWORK GOVERNING HRD IN THE PUBLIC SECTOR

SOUTH AFRICAN CONSTITUTIONAL PRINCIPLES & GUIDELINES FOR THE PUBLIC SERVICE

LEGAL FRAMEWORK FOR HRD IN THE PUBLIC SERVICE
- Skills Development Act: Relevant SETAs and PSETA
- Skills Development Levies Act
- SAQA Act
- Public Service Act and Regulations
- Employment Equity Act
- Labour Relations Act

STRATEGIC FRAMEWORK FOR HRD IN THE PUBLIC SECTOR
- White Paper on Public Service Education and Training
- White Paper on Human Resource Management in the Public Service
- National Skills Development Strategy 2
- Human Resource Development Strategy for South Africa
- Human Resource Development Strategy for the Public Service
- Millennium Development Goals

CONCEPTUAL BASE FOR TRANSFORMING THE PUBLIC SERVICE
- Batho Pele White Paper
- White Paper on Transforming the Public Service
- White Paper on a new employment policy for the Public Service

ECONOMIC AND SOCIAL POLICY FRAMEWORK AND PROGRAMMES
- Presidential Pronouncements and Budget Speech
- Integrated Development Plans (IDPs)
- Medium Term Expenditure Framework (MTEF)
- National Spatial Development Strategies

Programmes: ASGISA, JIPSA, EPWP

DEVELOPMENT IMPERATIVES
Drivers of Special Programmes and Service Delivery Initiatives
- Poverty Alleviation
- Unemployment
- Backlogs in Service Delivery – Housing, Water, Schools, Electricity
- Reducing Crime and Violence
- Managing HIV and AIDS
There are five dimensions of the skills challenge in the Public Service:

- The effect of history;
- The changing nature of Government;
- The manner in which the supply pipeline for skills is managed;
- The manner in which the organization develops and manages people; and
- The impact of HIV and AIDS.

Each of these has its impact on skills acquisition, development and maintenance in the Public Service. While these areas cannot be accorded the level of attention they deserve in this document, each area is addressed and briefly discussed below.

### 3.2.1 The Effects of History

The historical legacy of under-educating a large portion of the population has had its effects both in terms of the number of qualified people, the quality of their qualifications and their ability to perform in a manner which meets the demands and expectations of the Public Service. But in addition to this, Government has had to expand its operations to create service delivery points in previously neglected areas. This has increased the need for qualified people in most occupational fields. Backlogs in the availability of qualified people, juxtaposed with the need to rapidly expand the geographic reach of Public Services are the two most critical challenges facing public organizations in meeting service delivery demands. While the expansion of education opportunities has had a positive effect on the quality and performance of the workplace over the years, the availability of skills in the right areas and in sufficient numbers continues to be a problem.

### 3.2.2 The Changing Nature of Government

The nature of Government has changed. With the increased thoroughness of policy frameworks, with improved accountability and governance requirements, and with organizational structures which have been redesigned and expanded for enhanced service delivery, there is now a higher degree of specialization in Government which requires a greater range of skills to meet the agenda of service delivery. The changing nature of Government in response to development demands and imperatives creates a dynamic environment for the acquisition, use and retention of labour.

### 3.2.3 The Supply Pipeline

Government generally recruits in a highly competitive market. With increased globalization and with the expansion of the economy locally, there are diverse and expanding job opportunities outside of the Public Service. In many fields, Government is unable to compete with the conditions of service and the higher remuneration packages offered elsewhere. In addition, in most fields, Government have not formulated structures and have not entered into
...the quality of management and leadership sometimes does not foster productivity.

3.2.4 Developing and Managing People

The manner in which people are developed and managed does not ensure retention and sustainability of skills. Several factors are in play here. There is a lack of targeted training and development programmes; there are no linkages between performance management, personal development plans and the content and choice of training programmes; and finally, there is a general lack of and a general inability to apply proper methods for human resource planning and forecasting. Development of people is generally undertaken without regard to performance consequences, and the quality of management and leadership sometimes does not foster productivity.

In addition to these, RPL is not used to validate informal knowledge and competencies, and there is no centrally validated competency framework which can be used to monitor capacity development in various fields.

3.2.5 Impact of HIV and AIDS

The situation is exacerbated by the challenge of HIV and AIDS which affects the nature of the workforce through its consequences upon the infected and those who are affected. On the one hand, there is a higher attrition of talent through deaths; and, on the other, illness and the general increase in the number of leave days taken by staff has had an overall negative effect on the productivity of the workforce. It is generally perceived that HRD in the Public Service has not adequately responded to the effects of HIV and AIDS because of the fragmented nature in which HIV and AIDS is managed in most departments of Government.

3.2.6 Conclusion

In the end, the skills challenge for the Public Service is in both the acquisition and the management of talent to ensure that productive ends can be achieved. The challenge is in maintaining a capable, stable and productive skills base in spite of organizational and policy changes, and in spite of the effect of market forces on the nature and level of attrition. An HRD strategy for the Public Service must therefore ensure that, in spite of these circumstances, Government is able to perform, and public departments and institutions are able to ensure that services are delivered to meet core responsibilities and the imperatives of development.
3.3 WHY AN HRD STRATEGY FOR THE PUBLIC SERVICE?

An HRD strategy for the Public Service is both a statement of strategic priorities and an outline of a plan of action for responding to the National Skills challenges now faced at all Public Service delivery points. In light of the circumstances of the various departments of Government in respect to their human resource capacity to deliver, and in light of the market variables which affect the availability of skills to public organizations, the role of the HRD strategy is twofold:

1. To ensure that there is a steady flow of contributing and productive Public Servants in all spheres of Government.

2. To enable an adequate level of human capital performance in Public Service organizations so as to ensure effective service delivery in all spheres of Government.

The HRD 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.

An HRD strategy is necessary to consolidate, streamline and give meaning to disparate and uncoordinated Human Resource Development undertakings in HRD; and it must serve the purpose, in the end, of enhancing performance and maximizing the delivery of service. The HRD Strategy is needed to signal the development priorities to which we must be collectively responsive.

3.4 WHAT PROGRESS HAS BEEN MADE?

A strategic framework for improving HRD in the Public Service is but the continuation of a movement which begun in 1997. This movement has always been undertaken along well defined dimensions of development in HRD in an effort to rationalise and organize the HRD initiatives of the Public Service. In addition, the efforts have attempted to overcome the challenges that were faced in transforming cultures and perceptions of training which were not appropriate to the needs and circumstances of a developmental State and a transforming Public Service. It is necessary, therefore, to determine the level of progress in HRD through an assessment of the current status of the field at the end of the first wave of transformation brought about by the initial edition of the HRD strategy for the Public Service, 2002-2006. Indeed, this reflection is necessary as a basis for crafting a revised strategy that would continue the movement forward. Below, therefore, a brief sketch is provided on the perceptions of stakeholders regarding what progress was made. This assessment is derived from a comprehensive review that was conducted at the end of 2006, the end of the designated period of effect of the initial edition of the HRD Strategy for the Public Service.
FINDINGS

Overall, there is a sense that HRD in the Public Sector has moved significantly forward. Practitioners in the field are generally more qualified and competent; HRD planning and management is more needs-based and outcomes-oriented, but not sufficiently so; the policy framework for HRD is more thorough and facilitative of transformation, and, among others, there is a wider range of training options and more access to training. The extent to which education and training leads to improved performance and enhanced service delivery is still subject to question. In essence, there is a general view that, in spite of the progress made in the field, capacity development in the Public Service has only just begun to make in-roads on performance and service delivery.

Whatever limited progress has been observed results from some of the traditional challenges in HRD which still persist today. These challenges are reviewed below in terms of the typical areas in which these challenges have traditionally arisen. There are 9 areas in which HRD in the Public Service have always encountered challenges. These are as follows: the viability of policy frameworks; the appropriateness of organizational structures; the quality of courses and training provided; the adequacy and effectiveness of planning and management of HRD; the availability and sufficiency of financial resources; the status and priority given to HRD; the level of accessibility to training; the adequacy of governance arrangements and the consistency in the overall interpretation and meaning of HRD. Each of these is addressed briefly below.

3.4.1 Policy Frameworks

On the whole, the policy framework for HRD in the Public Service is well advanced. There is guidance on the general operational issues which affect performance. However, gaps still exist at a more practical and institutional level. There is lack of uniformity in strategies and plans; training expenditures are not properly monitored; and there is little follow through to link training and performance, for instance. In this sense further policy refinement is needed at the level of institutional operations and performance. But even more critical in this context, is the general feeling that policies and strategies are well prepared but are rarely implemented. There is a sense that our policy focus and sophistication is not properly honoured in terms of service delivery and performance.

3.4.2 Organizational Structures

Organizational structures for HRD differ widely. Most HRD units are still placed low in the organizational hierarchy, and are not given priority in the strategic conversations of many departments. HRD units are still generally under-staffed; HRD operations and finance are still generally fragmented; and, the framework of responsibilities in HRD is still diverse, sometimes unclear, and generally incoherent.

There are, for instance, still gaps between HRD, HRM and PMDS; and the range of responsibilities undertaken by HRD units differs widely across
Quality of training has improved but standards vary ...

....workplace relevant is still an issue

...departments nationally.

### 3.4.3 Quality of Training

The quality of training, overall, has improved because of SAQA unit standards, the initiatives of SAMDI, and the emergence of partnership arrangements with service providers. More learnerships, internships and bursaries are available, and there is an increased use of mentoring and coaching as a vehicle for workplace and practical learning. But training standards vary. There are still issues in terms of the workplace relevance of training content and the unavailability of a diverse base of qualified trainers. Increasingly, competency frameworks are being used as a basis for planning training and as a source of input for assessing the competencies of employees. But even here, these competency frameworks are not yet articulated into clear performance standards, requirements and contracts.

### 3.4.4 Planning and Management

Generally, HRD is more effectively planned and managed. Planning has improved because of the standards, requirements and legal expectations of Workplace Skills Plans (WSPs) and because of the increased scrutiny of the WSPs by the respective SETAs. But the overall accountability requirements of Government have also resulted in progress in this regard. More use is made of skills audits and needs assessments as a basis for planning, and more attention is given to the strategic requirements of the organization in determining the structure and content of HRD interventions. This more objective and rigorous approach, however, is not generally practiced. Training is still not linked to PDPs, and learnerships, though more available, are not always well managed. Again, the issue is not policies and strategies, but the extent to which these are successfully implemented.

### 3.4.5 Funding and Resources

With the SDA, more funds are generally available for training. But, the full allocation of funding is sometimes not used because of procurement hurdles, among other challenges. Many believe that funds could be more effectively and more strategically utilized for training purposes. In some jurisdictions, the need is so great, that funding is still not sufficient even with the significant increases in the level of resourcing. In other organizational entities, there are complaints that skills development funds are sometimes utilized for non-training activities.

### 3.4.6 Status and Priority

The status of HRD and the priority given to HRD initiatives are still generally low. Many managers do not seem to take their HRD responsibilities seriously, and many senior managers are perceived to be unsupportive of HRD initiatives. Although there is generally an increased sense by all concerned that HRD is critical to organizational performance, that sentiment and perception are sometimes not reflected in practice and in the level of consideration afforded to the HRD components of the organization.
3.4.7 Accessibility
Training is generally more accessible to all levels in the organization, although there are a few exceptions. Training is still not as accessible in the rural areas because of the increased cost of delivery, the lack of training providers, and, in some cases, the unavailability of facilities. In many cases, the right people do not attend the training programmes offered. Here, the issue is the extent to which training resources are managed in a manner to meet transformational priorities. Since meeting these critical organizational priorities may pose more challenges in delivery, the course of least resistance is sometimes taken, and training is, as a result, not responsive to the needs and circumstances of the organization.

3.4.8 Governance
Although the appropriate structures are in place, national governance arrangements to drive the HRD strategic agenda have been lacking. While some of this is due to lack of staff in organizations with oversight responsibilities, a larger part of the issue is the lack of well defined and properly communicated governance arrangements.

While the strategic objectives and delivery requirements have been set, sufficient resources have not been made available to drive the HRD agenda through effective support, properly planned monitoring and evaluation and the establishment of clear accountability lines and structures. Governance has not been sufficiently articulated inter-organizationally so that responsibilities are properly differentiated and undertaken at all levels of government. In this regard, responsibilities have not filtered through the respective national bodies and organizations to the respective points of action - provincially, institutionally and locally.

3.4.9 Interpretation of the HRD Function
The meaning and interpretation of HRD differ among HRD professionals and among managers in their respective departments. While some see HRD in a broader and holistic sense as an investment in human capital to meet the organization’s strategic agenda, others see HRD as merely training that is delinked from its effect on performance and productivity. Unfortunately, the perceptions of HRD are reflected in the manner in which it is organized, orchestrated and prioritized in public organizations.

One can assert therefore, that while the field of HRD in the Public Service has progressed, and while much benefit has accrued to public organizations through HRD, there is still much room for improvement. Provinces and departments have progressed at different rates depending on the level to which capacity was inherited. This HRD strategy must therefore take account of these inherent differences, and it must respond in a manner that does not further disadvantage those that are lagging behind. The greatest room for improvement is in ensuring continuity between policy provision and strategic prioritization, and in promoting successful implementation and the attainment of tangible outcomes in terms of enhanced performance and service delivery.
DEFINING STRATEGIC THRUSTS
DEFINING STRATEGIC THRUSTS
4. DEFINING STRATEGIC THRUSTS AND THE STRATEGIC AGENDA

The general approach to the revised edition of HRDS is consolidation, realignment and integration. The strategy does not seek to introduce a host of new initiatives and promote desirable innovations, though there are many new ideas that always compete for space on the policy agenda. Rather, it seeks to consolidate gains and to facilitate and support initiatives that are already being undertaken. Innovations of 2002 are now beginning to take root. Many departments are now coming into their own and are beginning to realise the HRD enterprise that was originally envisioned for the Public Service. The strategy does not wish to break the current development impetus in the field with the imposition of new ideas which may take more time to become institutionalized. The structure of the strategy, therefore, is intended to promote the alignment and streamlining of a host of worthwhile initiatives that are currently floundering in the field of practice. Its intent is to focus on the issues which could add the highest value in the shortest time. Its intent is to build on the past, strengthen the new foundation for enhanced performance that is emerging, and provide support to maintain the momentum for those who are progressing well.

Although there is general progress in the field, it is recognized that not all provinces and departments have achieved equally in the development of HRD. It is recognized, further, that there are great variances in resource availability, organizational and human resource capacity and the viability of implementing structures. The general approach to the strategy, therefore, is to foster differential status and rates of development in HRD and to enable each entity of Government to consolidate their achievements and build further on their HRD functions from its current status. The essence of the approach is to foster excellence by first ensuring that core initiatives that are already in place are able to work.

It is necessary to foster the essential organizational linkages and to build the core structures for HRD so that the base for excellence is well established. The HRDS, therefore, seeks first to facilitate the fundamentals before seeking to pursue innovative ideas for which some departments may not be ready. But where there is room to excel, and where there is capacity to be innovative, creativity and accelerated progress will be supported and facilitated.

It is within this general sentiment that the focus of the strategy must be further clarified. Accordingly, the strategic intent of the document is outlined in 12 strategic focus areas. These focus areas do not constitute objectives to be attained or initiatives to be undertaken. They are areas in which visible gains must be made if the field must move further forward. Each area may eventually require a host of activities in order to make a difference. The focus here is not on the activities that will be undertaken, but on the strategic intent of the HRDS. In spite of all, gains must be made in all of these areas as a
fundamental measure of successful implementation. Each of the areas of strategic intent will be discussed briefly below, and, later on, in the document all of these areas will be embodied into a cohesive strategic framework, with associated activities, for strengthening HRD in the Public Service and enhancing performance and service delivery.

4.1. Standards and Quality

The intent here is to move from the current large variation in standards and routine practices to a more uniform quality in the means of delivery. This is not only in terms of the quality of courses and the design of training content. It is also in terms of how competencies are defined, the manner in which skills audits and needs assessments are done, the description of the responsibilities in the field of HRD, the nature of qualifications for particular jobs, the application of RPL and the management of learnerships and internships, among others. The intent here is to ensure that inequities are minimized so that some are not be able to perform better than others because of greater access to talent and greater availability of resources. All should be able to equally benefit from the technology that exists by enhancing accessibility, developing the capacity to properly use innovations and by making support available so that success remains in sight for all.

4.2. Strong Workplace Relevant Content

The content of courses sometimes has very little to do with the actual requirements of the job. Training traditionally focuses on the theory of job content rather than on the practical requirements for more effective job performance. As a result, the gap between training and performance widens, and an acceptable return on investment in training is hardly ever realized. The intent of the strategy, therefore, is to promote learning for enhanced practice. This will be realised in the overall design of courses, in the increased application of workplace learning strategies and in the manner in which follow through or aftercare after training is undertaken by managers in order to bridge the gap between training and performance.

4.3. Opportunities for People to Develop Themselves

The responsibility for developing the capacity to enhance one’s job performance should eventually be an individual responsibility. The intent is to move more and more toward a system where people can grow themselves so that their performance can be enhanced on an ongoing basis. Traditionally, the State has assumed the responsibility for its people, and, as a result, the meaning and value of training sometimes go unappreciated and are sometimes lost. This kind of ongoing training may not necessarily be in courses, workshops or degree programmes. It will also be constituted of the many workplace learning options which could be accessed in a transformed culture of organizational learning where people take responsibility for their growth.
4.4. Governance for Promoting Success

The intent of the strategy is to promote responsible governance as a basic ingredient of success. The intent is to ensure that the necessary guidance, organizational support and programme monitoring and evaluation initiatives are put in place in order to maximize the potential for success. The intent is to use current governance arrangements to the fullest extent in order to ensure that the provisions of the strategy are adopted by the various entities of Government where necessary. While some new governance arrangements may be adopted, strengthening current governance structures will accrue significant positive results with little expenditure of additional resources. Through enhanced governance, gaps in policies will be filled; monitoring and feedback will build the impetus for progress; well placed and timely support will accrue significant benefits to HRD practitioners; and all will be held accountable for their contribution to the strategy and will be given incentives to perform.

4.5. The Sustainability of Supply

The supply of skills and talent to the Public Service must become less a matter of chance, and more the result of applying a set of well engineered processes, programmes and institutional arrangements that will ensure the constant availability of a wide range of skills for the Public Service. The supply stream will not be an open market, a single source or a narrow conduit for acquiring the necessary skills. There must be a wide variety of skills development and skills maintenance options that explore all technologies available, and tap into the external and internal labour markets to the fullest. Strong partnerships to ensure the security of the supply stream are at the centre of this approach. However, each option in supply management will focus on the unique needs of particular Public Sector organizations and on the actual requirements for performance in the specific jobs envisioned. The supply stream must develop and groom technical skills as well as nurture proper attitudes, values and commitment. It must also create the right work ethic among people and invest in perspectives that are of value and becoming of a developmental State. A critical area of focus here is the manner in which scarce and critical skills will be managed. This is the primary challenge in maintaining the sustainability of supply.

4.6. Retention of the Skills Base

The Public Service cannot continue to serve as the training ground for private business establishments. Measures must be taken to retain the skills base through comprehensive retention policies which address areas such as the adequacy of compensation; job design that will engender job satisfaction; more amenable job conditions, facilities and resources; competent leadership and management; and, among others, accommodation for career planning and potential prospects within the work environment. Public entities must retain
and renew talent. The effort must be comprehensive, deliberate, cost effective and focussed.

4.7. Overcoming Fragmentation

HRD in the Public Service is weakened by the extent to which it is disaggregated and compartmentalized. The intent here is to create more cohesiveness and continuity in organizational systems which are essential for the proper functioning of HRD. In particular, there should be more continuity and cohesiveness between HRD and HRM, PMDS, the development of PDPs and the exercise of initiatives in succession planning, retention strategies, health and wellness issues, and career planning and promotion, among others. In all departments there should be one point of focus for all training which is linked to the appropriate strategic initiatives to be undertaken.

4.8. Strategic Location of HRD

In spite of all the progress that has been attained in the field thus far, HRD will not add value to Public Service delivery unless it is properly located within the organizational hierarchy of the respective departments. Strategic location has to do with structural arrangements, with the nature of staffing of HRD units and with the accommodation of HRD considerations in the strategic conversation of departments so that training solutions can become part of the programme for attaining strategic priorities. The intent here is to promote the appropriate location of HRD functions in departments so that these units can add the anticipated value to departmental performance.

4.9. An Investment Approach to Training

The intent here is to establish a structure of accountability so as to ensure that training bears results in performance and service delivery. Training for the sake of training is wasteful of Government’s resources. Training must add value through the improvement of performance and enhanced service delivery. An investment approach to training will require sound planning to ensure the optimal development and utilization of human resources. Such planning must make use of techniques and processes which will inform and justify the decisions taken. The nature of demand must be properly calculated through skills audits and through the assessment of needs; training must be based on PDPs, and managers should be accountable for results in terms of enhanced performance; the impact of training should be measured on an ongoing basis so that the return on investment in training is known. An investment approach to training requires that capacity development be linked to the organization’s strategic priorities; and it requires that capacity development choices be made on the potential of value to be added as a result of the training interventions made. The intent here is to focus the HRD enterprise, not on the means taken, but on the ends to be achieved in terms of improved performance and enhanced service delivery.
4.10. Partnership Promotion

Quick gains are achieved through the establishment of partnerships. Well designed partnerships could accrue benefit from the gains through complementing comparative advantages and exploiting collective capabilities. It is the intent of the HRDS to promote accelerated development through strategic partnerships so that the desired ends could be achieved in the most expeditious manner. Partnerships may not necessarily be limited to training, but could be extended to literally all functions and endeavours that constitute a part of HRD.

4.11. A Developmental Perspective

It is the intent of this strategy to ensure that a developmental perspective is used as the ideological frame for HRD structures, processes and engagements. There are two aspects of this perspective. The first is the promotion of support for and the adherence to the development agenda and the development initiatives of Government. The second is the need to engage in practices which give due regard to the status of South Africa as a developmental State. Of particular importance in respect to this perspective is that our efforts in HRD must ensure that the under-capacitated and less resourced entities of Government should not be left behind to struggle, but should be supported and assisted in their quest to develop and transform; that designated groups should not be denied opportunities but must be given access to training which will ensure their success; and, each Government entity should be nurtured on a sustainable development path from “where they are” in terms of resources and achievements to where they wish to be in terms of what they have envisioned for themselves and what is mapped for attainment in existing policy guidelines and frameworks. This ideological frame will also ensure that those with capabilities should be fast tracked; differences should be recognized and respected; and a higher level of support should be available to those that are furthest behind. In the end, the results that are achieved should clearly highlight that development considerations were indeed at the centre of our strategic thrusts. The results should show that our efforts to support the under-resourced, the under-privileged and the marginalized have resulted in more equity among institutions, and more evenness in the profile of achievements in HRD.

4.12. Continuity and Consistency in Planning

It is the intent that this strategy should be viewed and implemented, not in isolation from other plans and strategies, but in a manner that reinforces and facilitates the provisions of other strategic documents and initiatives.

This HRD strategy, for instance, is framed within NSDS II, the National HRD Strategy, SETA Sector Skills Plans, and within the agenda to transform the Public Service. But this strategy should also be the basis for provincial and departmental HRD strategies, and the HRD strategies for the respective
Provincial and departmental strategies should be linked to Provincial Growth and Development plans; and, departmental strategies should be linked to Sector Skills plans and the IDPs of local municipalities, where necessary. The intent here is to ensure that there is continuity and articulation in HRD planning and delivery so that we can move more and more toward inter-sectorally integrated and articulated responses to the challenges and constraints that are faced in service delivery.

These are the areas of strategic focus which are embodied in the strategic framework to be presented here. These areas will be specified further in the strategic objectives and activities which will form the centrepiece of the revised HRD strategy for the Public Service. First, the conceptual framework which seeks to address these strategic thrusts and core areas of focus will be presented and explained.
5. A CONCEPTUAL FRAMEWORK FOR HRD

In light of the research review, and in light of the 12 strategic thrusts which have been outlined in the previous chapter, specific areas of focus have been identified as the key components of the strategy. But these components must be set in a context which gives them meaning, relevance and strategic focus. The overall context and conceptualization of the strategy is represented in the conceptual framework which is discussed as an overview in this chapter. The conceptual framework is essentially a mind map or an overall illustration of the strategy as a whole. It seeks to highlight the key elements of the strategy and will be examined in more detail in the forthcoming sections of the document.

The conceptual framework is presented in Figure 2. In this figure, all the initiatives and priorities of the HRD Strategy are presented. This framework of priorities seeks to represent a holistic approach to Human Resource Development in the Public Service, and it seeks to identify and isolate the key components of the strategy. It is important to embody these key components holistically. A holistic approach recognizes the wholeness of each individual in the organization, and it considers the mutual dependence of all the organizational functions which are associated with Human Resources. It seeks to identify the major areas of activities for the reconstruction and alignment of HRD practice. The anticipated result of this alignment is high performance among employees and enhanced service delivery by public organizations.

It is important to note again that the key elements of the conceptual framework were not arbitrarily selected. The array of priorities, as addressed in the conceptual framework, has been derived through a consultative process with stakeholders and through a thorough review of available documents on HRD policy and practice and its constraints and challenges. The consultation and review sought to highlight the core issues, and sought to take note of the exemplary practices which have been applied in responding to the issues and challenges of the field.

Some of the priorities noted in the conceptual framework have been selected through the identification of the critical initiatives of HRDS 2002-2006 that are yet to be completed. These initiatives were included as activities that should still be pursued. It was necessary to highlight the policy priorities of Government in the conceptual framework since they showcase the legal framework as an essential point of reference. Since legal provisions generally govern practice in the Public Service, the conceptual framework presented here makes accommodation for recognizing the law through its focus on those exemplary practices in the field which have served to strengthen institutional frameworks for managing a wide array of policy mandates and structural inconsistencies and discontinuities.

The conceptual framework is used to present the key priorities of the HRD Strategic Framework. It is intended to capture the entire strategy as an overview. Here, the core elements of the strategy are seen as areas in which impact is intended. These core elements are assembled to form the essential
building blocks for creating the human capital in the Public Service that would enable high performance and enhanced service delivery.

There are three critical components of the strategy:

(i) The vision for HRD and the manner in which this vision is communicated, institutionalized and managed;
(ii) The 4 critical initiatives and the key pillars for achieving this vision, or the primary areas in which action will be taken in implementation; and,
(iii) The 10 core principles for implementing the strategy which will serve as a set of guidelines for all in organizing and managing HRD interventions.

These components must be converted into a strategic agenda of action, and must be the source from which implementation considerations are generated. In this regard, the priorities of the conceptual framework must be translated into actionable statements of intent. In order to facilitate this, Table 1 presents each component of the strategy in the form of objectives and sub-objectives which can be used as a basis for planning and strategic action. Notwithstanding, each component of the conceptual framework is described briefly below.

5.1 The Vision for HRD
The vision for HRD is the state of affairs to which the HRD Strategic Framework aspires. It sits at the top of the conceptual framework to represent what could be attained. The vision for HRD, as noted, is the object of our efforts, the basis of our interventions and the proverbial “journey’s end” if the pillars of the strategy are well constructed and applied. The vision completes the strategy and helps to give it meaning. How vision can be crafted and managed in the attainment of the strategy will be explored.

5.2 Critical Initiatives or Pillars of Action
The second component of the strategy is the pillars of action or the critical set of initiatives to be undertaken in implementing the Strategic Framework. This component of the conceptual framework is essentially the core of the HRD Strategic Framework for the Public Service. It embodies 4 pillars of strategic initiatives and 29 areas of action in implementation. In this regard, the outline which details the content of the strategy focuses only on the 4 pillars of action in the implementation. Each of the pillars is described briefly below, and will be presented in more detail in a subsequent section. The four pillars are as follows.

5.2.1 Capacity Development Initiatives
Capacity development initiatives are represented in those activities which add value in strengthening our ability to develop human capital in public organizations. We must be able to build human capital efficiently and effectively, and the infrastructure we put in place must promote ease of access to opportunities for development for all. Most important in this regard is that
developing human capital should lead to improved performance and enhanced service delivery. The end must justify the means and the efforts made.

5.2.2 Organizational Support Initiatives
Organizational support initiatives refer to those operational aspects of the organization upon which a holistic HRD function is dependent. While these may not necessarily be HRD functions or concerns, HRD cannot be effective or efficient if these are not operating effectively. The essential foundation of effective organizational performance must be in place if HRD must be successful. The conceptual framework notes that these areas also need to be strengthened in order to add value to proper human capital formation and utilization in public organizations.

5.2.3 Governance & Institutional Development Initiatives
Governance initiatives refer to the manner in which HRD in the Public Service will be promoted, governed and supported. Governance here refers to the manner in which strategic leadership will be provided in order to ensure the successful implementation of the HRD Strategic Framework. Governance in this sense does not only refer to the roles and obligations that will be undertaken by pivotal organizations in the Government Sector; it also refers to the interventions that will be made to track progress, promote quality and integrity and assess the outcomes and impact achieved.

5.2.4 Economic Growth and Development Initiatives
Economic growth and development initiatives seek to locate human capital formation considerations in their rightful place on the development agenda of government. The central concern here is the manner in which capacity development initiatives in Government are aligned and integrated with the Government’s programmes and initiatives which advance social welfare and promote economic growth and development.

5.3 Core Principles
The currently fragmented HRD enterprise will benefit from principles of action that could create unity of focus and establish a common set of priorities for making operational choices. These core principles will affect all aspects of the Strategic Framework. They are enduring themes of practice and will function as a constant reminder to us about the operational considerations that our context demands.

Because these three components of the strategy are so critical to the outcomes anticipated from the Strategic Framework, each must be discussed separately and in greater detail – particularly the pillars of the strategy which constitute the most central considerations in outlining the strategy. Each of the components of the conceptual framework will be discussed separately in the following sections of the document.
Figure 2.
A Conceptual Framework for the HRD Strategy for the Public Service

A VISION FOR HRD
A Dedicated, Responsive and Productive Public Service

BUILDING HUMAN CAPITAL FOR HIGH PERFORMANCE AND ENHANCED SERVICE DELIVERY

- Fostering HEI & FETC Partnerships
- E-Learning Programmes for the Public Service
- A National / Provincial Public Service Academy with associated Provincial Academies
- Promoting Learnerships, Internships & Traineeships
- Development Programmes of Professional Bodies
- Leadership Development Management Strategies
- Integrated ABET Framework
- Workplace Learning Programmes

CAPACITY DEVELOPMENT INITIATIVES
Pillar 1

- ORGANIZATIONAL SUPPORT INITIATIVES
Pillar 2
- GOVERNANCE & INSTITUTIONAL DEVELOPMENT INITIATIVES
Pillar 3
- ECONOMIC GROWTH AND DEVELOPMENT INITIATIVES
Pillar 4

4 PILLARS OF KEY PILLARS FOR HIGH PERFORMANCE IN THE PUBLIC SERVICE THROUGH HRD

- Pillar 1: Promoting Appropriate Organizational Structures for HRD
- Pillar 2: Utilization of the strategic role of SETAs
- Pillar 3: Responsiveness to Millennium Development Goals
- Pillar 4: Promoting Integrated and Inter-Sectoral Approaches to Developmental Priorities

CAPACITIES NEEDED TO DELIVER THE HRD STRATEGY

10 CORE PRINCIPLES INFORMING IMPLEMENTATION OF HRD STRATEGY

- LEGISLATIVE FRAMEWORK AS A FOUNDATION

HRD Resource Pack: Part 3
## Table 1
**OBJECTIVES FOR THE HRD STRATEGY EMERGING OUT OF CONCEPTUAL FRAMEWORK FOR THE HRD STRATEGY**

<table>
<thead>
<tr>
<th>CRITICAL COMPONENTS OF THE HRD STRATEGY</th>
<th>CORE OBJECTIVES AND CONCEPTUAL FRAMEWORK REFERENCE</th>
<th>SUB-OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPONENT 1</strong></td>
<td></td>
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</tbody>
</table>
| Promotion of a vision that is properly communicated, institutionalized and managed. | To establish an overriding vision for HRD in the Public Sector which can serve as a vehicle to build a cohesive thrust for Public Sector excellence through investment in people | • Communicate and promote a common vision statement for HRD in the Public Service  
• To develop and implement a process of vision crafting for HRD in departments to be used as a vehicle for mobilizing organizational support and building cultures of learning in the organization. |
| **COMPONENT 2a**                       |                                                  |                |
| Fostering Leadership Development Management Strategies | To adopt a wide set of options for capacity development in order to respond to the varying needs and requirements and build the capacity of employees in the Public Service to undertake their responsibilities | To use more productively the educational capacity and role of professional bodies and councils both in terms of capacity development and formulation of standards for educational programmes  
• To provide opportunities for learners to gain practical experience in the workplace and enhance their productivity potential  
• To enhance the design, management and integration of workplace learning and capacity development interventions in the workplace to enhance the quality and relevance of training materials.  
• To use ABET in extending educational opportunities for all employees  
• To promote leadership development management programmes in general, with specific reference to the HRD competence of SMS and with particular focus to the needs and requirements of women and persons with disabilities. |
| A National Public Service Academy with associated Provincial Academies | • To promote E-learning in the Public Service for increased accessibility to capacity development  
• To foster collaborative partnerships with HEIs and FETs in order to enhance the quality, standard and relevance of Public Sector training  
• To coordinate a multi-campus Public Service Academy which will facilitate and coordinate nationally courses and e-education programmes for the Public Service that are of a high standard and relevant and continually responsive to developments in the Public Sector |
<p>| A more strategic role for Professional Bodies and Councils – Norms Standards and Capacity Development | • To foster HEI and FET Partnerships |
| Fostering learnerships, internships and traineeships | |
| Strengthening Systems for Workplace learning | |
| Promotion of an Integrated ABET Framework | |
| E-learning for the Public Service | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>COMPONENT 2b</td>
<td>Human Resource Planning with reference to HR supply and demand management</td>
<td>• To promote effective Human Resource planning in terms of managing the supply of Human Resources to the Public Service</td>
</tr>
<tr>
<td></td>
<td>Knowledge and Information Management</td>
<td>• To promote the establishment of systems and processes for the acquisition and management of knowledge and information in support of HRD in the Public Sector</td>
</tr>
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<td></td>
<td>Performance Management and Development</td>
<td>• To strengthen structures, systems and processes for performance management and development in the Public Service.</td>
</tr>
<tr>
<td></td>
<td>Ensuring Adequacy of Physical, Financial &amp; Human Resources and Facilities</td>
<td>• To ensure adequate use of physical, financial and human resources and facilities</td>
</tr>
<tr>
<td></td>
<td>Career Planning and Talent management</td>
<td>• To consolidate and align organizational components so as to ensure ease of coordination and joint action planning and managing careers in the Public Service and retaining talent</td>
</tr>
<tr>
<td></td>
<td>Employee Health and Wellness</td>
<td>• To groom and foster in-house capacity through effective career planning and talent management in Departments of Government</td>
</tr>
<tr>
<td></td>
<td>Mobilization of Management Support</td>
<td>• To effectively mobilize the support of all managers in advancing the interests and enhancing the productivity and performance of HRD</td>
</tr>
<tr>
<td></td>
<td>Promoting Appropriate Organizational Structures for HRD</td>
<td>• To ensure that policies and plans on HRD are appropriately integrated with and aligned to other relevant plans, priorities and strategies</td>
</tr>
</tbody>
</table>
## Table 1
### OBJECTIVES FOR THE HRD STRATEGY EMERGING OUT OF CONCEPTUAL FRAMEWORK FOR THE HRD STRATEGY

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</tr>
</thead>
<tbody>
<tr>
<td>COMPONENT 2c</td>
<td>Managing HRD Policy and Planning Frameworks and Guidelines</td>
<td>• To ensure that policy and planning frameworks and guidelines are available to assist and support practitioners in implementation of HRD priorities</td>
</tr>
<tr>
<td></td>
<td>Fostering Effective Monitoring, Evaluation and Impact Analysis</td>
<td>• To ensure that HRD is effectively monitored and evaluated and that systems and processes are set in place to monitor the impact of all investment in training</td>
</tr>
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<td></td>
<td>Managing the Effectiveness of Communication</td>
<td>• To ensure that the provisions of the HRD Strategic Framework are properly communicated at all levels</td>
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<tr>
<td></td>
<td>Promoting sound Values, Ethics and Professional Code of Practice in HRD</td>
<td>• To promote and manage a code of ethical conduct among HRD practitioners</td>
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<td></td>
<td>Promoting HR Learning Networks</td>
<td>• To foster and promote HR learning networks in creating a culture of learning in the profession</td>
</tr>
<tr>
<td></td>
<td>Full utilization of the strategic role of SETAs in capacity development</td>
<td>• To ensure that the infrastructure, facilities and roles of the SETAs will assist in strengthening capacity development, skills coordination, planning and governance in HRD in the Public Sector.</td>
</tr>
<tr>
<td></td>
<td>Strengthening and aligning governance roles in HRD</td>
<td>• To ensure the clarity, coordination and communication of governance responsibilities in HRD so that articulation and alignment of activities can be promoted</td>
</tr>
</tbody>
</table>
## OBJECTIVES FOR THE HRD STRATEGY EMERGING OUT OF CONCEPTUAL FRAMEWORK FOR THE HRD STRATEGY

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<thead>
<tr>
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<th>CORE OBJECTIVES AND CONCEPTUAL FRAMEWORK REFERENCE</th>
<th>SUB-OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPONENT 2d</td>
<td>Awareness Promotion of Economic Growth and Development Initiatives</td>
<td>• To promote full awareness of Government’s priorities and their implications for HRD practice in each sector of the Public Service</td>
</tr>
<tr>
<td></td>
<td>Capacity Development to promote success in implementation</td>
<td>• To develop capacity among HRD practitioners to enable them to promote and be responsive to the developmental priorities of Government</td>
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<tr>
<td></td>
<td>Promoting Integrated and Inter-Sectoral Approaches to Developmental Priorities</td>
<td>• To promote, through HRD, integrated and inter-sectoral approaches to the development of HRD priorities</td>
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<tr>
<td></td>
<td>Promoting Responsiveness to Millennium Development Goals</td>
<td>• To use capacity development interventions as a vehicle to promote responsiveness of the Public Service to the millennium development goals</td>
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<tr>
<td></td>
<td>Integrating NEPAD, AU and Global Programmes</td>
<td>• To establish structures and processes to apply capacity development interventions to integrate NEPAD, AU and global programmes and initiatives in public service delivery in order to benefit the economic sector</td>
</tr>
<tr>
<td>CRITICAL COMPONENTS OF THE HRD STRATEGY</td>
<td>CORE OBJECTIVES AND CONCEPTUAL FRAMEWORK REFERENCE</td>
<td>SUB-OBJECTIVES</td>
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<tr>
<td>RESPONSIVENESS TO ASI SA, JIPSA, EPWP, CDW, PGDS AND OTHER GOVERNMENT PROGRAMMES AND PRIORITIES</td>
<td>• To use capacity development interventions to ensure that the strategic priorities of Government are realised.</td>
<td></td>
</tr>
<tr>
<td>COMPONENT 3</td>
<td>Core principles for High Performance</td>
<td>• To promote and support adherence to a common set of principles upon which all HRD interventions will be based</td>
</tr>
</tbody>
</table>
6. VISION AS A VEHICLE TO MOBILIZE SUPPORT AND FOCUS EFFORTS

The HRD strategy is, in effect, a specification of priorities, objectives and activities for achieving the vision for HRD as set out in Figure 2 on page 56. But this vision is not merely a statement. It is a desired future that must be lived and experienced in the organization. It is a vision that must have value. Vision must be used as a tool and as a mobilizing force to attract support and focus efforts. It must be used as an instrument for building collective spirit and for securing commitment among staff at all levels. Vision is seen here, not as a statement, but as a catalyst for change. The power of vision is in its transformative capacity in organizations when it is collectively crafted and strategically used. Vision crafting and vision management is therefore seen as one essential element of the HRD strategic framework.

Each Government entity must, therefore, craft its own vision for HRD if this vision must have meaning. Some of the elements that could be considered as part of an appropriate vision for HRD are specified in Figure 3 below. The strategic intent of this visioning process for the implementation of the HRD strategy is also specified in this Figure.

The core objective and associated sub-objectives for use in promoting vision are noted in Table 1 on page 57.

Figure 3. Crafting A Vision for HRDS
Pillar One
7. PILLAR ONE: THE CAPACITY DEVELOPMENT INITIATIVES OF THE STRATEGY

Developing the capacity in people is at the centre of HRD as a profession. As a result, “building human capital for high performance and enhanced service delivery” is one of the key pillars of the strategy. But capacity development must be seen in its variety of forms so that the right set of training options can be explored in response to the unique circumstances of each environment. In this regard, the strategic focus areas for developing sound capacity in people are identified in Figure 4 on page 70. The strategic intent of each focus area is also outlined.

The focus on capacity development here is not intended to explore all capacity development possibilities or resolve all challenges relating to capacity development in the Public Service. The range of possibilities is this regard could be endless.

The focus of the capacity development “pillar” of the strategy is on identifying areas where there could be the highest value added in further building a viable HRD enterprise. Eight areas of priority are noted. Each of these areas constitutes a critical arena of action and a rich field of development possibilities.

The rationale and intended outcomes of each element of the capacity development pillar are both outlined in Table 2 on page 71.
Figure 4
STRATEGIC FOCUS ON CAPACITY DEVELOPMENT INITIATIVES

STRATEGIC FOCUS

Fostering HEI and FET Partnerships

E-Learning for the Public Service

A National Public Service Academy with associated Provincial Academies

Promoting Learnerships, Internships and Traineeships

A more strategic role of professional bodies

Leadership Development Management Strategies

Integrated ABET Framework

Strengthening Systems for Workplace Learning

STRATEGIC INTENT & RELEVANT RESEARCH FINDING

Partnership to Promote Relevance, Quality, Standards and Consistency
The full potential of HEIs and FETs in the supply pipeline has not been achieved

Accessibility of Knowledge to All
Training is still not fully accessible in the right place, at the right time, for the right people

Overall Condition and Management of Quality and Standards of Training
Lack of accessibility & variation in the quality and content of courses

Using the workplace as a laboratory for productive and experiential learning where learners can begin to apply theory to practice
Workplace learning not effectively managed

Partnerships to Promote Quality and Standards
Standards of qualifications and performance of employees in the same jobs varies

Better Management for Better Development and Performance of Human Capital
Sometimes ineffective management compromises progress contribution in the field

Lifelong Learning for All
All employees do not benefit from training for self and professional development.

Promoting Learning in the Workplace
Workplace learning is not effectively managed

Growing Human Capital in Public Organizations

Capacity Development Initiatives
### Table 2

<table>
<thead>
<tr>
<th>AREAS OF FOCUS FOR CAPACITY DEVELOPMENT</th>
<th>SUMMARY OF RATIONALE</th>
<th>INTENDED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Leadership Development</strong></td>
<td></td>
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<tr>
<td>Management Strategies</td>
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<tr>
<td>The performance of the Public Service is</td>
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<td>largely dependent on its managers. Good</td>
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<tr>
<td>managers in the Public Service are poached</td>
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<td>by the Private Sector on an ongoing basis.</td>
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<tr>
<td>This area has become an area of scarce skills.</td>
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<tr>
<td>Managers must be appropriately developed</td>
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<td></td>
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<tr>
<td>with a useful set of managerial competencies.</td>
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</tr>
<tr>
<td>The DPSA competency framework for SMS must be at the core of leadership development. But there must also be a focus on the ability of managers to undertake their HRD responsibilities. A review of the HRD strategy indicated that managers, in general, are unable to undertake their responsibilities in HRD. HRD delivery sometimes breaks down because Line Managers are unable to manage the development of their staff. Some are unable to understand the importance of HRD for improving performance. In addition to a general programme in leadership development management, managers should be coached in HRD.</td>
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<tr>
<td>Managers in general who are able to manage well; and Line Managers who understand the role of HRD in improving performance and are able to use capacity development initiatives to maximize the performance of their work unit. Better managers in the Public Service will greatly enhance the performance of public organizations.</td>
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<tr>
<td><strong>b. Integrated ABET Framework</strong></td>
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<tr>
<td>There are people at the lower levels of the occupational ladder in the Public Service who do not have access to a better life because of low literacy levels. ABET can be used as a means of capacitating these employees to move up the occupational ladder and advance their overall welfare in life. This is at the core of NSDS and critical in the Development Agenda of Government. But even more important is the use of ABET in providing opportunities for lifelong learning. In fact, all employees should have access to ABET for self as well as professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All employees will have access to ABET for self development in an integrated programme for lifelong learning, and consistent with the NSDS, employees at the lower levels of the occupational ladder will have an opportunity to improve themselves and aspire to higher qualifications and more rewarding careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c. Strengthening Systems for Workplace Learning</strong></td>
<td>In order to improve the practicality and relevance of training to the job, more use must be made of training methods that are in-house as a means of enhancing the practical relevance of training and applicability of training content. In this respect, efforts should be made to improve the delivery of induction and reorientation programmes and strengthen systems for learnerships, internships, mentoring and coaching and job rotation, among other methods. These are generally not well managed in the workplace. Many of the courses offered by providers do not have practical relevance in the workplace. As a result, the application of new knowledge and its impact on the workplace is minimized.</td>
<td>Effectively managed educational initiatives in the workplace where skills are developed on an ongoing basis, and where learning takes place in the field of practice where knowledge can be applied.</td>
</tr>
</tbody>
</table>
### AREAS OF FOCUS FOR CAPACITY DEVELOPMENT

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>d. A national Public Service Academy with associated provincial academies</strong></td>
<td>It is necessary to foster and maintain a national approach and standard for Public Service education and training. A geographically dispersed Academy will improve access to high quality education for all in the Public Service. If this academy is linked programmatically and associated with provincial academies, significant value can be quickly added to the national landscape of education and training in the Public Service.</td>
<td>Improved access to a wide range of high quality, up to date and relevant courses for the Public Service.</td>
</tr>
<tr>
<td><strong>e. Fostering HEI &amp; FETC Partnerships</strong></td>
<td>HEIs and FETs must play a more direct role in the education of public servants. This must be done collaboratively and in partnership with Government departments in order to ensure currency and relevance in the content and approach to training. It must be undertaken through MOUs and incentive funding in order to maximize interest in such partnerships and build consistency and commitment. Similarly the public service must provide support to learners so that they could participate in relevant programmes in higher education.</td>
<td>Relevant courses and qualifications that are tailored to Public Service requirements and more involvement of public institutions in supporting learners in higher education.</td>
</tr>
<tr>
<td><strong>f. E-learning for the Public Service</strong></td>
<td>E-learning can improve access, promote uniformity in standards and significantly reduce the cost of capacity development. This must be initiated so that public servants could be empowered to develop themselves and encouraged to maintain currency with developments in their respective fields.</td>
<td>Greater accessibility to high quality courses and lower cost of capacity development in the Public Service.</td>
</tr>
<tr>
<td><strong>g. A more strategic role for professional bodies and councils in terms of norms, standards and capacity development</strong></td>
<td>Professional bodies and councils have a rich history of experience in certifying qualifications and maintaining standards in their respective professions. There are many professional bodies represented in the various occupational classes of the Public Service. Heretofore, these bodies have not played a significant role in managing the standards and performance of members of their profession who are Public Servants; and, Public Servants rarely seek to benefit from the capacity development opportunities of professional bodies.</td>
<td>Professional bodies play a more active role in educating members of their profession who are public servants and they seek to apply and enforce the standards of their profession in the performance of Public Servants.</td>
</tr>
<tr>
<td><strong>h. Promoting Learnerships, Internships and Traineeships</strong></td>
<td>Learners will become more productive in their jobs at an accelerated pace if they are able to learn through application of their knowledge in the context of the workplace. The workplace represents a very valuable environment for practical learning, and full advantage should be taken of the educational potential of the work environment. Learners, upon graduation, can make an immediate contribution in their places of employment if they have had the opportunity to apply their knowledge in a realistic work environment.</td>
<td>Learners who are aspiring to jobs will be given opportunities to gain practical experience and become more productive as future workers in the economy.</td>
</tr>
</tbody>
</table>
Pillar Two
The success of HRD in the Public Service depends on the extent to which pertinent organizational support structures and systems are in place and are properly applied. While the focus of HRD is on the development of people, this cannot be separated and dislodged from organizational efforts to attract and recruit them and the efforts made to manage their performance; similarly, capacity development cannot be separated from the efforts made to properly utilize the skills of employees and the initiatives taken to retain them in the organization. HRD cannot function effectively without proper structures and processes for allocating and managing assigned responsibilities, and without proper operational systems for promoting effectiveness and efficiency. This organizational support dimension is essential to the viability of HRD and pivotal to the success of the strategy. Only selected areas of organizational support initiatives are identified for emphasis as part of the strategy. The areas that are selected are not intended to be exhaustive in their coverage. They seek to represent and highlight only the most critical interventions for realizing impact, and the most viable initiatives for adding value in the short term. Figure 5 on page 75 presents a list of the strategic areas of focus and an enumeration of associated strategic intent for each area. It should be noted here that these areas do not represent HRD specific functions, per se. Nevertheless, they are all important operational considerations for the organization because they can all have a critical impact on the performance of HRD. This pillar sets out the fundamental requirements for organizational efficiency so that HRD could be set on a sound operational platform where its core objectives can be readily achieved.

Table 3 on page 77 presents more details on the organizational support pillar of the strategy. It outlines the rationale and anticipated outcomes for each element of the organizational support pillar.
Figure 5
STRATEGIC FOCUS ON ORGANIZATIONAL SUPPORT INITIATIVES

STRATEGIC FOCUS AREAS

Organizational Support Initiatives

Mobilization of Management Support for HRD

Career Planning and Talent Management

Ensuring the Adequacy of financial, physical and human Resources and Facilities

Promoting appropriate organizational structures in HRD

Performance Management and Development Systems

Knowledge and Information Management

Human Resource Planning Supply and Demand Management

Employee Health & Wellness

STRATEGIC INTENT & RELEVANT RESEARCH FINDING

Strategic Location of HRD for maximum organizational effect
Some managers do not fully understand HRD and do not support HRD strategic initiatives

Consistency in the Supply of Skills through growing talent internally
The long and short term career development needs of employees are not generally considered.

Availability and Proper Utilization of Resources.
Lack of adequate finance and human resources for HRD and misallocation of training resources

Structures also Eliminate Fragmentation and Compartmentalization.
HRD component must function through viable organizational structures which will allow efficient and effective operation

Linking Training to Performance
HRD is not generally linked to PMDS processes

Accountability and Awareness of Organizational Status
Lack of usable information systems for HRD and lack of a knowledge culture

An Investment Approach to Training
Training is not tailored to demand and lack of deliberate and strategic management of scarce skills

Concern for the whole person whose general wellness is the basis of their productivity
Needs resulting from HIV and AIDS and other diseases require more attention to employee wellness

Ensuring organizational capacity and support to Maximize Productivity of Human Capital
<table>
<thead>
<tr>
<th>AREA OF FOCUS FOR ORGANIZATIONAL SUPPORT INITIATIVES</th>
<th>SUMMARY OF RATIONALE</th>
<th>INTENDED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mobilization of Management Support</td>
<td>Managers do not always give high priority to the HRD function. As a result, in some organizations, HRD is not given priority in strategic decisions. HRD resources are sometimes reallocated to other activities and there is no follow through after training, among others. Without the leadership and support of managers, HRD will be unable to make its best contribution to the organization. One key aspect of the strategy, therefore, is to bring HRD to the top of the agenda in departments where this is not currently the case.</td>
<td>• Strategic integration of HRD into the key initiatives of departments • More effective allocation and use of resources in HRD • Managers must manage HRD in their components as part of their performance</td>
</tr>
<tr>
<td>2. Career Planning and Talent Management</td>
<td>Training is generally ad hoc and not always linked to PDPs and the careers of employees. Developing a rich base of talent requires a more developmental and long term approach to training for each individual. This will strengthen the base of talent, promote retention and contribute to enhanced performance of people and the organization. Proper career planning and talent management could result in a fertile internal labour pool.</td>
<td>• Career planning and support services to each employee • Higher retention in organizations • More viable internal labour pool for promotional posts</td>
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<tr>
<td>3. Ensuring the Adequacy of Finance, Resources and Facilities</td>
<td>Without resources and facilities for training, the quality of training is compromised. Without adequate workplace resources for staff, they are unable to properly apply the content of training in their routine job responsibilities. Here, the resources must not only be available, they must be properly assigned and used.</td>
<td>• The enhanced availability and more effective use of resources for training as well as for undertaking responsibilities • Efficiency and effectiveness in the use of resources allocated to HRD</td>
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<tr>
<td>4. Performance Management &amp; Development</td>
<td>HRD is an important part of the Performance Management cycle. Since the HRD Strategy seeks to enhance performance and service delivery, its role in performance management cannot be compromised. The personal development plans (PDPs) resulting from PMDS should be the basis of training. The HRD function must therefore be aligned with PMDS activities.</td>
<td>• Training that is more relevant to the needs of the organization • Higher impact of training on performance • Better collaboration between HRD and PMDS • Alignment between PDPs, Workplace Skills Plans and organizational performance</td>
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<tr>
<td>5. Knowledge and Information Management</td>
<td>Efficient and effective HRD is highly dependent on the availability of accurate information. Information management is at the heart of reporting frameworks for HR in general and for HRD in particular. Information includes statistics of service provision; but it also includes status information on staff in the organization, needs assessment, skills audits, impact assessment, cost management and an ongoing scanning of developments in the respective field. Knowledge management on the other hand refers to the manner in which knowledge is acquired, made available and subsequently applied in strengthening the spirit of the organization and promoting a high level of individual and organizational learning.</td>
<td>• More cost effective, responsive and relevant HRD interventions as a result of the use of Information Systems • More accurate reporting in annual training reports • Greater contextual awareness among HRD practitioners</td>
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### Table 3
**ORGANIZATIONAL SUPPORT INITIATIVES**
**SUMMARY OF RATIONALE AND INTENDED OUTCOMES**
**PILLAR TWO**

<table>
<thead>
<tr>
<th>AREA OF FOCUS FOR ORGANIZATIONAL SUPPORT INITIATIVES</th>
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<th>INTENDED OUTCOMES</th>
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<tr>
<td><strong>6. Human Resource Planning (Supply &amp; Demand Management)</strong></td>
<td>Organizations must ensure that they maintain an adequate level of staff with the competence levels to properly undertake their responsibilities. One critical feature of this is designing and maintaining a dependable supply pipeline for capable employees. This may be an internal supply pipeline through succession planning, accelerated leadership programmes or retention strategies; or it may be an external pipeline through partnership with training organizations. But supply and demand management must work together. Needs must be assessed, gaps must be constantly identified, and, among others, rates of attrition must be known and managed.</td>
<td>• HRD practitioners will work collaboratively with other functions in the organization in order to ensure a strategic response in maintaining an adequate level of capable staff. This collaboration will be reflected in HR plans of the organization</td>
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<td><strong>7. Managing Employee Health and Wellness</strong></td>
<td>With the pandemic of HIV and AIDS and with the associated growth of other infectious diseases, and their consequences on individuals and organizations, the Public Service must seek to ensure that the impact on its talent base is minimised, and that wellness issues do not compromise performance and service delivery.</td>
<td>• Collaborative planning between all HR functions to ensure that issues related to health do not undermine overall performance and service delivery.</td>
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</tbody>
</table>
| **8. Promoting appropriate Organizational Structures for HRD which includes consolidating and aligning organizational components related to HRD.** | Organizational structures for HRD in the various departments of Government vary considerably. Engagement with stakeholders revealed that the location, structure and staffing of HRD functions in departments affect the general performance of HRD. If the HRD strategy is to be successfully implemented in all departments, then some guidance and support must be provided on structure and staffing of HRD components so that the strategic provision of the strategic framework can be met. But the function of Human Resource Development is sometimes isolated from other key organizational activities upon which it depends. HRD, for instance, is sometimes isolated from HRM initiatives, PMDS, Wellness and EAP activities and strategic decision-making, among others. This separation sometimes compromises the effectiveness of HRD. A proper structure for HRD will also consider the inter-unit linkages which add value in the performance of all HR functions. | • Guidelines provided on the organization and staffing of HRD functions
• HRD components in departments are more ideally placed and are structured to impact on organizational performance.
• The adoption of organizational structures and the promotion of organizational processes which foster the linkages between all organizational components that relate to the HRD function. |
The HRD Strategy cannot be successful without proper oversight, responsible governance and ongoing policy guidance and support. Here, in this respect, it is necessary to conceive strategic interventions that will enable the HRD Strategy to be “driven” through good governance and leadership at all levels. It is necessary, therefore, to outline the key governance initiatives that will make a difference in the practice and success of the HRD Strategy. Good governance is included as one aspect in the strategy because of the capacity of governance to enable the attainment of strategic provisions and because of its value in leading the field in the right direction. Governance is also included as a core initiative because of its importance in providing support and building strength in areas of weakness; and, because of its relevance in filling the gaps which currently constrain performance in HRD. Our reference to governance here is not administrative but facilitative; it is not focused on rigid compliance, but on success and improved service delivery. The highly prioritised focus areas for good governance are identified and presented in Figure 6. Here, the strategic intent of each focus area is noted. In addition, Table 4 presents an overview of the rationale and intended outcomes of each element of the governance “pillar” of the Strategic Framework.

It must be noted, however, that governance is not limited to the leadership and policy interventions of DPSA, SAMDI/Public Service Academy and the SETAs or to the role of other national and provincial departments. Some form of governance must be exercised in all spheres or levels of Government. In this respect, both policy and operational leadership must be provided in an articulated manner at the national, provincial and local levels. Some form of governance and strategic leadership should be evident even within the respective directorates and HRD components of Government departments. While governance may be driven from the top of the system, if the strategic framework must be successfully implemented, full responsibility must be taken at all managerial levels in realising the provisions of the strategic framework.

## Good Governance

Good governance is essential to the success of the HRD Strategic Framework. Without governance, implementation may lag behind and the precision of focus may be lost. But support, facilitation and ensuring accountability are also aspects of governance. There must be a good balance between these two components in order to give effect to good governance. The attributes and activities that are selected under this initiative will promote and establish structure and processes for good governance.
and guidance in attaining the desired performance outcomes for HRD.

These are the areas which can most adequately ensure successful implementation, and the areas that can serve as drivers and catalysts in making a difference in the performance of HRD in the Public Service.
Figure 6
STRATEGIC FOCUS ON GOVERNANCE & INSTITUTIONAL DEVELOPMENT INITIATIVES

STRATEGIC FOCUS

Values, Ethics and Professional Codes of Practice

Promoting HR Learning Networks

Managing the Effectiveness of Communication

Fostering effective monitoring, evaluation and impact analysis

Managing HRD policy and Planning Frameworks and Guidelines

Strengthening and aligning governance roles in HRD SETAs, DPSA, SAMDI/PSA

Full utilization of the strategic value of SETAs in capacity development

STRATEGIC INTENT & RELEVANT RESEARCH FINDING

Leadership in Further Professionalizing the Field of HRD
There are differences in perception about what constitutes HRD

Leadership in Expanding Access to Knowledge and Support
Need for more open access to professional information and support

Promoting Commitment through Awareness of Provisions of the Strategy
Many HRD practitioners were not fully aware of all the provisions of HRDS 2002-2006

Tracking Progress to Promote Accountability
Little account is taken on the effect of training on improved performance

Promoting Implementation by Closing Policy Gaps and ensuring plans, policies and strategies are linked
Gaps in policies which affect performance

Aligning and Streamlining Governance
General lack of full understanding of roles, responsibilities and obligations of key institutions

Take full advantage of the strategic role of SETAs in governing capacity building in the respective economic sectors
Full potential of SETAs contribution to capacity building in the Public Service is not well exploited

Governance & Institutional Development Initiatives

The Capacity of Governance Structures to Create Facilitative Environments for Successful Implementation of the Strategic Framework
Table 4
GOOD GOVERNANCE AND GUIDANCE TO PROMOTE IMPLEMENTATION
SUMMARY OF RATIONALE AND INTENDED OUTCOMES
PILLAR THREE

<table>
<thead>
<tr>
<th>AREA OF FOCUS</th>
<th>SUMMARY OF RATIONALE</th>
<th>INTENDED OUTCOMES</th>
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<tbody>
<tr>
<td>1. Values, Ethics and Professional Code of Practice</td>
<td>While Batho Pele constitutes an overriding code of practice for the Public Service, the HRD profession could benefit from a code of practice that is more immediate to the HRD components of the Public Service. This code of practice will be a base of shared values about the manner in which practitioners will undertake their responsibilities and jointly strive for a better and more fully capacitated Public Service.</td>
<td>• A code of practice for the HRD profession&lt;br&gt;• A higher standard of ethical practice in all areas of HRD responsibilities&lt;br&gt;• More unity and collaboration among HRD practitioners&lt;br&gt;• Higher incidence of shared knowledge and cross fertilization of exemplary practices</td>
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<tr>
<td>2. Promoting HR Learning Networks</td>
<td>The vision and long term desire for HRD in the Public Service is for each employee to take full responsibility for their development. While employer-designed and financed opportunities will always be made available, increasingly, structures must be established where employees could act on their own accord to develop themselves. Here, learning and support networks in HRD will be central.</td>
<td>• The availability of national, provincial and workplace learning and support networks where HRD professionals can keep abreast of developments and solicit support, when necessary, in overcoming hurdles which they may encounter</td>
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<td>3. Managing the Effectiveness of Communication</td>
<td>Successful implementation begins with effective communication of the strategy. Implementation falters because of lack of clarity about goals, objectives, processes and operational requirements as well as lack of details in the statement of HRD and related responsibilities, among others. All levels of Government must be involved in a well designed and targeted communication strategy.</td>
<td>• A communication strategy for the HRD strategic framework will be put in place as a critical component of successful implementation</td>
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<td>4. Fostering Effective Monitoring, Evaluation and Impact Analysis</td>
<td>If the HRD strategy is to be effectively implemented, then there must be a high level of accountability for the outcomes that are to be achieved. In order to promote accountability, progress and success must be tracked through appropriate monitoring and evaluation tools, and the impact of the strategy and of HRD interventions must be continually assessed. Monitoring, evaluation and impact analysis must be supported by timely feedback and corrective action. These will be pivotal to effective governance and leadership in implementation.</td>
<td>• Performance and success indicators will be clearly mapped out&lt;br&gt;• Clear monitoring strategy will be put in place with involvement and support at all levels of Government&lt;br&gt;• Evaluation reports will be prepared and circulated and support mechanisms will be initiated as a corrective measure.</td>
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<tr>
<td>AREA OF FOCUS</td>
<td>SUMMARY OF RATIONALE</td>
<td>INTENDED OUTCOMES</td>
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<td>5. Managing HRD Policy Frameworks and Guidelines</td>
<td>The policy framework for HRD governs the activities which comprise the HRD functions in departments. But, because of the wide scope of policies in the field, because these policies have been put in place incrementally, over time, and because they are placed under the authority of different oversight agencies, there are gaps and some degree of fragmentation, and there are sometimes differences in requirements. In addition, HR and HRD strategies and plans must be developed in a manner that is aligned with the strategies, plans and policies of Government in particular. There must be alignment with departmental strategic plans, Provincial Growth and Development Plans and IDPs in local Government. HRD must develop capacity in people in order to respond to the priorities as outlined in these plans and policy documents.</td>
<td>• Policy guidelines are developed to promote and guide the initiatives that are undertaken in the HRD Strategy. • Guidelines on plans and strategy development for HRD is promulgated at all levels • Plans and strategies for HRD in all departments will be integrated with and reflective of other plans and strategies which outline the development priorities of Government</td>
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<tr>
<td>6. Full utilization of the strategic value of SETAs in capacity development</td>
<td>SETAs play an important role in the national policy framework for HRD. As the overarching training authority that is charged with promoting and facilitating capacity development in the respective economic sectors, the respective SETAs have a strategic role to play in capacity development, especially in SETAs which are associated with particular Government departments. In respect to sector skills plans, quality assurance processes, WSPs and annual training reports, and in respect to resource support and strategic guidance the role of the SETA will continue to be critical in strengthening HRD practice in the Public Service.</td>
<td>• The infrastructure, facilities and roles of the SETAs will assist in strengthening capacity development in the Public Sector. • Greater articulation and more uniformity in the processes and role of SETAs in relation to Government departments</td>
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<tr>
<td>7. Strengthening and aligning governance roles in HRD (SETAs, DPSA, SAMDI/PSA)</td>
<td>Different Government agencies are charged with particular responsibilities within the overall policy framework for HRD. But, each agency cannot operate in isolation of the other. Each must serve its role, but in collaboration with the other. In this way, more significant progress will be made and fewer gaps will arise and less duplicative activities will occur.</td>
<td>• Each agency will focus on its core function, but not without understanding and acting in concert with other relevant agencies in meeting their legally mandated obligations • There will be a fuller awareness among HRD practitioners about the various roles and obligations of oversight agencies, and practitioners will therefore demonstrate a higher level of compliance and effectiveness in meeting their mandated responsibilities.</td>
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Pillar Four
Pillar Four
10. PILLAR FOUR: GOVERNMENT’S ECONOMIC GROWTH & DEVELOPMENT INITIATIVES

In its overall policy agenda, the Government seeks to build an economically vibrant State and simultaneously address the many challenges which affect the lives and welfare of its people. Among the major issues which demand an ongoing policy response from Government are: poverty and its consequences on the people; unemployment (especially among youth); lack of housing; the impact of HIV and AIDS on individuals, households, communities and the society at large; as well as crime and violence, among others. Government’s attempt to address these issues is frustrated by a low skills base and by the large backlogs in service delivery which must be overcome. The capacity of the state to deliver on its mandate is compromised. Many governmental programmes and initiatives are therefore undertaken in skills development in order to respond to the general absence of people with the appropriate skills for driving the development agenda and attending to the social and economic issues which affect people’s welfare.

In addition to the normal governmental programmes that are routinely undertaken in departments, Government has established a variety of special programmes, and has supported a host of policies and initiatives that are directed at boosting employment levels, alleviating poverty and enhancing the skills base of the population. But many of these programmes cannot be fully accomplished solely by the core departments which are assigned for these programmes to be undertaken as part of their mandated responsibilities. Because of their reach, structure and complexity, many of these programmes require a collective governmental response. This means that the plans and priorities of all Government departments must take cognizance of the developmental priorities upon which such programmes are conceived. Collective efforts must be made to ensure that these programmes are successful. The success of these development initiatives of Government depend on the clarity with which they are communicated and the extent to which they are understood; the organizational space that is created for their implementation; the extent to which the governmental response is sufficiently integrated and streamlined; and finally, the human resource capacity and availability in the respective departments which must make a contribution to the agenda. But, the ability to integrate the developmental agenda of Government within the legally mandated obligations of the various departments is not always achievable, and, therefore, implementation is not always to the standard and quality anticipated. This is partly due to lack of clarity of the development initiative if it is indirect or unrelated to the Department’s core purpose, and partly due to the inability of officials to always determine the manner in which linkages could be established to promote successful implementation. The persistence of this situation continues to undermine the successful adoption of development initiatives and priorities especially when they are embodied in special programmes such as AsgiSA and JIPSA which extend beyond the normal boundaries of departments.
The HRD Strategy, therefore, seeks to support the advancement of Government’s Development agenda through enabling capacity in departments that could add value to these special programmes in the areas that are consistent with their core business. The strategy seeks to encourage Government departments to reflect and respond to the broader agenda of Government in identifying and pursuing their own strategic priorities.

The areas selected for intervention are outlined in Figure 7. As specified, these areas are: awareness promotion; developing capacity to implement Government’s priority programmes; promotion of inter-sectoral and integrated approaches; promoting responsiveness to the millennium development goals; integrating NEPAD, AU, regional and global programmes for capacity development; and strengthening the capacity of the state to implement special programmes such as AsgiSA, JIPSA and EPWP, among others. The focus and strategic intent of this component of the strategy are outlined in Figure 7. The rationale and intended outcomes for each of the initiatives to be undertaken are presented in Table 5.
Figure 7

INTERVENTIONS TO INTEGRATE GOVERNMENT’S ECONOMIC GROWTH & DEVELOPMENTAL INITIATIVES

STRATEGIC FOCUS AREAS

- Promoting Responsiveness to Millennium Development Goals (MDG)
  Ensuring that there is awareness, capacity and a coordinated and cohesive response by public institutions to aspects of the MDG which relate to their mandated responsibilities.
  There is general lack of awareness of global development priorities, and little attention is generally given to addressing these priorities in strategic plans and documents.

- Promoting and Facilitating Integrated and Inter-Sectoral Approaches
  Facilitating Integrated Responses to Public Service Obligations
  Generally, departments seek to act independently in addressing developmental priorities

- Capacity Development to Promote Success in Implementation
  Capacity Development to promote success of Industrial & Economic Plans
  In many cases, employees are not capacitated and fully prepared to implement new development programmes

- Awareness Promotion of Growth and Development Initiatives
  Promoting Awareness as a basis for Commitment and Action in Support of Development
  Many HRD practitioners were not fully aware of the specific requirements of the priority programmes of Government. They were not fully aware of the manner in which they could contribute.

- Integrating NEPAD, AU, Regional and Global Programmes for the capacity development
  Integrating NEPAD, AU, Regional and Global Programmes for the capacity development
  Generally, there is lack of awareness of the implications of regional priorities for the agenda of departments

- Strengthening Government’s capacity to implement AsgiSA, JIPSA, EPWP and other priority programmes (fully specified in items above)
  Ensuring the level of awareness, capacity and concerted action for the successful implementation of programming
  Full value has to been generally achieved in these programmes because of the inability of Government departments to respond in an articulated manner.

Applied the Collective Capacity of Government in Meeting Economic Growth & Developmental Priorities

HRD Resource Pack: Part 3
### Table 5

INTEGRATING GOVERNMENT’S DEVELOPMENTAL PRIORITIES IN HUMAN RESOURCE DEVELOPMENT (ASGISA, JIPSA, EPWP, PGDP, IDPs)

**SUMMARY OF RATIONALE AND INTENDED OUTCOMES**

**PILLAR FOUR**

<table>
<thead>
<tr>
<th>AREAS OF FOCUS FOR EMPLOYEE WELFARE</th>
<th>SUMMARY OF RATIONALE</th>
<th>INTENDED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Awareness Promotion</td>
<td>Not all public officials are sufficiently aware of the development agenda of Government and the manner in which programmatic initiatives are intended to address the problems which exist. As a result, many are not able to respond appropriately, and many are unable to see the inter-sectoral connections and possibilities.</td>
<td>• In-depth understanding of the developmental agenda and its applicability to various departments in Government</td>
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<tr>
<td>2. Developing Capacity in Government to Implement Government’s priority programmes</td>
<td>When such initiatives are not part of one’s core organizational responsibilities, some staff may not have the capacity and level of awareness to successfully support these programmes. Whether it is core content knowledge, project management skills or inter-sectoral networking capabilities, specific skills are needed to implement these programmes. Capacity development initiatives which are comprehensively conceived and routinely delivered for these programmes are not generally delivered.</td>
<td>• The design and execution of a comprehensive training initiative for each inter-sectoral development programme in Government. These training initiatives will be available to all Government officials who undertake responsibilities for any of these development initiatives.</td>
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<tr>
<td>3. Promoting Integrated and Inter-Sectoral approaches to Development Priorities</td>
<td>Departments that are not the core departments to particular initiatives are not certain about the manner in which they should engage and contribute in the realisation of well designed and programmatic approaches. Many departments seek to act independently, even when a collaborative and integrated approach is required.</td>
<td>• Guidelines for the development of inter-sectoral approaches • Comprehensive inter-sectoral approach to development priorities that are undertaken at each level</td>
</tr>
<tr>
<td>4. Integrating NEPAD, AU, Regional and Global Programmes for the Economic Sector.</td>
<td>Although South Africa is playing an increasingly important role on the world stage, its public institutions do not generally plan and align their efforts to be consistent with the vision and provisions of regional agreements and programmes. The HRD Strategic Framework must build this awareness in public institutions, and must create avenues where they are able to respond.</td>
<td>• Departments will become fully aware of the implications of regional and global programmes on their plans and activities and will be capacitated to respond accordingly. • The Public Service plays a more visible role in seeking to enable a coordinated and strategic response to regional and global priorities which relate to their responsibilities.</td>
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<tr>
<td>5. Promoting Responsiveness to Millennium Development Goals</td>
<td>The millennium development goals are an obligation which all countries must undertake as part of the global community. South Africa must respond through the leadership of Government and its public institutions. The HRD Strategic Framework must facilitate this response through advocacy, information sharing and capacity development in Government.</td>
<td>• All Government departments demonstrate full awareness of the millennium development goals for their respective jurisdiction, and are fully capacitated to respond, track progress and report on their achievements.</td>
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Table 5
INTEGRATING GOVERNMENT’S DEVELOPMENTAL PRIORITIES IN HUMAN RESOURCE DEVELOPMENT
(ASGISA, JIPSA, EPWP, PGDP, IDPs)
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</table>
| 6. Strengthening Government’s capacity to implement AsgiSA, JIPSA, EPWP and other priority programmes of Government (fully specified in items 1-5 above). | Many of these programmes cannot be implemented single handedly by one area of Government. There must be a coordinated response which must be facilitated through training, communication and the integration of strategic action. | • Greater success of Government priority programmes  
• Decreased and more pervasive understanding of priorities  
• More coordination and collaborative action |
11. CORE PRINCIPLES WHICH GUIDE IMPLEMENTATION OF THE STRATEGY

A successful HRD enterprise is reliant on the manner in which practitioners and stakeholders abide by a common set of principles to guide and inform their interventions. These principles are the considerations and priorities which inform a common stance among stakeholders about the manner in which they will collectively operate. They are, in part, a set of value-based understandings which guide their behaviour and interactions, and in part, a set of practical considerations which inform what they actually do. These principles seek to establish a common set of beliefs among practitioners and stakeholders, so that programmed interventions are not based on different stakeholder values and assumptions. A common set of principles could be the basis for realising the established vision, and a basis upon which all can act to ensure progress. The most highly prioritised principles which affect the application of the strategy are presented and explained below. These principles are not exhaustive. They could, however, be the basis of a process through which consensus is derived on additional principles that may be appropriate for promoting overall success in implementing the Strategic Framework. These core principles are outlined in Figure 8, and are further itemized and discussed briefly below.

11.1. Focus on all Levels of Employment

The HRD Strategy must be inclusive of all employees in the Public Service. In this respect, it must focus on senior and executive management, middle managers, operational and technical staff as well as staff at the lowest level of the occupational ladder. Each employee has a role to play in the enhanced performance and service delivery in their respective departments, and each has a right to access opportunities for development. While the nature of training interventions at the different levels of the occupational ladder may differ, the content and focus of training should be appropriate to the occupational class. Planning strategies and programming of HRD should therefore give consideration to the needs of employees at different levels and in different occupational categories.

But the focus on employees at all levels must not ignore strategic business considerations. While all do have a right to opportunities for development, it may be necessary to place greater emphasis on the development of employees in selected occupational categories based on the strategic priorities of the organization. The consideration to receive attention is partly equity in the availability and allocation of opportunities and partly strategic in promoting business interests through training. The overall principle in this regard is to take a full view of staffing in the organization and plan to invest in people in a manner which ensures that strategic intent and priorities are met, and, within this framework, all staff have opportunities for development.
Figure 8
STRATEGIC FOCUS ON A SET OF CORE PRINCIPLES FOR IMPLEMENTATION

A SET OF CORE PRINCIPLES

A Basis for Common Understanding and Concerted Action among Stakeholders and practitioners in HRD

STRATEGIC FOCUS AREAS

- Focus on all Levels of Employment
- Cohesiveness & Integration
- Flexibility and Adaptability
- Contextual Differences
- Performance Focus
- Sectoral Differences
- Learning Communities & Organizations
- An Agenda of Development
- Continuity through Levels of Government
- Needs of Designated Groups

STRATEGIC INTENT

- Full access to capacity development at all levels
- Maximizing Collective Capacity by Limiting Fragmentation
- Promoting Customized Solutions
- Developmental Thrusts that are Responsive to Organizational Circumstances
- Training must result in Enhanced Performance and Service Delivery
- Respecting the Circumstances and Inherent Practices of Different Sectors
- Expanding Access to Knowledge and Promoting Individual Responsibility for Learning
- A Collective Focus on the Core Service Delivery Issues
- Ensuring Cohesive and Consistent Governance
- Promoting full Access to provide adequate Opportunities to designated Groups – particularly women and persons with disabilities
11.2. Respond to the Needs of Designated Groups

In the transformational agenda of the Public Service equity considerations are paramount. In addition to employment equity legislation, skills development opportunities for designated groups are a key component of the National Skills Development Strategy, and a major policy impetus of the developmental State. Blacks, women and persons with disabilities cannot be sidelined in the strategic agenda of HRD.

Here, the core issues are not merely access to training opportunities and the enhancement of workplace performance. Of high priority on this agenda, are the efforts that are made to create opportunities for members of designated groups to advance themselves and to access life opportunities in terms of successful careers and enhanced income generation capacity. In this respect, responding to the needs of designated groups will not be fulfilled solely through access to training opportunities.

Training must be planned and administered within a comprehensive process of career management where pre- and post-training interventions and support are prioritized, and where there is the necessary coaching, mentoring and provision of assistive devices so that designated groups have a high probability of success.

The overriding principle here is the obligation to keep the end in view in terms of how HRD services can facilitate the success of designated groups. Their professional development must be planned and orchestrated so that their advancement and success is assured. Women must be empowered to lead; those who have disabilities must know that disability will not prevent success; and black persons must be confident that their race no longer forestalls their opportunity to progress and succeed. In this light, all must know their responsibilities and obligations in a developmental state that seeks to redress the inequities of the past. The lack between HRD and employment equity planning should be strengthened so that the development of people is fundamental to their placement in more responsible positions.

11.3. Focus on Cohesiveness

One of the criticisms of the HRD enterprise in the Public Service is its fragmentation, disconnectedness and structural discontinuities. While much has been achieved since HRDS 2002-2006, the issue of fragmentation in the field still exists, and is still a major factor in constraining performance. The cohesiveness of HRD in this context refers to the importance of organizationally linking HRD to its support functions and other related organizational processes. In this respect, HRD cannot be disconnected from key HRM processes, from PMDS, from employee health wellness programmes and interventions and from the organization’s comprehensive retention strategies and programmes. All initiatives which affect the welfare and performance of human resources have an impact on HRD.
In this sense, HRD must be part of the organization’s strategic agenda because of the centrality of people to enhanced organizational performance. HRD cannot be delinked from the dialogue about the organization’s strategic priorities. It must be fully integrated with strategic planning processes so that the HRD implications of development priorities are clearly noted and addressed. Lack of consolidation and integration of key processes have prevented HRD from reaching its full potential in the Public Service. A sound foundation has been built, and the essential components of a viable HRD enterprise have been set in place. The pieces have not yet been consolidated into an integrated whole. The overriding principle here is that practitioners should make the strategic move to create organizational linkages which enrich the HRD function, and which contribute to the development of a truly holistic approach to HRD in the Public Service.

11.4. Recognize Contextual Differences

The South African landscape is characterised by diversity. This diversity is all too evident in the Public Service. Part of this diversity lies in the inheritance of the past where there are vast capacity differences, significant differences in organizational cultures and approaches, and imposing contextual differences which either advance or constrain organizational performance. In this respect, public organizations are at different places on the path of development and enhanced performance. Either because of their rural location, the extent of their backlogs, the lack of staffing capacity or the level of resource availability, some public organizations experience more difficulty than others in their capacity to deliver. In a developmental state where historical disadvantage is the main source of organizational incapacity, these differences cannot be ignored. Contextual differences must be recognized, and accommodation must be made to address and respond to them so that development can take place in spite of these differences. A “one size fits all” approach will not work. It may render privilege to those that are more advanced and frustrate progress for those whose circumstances impose greater constraints.

Our interventions should be measured, and our initiatives should be adapted to the circumstances of various departments. The trajectory of HRD development in the departments and other organizations should be assessed, and a proper foundation must be laid to accommodate and make the best of anticipated interventions. New innovations cannot be applied in a context where there is no capacity to either accommodate what is new or benefit from its adoption. This principle is a critical feature for successful implementation of the HRD Strategy. If progress must be made, support must be provided to manage the contextual differences which exist.

Knowing Your Context

Like personal awareness is the first step to personal growth, knowing one’s context is the first step to organizational transformation. Effective planning and service delivery depends on one’s knowledge of one’s context. Knowing is not enough. One must respond; one must act upon what one knows. Strategic provisions are beneficial to your organization only to the extent that your context and circumstances will allow. Know your context and act.
Support must also be provided to build the capacity in people to adopt and adapt strategic provisions so that each entity develops at a comfortable, reasonable and sustainable pace.

11.5 Flexibility and Adaptability
The Public Service functions in an environment of change. Plans and performance are frequently affected by changes in policies. But there are also changes in leadership, in organizational structures and with operational systems; there are changes in the needs and circumstances of clients; and changes in the general environment of delivery, among others. Plans and activities cannot remain stable in a sea of change. Lack of adaptation to change results in the irrelevance and inappropriateness of the services that are delivered. As a result of this, one of the core principles outlined here is that of maintaining flexibility and adaptability. This principle refers to the need to manage organizational operations in shifting sands. This form of management requires constant awareness of environmental changes and ongoing interventions, as appropriate, to maintain relevance.

In respect to the implementation of the HRD Strategic Framework, flexibility and adaptability are two critical fundamentals for implementation success. While there are key pillars of delivery on the HRD agenda, none of the activities, provisions or timelines are set in stone. Circumstances will dictate the nature of adoption; and capacity to successfully undertake particular activities will, in some cases, dictate the approach to be taken. In this light, managers must begin to engage in the process of implementation planning with a clear sense of changing circumstances and moving targets. Managers must maintain stability but embrace change. A sense of flexibility and adaptability is the key.

11.6. Maintain a Performance Focus
In a State and a Public Service where the demands are so high and where the contextual reality is so complex, training cannot be undertaken for its own sake. Training must have meaning. It must have meaning in terms of performance and service delivery. The gap between training and performance is still wide, and the effect of this gap on service delivery is still evident. HRD must therefore seek to make its contribution to the enhanced performance of individuals and their organization.

But the impact of public investment in training on the actual performance of organizations has not been considered as a matter of priority. In fact, few have attempted to formally assess the effect of training on performance outcomes. But an HRD that seeks to bridge training and performance must require an organizational infrastructure where demand is properly assessed and where performance is properly managed. In this regard, HRD must be properly integrated into the performance management cycle where the level of each employee’s performance is assessed, where good performance is maintained through a process of personal development planning, and where gaps in capacity result in the provision of appropriate capacity development.
In maintaining a performance focus, each individual is trained for a specifically designated purpose and the individual’s performance is always the focal point of interventions. For instance, pre-training interventions are provided so as to ensure the intent of training is clear and the objectives of training interventions are in sight. Post-training interventions are provided to ensure the applicability of the content of training to the requirements of the job. Again, enhanced performance will not result unless the necessary accommodation is made in the workplace for new knowledge to be accommodated, consolidated and applied. The principle of a “performance focus” in HRD seeks to engender a commitment from HRD practitioners and departmental leaders to ensure that all infrastructure and organizational processes are in place so that the investment in training may lead to enhanced performance and service excellence in delivery.

11.7. Respond to Sectoral Differences

Different sectors of the economy, and hence, different departments in Government are faced with different developmental challenges, different traditions in terms of the manner in which training is undertaken and provided, and different occupational profiles and dynamics that affect their capacity to undertake their responsibilities. The pattern of scarce skills in some departments can truly undermine their capacity to perform e.g. nurses in health, teachers in education and engineers in infrastructure development. The HRD Strategy must therefore make accommodation for these sectoral differences. Each sector may have its own infrastructure and provider network for training to meet its unique needs. The police and military have specialist training academies; the Foreign Service has its special school; and the mining industry has its own systems for preparing tradesmen.

The sector skills plans for many of these sectors provide much clarity on the challenges of the sector, the resulting training needs and the planned infrastructure to be established for meeting the demand for skills.

The HRD Strategy for the Public Service must therefore be an overall strategy within which sectoral HRD strategies could be prepared. The HRD strategy must specify guidelines and must note overall priorities which should be addressed by the Public Service as a whole. The manner in which these are addressed by the sector will vary. Allowance must be made for these differences, and the development dynamics of these diverse sectional contexts must be taken into account.
11.8. Build Learning Networks, Communities and Organizations

The structure of HRD is slowly evolving from an emphasis on formal and structured training events, to an increasing emphasis on more practical workplace learning, more application-mediated instruction and more learning through independent and individual contacts and engagements. Increasingly, people are being made to take responsibility for their own development, and are being called upon to be accountable for their own performance and professional contributions. As the field evolves, organizations will be forced to focus, not solely on planning and offering courses, but on creating workplace environments where learning is ongoing. Organizations will have to create structures and networks where information and solutions are easily accessible.

This focus here is not solely on technical innovations to be adopted, but on a set culture of learning to be built within the organization. Stringent accountability on attaining performance outcomes will mean that employees will be increasingly motivated to exercise their own initiative to develop the capacity required to meet the expected performance requirements.

The principle noted here is that we should begin to build cultures within organizations where employees initiate their own development so that they can meet performance requirements. Structures must be put in place where employees could easily access knowledge. While e-education and internet accessibility provide some solutions, professional networks, in-house seminars and the availability of professional journals and newsletters may also help. The fundamental requirement, however, is building work cultures which value learning and which promote the use of the opportunities and structures created for gaining knowledge.

11.9. Promote the Agenda of Development

The Public Service in a developmental State should always have development requirements at the core of its agenda. The development imperatives for the State are imposing and urgent. There are many issues which affect the lives and welfare of people. These issues are imperatives to act, not only in the sector of Government that bears some immediate responsibility, but by all Government departments in a comprehensive and multi-sectoral response which combines the capacity and unique strengths of all sectors of the state apparatus.

Similarly, the HRD Strategy for the Public Service cannot ignore this agenda. Its core role is to note and respond to the capacity development requirements in Government for advancing the agenda of economic growth and development. The strategy must serve to bridge divides, to create linkages, to inform and support and to facilitate inter-sectoral measures and approaches.
The success of implementation depends on the manner in which the many planned interventions reach the intended beneficiaries, and the degree to which all intervening parties have similar assumptions and interpretations about what is expected and about the role each will play.

11.10. Continuity through Spheres of Government

The consideration of continuity through levels of Government is, in fact, a concern about the manner in which benefits accrue to those who are served by the HRD Strategy. The value of the strategy is not only in the structures and systems at all levels which facilitate it, but in the actual capacity that is developed in employees enabling them to serve more effectively. If these benefits are to accrue to employees, then there must be a clear articulation of the strategy from policy to practice, where the roles and contributions at the different levels of Government are properly specified, and where the essence and integrity of the various interventions are honoured at all levels. Similarly, at each level of Government, activities must be coordinated in a manner so that duplication is minimised, priorities are synchronized and continuity is established across functions.

The success of implementation depends on the manner in which the many planned interventions reach the intended beneficiaries, and the degree to which all intervening parties have similar assumptions and interpretations about what is expected and about the role each will play.

CONCLUSION

When mutually agreed upon principles govern our collective action, then unity and uniformity is the essence of our culture, and integrity becomes the unspoken role by which we all seek to serve.
12. OUTLINE OF THE HRD STRATEGY

12.1 OBJECTIVES, SUCCESS INDICATORS AND OPERATIONAL ACTIVITIES

Based on the concepts and principles set forth in the previous sections of this document, a detailed outline of the HRD Strategic Framework is presented in this section of the document.

An outline of the strategy is presented here as a thumbnail sketch of what will be accomplished within the 8 year period of the strategy. The strategy is divided into four main objectives consistent with the four pillars depicted in the conceptual framework. For each objective, sub-objectives and activities are outlined. The sub-objectives are essentially the key focus areas that are depicted in the boxes of each pillar of the conceptual framework. The activities, as outlined in the tables to follow, seek to elaborate on the priorities and interventions that are intended to achieve each strategic objective and its associated sub-objectives. Also described in the table for each sub-objective are the rationale for the approach to be undertaken in achieving the intended outcomes. These, together, seek to clarify the meaning, scope and reach of each of the sub-objectives outlined. When completed, the outline for each sub-objective represents a guide or road map for implementation.

The four objectives of the strategy are as follows:

1. To adopt a wide set of options for capacity development in order to respond to the varying needs and requirements of the Public Service and build the capacity of employees to undertake their responsibilities.

2. To strengthen support structures and systems in public organizations in creating a sound foundation for HRD practice.

3. To ensure that HRD in the Public Sector is effectively governed in order to promote effective implementation of the strategic framework.

4. To ensure that HRD plans, strategies and activities integrate, promote and respond to the economic growth and development initiatives of Government

Each of these objectives has a specific set of sub-objectives. The presentation of these sub-objectives follows in descriptive categories as outlined in Table 6.
### OUTLINING CONTENT STRUCTURE FOR THE HRD STRATEGY

<table>
<thead>
<tr>
<th>AREA OF PRESENTATION</th>
<th>INTENT AND DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strategic Objective</td>
<td>The strategic objectives are the objectives noted to represent each pillar of the strategy as presented in the conceptual framework diagram. There are four strategic objectives – one to represent each pillar of the strategy. Each strategic objective is identified on the outline of each of its sub-objectives.</td>
</tr>
<tr>
<td>2. Sub-Objective</td>
<td>Each pillar of the strategy is divided into the interventions or initiatives which are embodied in that pillar. Each intervention or initiative is presented as a sub-objective. These sub-objectives are the focal points of the strategic framework and the basis of the activities to be undertaken. Each of the sub-objectives is analysed and presented to ensure that the practical implications of each is clear.</td>
</tr>
<tr>
<td>3. Success Indicators</td>
<td>Success indicators are the performance expectations for each sub-objective. They seek to identify exactly what outcomes are expected as a result of the interventions made.</td>
</tr>
<tr>
<td>4. Rationale and Strategic Focus</td>
<td>The rationale and the strategic focus seek to present the justification for undertaking the respective sub-objective. It presents the reason why the initiative was selected from a host of other interventions which could have been made.</td>
</tr>
<tr>
<td>5. Approach</td>
<td>The approach presents a brief statement about the manner in which the sub-objective will be accomplished. It is the method, the course of action or the strategy for accomplishing the sub-objective. The statement of approach is critical since it gives meaning to the sub-objective. In many cases, the objective will be unclear until the statement of approach is presented. There are many options available for undertaking the initiatives and interventions noted. The approach section seeks to sketch the manner in which it is envisioned that the particular sub-objective will be accomplished. In some cases, the approach section seeks to note the manner in which responsibilities will be allocated.</td>
</tr>
<tr>
<td>6. Activities</td>
<td>The activities associated with the particular sub-objective are the specific actions that will be undertaken in order to accomplish the sub-objective in reference. These activities are the items that will eventually be subjected to the timeframes, support and monitoring and evaluation. In spite of this, however, the activities noted are not exhaustive, and may not be tailored to the specific circumstances of the respective Department. In this regard, when the Department presents its plan to respond to the Strategic Framework it may be necessary to include activities that are not listed here. The listing of activities also assists in clarifying what is intended in respect to the realization of the requirements of the sub-objective being outlined.</td>
</tr>
</tbody>
</table>
### PILLAR ONE : Strategic Objective 1:
To adopt a wide set of options for capacity development in order to respond to the varying needs and requirements of the Public Service and build the capacity of employees to undertake their responsibilities

<table>
<thead>
<tr>
<th>Sub-Objective 1.1</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| **1.1** To enhance the design, management and integration of capacity development interventions in the workplace to include enhancing the quality and workplace relevance of training materials. | - Each department has a Human Resource Development strategy and annual implementation plan which has been fully implemented  
- Each Department has a framework of courses, experiential learning and capacity development requirements for each level of staff  
- The PDPs from PMDS are fully used as a basis for programme planning  
- The competency framework for SMS is used as the basis for recruitment, capacity development and performance assessment  
- All managers use a common framework and process for managing HRD interventions |

### Rationale and Strategic Focus

In order to improve the practicality and relevance of training to the job, more use must be made of training methods that are in-house as a means of enhancing the practical relevance and applicability of training. In this respect, efforts should be made to improve the management and delivery of induction, learnerships, internships, mentoring and coaching and job rotation, among other methods. These are generally not well managed in the workplace.

Many of the courses offered by training service providers do not have practical relevance in the workplace. As a result, the application of new knowledge and the impact of this knowledge on the workplace are minimized. Workplace learning is likely to have more immediate impact on the performance of employees. A number of workplace learning strategies have been implemented over the last 5 years. Success, however, has been varied. The management of these interventions have been identified as the reason for the limited success. The fact is that workplaces are not inherently designed for learning. The strategic focus here is to strengthen workplace learning interventions so that quick gains could be seen in organizational performance and in the services provided to clients and stakeholders.

### Approach

While the DPSA will assist in this area through policies and the development of frameworks, the respective departments of Government are expected to take the lead here. This objective is considered as one of the fundamental building blocks for enhanced performance through HRD. The intent here is to strengthen the fundamentals for the effective management of an investment-oriented HRD function. As part of the fundamentals there will be the conduct of skills audits, training needs assessments, aftercare service, and the evaluation of HR delivery training impact. In addition, systems and processes for properly managing workplace initiatives (internships, learnerships, mentoring, etc) will be strengthened. Exemplary models in these areas already exist. Accommodation will be made to ensure that these models are shared. Here, provincial leadership is expected in respect to course materials. Developments in this area will be led by SAMDI/PSA. The intent here is to make a standard set of high quality training materials in Public Sector training available to all. The outcome will be a clearinghouse where such materials will become available to all Government departments. The key advantage to this set of materials is its workplace relevant content and its training process which will be practice-based. Representatives from departments will be involved in course development committees and will incrementally move to the use of a standard set of high quality training materials. Partnerships with HEIs, FET and with relevant professional bodies will be part of this programming.

### Activities for Strategic Objective 1.1

1.1.1 Guidelines developed for managing and evaluating HRD in the workplace

1.1.2 Training provided in managing HRD in the workplace for HRD practitioners and for line managers

1.1.3 Guidelines developed for pre- and post-training interventions

1.1.4 Common framework and guidelines are in place for skills audits, needs assessment and the evaluation of the impact of training on workplace performance

1.1.5 Common frameworks and processes are available for managing workplace learning
Sub-Objective 1.2

1.2 To use ABET in providing educational opportunities for all identified employees.

Success Indicators

- All departments implementing ABET learnerships
- Public Sector ABET learners have made progress in their careers
- All ABET courses in the Public Sector are designed on the basis of workplace relevance
- Employees are able to participate in ABET programmes

Rationale and Strategic Focus

ABET should be an integral part of a department’s HRD strategy according to the NSDS. A review of the HRD Strategy 2002-2006 revealed that managers, in general, are unable to undertake responsibilities for the development of their staff. HRD delivery sometimes breaks down because Line Managers are unable to manage the development of their staff. Some managers are unable to understand the importance of HRD for improving performance. In addition to a general programme in leadership and management development, managers should be coached in the management of the capacity development of their staff.

ABET is the prime mover in the drive for lifelong learning in the workplace. It is the vehicle which provides access to education and opportunity to all employees, but particularly to those at the lower rungs of the occupational ladder. ABET should be a key strategy in the developmental agenda of departments.

The strategic focus here, again, is access to training opportunities for all. A programme of lifelong learning dictates that all employees have access to ABET training content from which they can benefit.

Approach

The objective here is a comprehensive structure of ABET programming that can benefit all workers. SAMDI/PSA will work with DPSA to develop a comprehensive structure for ABET programming that can benefit all workers. SAMDI/PSA and DPSA will work in consultation with the National Department of Education. Guidelines will be developed for Government departments to implement, and support will be provided through workshops and the use of learning networks to share ideas on developments. It is anticipated that while the majority of programmes will be available for staff at lower occupational levels, programmes will be available for all staff on matters which affect them personally and professionally. Programmes on managing personal finance and in preparation for retirement, for instance, could be useful.

Activities for Sub-Objective 1.2

1.2.1 Each department prepares an ABET strategy

1.2.2 Format and guidelines for departmental ABET strategies developed

1.2.3 Each department assesses annually the workplace and learning progress of its ABET candidates

1.2.4 Each ABET learner has a PDP as a roadmap for advancement

1.2.5 ABET learnerships are initiated and are successful

1.2.6 Development of a policy on ABET for the Public Service
<table>
<thead>
<tr>
<th>Sub-Objective 1.3</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| 1.3 To promote leadership development management programmes in general, with specific reference to the HRD competence of SMS and special focus on the needs and requirements of women and persons with disabilities. | • LMD framework institutionalized  
• Competency frameworks utilized by all departments for the SMS staff  
• Skills and competencies audit centres established giving access to all SMS  
• Developmental support centres established in each Province  
• SMS in the Public Sector have undertaken competency assessment  
• SMS in the Public Service have been assisted in developmental support centres  
• All Line Managers in the Public Service have undertaken training on the management of their HRD responsibilities  
• Targets in respect to women and persons with disabilities in management positions are met |

**Rationale and Strategic Focus**

Leadership is critical in the attainment of the goals and objectives of the Public Service. Lack of effective leadership is a constant source of complaint about the Public Service. In particular, there are concerns regarding the inability of Line Managers to promote, use and foster HRD interventions for developing their employees.

The strategic focus here is to ensure that there is a pipeline of leadership talent available to the Public Service and to ensure that all leaders in the Public Service are able to function effectively.

**Approach**

Leadership and management development strategies refer to initiatives that are undertaken to develop, capacitate and support managers. The DPSA and SAMDI/PSA will provide leadership and management in capacity development. The objective here is to place a more thorough training and development infrastructure for ensuring effective Public Service management. The focus will be on the development of assessment and support centres for Public Service managers. A supplementary focus will be on the development of HRD competencies in Line Managers so that they are able to fully undertake their HRD responsibilities. While SAMDI/PSA and DPSA will lead this process, departments are expected to embark on a more long term structure for management training and leadership development.

**Activities for Sub-Objective 1.3**

1.3.1 Design and establish competency audit centres per sector or province

1.3.2 Design and establish development support centres

1.3.3 Develop guidelines for the use of SMS competency framework

1.3.4 Ensure that leadership development management courses in Public Sector training are aligned with the SMS competency framework

1.3.5 Develop policies, protocols and operational procedures for the use of competency audit centres and development support centres by departments

1.3.6 Preparation of Line Managers for management of their HRD responsibilities

1.3.7 Prepare audit reports, use of assessment and developmental support centres

1.3.8 Conduct ongoing assessments and audits to ensure that there is a higher quality of management in the Public Service
Sub-Objective 1.4

1.4 Promoting learnerships, traineeships and internships in the Public Service

To promote opportunities for graduates and unemployed youth to gain practical experience in the workplace and enhance their productivity potential.

Success Indicators
- Bursaries are offered to pre-service interns who have potential in scarce skills areas
- A significant increase in the number of learnerships, internships and traineeships undertaken in each Department
- A significant increase in the number of learners who successfully complete learning programmes with Public Sector workplace attachments
- Greater efficiency and effectiveness in the management of learning programmes with workplace attachments.
- A significant number of interns and learners are employed by the departments after completion of the programmes

Rationale and Strategic Focus

The workplace is a laboratory for practical learning, not only for the employed but for those learners who are outside of the public service who may wish to engage in practical learning in the Public Service. The respective workplaces in the Public Service must make greater use of their establishments in facilitating practical learning. In this regard, learnerships, traineeships and internships represent avenues through which the workplace can be used as an educational resource. The significant advantage for the public service is a ready source of recruits with the experience to be immediately productive.

Bursaries could be provided to interns and trainees who show promise as productive Public Servants, particularly in areas scarce skills.

Approach

An intern application form will be developed and interns will use these forms to apply for bursaries. Working jointly with the Department of Labour, the Department of Education and the respective SETAs and selected training institutions, protocols and systems will be set in place to maximize the use of and participation in such workplace learning. Joint workshops will be conducted in order to prepare practitioners to maximize the throughput of learners in these programmes.

Activities for Sub-Objective 1.4

1.4.1 Provide training for mentors and supervisors in order to maximize support for, and throughput of learners in workplace learning

1.4.2 Establish systems for evaluating the impact of such workplace learning.

1.4.3 Track the number of learners in this regard who subsequently take up employment in the Public Service.

1.4.4 Create linkages with FETs and HEIs which will give students a conduit to enter the Public Service for experience and training.

1.4.5 Create a database of intern and learnership applicants who have submitted applications on the required forms
### Sub-Objective 1.5

1.5 To use more productively the educational capacity and role of professional bodies and councils in terms of capacity development and formulation of standards for educational programming.

<table>
<thead>
<tr>
<th>Success Indicators</th>
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</thead>
<tbody>
<tr>
<td>- Public Servants are members of professional bodies</td>
</tr>
<tr>
<td>- A professional body and councils established for Public Servants</td>
</tr>
<tr>
<td>- MOUs are in place with Public Sector relevant professional bodies</td>
</tr>
<tr>
<td>- Public Service Academy has MOUs with relevant professional bodies</td>
</tr>
</tbody>
</table>

#### Rationale and Strategic Focus

Professional bodies and councils uphold standards for members of their profession. In most cases, they provide relevant training and they certify competencies and readiness to practice in the respective field. Their infrastructure could be used to professionalize the respective occupational categories and job classes. Again, the strategic focus here is the quality and standard of professional preparation and readiness to practice in the respective occupation.

#### Approach

DPSA will provide leadership in this area. Here, the focus will be on professional bodies and councils which have relevance to the occupational categories in the Public Service. The benefit to be accrued is the overall professionalization of the Public Service in establishing high standards of professional practice. Guidelines will be made available to departments which pertain to the respective occupational categories. Officials of professional bodies are expected to participate as partners in advocacy and in the promotion of registration in their organizations.

#### Activities for Sub-Objective 1.5

- 1.5.1 Potentially relevant professional bodies identified and mobilized
- 1.5.2 A framework for negotiation with professional bodies formulated
- 1.5.3 MOUs developed and signed with all relevant professional bodies and councils
- 1.5.4 Guidelines available to departments for collaborating with professional bodies and councils
- 1.5.5 A communication strategy is developed and executed to encourage Public Servants to join relevant professional bodies and councils
- 1.5.6 Policies are in place to apply the standards and ethical framework of professional bodies to the Public Service
- 1.5.7 Public Service Academy signs MOUs with relevant professional bodies
- 1.5.8 Public officials are registered with professional bodies
### Sub Objective 1.6

1. To coordinate a multi-campus Public Service Academy which will facilitate and coordinate national education programmes for the Public Service that is of a high standard, relevant and responsive to developments in the Public Sector

### Success Indicators

- Multi-campus academy established
- Greater access to high quality courses for Public Servants
- Wider range of courses offered to Public Servants
- Common standards established for all courses provided to Public Servants
- The Public Service Academy successfully manages a network of qualified service providers who conform to a common set of standards

### Rationale and Strategic Focus

There is need for a coordinating body for Public Service training which monitors the quality, standard and relevance of training to Public Servants and which accredits and coordinates a network of training providers to conduct training. The strategic focus is the standard to be achieved and the uniformity in courses and approaches. Again, access to high quality training will be enhanced, and the movement toward uniform competencies and qualifications for specified posts in Public Service will be accelerated.

### Approach

SAMDI/PSA will provide leadership in the structuring and negotiations related to the National Public Service Academy. Their role will be to establish policies and frameworks and to take responsibility for advocacy and public communication. Government entities (training providers) will be expected to conduct their training within the overall framework of the academy. This will occur on an incremental basis as the academy takes shape. While there will be many options to pursue for training by Government entities, core courses for Government will be offered through the organizational framework for the academy. Frameworks will be developed in a participatory manner so that they are amenable to the circumstances of Government departments. All developments will be undertaken in collaboration with relevant provincial academies. The new academy will provide advisory support to the provincial authorities for setting up of provincial academies or any related structure which the province decides to utilize to manage and facilitate capacity development.

### Activities for Sub-Objective 1.6

1.6.1 Structure, policies and operational framework aligned with the vision of the academy

1.6.2 Network of training providers negotiated provincially by the Public Service Academy

1.6.3 Needs assessment conducted to develop a framework of courses

1.6.4 A framework for experiential learning and academic exchange developed

1.6.5 A framework of relevant courses with common branding developed

1.6.6 Course by course requirements for academy trainers developed

1.6.7 A database of academy trainers developed for the country as a whole and for each region

1.6.8 Course delivery protocols established and endorsed

1.6.9 Workplace support and aftercare programmes and protocols developed

1.6.10 Advocacy on academy and its offerings takes place

1.6.11 Government officials begin enrolment in the academy
### Sub-Objective 1.7

<table>
<thead>
<tr>
<th>Sub-Objective 1.7</th>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 To promote E-learning in the Public Service to be applied in increasing accessibility to HRD</td>
<td></td>
</tr>
</tbody>
</table>
| • Employees in all departments have access to E-learning  
• Departments have policies to govern the use of E-learning |

### Rationale and Strategic Focus

E-learning has the potential of widening access to high quality training, promoting independence in the pursuit of professional development and reducing the overall cost of capacity development in the Public Service. The strategic focus here is creating more options for capacity development, maintaining equity in the standards of courses and reducing the overall cost and inconvenience of off-site training.

### Approach

E-learning here will be based on formally approved and accepted courseware specially targeted to the Public Sector. E-learning is a strategic initiative that would be led nationally by DPSA and SAMDI/PSA. These institutions will take responsibility for the policy frameworks within which E-learning in the Public Service will take place. Provinces and departments could engage in preparatory work in this regard to the extent that resources, capacity and inherent advantages are now available.

### Activities for Sub-Objective 1.7

1. **1.7.1 Guidelines and policies on the use of E-learning in the workplace established**
2. **1.7.2 E-learning registration and certification protocols established**
3. **1.7.3 E-learning workplace operational framework established**
4. **1.7.4 E-learning fully incorporated in management and leadership strategy**
5. **1.7.5 E-learning fully incorporated into PMDS**
6. **1.7.6 Government entities have participants on formal E-learning programmes**
### Sub-Objective 1.8

**To foster collaborative partnerships with HEIs and FETs in order to enhance the quality, standard and relevance of Public Sector training**

<table>
<thead>
<tr>
<th><strong>Success Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• MOUs aligned with HEIs and FETs</td>
</tr>
<tr>
<td>• Funding mechanisms in place using skills development funding from respective SETAs</td>
</tr>
<tr>
<td>• All departments (academies) have established partnerships</td>
</tr>
<tr>
<td>• HEI programmes are relevant to the Public Sector</td>
</tr>
</tbody>
</table>

### Rationale and Strategic Focus

Partnerships build collective capacity and accelerate development by taking advantage of collaborating parties. The strategic focus is to achieve quick gains in quality in order to improve the overall standard and relevance of training in the Public Service and to more effectively utilize the funds that are available for training.

### Approach

It is envisioned that some partnership arrangements will be orchestrated between SAMDI/PSA and the respective institutions. The policy framework for partnerships will also be developed by SAMDI/PSA which will provide leadership in the area. But some Government entities will already have close working relationships with FETs and HEIs. It is expected that all entities fit and operate within a common policy framework. It is anticipated that arrangements will be made to use skills development resources with the SDA as the foundation for financing the strategy.

### Activities for Sub-Objective 1.8

1. **1.8.1 Collaborate with National Department of Education to establish MOUs with HEIs**
2. **1.8.2 Financing policy developed**
3. **1.8.3 Financing framework negotiated**
4. **1.8.4 Programme management policy and guidelines prepared**
5. **1.8.5 Framework of Public Sector related courses are developed in partnership with SAMDI/Public Service Academy**
6. **1.8.6 Courses are registered within the SAQA framework with relevant unit standards**
7. **1.8.7 Selected courses are approved for the E-learning framework**
8. **1.8.8 Partnership MOUs signed between HEIs, FETs and Government departments**
9. **1.8.9 Public Service officials participating in a nationally recognised set of courses for the Public Service**
PILLAR TWO : Strategic Objective 2:  
To strengthen support structures and systems in public organizations in creating a sound foundation for HRD practice.

<table>
<thead>
<tr>
<th>Sub-Objective 2.1</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| 2.1 To promote effective Human Resource Planning in terms of the supply Human Resources to the Public Service | • Each department has an adequate strategy for managing the supply of its scarce and critical skills  
• Departments in the respective sectors have no gaps in terms of scarce and critical skills  
• Departments in respective sectors together with the relevant SETA have collaboratively produced a strategy on maintaining the supply pipeline for relevant skills in the Sector  
• Each department has relevant MOUs in place to manage the skill supply pipeline  
• Working collaboratively with the National and Provincial Education Departments, departments use schools and HEIs as the key sources in building a viable supply pipeline  
• HR plans and HRD strategies reflect measures for managing the supply of skills |

Rationale and Strategic Focus

The supply of skills should be more directly managed so as to enable the Public Service to maintain a sufficient and capable skills base. Initiatives and agreements must be undertaken to ensure the availability of talent to undertake the responsibilities of the respective departments. Departments must compete less on the open market and must develop both internal and external labour market environments for the flow of skilled employee to fill critical positions.

The strategic focus here is the promotion of a proactive and investment approach to training in the Public Service. This approach must ensure the proper management of skills availability and the ongoing effort to maintain an adequate skills base.

Approach

The objective to be attained here is the continuous supply of skills to the Public Service in all occupational areas, and in the quality and quantity desired by various sectors of the Public Service. It is anticipated that each sector will have its unique approach to manage skills supply; but there will be generic approaches which can be generally applied. Leadership will be provided by DPSA, the respective SETAs and by research institutions in providing sectoral assistance in skills supply management. Skills supply management activities will be identified and published for each sector of the Public Service, and general guidelines will be put in place by DPSA for managing skills supply from talent within the organization. Skills supply management here is a multi-faceted approach which will include recruitment strategies; establishing partnerships for the continuous supply of talent; use of learnerships and internships; talent management within the organization; creative use of scarce skills; retention programmes; marketing in educational institutions; and streamlined education and training programmes within organization.

Activities for Sub-Objective 2.1

2.1.1 Skills supply alternatives are identified for each sector per occupational class

2.1.2 SETAs in the respective sectors provide support and assistance in the development and implementation of viable strategies to manage the supply pipeline in the respective sector

2.1.3 Guidelines are put in place for managing the supply of skills internally.

2.1.4 Skills database (HR Connect) to assist in skill supply management in the various sectors of the Public Service
### Sub-Objective 2.2

#### Success Indicators

- Training needs assessment is conducted on a continual basis
- Skills audits are conducted by each department as a basis for planning HRD
- Each department has succession plans for key posts
- Studies are conducted to determine the skills needs of each sector
- National departments prepare reports on the demand for skills in their respective sectors
- HR plans and HRD strategies reflect measures for meeting skills demands
- Utilization of HRMIS for planning

### Rationale and Strategic Focus

Training in the Public Service should be demand-led so that there could be the highest return on investment for training. Demand-led training means that processes are set in place to continually assess and respond to skills demand. There will be a variety of measures for responding. Heretofore, many departments have not taken formal measures to monitor skills demands, and measures to ensure the proper allocation and use of human resources. In some departments the talent is in the organization but is not located in the correct job assignment.

Available technologies must be applied to assess demand on an ongoing basis. This process must be a multi-method process to ensure the accuracy of the data outcomes. To the extent possible all departments could embark on a similar process while generating a uniform set of information that could be aggregated by various sectors.

The strategic focus here is on an investment orientation to training where the highest benefit is accrued with the least and most viable investments in training.

### Approach

Assessing demand for skills is not a one time event but a routine and ongoing activity which keeps the organization constantly aware of its skills base and skill needs. In this regard, therefore, organizational routines should be developed so that this constant awareness is maintained. Assessing skills demand will begin with skills audits, competency assessments, training needs analysis and an assessment of the factors which effect demand, e.g. attrition rates by various categories, the effect of HIV and AIDS and the age profile for critical occupational classes, among others. Initial studies will be done in order to generate awareness on the demands for skills and constitute the basis of an approach to skills demand management. Ongoing routines are to be institutionalised and undertaken by line managers as part of their management responsibilities. While the respective SETAs and the DPSA will provide leadership and guidance in this area, the primary responsibility lies with the province and within the respective departments.

### Activities for Sub-Objective 2.2

1. **2.2.1** Studies are conducted on skills demand for departments of Government in specific sectors
2. **2.2.2** Each Department prepares a table and report on current and projected demand for skills
3. **2.2.3** Each Department reports annually on its capacity to meet the demands for critical skills
4. **2.2.4** Each component of the department maintains, on a routine basis, the training needs of its employees
5. **2.2.5** Skills demand considerations are addressed in the HR plan, in the WSP and in HRD Strategy documents
6. **2.2.6** A handbook for skills demand assessment and management is developed and the respective SETA assists departments in managing skills demand in line with sector skills plans.
Sub-Objective 2.3

2.3 To promote systems for managing the skills supply pipeline and for retention and scarce skills management in order to sustain capacity in the Public Service

<table>
<thead>
<tr>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All departments have a skills retention and scarce skills plan – even as part of an HRD Strategy.</td>
</tr>
<tr>
<td>• All departments in the respective sectors are fully capacitated with the relevant scarce skills</td>
</tr>
<tr>
<td>• All departments have agreements and processes in place to manage the supply of skills</td>
</tr>
<tr>
<td>• There is a higher retention rate in departments in the leadership cadre and in areas of scarce skills</td>
</tr>
</tbody>
</table>

Rationale and Strategic Focus

Departments must find ways to ensure a constant supply of high quality skills for their operations. Recruitment on the open market has become less and less viable for some occupations. In order to promote skills retention and maintain scarce skills, policies must be put in place, and monitoring systems and processes must be established.

The strategic focus here is proactive engagement to protect investments in training. But scarce skills management and retention of employees is a complex undertaking. Efforts and strategies must be integrated so that the key issues for attrition of talent in the organization must be addressed. As a result, compensation planning, HRD, employment conditions in terms of resources and facilities, and leadership effectiveness are all areas which must receive attention.

Approach

One aspect of skills supply management is the ability to attract, manage and retain scarce and critical skills. Because of the competition in the market place for scarce and critical skills, the Public Service must embark upon strategies to attract and retain talent. This strategy will be undertaken in three ways: knowledge dissemination and support; the adoption of skills retention and talent management strategies; and tracking of success in the maintenance of scarce and critical skills. DPSA will provide leadership through facilitating the sharing of knowledge and exemplary practices, and through the development of formats and systems to be applied within public organizations. SETAs will also provide leadership in this regard.

Activities for Sub-Objective 2.3

2.3.1 Management policies for retention and scarce skills developed

2.3.2 Workshops held in each sector on the management and retention of scarce skills

2.3.3 Annual reports are prepared by each department on the retention and management of scarce skills

2.3.4 Agreements and systems developed to manage the supply of skills
Sub-Objective 2.4

2.4 To promote the establishment of systems and processes for the acquisition and management of knowledge and information in support of HRD in the Public Sector

Success Indicators

- All departments use HRMIS in managing data on HRD
- All departments have undertaken efforts to groom and manage a learning culture
- All departments have knowledge management plans and strategies
- More evidence is available that the workplace is a dynamic learning environment for employees
- HRD strategies and reports reflect their efforts and achievement in respect to knowledge management

Rationale and Strategic Focus

Data and data management systems are important for management and reporting in HRD. Measures must be put in place to monitor, evaluate and report on achievements in HRD. This is especially important in light of the planning and accountability systems which have been recently established in Government.

The strategic focus here is not only accountability promotion, but also the promotion of overall awareness of HRD operations. But information systems must be distinguished from knowledge management. While one produces data on operations and attainment, the other seeks to promote learning and foster organizational development through how knowledge is made available, managed and used for the welfare of individuals and the organization. The strategic focus here, therefore, is also that of grooming vibrant cultures of learning within the organization.

Approach

A routine set of HR information is needed in order to effectively manage HRD. Policies, systems and processes must be set up to generate this information and to facilitate its use. There must be ease of access, ongoing support, and reliable means of data collection. The HRMIS will be centrally developed and supported through DPSA. However, application of the HRMIS data to enhance performance and reporting in HRD will be undertaken by the respective departments. While the intent is to assist each Department, the object here is to develop, eventually, a common national information system for HR where data can be consistently aggregated on a national basis. The DPSA, in addition to developing the system, will also provide guidelines, a handbook and training on the use of the system. Departments will be able to demonstrate how the use of the system has enhanced their capacity to comply with and their ability to perform more efficiently. Knowledge management will be facilitated by DPSA and SAMDI/PSA through the provision of guidelines, the creation of opportunities for sharing knowledge and the promotion of exemplary practices. Achievements in this area will also be assessed and reported.

Activities for Sub-Objective 2.4

2.4.1 HRMIS is established in each department with components that are adequate for planning and reporting in HRD

2.4.2 Guidelines and a handbook are developed on the management and use of HRMIS

2.4.3 Training is provided on the use of HRMIS in the preparation of annual training reports

2.4.4 Ensure effective quality management system for reporting in the Public Service

2.4.5 The impact of training on the performance of departments and on the overall performance of the Public Sector is assessed annually

2.4.6 Guidelines on knowledge management for departments is developed

2.4.7 Reports are produced on attainments in respect to knowledge management
### Sub-Objective 2.5

<table>
<thead>
<tr>
<th>Sub-Objective 2.5</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| 2.5 To strengthen structures, systems and processes for performance management and development in the Public Service | • All departments effectively implement PMDS  
• All employees have PDPs aligned with organizational priorities  
• The PDPs of employees are achieved each year  
• All employees have performance contracts based on the strategic objectives of the respective department |

### Rationale and Strategic Focus

PMDS is the key to enhanced performance in the Public Service. It is the framework upon which all performance and promotion initiatives are managed. HRD is critical in the PMDS cycle because it constitutes the “D” in PMDS. In most cases PMDS and HRD are delinked. Measures must be taken to ensure that the PMDS system works and to ensure that the “development” dimension is at the core of performance management.

The strategic focus here is to eliminate fragmentation and compartmentalization in HR related initiatives. But the focus is also on linking training to performance outcomes, and ensuring that training interventions are well considered and properly integrated with the performance requirements of the workplace.

### Approach

Performance management and development activities must inform and support HRD planning and programming. While part of the intent of this sub-objective is to strengthen PMDS, its main feature is the link between PMDS and HRD through PDPs and WSPs. The sub-objective, in the end, seeks to ensure that the development aspects of PMDS, as reflected in PDPs, are accommodated in WSPs and that the training is actually delivered. DPSA has developed the PMDS and has provided ongoing support for its implementation. The area to be strengthened is in terms of HRD linkages. DPSA will therefore continue to provide leadership in terms of strengthening PMDS and preparing guidelines and support for its full implementation. Guidelines will be provided for examining the impact of performance management on service delivery, on the performance and actual outputs of managers and on the efficiency and effectiveness of programming training. But the outcome is neither in the application of PMDS nor in the training provided, but in the outputs achieved in terms of enhanced service delivery.

### Activities for Sub-Objective 2.5

- **2.5.1 Support is provided to departments in the application and use of PMDS**
- **2.5.2 Support is provided to departments in the assessment and reporting of service delivery performance**
- **2.5.3 Criteria established for the service delivery performance of each SMS in the respective departments and these are reflected as measurable objectives in annual performance plans and operational plans of directorates.**
### Sub-Objective 2.6: To ensure adequate availability and use of physical, financial and human resources and facilities

#### Success Indicators
- All HRD practitioners have viable job descriptions with performance standards and indicators
- Skills development funds are fully used for training purposes for the right people at the right time
- Training in the departments is consistent with strategic priorities and scarce skills requirements
- All departments have HR plans and HRD strategies
- Policies and structures are in place to monitor expenditures in training and measure the impact of training

### Rationale and Strategic Focus

Regardless of the amount of training provided, performance will not improve until and unless people are provided with the correct resources and facilities to undertake their responsibilities. In many areas of Government people are not provided with the correct tools to undertake their responsibilities. There must be ongoing assessment of the feasibility of application of the content learned in the actual tasks to be performed on the job.

The strategic focus here is the promotion of the link between training and performance in an effort to ensure the attainment of the work outcomes desired from the engagement in training. HRD is the vehicle between structures, systems and improved performance.

### Approach

This strategic objective refers specifically to the manner in which the use of skills budget funding is governed. The object here is to ensure that skills budget funds are appropriately utilized for the purpose of training. To this end, all sub-objectives focus on monitoring and evaluating expenditure in training. Policies, guidelines and associated systems and processes will be developed by DPSA in collaboration with the respective SETAs. Departments will be expected to comply with these guidelines and to submit full reports on the manner in which these funds are utilized.

### Activities for Sub-Objective 2.6

1. **Policies and guidelines developed on the use of skills budget funds by departments**
2. **Annual reports are prepared by departments on the use of skills budget funding**
3. **Support is given to departments on HR planning and the strategic use of HRD to enhance performance**
### Sub-Objective 2.7

<table>
<thead>
<tr>
<th>Sub-Objective 2.7</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| 2.7 To groom and foster in-house capacity through effective career planning and talent management in departments of Government. | • Each employee has a long term PDP and career plan  
• Each department has a facility for career counselling and support  
• Each department has a process to manage succession planning  
• Departments have accelerated leadership programmes  
• Career planning is used as one of the measures for the retention of talent  
• Low turnover of SMS staff |

### Rationale and Strategic Focus

Departments do not apply a long term perspective to the development of their employees. As a result, there is a high mobility of talent in the Public Service, and there is an inability to effectively utilize and properly manage available human resources. In some cases, the desired talent or skills are available in the organization but are incorrectly placed.

The strategic focus here is on maintaining constancy in the supply of skills by grooming and promoting talent internally. Developing a talented and committed workforce will depend partly on the manner in which careers are managed and the degree to which opportunities are provided for personal and professional growth, and for promotion to positions to which employees aspire.

### Approach

The focus here is on ensuring the proper development and utilization of employees. This sub-objective, therefore, seeks to apply a more long term and developmental vision to skills development in the Public Service where the emphasis is not merely on the skills development needs for immediate application on the job, but on the development of individuals for appropriate careers within the organization or within the Public Service as a whole. Here, the skills, competencies and attitudes of individuals are assessed before they are placed on a career path where they can continue to develop and apply their professional skills. This will serve as one aspect of the strategy for retention and skills supply management. While DPSA will develop guidelines for this purpose, the respective departments must commit to the strategy, and individual line managers must adopt and apply the career management guidelines provided. In the end, all staff members are expected to have career management plans.

### Activities for Sub-Objective 2.7

- **2.7.1 Guidelines on career management of employees are in place**
- **2.7.2 Guidelines are in place for career planning and management**
- **2.7.3 Managers are trained in career planning and management of their staff**
### Sub-Objective 2.8

2.8 To effectively mobilise the support of managers in advancing the interest and enhancing the productivity and performance of HRD

<table>
<thead>
<tr>
<th>Success Indicators</th>
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</thead>
<tbody>
<tr>
<td>• Strategic plans of departments document the HRD implications of strategic priorities</td>
</tr>
<tr>
<td>• Departmental vision crafting for HRD is used in all departments as a vehicle to mobilise managers</td>
</tr>
<tr>
<td>• Percentage of middle and SMS Managers do HRS &amp; P module</td>
</tr>
<tr>
<td>• All SMS managers have effective HR systems and processes in their respective components</td>
</tr>
</tbody>
</table>

### Rationale and Strategic Focus

There is an overall sense in the Public Service that senior managers do not fully promote, support and use the strategic potential of HRD to promote effective performance and enhance service delivery. This could be achieved by mobilizing and training managers in the strategic use of HRD. This is especially pertinent to line managers in meeting their HRD responsibilities to those they supervise.

Here again, the strategic focus is on the proper location and use of HRD to accrue benefits to the organization.

### Approach

This objective has two components. The first is the strategic location of HRD in the structural hierarchy of the organization; and the second is the proper administration of HRD by line managers so that HRD can add value to organizational performance. DPSA will provide leadership in seeking to position HRD in organizations so that the function could inform and support the strategic decisions of departments. This will be done through the recommendation of appropriate organizational structures for HRD; by the mobilization of managers through the HRDS communication strategy; and by conducting workshops on the use of HRD for addressing strategic priorities. For these workshops, DPSA will collaborate with SAMDI/PSA to develop materials, and will make materials available so that training can be conducted on a wide scale. In the end, each manager will be able to use HRD as a vehicle for enhancing performance and service delivery. Departments, on the other hand, will be expected to adopt the plans and policies of DPSA, and ensure participation of managers in workshops.

### Activities for Sub-Objective 2.8

2.8.1 Mobilize managers through HRDS communication strategy

2.8.2 Plan and deliver workshops and support on HRD for meeting strategic priorities

2.8.3 Ensure the strategic location of HRD units so that HRDS is implemented

2.8.4 Develop HRS & P module

2.8.5 SMS have HR strategies for their components and are successful in implementing these.
<table>
<thead>
<tr>
<th>Sub-Objective 2.9</th>
<th>Success Indicators</th>
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</thead>
</table>
| 2.9 To effectively manage employee health and wellness | - Policies are in place and implemented to seek the interest of those infected and affected by HIV and AIDS  
- All departments have policies regarding violence and abusive behaviour in the workplace  
- All departments meet requirements for occupational health and safety of employees  
- All employees have facilities available for counselling and for personal and professional support |

**Rationale and Strategic Focus**

HRD must be concerned with the individual as a whole. Technical capacities cannot be successfully applied if the general wellness of employees is threatened. There are a variety of workplace threats which could limit performance and productivity. Policies and facilities for addressing these potential threats must be within the nexus of authority of the HRD function either through direct authority, or through strong and viable collaborative ties.

The strategic focus here is the need for a holistic view of individuals in order to effectively manage development and performance.

**Approach**

Employees whose health and welfare are preserved are likely to be both more productive workers and more constructive members of the organizational community. The purpose of this strategic objective, therefore, is to ensure that the development of employees is built on the firm foundation of their health and wellness. This requires that all organizations have measures for ensuring that employee’s health and wellness are properly attended. It requires, among other items, a comprehensive set of workplace policies, support facilities that are in place and operational; and, in addition, it requires an assessment and support facility that will be able to render both evaluation and assistance. DPSA will develop the basic infrastructure for this system of support to be operational. But the respective provinces and departments will seek to ensure that employee wellness is a critical component of the growth and development dynamics for staff. In this respect, the issue of HIV and AIDS and its far reaching effects on individuals and their organizations must take centre stage. Organizations must become more and more vigilant in curtailing the spread of the pandemic, and more and more sensitive in responding in a manner which maximizes the value of each individual’s contribution.

**Activities for Sub-Objective 2.9**

2.9.1 A comprehensive set of workplace policies for employee health and wellness is developed, disseminated and workshopped

2.9.2 Facilities are put in place for employee support

2.9.3 Policies, structures and business processes are put in place to link HRD with the counselling and support facilities at the workplace

2.9.4 Counselling and support facilities at the workplace are linked to competency assessment centres and to PMDS processes
### Sub-Objective 2.10

<table>
<thead>
<tr>
<th>Sub-Objective 2.10</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| 2.10 To support Public Service departments in adopting appropriate structures and processes for realising an effective and efficient HRD | - All departments have HRD functions that are effectively located  
- Strategic role of HRD is enhanced  
- Increase in the contribution of HRD to the desired performance outcomes of the organization |

### Rationale and Strategic Focus

Organizational structures for HRD in the Public Service vary. The capacity of some departments to perform is limited by the inappropriateness of their structural arrangements. If there must be continual development in HRD, then structures must serve the purposes intended. Support and leadership are needed in this regard so that HRD takes its rightful place in organizations in line with the national agenda and promoting skills development and developing the capacity of the State.

The focus here is strategically positioning HRD to enhance the performance of public organizations.

### Approach

Another aspect of governance in respect to the HRD strategy is adopting measures which will promote the potential for success in implementation. One critical component of success is the capacity of the HRD function in departments to undertake the responsibility for implementing the HRD strategy. In this respect, the DPSA will provide leadership in examining structures and standards for the effective performance of HRD. A model structure for HRD in departments will be developed and promoted. As part of this structure, positions, responsibilities and qualifications will be defined, performance standards for HRD will be developed and a training and advocacy role will be undertaken in promoting the organizational structures recommended. With collaborative engagements and strategic support, each Department is expected to comply with the provisions provided by DPSA for the design of organizational structures for efficiency and effectiveness in HRD.

### Activities for Sub-Objective 2.10

1. **Guidelines on the structure and responsibilities of HRD published**
2. **Executive managers attend workshops on the structure, location and use of HRD**
3. **Communication strategy undertaken on the structure and strategic role of HRD in public organizations**
Sub-Objective 2.11

2.11 To ensure that policies, plans and strategic documents on HRD are appropriately integrated with and aligned to other relevant plans, priorities and strategies of Government

Success Indicators

- HRD strategies reflect awareness of strategic priorities of departments and growth and development priorities of provinces
- All departments play a role in addressing the strategic priorities of the nation and their provinces in areas of core responsibilities and in areas where they have capacity and strategic location

Rationale and Strategic Focus

HRD plans and strategies cannot operate in isolation of the larger Public Service agenda, and must take cognizance of the national policy agenda for transformation and development. Heretofore plans and strategies have not been properly aligned, and the Public Service has not been able to accrue full benefit from a more coordinated and cohesive approach.

The focus here is to minimize fragmentation and promote continuity in addressing critical development priorities.

Approach

Because HRD is so fundamental to organizational performance and success in the Public Service, it is necessary to ensure that HRD and related priorities are not isolated and compartmentalized. This objective seeks to ensure that there is a cohesive and coordinated approach to plan development and management in HRD. In this respect, HRD initiatives and priorities should be linked to NSDS; to the National HRD Strategy; to the HRD Strategy for the Public Service; to the various Provincial Growth and Development Plans and Strategies; to Provincial HRD Strategies; and for municipalities, to the integrated development plans of Local Governments. Plans for HRD should also be properly integrated with the strategic planning and budgeting processes; and must be represented in the Annual Performance Plans and in Operational Plans of the HRD unit. Where strategic priorities are administered between several units, this must also be reflected in the operational plan of each unit. The objective here is to establish cohesiveness in HRD planning. While DPSA will provide general guidelines, actual implementation will take place in the various departments. A monitoring structure will be established to ensure that there is consistency and continuity in plan and strategy development in HRD.

Activities for Sub-Objective 2.11

2.11.1 Guidelines developed on the plan integration for HRD

2.11.2 Training initiatives are undertaken on plan integration for HRD

2.11.3 A monitoring structure is established to assess the degree to which plans and strategies have been aligned with the broader agenda of Government
PILLAR THREE : Strategic Objective 3:
To ensure that HRD in the Public Service is effectively governed in order to promote effective implementation of the strategy

<table>
<thead>
<tr>
<th>Sub-Objective 3.1</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| 3.1 To ensure that policy and planning frameworks and guidelines are available to assist and support practitioners in the implementation of HRD priorities | • Frameworks and guidelines are available for scarce skills management; retention policies; operational structures for HRD and contributing to growth and development programmes
• Common methods and strategies are available for skills audits, training needs assessment and assessing the impact of training on organizational performance |

Rationale and Strategic Focus

One of the roles in the governance of the strategy is to fill the gaps in policy through the promulgation of guidelines for the various initiatives that are promoted in the strategic framework. This is one measure for mobilizing support and facilitating implementation.

The focus here is on implementation management and initiatives to enable departments the opportunity for success. The focus is also on filling policy gaps so as to enable policy refinement and effective policy guidance and support in HRD.

Approach

While there is a regulatory framework which governs HRD, policy gaps still exist at the operational level. These are the gaps which present challenges and promote differences in operational effectiveness. In order to effectively govern the implementation of the HRD strategy, therefore, it is necessary for DPSA to provide leadership and support in filling many of the policy gaps which now exist. The role of DPSA in this regard is facilitative. The Department will seek to intervene with policy guidance and support wherever such support is necessary. In this regard, the Department will also intervene with initiatives to capacitate and inform HRD practitioners on aspects of the HRD strategy where challenges may be encountered. Areas in which policies and guidelines will be developed are as follows: scarce and critical skills management; retention planning and talent management; the strategic use of HRD; appropriate organizational structures for the HRD function in the Public Sector; management of skills audits and training needs assessments; information management for HRD; competency profiling and data utilization; appropriate use of skills development funds; and, among others, linking PMDS and HRM operational activities to the HRD function. Policy frameworks in these and other areas are essential in order to establish consistency in quality and uniformity in practice in areas where these are desirable. Other areas of policy guidance may arise as a result of the annual evaluation and reporting process that will be established. From year to year, the DPSA will revise and publish a list of areas in which policy interventions will take place in order to promote and effectively advance the HRD strategy.

Activities for Sub-Objective 3.1

3.1.1 Guidelines developed for scarce skills management to assist and support practitioners in the implementation of HRD priorities

3.1.2 Guidelines developed for skills audits to assist and support practitioners in the implementation of HRD priorities

3.1.3 Workshops developed for skills audits to assist and support practitioners in the implementation of HRD priorities

3.1.4 Workshops designed and conducted in collaboration with the SAMDI/Public Service Academy to assist and support practitioners in the implementation of HRD priorities
### Sub-Objective 3.2

#### Success Indicators

- An M&E system is in place for HRD in the Public Service
- A system is in place for rendering support and taking corrective measures as a component of the M&E system

#### Rationale and Strategic Focus

Monitoring and evaluation is a means of ensuring accountability and a strategy for tracking progress. There must be consistency in approaches and there must be avenues for providing support where challenges are being encountered. There is an overall concern regarding the extent to which HRD is linked to actual performance outcomes. In this regard, it is necessary to track the impact of training on performance and service delivery.

The focus here is on ensuring accountability in governance and on promoting implementation success.

#### Approach

Monitoring and evaluation is one critical aspect of an effective HRD function and a core responsibility in governance. In this regard, DPSA, SAMDI/PSA and the respective SETAs will play a critical role as governance agents in monitoring and evaluation of progress in implementing the HRD strategy. Monitoring and evaluation will not be ad hoc. A comprehensive system and strategy will be established in order to track progress and processes for feedback, corrective action and strategic support will be established. As part of the M&E system, detailed operational success criteria will be established for each strategic objective outlined. These criteria will be outlined at three levels. At the national level there will be activities of governance agents such as DPSA, SAMDI/PSA and the respective SETAs. At the provincial level there is the role of the Office of the Premier as the coordinating and governance agent in the province, and the role of the respective departments and municipalities as the direct implementers. The monitoring and evaluation system must be linked with PMDS and the strategic planning and management cycles of the respective departments. It must be a fully integrated system of accountability and strategic management support. DPSA will take overall responsibility for the monitoring and evaluation system – its design and development; its promotion and advocacy; related training and capacity development initiatives; and reporting outcomes. The respective departments and institutions will take responsibility for its implementation. As part of the monitoring and evaluation system, the DPSA will conduct annual consultative conferences to assess progress, and will, as a result, prepare annual reports to note progress and chart a course for the following year. Each province and department will assign monitoring and evaluation coordinators who will undertake the function to promote success in HRDS implementation through proper monitoring and evaluation, and through proper management of the resulting supportive interventions.

#### Activities for Sub-Objective 3.2

- **3.2.1 M&E system is developed**
- **3.2.2 Training provided on M&E system for departmental officials**
- **3.2.3 Intervention strategies are developed to support departments which face challenges**
- **3.2.4 Mechanism put in place to share lessons learnt and exemplary practice**
## Sub-Objective 3.3

<table>
<thead>
<tr>
<th>Sub-Objective 3.3</th>
<th>Success Indicators</th>
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</table>
| 3.3 To ensure that the provisions of the HRD Strategic Framework are properly communicated at all levels | • All public officials are aware of the HRD strategy
• All relevant stakeholders have contributed to the realization of the HRD strategy
• The stature and priority of HRD in departments have increased
• HRD practitioners take an active role in communicating and advocating the HRD strategy |

### Rationale and Strategic Focus

The first phase of successful implementation is communication so as to ensure that all is aware of the strategy and that all are clear on its expectations. Communication can be used as a tool to achieve several ends. This includes mobilizing support and educating officials.

The strategic intent here is not limited to communication, but is extended to the promotion of commitment and awareness and action.

### Approach

A key aspect of good governance is communication. This sub-objective seeks to ensure that the provisions of the HRDS are known and understood. This promotion of awareness constitutes the core of the communication strategy that will be undertaken by DPSA who will take responsibility to lead the process. But communication here is more than knowing and understanding. It can be used to mobilize support, to build collaborative bonds and to enlist the commitment of those responsible for implementation. The communication strategy is not limited to informing stakeholders about what must be accomplished; it must also communicate the core sentiments and principles of implementation. Stakeholders must know, for instance, that individual circumstances will be taken into account and that each entity will progress at their own rate in accordance with their capacity and circumstances. From a governance perspective, the communication strategy will be the overall responsibility of DPSA; but communication is not a one time event. It must be ongoing, and must therefore involve stakeholders as part of the ongoing communication process. In this respect guidelines will be provided by DPSA on the management of the department’s internal communications processes in relation to the HRD strategy.

### Activities for Sub-Objective 3.3

- 3.3.1 Develop communication strategy
- 3.3.2 Define communication responsibilities at all levels
- 3.3.3 Run workshops and advocacy sessions on strategy
- 3.3.4 Assess the impact of the communication strategy on the implementation of the HRD strategy
Sub-Objective 3.4

<table>
<thead>
<tr>
<th>Success Indicators</th>
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</thead>
<tbody>
<tr>
<td>• Batho Pele is operationalized for HRD practice and standards are in place</td>
</tr>
<tr>
<td>• An HRD code of good practice is widely available</td>
</tr>
<tr>
<td>• HRD practitioners abide by a set code of ethics</td>
</tr>
</tbody>
</table>

Rationale and Strategic Focus

Sound values are the basis of good professional practice. Codes of conduct will be promulgated as a basis for extending Batho Pele into value structures that are pertinent to HRD practitioners. In this respect, HRD will have a code of good practice for its practitioners.

The focus here is on developing strong cultures of professional practice in HRD so as to create a sound foundation in organizations for the application of training to the initiatives to enhance performance and improve service delivery.

Approach

One aspect of the governance responsibility is to bring about unity, consistency, quality and ethical standards in the field of practice for HRD. These are important drivers of HRD strategy implementation since it will assist in establishing a common voice and a unified orientation to practice. The interest here is to further professionalize the field of HRD in the Public Service, and to thereby build a solid foundation for moving into the future. In this regard, DPSA will take leadership in enabling collaboration and engagement among practitioners and stakeholders in the development of ethical standards. Efforts will also be made to conduct workshops and training sessions on the standards that are developed. In the end, however, true value will be added only if practitioners and their respective departments apply these standards in enhancing practice and performance. While DPSA will take the lead, practitioners will be expected to be the agents who will transform practice.

Activities for Sub-Objective 3.4

3.4.1 To establish and promote professional bodies or councils by occupational classes to promote norms and standards and professional codes of conduct

3.4.2 Batho Pele performance indicators are developed for HRD

3.4.3 A code of ethical practice is developed for HRD practitioners in a consultative manner

3.4.4 Workshops held on code of ethical practice for HRD

3.4.5 To ensure HRD professionals join related HRD bodies which will assist in enhancing their practice
### Sub-Objective 3.5

3.5 To foster and promote HR learning networks in creating a culture of learning in the profession

<table>
<thead>
<tr>
<th>Success Indicators</th>
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</thead>
<tbody>
<tr>
<td>• Increased collaboration between professionals in the field in providing support to colleagues who need assistance.</td>
</tr>
<tr>
<td>• The participation of a national cadre of coaches and mentors who undertake the responsibility to guide, nurture and support HRD practitioners</td>
</tr>
<tr>
<td>• The availability of updated reference materials on which information and assistance can be sought on various topics.</td>
</tr>
<tr>
<td>• The increased application of technology in the operation of HRD learning networks</td>
</tr>
<tr>
<td>• Each department has established an initiative (or unit) for facilitating the operation of learning networks</td>
</tr>
</tbody>
</table>

### Rationale and Strategic Focus

More opportunities must be made available to ensure that practitioners have information and support to manage challenges and issues which arise at the workplace, and to generally keep themselves informed about matters related to their profession. HRD practitioners are generally isolated within their respective departments and have to depend on their own knowledge and experience to succeed. Those who do not have the depth of knowledge may flounder in managing the issues and challenges which normally arise.

The strategic intent here is to provide ongoing support to enhance performance and improve service delivery.

### Approach

With the support of SAMDI/PFSA, the SETAs and the respective provincial and national departments in collaboration with DPSA will seek to develop reference sources on expertise which could be accessed, and will develop systems and processes to facilitate greater availability and access to knowledge and professional support. Practitioners will be provided with workshops on the manner in which learning networks can be established so that each Department is able to develop local learning networks in support of its employees. Facilities will also be put in place for greater access and sharing of knowledge and learning materials.

### Activities for Sub-Objective 3.5

3.5.1 Development of databases and clearing-houses for sharing information

3.5.2 Preparing materials and conducting workshops on the development of learning networks

3.5.3 Making materials for professional development more available and accessible at the workplace

3.5.4 Creating opportunities, systems and processes for greater sharing of knowledge and information and greater collaboration in confronting challenges and solving problems which arise in HRD.
3.6 Strengthening and aligning governance roles in HRD

- The roles of SETAs, SAMDI/PSA, DPSA, DoL and DoE are clearly understood by all departments and HRD practitioners.
- Gaps, duplications and overlaps between governance agencies are minimized so as to avoid confusion and underperformance.
- Inter-governmental roles, including the roles of different spheres of government are properly documented, understood, communicated and executed.
- The establishment and quarterly meeting of a National Steering Committee on HRD in the Public Service.

Rationale and Strategic Focus

The level of inter-institutional fragmentation in HRD has created gaps, duplications, overlaps and a variety of distortions in delivery. The primary concern here is the lack of clarity in roles and the inability of some government departments to effectively undertake their responsibilities. There is lack of continuity in fulfilling obligations, and lack of a clear basis for collective action. The strategic focus here is on articulation and continuity in roles, policy provisions and operational processes.

Approach

The approach here is to find gaps and duplications and seek to resolve these collegially and through policies and guidelines which can be mutually developed and adopted. DPSA will provide leadership in this area and, through the input and guidance of a National Steering Committee, governance roles will be aligned.

Activities for Sub-Objective 3.6

3.6.1 Identifying and analyzing the legal mandates which govern the activities of each entity. Note policy provisions, note gaps and overlaps.

3.6.2 Collaboration between institutions to develop clear and articulated frameworks of action.

3.6.3 Publication of documents which clarify to the field the roles and obligations of entities in respect to HR, and the role of departmental HRD components in respect to compliance.

3.6.4 The preparation and application (to the extent possible) of joint reporting formats by different departments undertaking governance responsibilities in HRD.
### Sub-Objective 3.7

<table>
<thead>
<tr>
<th>Sub-Objective 3.7</th>
<th>Success Indicators</th>
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</thead>
</table>
| 3.7 Full utilization of the strategic role of SETAs in capacity development and governance of HRD in the Public Service | • G-SETA forum established and meetings are conducted  
• Compile a consolidated Public Service skills report annually  
• Consolidate all Sector Skills Plans related to the departments in the Public Service |

### Rationale and Strategic Focus

The SETAs play a critical role in skills development in the Public Sector. While part of their role is to facilitate capacity development, a major component of their role is governance. But the governance exercised by the respective government SETAs has been disjointed and uncoordinated. It is necessary to provide strategic frameworks, policy direction and frameworks for monitoring and evaluating and consolidating training and capacity development in the Public Sector. While this must be facilitated by DPSA, the Government SETAs will play a very critical role. Coordinating capacity development in the Public Service will not be possible without the support of the respective Government SETAs.

### Approach

The approach taken here is one of consolidation of efforts and policy thrusts through collaboration, connecting and coordination. DPSA will seek to coordinate the preparation of consolidated WSPs, training reports and Sector Skills Plans for Government departments and to seek avenues for the use of these documents in planning, monitoring and evaluation and in the strategic management of the delivery of HRD. The result will be a coordinated strategy; alignment of resources, skills and experience; sharing of systems; and streamlining of working processes.

### Activities for Sub-Objective 3.6

1. **3.7.1 Preparation of consolidated annual training reports for Government departments**
2. **3.7.2 Preparation of Workplace Skills Plan**
3. **3.7.3 Preparation of a consolidated Sector Skills Plan for the Public Service**
4. **3.7.4 Identification of capacity development priorities for the Public Service**
5. **3.7.5 Development of coordinated strategies for meeting the needs of the Public Service**
Strategic Objective 4:
To ensure that HRD plans, strategies and activities seek to integrate, promote and respond to the developmental priorities of Government

<table>
<thead>
<tr>
<th>Sub-Objective 4.1</th>
<th>Success Indicators</th>
</tr>
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</table>
| 4.1 To promote full awareness of governmental priorities and their implications for HRD practice in each sector of the Public Service. | • All employees in departments are aware of Government priority programmes and actively contribute to them  
• All departments accommodate Government priority programmes in their strategic plans and business priorities  
• All departments actively engage in training personnel to respond to Government priority programmes  
• Annual assessments reveal an increase in awareness and activities to address Government priority programmes in an integrated manner |

Rationale and Strategic Focus

Departments are less aware of priority Government programmes if they are not part of their core responsibilities and routine obligations. As a result, some of these programmes do not benefit from the full capacity of the Public Service.

The strategic focus here is on the adoption of more integrated and inter-sectoral responses to the priority programmes and initiatives of Government.

Approach

The intent here is to ensure that all departments and components within departments are aware of Government growth and development priorities and the manner in which these priorities can be addressed. This is based on an understanding that a collective response to these priorities will add significant value to their successful implementation. Here, the Office of the Premier will take the lead to promote awareness at all levels for existing priority programmes, and on new growth and development projects when they arise. The focus is on the manner in which functions and programmes within the respective departments can contribute or add value. While part of this effort will be communication and advocacy, other aspects of the effort will be on planning and programming, the development of cross functional activities, and the development of integrated approaches to common problems and issues. The HRD aspect of this effort will be in promoting and conducting awareness workshops which are designed to encourage reflective sessions on delivery possibilities and to generate creative cross functional solutions between departments.

Activities for Sub-Objective 4.1

4.1.1 Workshop on HRD implications of Government priority programmes

4.1.2 Information on priority programmes to be distributed

4.1.3 SMS in different departments briefed and information solicited about the manner in which they can contribute to the priority programmes of Government
### Sub-Objective 4.2

4.2 To develop capacity among HRD practitioners to enable them to promote and be responsive to the developmental priorities of Government

<table>
<thead>
<tr>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HRD strategy developed to address all priority growth and development programmes of Government</td>
</tr>
<tr>
<td>• Each sector of Government fully capacitated to contribute to Government priority programmes</td>
</tr>
</tbody>
</table>

### Rationale and Strategic Focus

When new programmes are initiated it is necessary to assess capacity requirements and respond with training in the event that gaps exist.

The occupational structure for running these programmes and the competency requirements for success is sometimes too general – especially in departments which do not have core responsibilities.

The strategic focus here is on developing capacity for integrated inter-sectoral responses.

### Approach

To the extent that designated growth and development priorities and special projects may require capacity assessment and capacity development interventions, these interventions will be undertaken as one aspect of the strategic inputs of HRD. The role here will be to enable staff to properly understand and respond to requirements that may not be part of their routine engagements. While DPSA and the lead government departments for a designated programme can provide direction in this regard, it is anticipated that the actual training will be rolled out at the provincial level so as to allow individuals who are located at different levels of the organizational hierarchy an opportunity to grow. There are so many instances where staff are assigned additional responsibilities when new projects arise without any attention to their capacity to undertake the assigned tasks and follow through. Again, these training programmes will be conducted within the auspices of the HRD function in order to advance the strategic priorities of HRDS.

### Activities for Sub-Objective 4.2

<table>
<thead>
<tr>
<th>4.2.1 HRD strategy documents prepared for each priority programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.2 All relevant personnel are fully capacitated to implement Government priority programmes</td>
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</table>
### Sub-Objective 4.3

<table>
<thead>
<tr>
<th>Sub-Objective 4.3</th>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 To promote, through HRD, integrated and inter-sectoral approaches to the development of HRD priorities</td>
<td>• Increase in inter-sectoral collaboration for implementing growth and development priorities</td>
</tr>
</tbody>
</table>

### Rationale and Strategic Focus

Sometimes departments of Government work in silos in addressing developmental priorities. Much benefit can be gained through integrated and collaborative efforts.

The strategy focus here is to establish and facilitate inter-sectoral collaboration in addressing these priorities.

### Approach

Here the emphasis will be on empowering departments to explore integrated and inter-sectoral possibilities for advancing growth and development priorities. Emphasis will be placed on growth and development priorities where HRD is perceived to be an essential component. The objective here is to establish more integrated and cohesive approaches to Public Sector issues which have inter-sectoral requirements for effective delivery. Here the role of the Office of the Premier will take the lead.

### Activities for Sub-Objective 4.3

4.3.1 For each Government priority the Office of the Premier will ensure coordination and alignment.
### Sub-Objective 4.4

<table>
<thead>
<tr>
<th>Sub-Objective 4.4</th>
<th>Success Indicators</th>
</tr>
</thead>
</table>
| 4.4 To establish structures and processes to apply capacity development interventions to foster the integration of NEPAD, AU and global programmes and initiatives in Public Service delivery to benefit the economic sector | • Managers in all departments are aware of priorities related to NEPAD, AU, SADC and global priorities are relevant to their areas of core business  
• These priorities are reflected in plans and other strategic documents  
• Capacity development initiatives are undertaken to prepare employees to understand and address these priorities |

### Rationale and Strategic Focus

As the leadership role of South Africa in the region, continent and globally becomes more prominent, and as agreements and initiatives are undertaken to achieve regional and continental goals, the Public Service must become more aware of and responsive to these delivery targets and mandates. Since currently there is a low level of awareness and responsiveness, capacity development initiatives must be employed to bring public sector institutions fully into the fold and thrust of development targets which extend beyond the boundaries of South Africa and which are embodied outside of the legal framework which defines the core responsibilities of departments.

### Approach

There are three levels of responsiveness: awareness; inter-sectoral engagements; and deliberate and concerted action. Capacity development must be an aspect which facilitates each of these. The Office of the Premier will facilitate inter-sectoral and inter-departmental engagements to collaboratively address key priorities. Monitoring and evaluation of performance will increasingly explore the extent to which these priorities are addressed.

### Activities for Sub-Objective 4.4

1. **Awareness brochures on regional priorities to be developed and distributed.**
2. **The assessment of strategic plans to determine the extent to which some of the critical regional priorities are addressed.**
3. **Workshops and seminars conducted on the relevance of regional development priorities for strategic action in the respective departments of the Public Service.**
4. **Strategic support provided to departments in responding to regional initiatives and priorities.**
Sub-Objective 4.5

4.5 To use capacity development interventions to promote responsiveness to the millennium development goals in the Public Service.

Success Indicators

- Overall awareness of the millennium development goals (MDG) in Public Service institutions and departments
- Responsiveness to the MDG is reflected in the strategic plans and reports of departments in respect to the areas appropriate to their core business
- Capacity development initiatives that are undertaken create greater facility in addressing aspects of the MDG that are appropriate to the business of the respective departments

Rationale and Strategic Focus

The MDG is a global initiative with targets to which South Africa, as a nation, subscribes. The goals of the MDG are consistent with the development aspirations of South Africa. Among other areas they include goals related to the eradication of extreme poverty and hunger; gender equality; and ensuring environment sustainability. Each of these is related to the core functions of one or more departments. Although these areas are addressed these goals are not given due attention in the planning processes of most departments. Capacity must be developed to both understand these goals and to respond to them in a manner which will derive measurable outcomes.

Approach

The approach here is promoting awareness, maximizing the capacity to respond, and ensuring collaborative and integrated action. DPSA will facilitate sessions for advocacy and developing capacity and will take responsibility for monitoring progress with the adoption of initiatives which will track both the manner in which the MDG goals are addressed in strategic documents and the degree to which these goals are accomplished.

Activities for Sub-Objective 4.5

4.5.1 Information on regional priorities to be developed and distributed.

4.5.2 The assessment of strategic plans to determine the extent to which some of the critical regional priorities are addressed by the Office of the Premier.

4.5.3 The Office of the Premier will conduct workshops and seminars on the relevance of regional development priorities for strategic action in the respective departments of the Public Service.

4.5.4 The Office of the Premier will provide support to departments in responding to the goals and objectives of the millennium development goals as appropriate.
13. PROMOTING SUCCESSFUL IMPLEMENTATION

Implementation is the ultimate challenge in public policy. A well designed and ambitious HRD strategy is of little value if it is not properly implemented, and if its objectives are not achieved. The intent of the strategy is to consolidate gains, enhance delivery systems and promote more balance and uniformity in the capacity of departments to deliver. Its intent is to move the system yet further forward in developing the capacity of people and enhancing performance and service delivery. Inherent constraints to implementation are imposed by the complexity of context, the fragmentation of operational systems, the varying levels of capacity and differences in organizational structure, and the already crowded agenda of HRD practitioners. The first HRDS has established a foundation upon which a more advanced and efficient system must be built. Implementation success is one of the core features of the revised HRD Strategy. Implementation is not left to chance. Structures, mechanisms and support systems for implementation are an inherent part of the design of the current edition of the strategy.

As part of the design of the Strategic Framework as a whole, there are five key features of implementation. These are as follows:

1. A communication strategy
2. An organizational structure and a framework for allocation of responsibilities to facilitate implementation
3. A collaborative and consultative process of monitoring and evaluating implementation success
4. An HRD strategy Implementation Guide that is aligned with the actual provisions and requirements of the strategy
5. An annual performance report on progress in implementing the strategy

Each of these is explained briefly in the sub-sections to follow.
13.1 A Comprehensive Communication Strategy

The strategy must be effectively communicated. Here, communication seeks to establish awareness of the strategy, build commitment for its implementation and create avenues through which collaborative initiatives can be forged. The communication strategy seeks to establish a new frame of reference for defining HRD practice in the Public Service. It also seeks to highlight the importance of HRD in the ongoing transformation of the Public Service, and in enhancing performance and service delivery. In the end, HRD must be seen as a strategic partner in the efforts of departments to address strategic and developmental priorities. But communication is not solely the responsibility of DPSA. A communication programme must be undertaken in provinces and in the departments, in directorates and institutions and with stakeholders and supporters.

13.2 A Structure for Facilitating Implementation

An organizational structure is proposed in Figure 9 for facilitating implementation of the strategy. The structure reflects the key pillars of the strategy, and outlines the drivers of implementation at the national, provincial, departmental and institutional levels. The key features of the structure are as follows:

- It details the continuity of implementation between different levels of Government
- It depicts the requirements for “top down” and “bottom up” engagements
- It notes the necessity of defining responsibilities and outcomes at each level
- It highlights the need to customise strategic provisions with contextual and organizational circumstances.
- It places in its relative institutional role the institutions, programmes and processes which constitute the field of practice for HRD

Responsibilities and engagements are defined at the macro, meso and micro levels – or at national, provincial and departmental levels. The aim here is to highlight the role at each level and to note the relationship to existing policy frameworks and structures at these respective levels.

13.3 Monitoring Implementation Success

Implementation success will be gauged through monitoring and evaluation processes that are linked to continuous feedback, and adds value through support for taking corrective measures and sharing lessons learnt. The key feature of monitoring will be quarterly and annual consultative meetings among stakeholders and with the respective departments to discuss progress and challenges, and to collectively seek solutions that could work.
13.4 The HRD Strategy Implementation Guide

The HRD Strategy document will be accompanied by an Implementation Guide. The Implementation Guide seeks to provide background information and references, implementation ideas and best practice suggestions related to each initiative in the strategy. It will be designed as an easy reference handbook that will provide the information practitioners need to successfully implement the initiatives of the strategy. The implementation guide is also designed as an activity workbook or workshop manual which has established interventive and consultative processes for developing and implementing HRD strategies within the respective departments that are responsive to the provisions of the revised HRD Strategy.

Figure 9 essentially maps the core considerations for the effective governance of the implementation process for the HRD Strategic Framework. Of critical note here are the responsibilities to be undertaken at each level of Government and the importance of managing implementation within existing policy frameworks and institutional arrangements.

13.5 An Annual Report on Progress

An annual report will be prepared on progress nationally in implementing the HRD strategy. The report will result from an annual conference and the consultative engagement referred to in item 13.3 above. The report will cover progress made, issues faced, and lessons learnt. The report will seek to highlight outstanding achievements and will, if necessary, describe new measures to be adopted to further accelerate the implementation of the revised HRDS. In addition to tracking progress, the report will seek to consolidate gains, restructure delivery arrangements, if necessary, and chart a revised course for moving into the future. In this manner the report will also serve as an update on the revised strategy and as an adjusted plan of action for moving forward.
Figure 9
CONCEPTUAL FRAMEWORK FOR FACILITATING IMPLEMENTATION OF THE HRD STRATEGY - GOVERNANCE

PILLAR 1: Developing Capacity in People
- MACRO Level National Institutions
  - SAMDI Programme
  - Leadership Management & Development Strategy
  - HEI programmes
- MESO Level Provincial institutions or national institutions with no provincial counterparts
  - Professional Bodies
  - Public Service Academies
  - FET programmes
  - Programmes coordinated through Provincial Academies
- MICRO Level Departments & Institutions
  - In-Service Programmes
  - In-house/Workplace programmes
  - ABET programmes

PILLAR 2: Ensuring adequate Organizational Support Structures & Systems for HRD
- Policy Frameworks and Support Systems

PILLAR 3: Providing Leadership to ensure effective Implementation
- HR Learning Networks
- Professional Bodies
- SETAs
- E-Learning Coordination

PILLAR 4: Responding to the Agenda of Growth & Development
- Presidency & DoL
- NSDS
- JIPSA
- ASGISA
- EPWP
- MDG

Capacity Development Initiatives
Organizational Systems & Initiatives
Governance & Institutional Development Initiatives
Economic Growth & Development Initiatives

• National Frameworks for Delivery
• Provincial Frameworks for Delivery adapted for provincial needs
• Departmental Frameworks and Processes
14. CONCLUSION

The HRD Strategic Framework for the Public Service is presented as a statement of the manner in which the DPSA intends to manage and support the continued refinement of Human Resource Development in the Public Service. The framework seeks to build on the gains of the past, confront the issues which currently affect our performance and lay the cornerstones of a new future for HRD in the Public Service.

The framework is not crowded with new ideas, and it is not overburdened with complexities in terms of policies, guidelines and processes. Rather, the framework is a strategic compilation of ordinary ideas which have been tabled before, and which, in some cases, are already being implemented.

Notwithstanding, these ideas are the considerations which will take us forward into a more responsive and performance-oriented HRD for the Public Service. These are the ideas that will add the most value to our current operations and practise in HRD; and these are the ideas which have the highest potential for making the most significant difference in the shortest time. Time is of the essence; demands and expectations are great.

We believe that the framework is responsive to our current circumstances because it was formulated based on input from stakeholders in the research review of the HRD Strategy 2002-2006. We hope that the focus and content of the strategy duly reflects the input and priorities expressed by stakeholders and participants in the review process. We hope that practitioners and stakeholders in HRD see the HRD Strategic Framework as a mandate that they have crafted to seek their interest as professionals and advance the cause of HRD in the Public Service as a viable field of practice. The goal, eventually, is enhanced performance and improved service delivery. We hope that the strategic framework puts HRD in the forefront as a measure which will, in the end, ensure the realisation of the Public Service envisioned in the Constitution.
The design and development of the Strategic Framework for HRD in the Public Service would not have been possible without the sincere and detailed contributions and comments provided by stakeholders and by members of the HRD community in the Public Service.

It is not possible to honour here the richness of the ideas shared and the importance of contributions made.

The quality of the contributions made signals a future of accomplishments in HRD that is truly transformational. We wish to recognize the institutions and individuals who have participated in the process of engagement for the preparation of the HRD Strategic Framework.

Because of the number of participants in the process, we are unable to fully recognize all who have made contributions to the process. Notwithstanding, we wish to note that we have thoroughly reviewed all the input you have provided and wish to recognize that your individual contributions have been invaluable.