

CHAPTER 5

GUIDELINES FOR THE DEVELOPMENT OF ACADEMICS AT INSTITUTIONS OF HIGHER EDUCATION

5.1 INTRODUCTION

“If an organisation is to survive, it must respond to changes in its environment. When competitors introduce new products or services, government agencies enact new laws, important sources of supply go out of business, or similar environmental changes take place, the organisation needs to adapt” (Robbins, 2001:542).

The most changing environment in South Africa today is education. New acts like SAQA and Higher Education are currently changing and shaping the education scenario. The recommendations of the Shape and Size Task Team of Higher Education are also adding to this rapid change in education. “Rapid change in job content, organisation structures, talent requirements result in short-term career planning and step by step progression” (Hardijzer, 2000:21). Hardijzer foresees a future where job security will be replaced by “employability security”, which simply means the ability to adapt and enhance one’s skills. He further mentioned new career competencies as adaptability, tolerance of ambiguity and uncertainty and identity change.

The future of South Africa depends to a large extent on the effectiveness of its education. The above-mentioned changes are introduced to improve the contributions made by institutions of higher education in order to improve economic performance of our human resources. The above statement is stressed by Shaw & Seriven, (1996:26) when they state that “with our human asset, as with financial shares, we primarily are interested in “the future”.

Institutions of higher learning should be run like businesses today. They should be client- centred in order to offer relevant programmes, and be business-like and competitive. Competition is healthy and keeps organisations on their toes. “However to remain competitive tomorrow requires investment in the development of new capabilities”. (Ferreira, 2000:11).

It is argued that education at present is failing to address South Africa’s economic performance. Whether the new acts and other recommendations to transform education will bear fruits or not, is yet to be seen.

Another critical factor that is shaping South Africa’s education is technology and globalisation. “As the pace of information growth continues exponentially, we need to learn more efficiently”. (Fenton 1997:23). Learning more efficiently is not enough, we need to learn fast and efficiently.

5.2 GUIDELINES BASED ON LITERATURE STUDY AND THE EMPIRICAL SURVEY

A series of studies have focused on staff development and training as well as learning organisations .A broad base of relevant research theory and opinion on staff development and learning organisation was established. Various abstract journals, periodical indexes and citations were necessary to complete this survey.

Change is also a critical issue at institutions of higher learning-because learning usually means changing the way things were done. Unlike learning “change is the coping process of moving from the present state to a desired state that individuals, groups and organisations undertake in response to dynamic internal and external factors”. (Cook et al, 1997:530). It is reality that businesses that ignore change will not survive but will disappear. Forces of change include nature of the work force, technology, economic shocks, competition, social trends and

world politics (Robbins 2000). Some of the forces of change affect institutions of higher learning directly while others affect them indirectly “It is the pace and unpredictability of events in the operating environment which triggers the need for frequent fast change in the organisation” (Colenso, 2000:5). The South African regulatory environment is a critical factor in the changes affecting institutions of higher education as brought about by the South African Qualifications Act 1997, The shape and size Task team Recommendations 2000 and The Amendment Bill of Higher Education 2000, just to mention a few. An empirical survey was conducted by using questionnaires in (section 4.1). According to the data collected from the respondents by means of a questionnaire survey the following findings became evident:

- 5.2.1 The investigations have revealed that lecturers agree that no educator will remain qualified without some form of ongoing education.
- 5.2.2 Lecturers agreed that training programmes succeeded in transmitting new knowledge and skills, improve performance, update skills, update skills and satisfy personal growth.
- 5.2.3 Objectives of training and development initiatives are not consistent with internal objectives of institutions.
- 5.2.4 According to lecturers at both institutions, management is not committed to training,(16.39%)at colleges of education agreed, and (18,18%)at technikons agreed. However the study showed that the lectures agreed
- 5.2.5 that if staff development is correctly managed, the process would develop lecturers and maximize their potential (table 4.8, 4.9 and 4.10).

5.2.6 Management at both institutions are not encouraged to identify their own training needs. It is important to allow staff to participate in needs analysis of their own training.

5.2.7 The duration of training courses should not be too long, Institutions should split the courses for a greater flexibility.

5.2.8 It is important to note that the majority of respondents agreed that they would recommend the training programmes to other colleagues.

5.3 GUIDELINES FOR PLANNING DEVELOPMENT AND TRAINING

Planning for staff development and training is important. Planning learning opportunities for staff is linked to the following primary objectives:

5.3.1 Needs analysis.

Training needs or need survey should be looked into and appropriate development strategies should be put in place. The reasons for training must be clearly stated.

In particular, training needs must be linked to the organisation's strategies, objectives and operational strategies. Commitment from lecturers is of utmost importance for successful training.

Lecturers should participate in identifying training needs; they should also be actively involved in deciding what training is required, when training should take place and how. Participation will erase the feeling of prescription. Needs analysis can be either per faculty or per department.

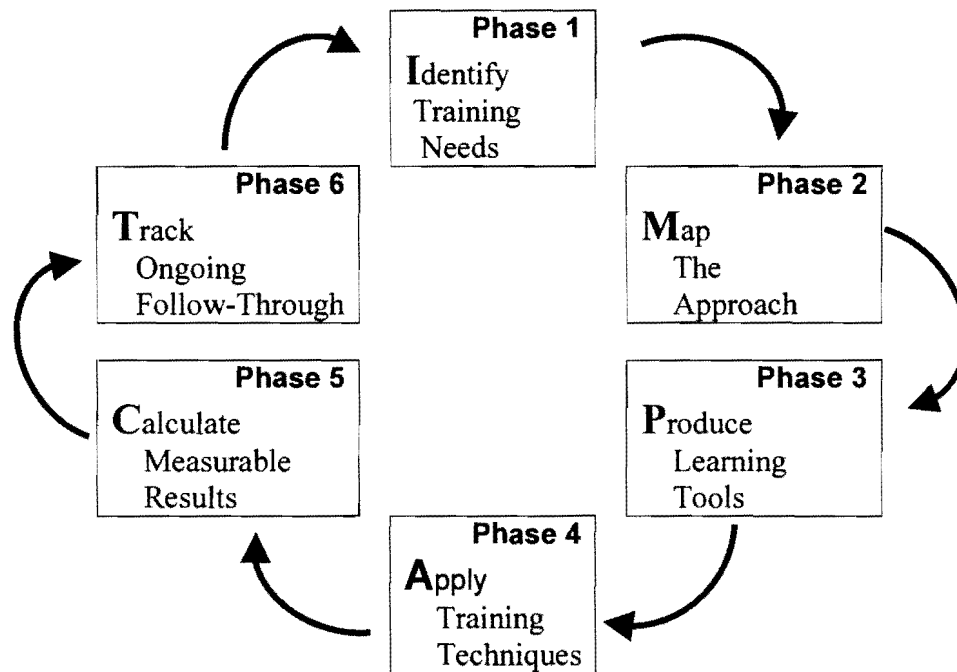
Once a needs analysis is completed, staff developers will have specific training activities that the institution requires and will establish objectivities that the institution requires and will establish objectives to meet them. The above process alone will not ensure training participation for lecturers.

Noe, Hollenbeck, Gerhart & Wright (2000:211) add an extra two important steps to ensure high impact training:

- Ensuring employees readiness for training and
- Ensuring transfer of training.

Erasmus, & Van Dyk (2001:45) summarise the training model as follows:

Figure 5.1: High-Impact Training Model



Source: Sparhawk, S. (1994:13)

Phase 1: Identify training needs

This phase is important as it is during this phase that training needs are analysed. The need for training must match with the reasons or objectives of training. Staff developers must spend more time in this phase and they must involve staff members. The involvement of staff members will ensure buy-in to training. In this time of changes, there might be many training needs. The staff developer as well as staff must prioritise training needs.

Phase 2: Map the approach

After phase 1 has been implemented successfully, then the learning content will be determined based on training needs and measurable objectives.

Phase 3: Produce learning tools

Determination of learning content is done in this phase. Lessons are designed, including training manuals or material. The training might be on-the-job training or instructor-led course. The objectives of the course will direct the staff developer in developing training manuals and to choose the relevant learning tool.

Phase 4: Apply successful training techniques

It should be noted that the tools chosen in phase 3 will determine the training techniques that will be used in this phase. It is important that the staff developer choose training techniques that yield successful training. One technique can be used to deliver training or a variety of techniques can be used.

Phase 5: Calculate measurable results

The intention of training was drawn in phase 2 by means of learning outcomes. The staff developer must determine whether the training served its purpose by evaluating the training programme and system. Feedback should be communicated to everyone who was involved, either at the stage of needs analysis or as participants in training.

Phase 6: Track ongoing follow-through

Even though all the above phases have been successfully implemented, it is not the end of training and development. Since change is ongoing, phase 1 (needs analysis) will dictate to staff developers to be on their toes and keep up developing training and development programmes in order to cope with the changes.

The staff developer should keep on referring to the above six phases in order to prepare and deliver successful training sessions.

Both steps are important to the training cycle as they involve motivation, which is the most important element employees will need to attend training programmes, and encouraging employees to take personal responsibility for skill improvement.

5.3.2 Preparing learning events

The preparations of learning events should be linked to the needs analysis exercise. Aims of the learning events should be drawn from the needs by paying attention to the duration of the sessions, as well as the mode of delivery so that it is connected to the institution's activities

It is important to set a calendar of training for the year. Training at certain times of the year should be avoided to avoid disappointment or late training. Topics should be repeated at different times for flexibility of attendance.

It is also important to take into account the principles of adult learners in preparing learning events. Presenters should guard against the following:

- They should avoid to be prescriptive.
- They should clarify objectives.
- The objectives have to be realistic, and relevant.
- Allow learners control of their learning.
- Involve learners in the learning activities.
- Take into consideration that the adult learner brings knowledge, experience and expertise to the training session.

5.3.3 Evaluation and follow-up

In paragraph 5.3 guidelines for planning of learning events were discussed. The success of planning and preparing the learning event is measured by evaluation and follow-up. Various forms of evaluation criteria may be used during and at the end of the training programme. Questionnaires can be completed at the beginning and at the end of the learning event, so as to ascertain the participants' needs and expectations at the beginning and check whether the training addressed the needs, expectations and outcomes at the end. It is important to verify whether the training changed the behaviours of participants or not. The training programme is deemed successful if the knowledge and skills acquired are transferred to the lecture hall and make a significant development improvement.

The above information confirms that it is essential to promote participation in all stages of training and development. There will be resistance to training if

lecturers are forced to participate, if their experience is ignored, or they have no control of their learning whatsoever.

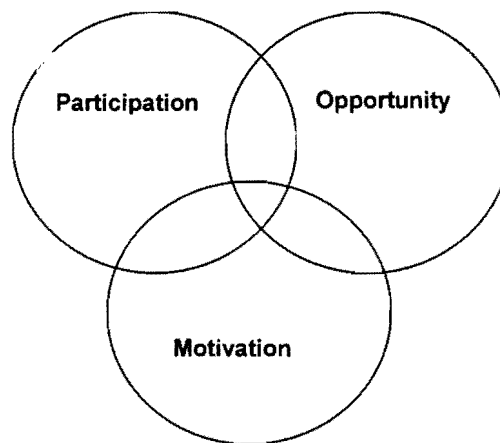
Evaluation is used to establish the success or the failure of their learning events. This process helps staff developers to evaluate whether planning, which encompasses needs analysis and preparing the learning event was a success or a failure. It forms a strong foundation for future learning events. In short evaluation helps in keeping records, give remedial sessions and determine whether lecturers' training and development needs have been met.

Byars & Rue (2000:317) summarise evaluation by breaking it into four areas:

1. Reaction: How much did trainees like the programme?
2. Learning: What principles, facts and concepts were learned?
3. Behaviour: Did the job behaviour of the trainees change because of the programme?
4. Results: What were the results of the programmes costs or reduction in turnover?

5.4 MODEL FOR THE INVOLVEMENT OF LECTURERS IN DETERMINING THEIR TRAINING AND DEVELOPMENT PROCESSES

Figure 5.2: Model of involvement



5.4.1. Participation

“One of the key effects of democracy and participation is that the decision of what to learn is now co-determined by the organisation and the individual. Increasingly staff are invited to participate in the building of a commitment to development whilst at the same time providing benefits to the organisations”. (Fenton, 1997:24). Graham & Bennett (1998:33) also agree with the above definition of participation but they add an important aspect, which stated, “that the employees have access to sufficient information on which to base their share in success”.

The critical aspect of training is to involve the people who are going to be trained in the initial discussions. “Unfortunately the human being has been reduced to a robot. The capacity of independent thought and action has been discarded in the name of standards and efficiencies. Employees have been skilled in functions, not in decision making”. (Cantrell, 1997:15). Participation is becoming a good tool to take everybody who is supposed to be trained on board. A partnership approach is good because consultation takes place with relevant people and they are made to understand the dynamics. Then joint planning is done. This type of approach softens the attitudes of people to be trained. They will be committed to training because they feel they are part of the planning and decision-making process.

Blom (1999:12) as quoted by Beckmann (2000:8) defines democratic management as a “management principle based on the right of all individuals to co-determine and influence, in freedom and equality, workplace policies and procedures. This right to participate is coupled with associated obligations of responsibility to all affected by these policies. It is characterized by the way in which decision-making procedures are conducted”.

The definition emphasises involvement in decision making. In the light of the South African constitutional rights and the present climate of change, a democratic style of management is not a luxury but the right approach to management. Beckmann & Blom (2000:2) state "democracy in the workplace in the sense of participation is firstly seen as morally good because it is with the broader democratic ideals and the values of society". It should have been implemented a long time ago. Their expertise is needed. Individuals and departments' interests will not be ignored or sidelined but taken into consideration. Great emphasis should be placed on teamwork; involvement of people to contribute to the decision-making process and can be used as a guideline at institutions of higher learning.

The Department of Education (1997:32) outlines the following process of decision-making:

- What decision do we have to make (What is the problem?).
- What are the possible solutions to the problem?
- What are the pros and cons of each of the possible solutions?
- Which is the best option and why?
- How can we implement this solution?
- Did we choose the best option?

It is important that lecturers try to reach consensus on decisions in order that:

- All members have a voice in decisions.
- Differing views are heard.
- Everyone supports that final decision.
- A sense of common purpose is developed.

It should be taken into consideration that it is not always possible to reach consensus, but partial consensus will be sufficient to implement a training and

development strategy. Cognisance of cognitive dissonance is a threat to consensus. According to Invancevich & Matteson (1993:764) cognitive dissonance is “a mental state of anxiety that occurs when there is a conflict among an individual's various cognitions (for example, attitudes and beliefs) after a decision has been made”.

They further explain such anxiety as usually being in conflict or in doubt with attitudes, and beliefs, after a decision has been made.

Hoy & Tarter (1993:14) suggest that, before expecting people to participate in decision-making, one should consider four questions:

1. Does the decision to be made fall within the specific person's zone of acceptance (the zone of decision making where a person accepts decisions unquestioningly and is indifferent to them)?
2. Does the person have particular expertise regarding the matter?
3. Is the matter relevant to the person?
4. Does the person have a personal stake in the issue and is he or she therefore committed to a sound decision on the issue?

If the answer to the question is positive and the answers to the remaining three questions are negative, it makes no sense to involve such a person in a decision-making process.

There are different ways of involving employees. According to Robbins (2001: 193) an organisation can either use employee involvement, which involve the entire capacity of employees, or representative participation. The researcher prefers the representative participation, because “workers participate in organisation decision-making through a small group of representative employees”. It is easy to handle a small group. Management should encourage the group to bear mandates of bigger groups and to provide them with feedback.

They should explain to them why they should be trained and they should also decide on the type of training after a clear distinction of different types of training has been made.

Robinson & Robinson (1989) compare training for activity with impact training. According to them training impact is sure to bring success because the trainer creates a partnership with key line managers associated with the training project.

The line managers should extend the partnership to their employees to create a win-win situation and encourage ownership and overall contributions to the overall effort. These managers form collaborative relationships with their clients. A win-win situation is an ideal situation but to be achieved "employees and managers need to begin thinking and acting like owners of the company (Pokroy, 2000:29).

Training for impact is characterized by:

- Partnership with the client
- Link to business needs
- Assessment of performance
- Preparation of work environment to support training
- Measurement of results

These are the types of partnership that would appeal to employee's management should take employees seriously by involving them in decision making. The training needs should be linked to the business vision and mission. According to Huysamen (2000:26) "the role of an astute manager should be to enable –as simple as that. It means removing the stumbling-blocks from the paths of his or her people to allow them the opportunity to perform their tasks to the best of their ability". He refers to managers as "man abler" to support the above definition. In this context it really makes sense. The employees receive support because the

environment is conducive. Lastly the training is measured to evaluate the impact training.

Involving employee's makes it difficult for them to resist the decision they help to bring about the above is stressed by Roos (2000) as quoted by Beckman (2000:9). He describes participation as "a system whereby you as a manager try to implicate as many staff as possible in decisions-making process. You then have scapegoats readily available when decisions are seen to have had catastrophic consequences and the inevitable panic and hunt for the guilty parties ensue. This process is best summed up in the injunction to round up usual suspects".

5.4.2 Opportunity

Staff members should be encouraged to use learning opportunities offered at their institutions. The initial qualification helps lecturers to find employment but exposure through training and development encounters play a major role in shaping people's professions. Academics "Will need to adapt by becoming more self-reliant in defining their careers opportunities" (Hardijzer 2000:21).

These career opportunities should have meaningful and lasting benefits to both employees and organisations. Fact is, employees need to be motivated by both internal and external factors in order to adapt to and identify learning opportunities. This is a real challenge, how to encourage employees to use the opportunity of learning offered by institutions on their free will.

A critical requirement for lecturers to use the opportunities is through participation in training needs analysis. An organisation should focus on achieving its goal of training through involvement of the entire workforce. Lecturers would not want to feel as if a handful of people take decisions on their training needs.

Once management creates an opportunity for learning, it must be prepared to continue to nurture the opportunity and make it attractive to staff. An institution cannot implement training without increasing an enabling environment for learning. The two must be supportive and mutually enhancing.

Employees who work at institutions that support and create an opportunity for learning should accept the gesture from management and use the opportunity. Currently it might be a losing battle for management to effectively create training opportunities, and to make lecturers feel enthusiastic about their endeavours due to the changes that are taking place in higher education sector.

The researcher agrees with Bond (1917:58) when he states that ‘an effective strategy includes the creation of an environment which supports employee contribution, teamwork, trust and respect between management and employees’.

“Every interaction is regarded as an opportunity to learn from participants”. (Fenton 1997:24). The researcher believes that training and development encounters offer lecturers the opportunity of either learning from or sharing their expertise with colleagues.

5.4.3 Motivation.

“Motivation involves a conscious decision to perform one or more activities with greater effort than activities competing for attention”. This definition of motivation contains three elements:

- 1) Some people need motives, or goals that trigger action,
- 2) A selection process that directs the choice of action, and
- 3) The intensity of effort that is applied to the chosen action.

In essence, motivation governs behaviour, selection, direction and level of effort". (Cook et al, 1997:185).

People have different types of needs; essential needs and luxury needs. Essential needs are necessary for survival while a person can do without luxury needs. Competitiveness is not a luxury need but an essential one if one has to survive in today's' world. From the different needs people have, they make an effort to acquire others, but some they will also try to avoid.

People sometimes avoid training and development because they do not understand the reason why they should be trained or they do not see the need for training.

'In its simplest form, the process of motivation is initiated by conscious or unconscious recognition of an unsatisfied need". (Nel et al, 1996:320).

In conclusion, "motivation, therefore, implies that there must be enthusiasm, encouragement, support and stimulation. These must however come from leadership and individuals themselves, otherwise no-go" (Simoncell: 2000:44).

5.5 GUIDELINES FOR TRAINING AND DEVELOPMENT OF LECTURERS.

Figure 5.2 (Model of Involvement) challenged the researcher's empirical research and the findings are as follows:

Lecturers generally agree that no educator will remain qualified without some form of on-going education. This question sought to address the lecturers' self expressed need for on-going development. Ensuring that lecturers are trained from time to time, learning opportunities should be available at institutions. An environment which support employee endeavours to training is fundamental to any staff development programme.

There was also a focus on management commitment towards training and whether lecturers are encouraged to identify their own training needs. The data revealed clearly at both institutions that lecturers are not encouraged to identify their training needs. The revelation to this question calls for institutions to move away from telling lecturers what to do, to find out their needs. It is important that institutions, like any other organisations that are faced with changes, be proactive. However it is also important that they involve their staff members in their proactive endeavours.

It was also noted that there is a lack of commitment from management. The empirical investigation also revealed that management is not committed to training. It is important that management play an important role in motivating staff to learn. Changes within an institution calls for doing things differently. Change, changes strategies and objectives of institutions. Staff members need motivation from management to learn to do things differently.

Participation and opportunity are ways of motivating lecturers to attend training programmes, however they are not the only ways. But for this research participation and opportunity are the only ones mentioned and thus deny the research the knowledge of how lecturers would have responded should other ways of motivation been explored.

The researcher does not mean that all institutions lack employee recognition programmes, the question is are they enough, do they motivate lecturers, if not why, how are they perceived by lecturers and lastly do they have an impact?

Against the above background the following guidelines may be recommended to staff development at colleges of education and technikons:

5.5.1 Management commitment towards training

It is evident from the empirical research that management is not committed to training. Management should encourage and motivate staff to attend training that will develop and update their skills from time to time. The question that must be asked is, what is motivation? There are many definitions in literature study that define motivation. Cook et al (1997:185) states that "in essence, motivation governs behaviour, selection, direction and level of effort". It is also true that all people have the capacity to perform. For people to perform, there are a variety of factors that play a role, for example the environment and support.

If a person is uncertain about his/her job, how do you motivate such a person? The researcher would like to add another dimension to the definition of motivation which is counselling. It is the researcher's assumption that lecturers are affected by the changes that are taking place at their institutions. To put it mildly, they are stressed up by mergers. It is human nature to feel relaxed and positive when the status quo prevails, and to feel threatened when they are faced with changes and challenges. It is common knowledge that mergers will create duplication of positions, resulting in reducing staff in the affected institutions. The future for some of the staff members might seem like a heavy smoke placed in a room where they are expected to find their way to a safe place or die of choking from smoke.

In the endeavour of motivating staff, management should also provide counselling facilities for their staff. Counselling should provide support to staff in this trying times. Actually counselling should be a priority until things settle down.

5.5.2. Identification of training needs

Bond (1997:19) argues that "in the equal opportunity paradigm there is a movement away from pseudo-consultation towards real consultation". The

findings of the empirical research shows that management does little to encourage staff to identify their training needs, 27.87% at colleges of education lecturers agree that management encourage them to identify their training needs and 32.73% at technikons.

It is important that management consult staff when deciding on training and development intervention. The consultation will bring about buy-in and trust between management and staff. There is no doubt that employee involvement with regard to identifying training needs will not necessarily mean agreement in training.

Some training is brought about by changes that are beyond management and staff power, and calls for training whether staff members agree or not

5.6 DEVELOP INSTITUTIONAL POLICY ON TRAINING.

Institutions of higher learning should have a training and development strategy. From the strategy a policy should be written. The strategy should spell out clearly how an environment that supports employees will be created. The training policy must be consistent with the mission and vision of an institution.

A communication strategy should be developed to inform lecturers of how training needs their involvement in the process of needs analysis, the types of training menu to be available and lastly the mechanisms for providing training.

5.7 SOME ASPECTS TO BE COVERED

The other important aspects to be covered in training programmes include the following:

- 5.7.1 Promote awareness and excitement of needs for continuous development in the changing education world.
- 5.7.2 Promote the running of workshops on all pieces of legislation affecting higher learning institutions. e.g. SAQA Act 1995, Higher Education Bill 2000, Size & Shape Recommendations 2000, to name just a few by identifying challenges and opportunities in the regulating environment.
- 5.7.3 Provide an enabling environment of continuous learning by involving lecturers in needs analysis. Methods of training should also be flexible and allow choice of when and how to learn.
- 5.7.4 Commitment from management is also essential. Management should be seen as promoting and encouraging lecturers to improve their skills, by being committed and supportive.

5.8 CONCLUSION

The changes dictate the type of workplace and the type of workforce needed. Institutions of higher education, like any other organisation, should respond to the need to improve and be competitive as part of the quality improvement movement.

According to Huysamen (1997:32) "the production efficiency depends basically on three elements, namely: the employee's skills, the work environment's effectiveness and the employee's desire to perform". The researcher feels strongly that there is a fourth one, which is the desire to be trained. Institutions of higher education are agents of change and they should be seen as managing change through developing their staff.

Learning institutions should view change as a challenge and as an ongoing feature of their existence. Today all employees need a variety of competencies to carry out their ever-changing responsibilities. Learning organisations provide an environment where these competencies can be nurtured and developed.

It is important that institutions of higher learning like organisations should "learn faster than the competition, change before they're forced to, and always try to marry personal and financial performance". (Cook, Hunsaker & Coffey, 1997:210).

Person and corporate competencies are important to organisations. It should be remembered that when an individual leaves an organisation the individual's competencies are taken away too, but the corporate competence will remain with the organisation because it is "owned or embedded in the organisation's people, technology and structures" (Meyer, 1996:39).

In one of the questions, the lecturers agreed that training programmes succeeded in transmitting new skills, improve performances, update skills and satisfy personal growth. It was also agreed by lecturers from both institutions that the duration of courses should not be too long and institutions should split the courses for greater flexibility.

The above responses clearly calls for staff developers to know their client well in order to provide them with what they want. During the process of knowing each other, other issues will come up from that exercise, like what method of delivery to use, who is to facilitate and what are the objectives or outcomes of the training programmes?

The above questions were used to provide motivated recommendations of how to approach training programmes in Chapter 6.