Facilitating human resource development in the South African constitutional dispensation

H. G. van Dijk
School of Public Management and Administration
University of Pretoria
e-mail: gerda.vandijk@up.ac.za

Abstract

The article explores the advances in the human resource development legislative environment emanating from the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) (Constitution, 1996). The Constitution, 1996, calls for a public service that is development-orientated, one that is characterised by good human resource and career management practices. The purpose of the article is to provide an indication of the impact that the growth in human resource development policies have had on the creation of the learning organisation. Emanating from the constitutional obligations, the Department of Public Service and Administration has paid particular attention to drafting and implementing legislation and policies that would facilitate human resource development. The White Paper on Human Resource Management in the Public Service, 1997 made provision for a paradigm shift away from personnel administration to human resource management. Subsequently, much emphasis have been placed on determining and facilitating human resource development through skills development and human resource development strategies. Specific mention is made of the role of the Human Resource Development Strategy 2001–2006 proposed and compiled by the Department of Public Service and Administration. A discussion on the challenges in creating a public learning organisation conclude this article.

1. Introduction

People are an organisation's most important resource. Should one take this statement seriously, then the increased focus and emphasis on human resource development in the public service would be justified. However, one should also take into account that people alone will not make the difference, but that an organisation's sustainability will be measured according to its ability to place the

correct person at the correct position at the correct time and capable to perform his or her given duties.

Human resource development is an important factor contributing to a country's growth potential. South Africa has the typical profile of a developing country – an abundance of unskilled people and a shortage of skilled people. The public service has to function within an environment where particular resources are scarce and limited while community needs grow and expand continuously. Acquiring skills and competencies on a continuous basis will contribute to a life-long process of learning, reflecting a viable society and an economy with positive growth potential.

Since 1996 various changes have characterised the human resource development environment. Emanating from the Constitution, 1996, renewed focus has been placed on how to improve the competencies of public officials. The Constitution, 1996 requires a public administration that is development-orientated, professional and has sound human resource management practices (sec. 195). This article explores the changing human resource development environment by specifically investigating the impact of development legislation and strategies on the creation of a learning public organisation.

Specific concepts should first be contextualised to provide the framework for the article. Within the human resource management context the concepts of human resource development, training, learning and the learning organisation will be defined and related to each other. However, the development of personnel administration into human resource management is the background for the article and will not be given attention.

2. Personnel administration and human resource management

During 1997, the DPSA published the *White Paper on Human Resource Management in the Public Service,* detailing a paradigm shift from personnel administration to human resource management. Dunn and Fozouni (1976, 9–10) in Hanekom and Thornhill (1983, 66–67) define *paradigm* as a 'tradition, a school or a style of science that has concrete historical significance as well as explicit assumptions, methods and research projects'. As such, the personnel administration function is one of the generic administrative functions of public administration. Personnel administration deals with the acquisition of employees, while human resource management deals with the effective utilisation of employees with the main aim of effectively achieving the goals and strategies of an organisation. The observation is made that human resource management is the encompassing management function comprising all the different human resource functions, including human resource development. Human resource management is not just about signing a leave form (basic clerical function) to enable an employee to attend a training course, but rather managing the cyclical process of identifying a training need, identifying an appropriate training course, granting an employee leave to attend the training course and then evaluating the

outcome of the training course against a predetermined organisational standard, thereby facilitating the identification of a new training need.

The vision of the White Paper is that human resource management will result in competent and well-managed employees, capable of and committed to delivering high-quality services to the people of South Africa. The human resource management mission entails that (*White Paper on Human Resource Management in the Public Service*, 1997): 'Human resource management in the public service should become a model of excellence, in which service to society stems from individual commitment instead of compulsion. The management of people should be regarded as a significant task for those who have been charged with the responsibility and should be conducted in a professional manner.'

The importance of ensuring an appropriate human resource management direction for the public service is undeniable. Only when an organisation puts into practice the words describing a competent, professional and committed human resource system, will employees be able to master their own competence while acting as development resources to the benefit of their colleagues.

What emerges from the White Paper is that human resource management will have to undergo a crucial change in order to realise the development of employees towards becoming service delivery-orientated, multi-skilled and multi-cultural, while creating a flexible environment that considers both the individual as well as organisational needs.

While the policy provides for a paradigm shift away from traditional personnel administration to human resource management there appears to be a strong emphasis on human resource development. It could be stated that the public organisation's emphasis on human resource development stems from the indisputable link between effective and efficient service delivery and human resource development. From the above, it can further be concluded that since 1997, the emphasis in the public service has been on creating a service that would not only be responsive, but also well equipped to handle the added pressures of an ever-increasing population with increasing demands. Thus, human resource development becomes instrumental to organisational effectiveness and efficiency. Identifying the strategic link between appropriate individual placements and realising organisational priorities becomes an important duty of all public service managers. The assumption can, thus, be made that without the identification of the strategic link, human resource development and training might not necessarily address organisational priorities. Implementing a learning organisation becomes more challenging when the learning taking place in the organisation benefits only the individual employee. Within the broader context of human resource management the concepts of human resource development, training and learning will now be defined.

3. Human resource development defined

Human resource development concerns the human resource management function that focuses on the attainment of both personal and organisational growth through effective and efficient functioning of the organisation. *Human resource development* is described as the integrated use of training and development, organisational development and career development to improve individual, group and organisational effectiveness (Harris and DeSimone 1994, 9). Harrison (1993, 300) defines human resource development as the planned learning and development of employees as individuals and as groups to the benefit of an organisation as well as its employees.

Horwitz et al. (1996, 138) take the concept further by stating that human resource development would not only benefit the individual in his or her job performance, but will also enable and skill them in other social, cultural, intellectual and political roles that society demands from them. Sambrook (2001, 170) explores another perspective to the study of human resource development and calls it the 'negotiated order perspective'. Development should be attached not only to organisational goals but also to individual goals, while taking into consideration its particular environment. For example, the management training of nurses will vary from the management training of engineers and so also from the management training of human resource professionals. Different competencies and skills are required and the environment should have a significant impact on the type of training and development.

In view of the different definitions it could be argued that human resource development is an integrated process aimed at

- balancing individual career aspirations and organisational requirements, while maintaining organisational effectiveness and efficiency
- taking into account the specific organisational environment.

4. Training and learning

Through training knowledge, skills and attitudes are imparted that are necessary for job performance. Through training, job performance can be improved in a direct way. Development is the process whereby individuals learn through experience to become more effective. It aims to utilise skills and knowledge that have been gained through education and training. Development is future-orientated and embodies concepts such as psychological growth, greater maturity and increased confidence (Truelove 1995, 291). Wexley and Latham (2002, 2) state that the purpose of both training and development should be to facilitate the learning of job-related behaviour by an employer on behalf of an employee. Behaviour thus refers to the knowledge and skills acquired by employees through practice.

Learning is the basis of each of the above-mentioned concepts. Truelove (1995, 297–298) maintains that learning occurs in any one of three ways, including

1. learning deliberately initiated by someone else to develop an individual through for instance coaching, mentoring, counselling, training or planned experience
2. learning that occurs as a consequence of the demands that the job makes through crises or departmental growth
3. learning initiated by the individual through volunteering, reading, education or outside activities aimed at practising skills.

Learning is the process through which skills, knowledge and attitudes are acquired and transformed into habitual forms of behaviour and performance. Training is or should be a continuous process through which an employee will acquire new or sharpen existing skills. Training is aimed at enhancing the potential of employees by improving their attitudes, habits, skills, knowledge and experience.

The picture thus emerges that facilitating development through appropriate training ensures that learning takes place within a given context to the benefit of both the individual and the organisation. However, it could be argued that training comprises specific inherent requirements, meaning that both an organisation and an individual should show commitment to training. In order to enhance the organisation's implementation of the learning organisation, training should, be evaluated against a predetermined standard

Thus, the argument can be made that in order for human resource development to take place, learning has to be lead to the creation of organisational knowledge where the individual employee experiences a sense of satisfaction in his or her own role and purpose within the organisational context. However, one should also understand the legislative framework that governs human resource development, and the impact of the White Paper as well as the Department of Public Service and Administration's Human Resource Development Strategy 2001–2006 will now be discussed.

5. Skills development and human resource development

The *White Paper on Human Resource Management in the Public Service*, 1997 emphasises that employees are a valuable resource to any public organisation and should be developed to obtain the maximum benefit for both the organisation and the individual. Paragraph 5.10 states that employees who are prepared to devote their careers to the public service should be given every opportunity to develop themselves and broaden their skills to benefit both the individual and the organisation. Effective career management will enable employees to maximise their career potential by supporting themselves through job opportunities, skills training and development while also enabling employers to develop their human resource capacity through supporting, as much as possible, the career aspirations

of the individual employee (Republic of South Africa 1997, par. 5.10.1 of the *White Paper on Human Resource Management in the Public Service*, 1997).

Effective career management could be enhanced through the implementation of the lifelong learning principle. Lifelong learning is a cornerstone in the creation of a learning organisation, since lifelong learning underpins becoming a personal master in his or her field of expertise. The South African Qualifications Authority Act, 1995 (Act 58 of 1995) (SAQA Act) provides for the development and implementation of a National Qualifications Framework as well as the establishment of the South African Qualifications Authority (sec. 3 of the SAQA Act). Section 2 of the SAQA Act describes the objectives of the National Qualifications Framework, including to

- create an integrated national framework for learning achievement
- facilitate access to, and mobility and progression within training and career pathing
- enhance the quality of training
- accelerate the redress of past unfair discriminatory practices in training and employment
- contribute to the full personal development of each learner and the social and economic development of South Africans.

Therefore, it is obvious that the framework for lifelong learning and the establishment of a learning organisation is promoted through the SAQA Act. The public service, in its adherence to the SAQA Act, is responsible for transforming itself into a learning organisation that would facilitate the human resource development of all employees.

6. Increased need for human resource development

The Department of Public Service Administration's policy on human resource development rests on the above framework created in 1996–2000. The policy stresses the importance of human resource development while focusing on measures to improve the current training and development system. The principal aim of the policy is to establish a clear vision and policy framework to guide the introduction and implementation of new policies, procedures and legislation aimed at transforming public service training and education into a dynamic, needs-based and proactive instrument ensuring a 'new' public service.

From the discussion the observation is made that the anticipated outcomes will strategically link a new system of training to human resource development while ensuring the development of effective career paths for all public employees. This change indicates that the Department of Public Service Administration realises the importance of strategically linking human resource development to organisational

development. Through this policy, the Department of Public Service Administration intends to develop the public service capacity to fulfil the demands of its ever-changing environment.

The extent to which an organisation is competent relies on the extent to which training and development are organisational priorities. Line managers are responsible for the implementation of performance frameworks that would fulfil their main objective (organisational efficiency and effectiveness). But, in order for the line managers to ensure that their organisation remains efficient and effective, they also have to ensure that the employees are competent and trained to such an extent that it would fulfil employee developmental needs. Herein lies the main challenge for human resource development – strategic alignment of individual employee development needs with the objectives and goals of the organisation.

The *Public Service Review Report,* 1999–2000 (2000, 64) affirms that the key challenge facing the public service is the need to attract, develop and sustain capable managers. Movement towards a system in which managerial responsibility is devolved and decentralised decision-making is promoted provides that the principle of accountability is also enforced. As part of a more effective and efficient human resource management effort the Department of Public Service Administration places more importance on increasing morale and motivation within the public service. The following measures are outlined to ensure that the human resource practices support the development objectives of the organisation (*Public Service Review Report 1999–2000*, 68–69):

- automatic promotions should be replaced with an appropriate career-pathing and pay progression system linked to performance
- greater flexibility in employment practices should be introduced, such as extended use of fixed-term contracts for senior management
- appropriate measures to reward performance should be developed and organisations should be given flexibility to determine the relevant levels for rewarding performance
- ethical conduct should be promoted through advocating adherence to the code of conduct
- development of a labour relations framework for the public sector is vital
- skills development and empowering public employees should be intensified in order to fulfil the development nature of public service delivery.

Close attention should thus be paid to the type of human resource development currently taking place within organisations. Without the appropriate skills the emphasis of the organisation will always stay on skills development and not on creating a learning environment. If development and training only aim at enhancing the capacity of individual employees, organisational learning will not be facilitated and the emphasis will stay on individual development and not on organisational

development. Thus, it becomes important to take note of the different human resource development outcomes as specified within the national human resource development plan.

7. Human resource development outcomes and implications

The need for human resource development has increased since 1994, even though training initiatives have been undertaken in both national and provincial spheres of government, they have been fragmented and uncoordinated, with inadequate monitoring and evaluation mechanisms to assess their success. In order for development and training to be beneficial to the organisation and its employees, a comprehensive, coherent training and education strategy for the public service was needed. In 2001 the Department of Public Service Administration was instrumental in compiling the national human resource development plan, which aims to encourage the development and training of public employees as an important prerequisite for the fight against poverty and other unacceptable socio-economic challenges. Development and training should, however, not only take place for the sake of developing and training public employees, but should also raise the quality of public service delivery as well as lead to socio-economic upliftment. (Human Resource Development Strategy for the Public Service 2001–2006, 2001).

Judging by the vision of achieving a dedicated, responsive and productive public service as proposed by the Human Resource Development Strategy 2001–2006, human resource development should be based on quality skills development linked to effective and efficient service delivery. The strategic objective for the Human Resource Development Strategy 2001–2006 is to deliver effective and equitable services to its clients and stakeholders.

The Ministers for Labour and Education, respectively, launched the National Skills Development Strategy and the National Human Resource Development Strategy 2001–2006) in 2001. The Human Resource Development Strategy's main aim is to provide a holistic approach to human resource training and development in the public service, addressing the impact of major resource and capacity constraints on public service delivery (Human Resource Development Strategy for the Public Service 2001–2006, 2001).

The Human Resource Development Strategy 2001–2006 will ensure, through its desired outcomes, full commitment to promote and implement the human resource development strategy in all public institutions and organisations, establish effective strategic and operational human resource development planning frameworks, and implement effective management and coordination of the human resource development strategy. The public service will be responsible for ensuring that systems are in place that would determine the needs analysis for effective development of training courses as well as creating a system of accreditation for prior learning. The development and implementation of continued training courses

for human resource development professionals and the promotion of pre- and post-training evaluation of training are the responsibilities of the Department of Public Service Adminstration (Human Resource Development Strategy for the Public Service 2001–2006, 2001). The Human Resource Development Strategy clearly indicates government's commitment to the development and training of all employees and thus establishes the groundwork for facilitating a learning organisation.

On the whole, all government organisations should identify functional areas that are critical for service delivery. The organisation should thus identify both crosscutting and functional skills that will ensure that it realises its service delivery targets. A Workplace Skills Plan should be submitted to the Public Service Education and Training Authority for quality assessment against the public service's human resource development priorities. Workplace Skills Plans should be continuously monitored and evaluated. The Human Resource Development Strategy 2001–2006 further details the specific role and responsibilities assigned to the organisation, including that of developing a clearly articulated human resource development policy. Heads of departments will be responsible and accountable for ensuring that subordinates are given opportunities to learn through the development and implementation of the organisational human resource development strategy.

The Human Resource Development Strategy 2001–2006 specifies the responsibilities of both managers and employees in terms of organisational and individual development. Managers should at all times ensure that employees are given the opportunity to learn as well as offer formal approval for learning activities such as courses or seminars. Managers will also have the responsibility of ensuring that skills are transferred and that training serves organisational as well as individual objectives. Together with the employees, the manager will ascertain the training needs of employees and plan and manage that individual's career within the public service. The employee should apply the knowledge obtained and take full advantage of all training opportunities available. An employee should become an active member in his or her own evaluation through implementing personal development plans and confirming his or her willingness to develop and learn through challenging work experiences.

A very specific policy framework has been created to facilitate the establishment of a learning public organisation. Much emphasis has been placed on the developmental responsibility of the public service, while stressing the obligation of employees to develop and capacitate themselves within an organisational context. For the purpose of creating a learning organisation the public service has to be more adjusted to linking individual development to organisational career development. Without appropriate organisational career development, the learning organisation will not become a reality. The question now remains: what is a learning organisation and how will human resource development help to realise it?

8. Challenges in creating a public learning organisation

Senge (1990, 3) defines the *learning organisation* as one where people continually expand their capacity, where new and comprehensive patterns of thinking are fostered, where collective ambitions are set free and people are repeatedly learning how to learn together. The five disciplines in the learning organisation are personal mastery, sharing mental models, sharing vision, team learning and systems thinking. Ho (1999, 117) states that the concept of a total learning organisation would be one that facilitates the learning of all its members and continuously transforms itself. The success of a learning organisation cannot easily be measured, because learning is not always a measurable activity. Learning can be facilitated through a formal training course and evaluated accordingly, but measuring a learning organisation would entail assessing the whole social process of an organisation (Smith and Tosey 1999, 70–71). It is obvious that most authors agree that the learning organisation is one that continuously strives to transform itself and its employees, while maintaining unity within its vision and direction. Learning within the learning organisation is a purposeful action aimed at achieving both individual and organisational growth. Closer examination reveals that within a learning organisation, employees become development resources for their colleagues and an environment for knowledge sharing is promoted and protected.

A learning organisation can be described as growing from sharing collective knowledge gained through experience and reflection. Thus, sharing a consciousness that characterises the organisation and the employee's connectedness to an organisation (Heaton and Harung 1999, 157). What is evident from the definitions of a learning organisation is the importance of managing employees in such a way as to enable them to reach their full potential. Only through development and training can this be achieved. Hodgkinson (2000, 157) states that building a learning organisation requires expertise at interpreting new knowledge into a new way of behaving. The learning organisation will have to progress through three stages in its evolution, namely adapting to its environment, learning from its employees and then contributing to the learning of the wider community or context of which it is a part. The widespread acceptance of knowledge as the prime source of competitive advantage, coupled with the increase in demands placed on organisations by their clients constitute some of the reasons that necessitate adapting to the concept of a learning organisation (Pemberton and Stonehouse 2000, 184).

From the above discussion the assumption is made that an employee who is appropriately developed and trained will be productive and productivity is essential when the reality of scarce resources is taken into account. Employees who also realise the role that they have to play with regard to the overall organisational strategy will feel that by doing their work effectively and efficiently, they are not only developing themselves but also promoting productivity and realising organisational objectives.

An interesting observation is that when an employee's abilities and ambitions match the demands of a specific position, the employee will be productive and experience personal satisfaction. However, within the current human resource management system in South Africa, this is not always the case. The government's emphasis on human resource development is an attempt to address the gap between human resource organisational needs and human resource supply. Human resources with the required behavioural qualities and skills are not in limitless supply. The public service needs to analyse and explore ways to utilise its current human resources as effectively and efficiently as possible and to provide for increasing their capabilities to meet society's increasing demands.

The legislative framework governing human resource development could not be clearer. The public service is responsible for placing the correct person in the correct position and ensuring that this individual is provided with a career path that would be characterised by professional competence and commitment. Once again, referring back to the Constitution, 1996, which states that all public administration should promote and protect good human resource management and career-development practices, one should also realise that providing the legislative enabling framework is only successful when measured against its implementation.

Establishing a learning organisation depends on creating a learning culture. A learning culture does not mean sending employees on as many training courses as possible without evaluating the outcomes of these courses, but rather identifying on a continuous basis those training courses that would satisfy both individual and organisational development needs. A learning culture should support learning and be based on ensuring the free exchange and flow of information to inculcate expertise and encouraging individuals to network extensively across organisational boundaries. The learning culture will assist in developing their own knowledge and expertise as well as supporting the commitment to learning and personal development. The learning culture will be characterised by creativity, diversity and a climate of openness and trust. The learning culture supposes that learning from mistakes can often be more rewarding and instructional than learning from success (Farago and Skyrme 1995, 2). Thus, it is important to allow employees to utilise their knowledge creatively and accept that mistakes may appear. However, if the activities were undertaken in good faith, management should accommodate the learning experience.

Public organisations learn through employee learning, but employees who learn will by no means guarantee that organisational learning will take place. The most basic building block for a learning organisation is its commitment to individual employee learning. Senge (1990, 140) maintains that a manager's fundamental task no longer lies in planning, organising and controlling but in providing the enabling condition for an employee to lead the most enriching life he or she can. To this statement should be added the requirement that the employee also has the responsibility to utilise his or her knowledge to the benefit of the employer.

Critten (1995, 204–205) states that the learning organisation has a climate that fosters individual learning and development. The learning culture will also be extended to include customers, suppliers and other stakeholders. Furthermore, human resource development strategies will become an integral part of the organisational strategic policies enforcing a culture where learning and working become synonymous with one another. The learning organisation has to be realised from within, building on the principle of continuous transformation.

Another development in the contemporary human resource development environment is based on the assumption that information and knowledge are central to lifelong learning. Many experts in the learning field support this statement. In today's human resource development environment the emphasis is placed on creating knowledge workers. This takes the learning organisation one step further towards the creation of a knowledge-intensive organisation. The knowledge-intensive organisation is one capable of ensuring the appropriate implementation of systems thinking. Thus, learning and development do not take place only when formal knowledge is departed, but much more through knowledge conversion, which includes four types (Beeby and Booth 2000, 3)

1. socialisation, referring to the sharing of implicit knowledge between individuals through formal or informal communication channels
2. externalisation, referring to the conversion of implicit knowledge into explicit knowledge through a process of codification to ensure formal conversion and widespread dissemination
3. combination, referring to the spread of explicit knowledge to all individuals and teams mainly through the use of information systems
4. internalisation, depicting the reinforcement of explicit knowledge.

The knowledge-intensive organisation is based on the assumption that information, knowledge and learning are central to any organisation operating in a technologically advanced environment. While Grieves (2000, 8) maintains that the nature of knowledge work can mostly be observed in high technology environments, the importance of applying the knowledge-intensive/learning phenomenon to all public organisations should not be underestimated, since all organisations, and especially the public organisation, operate in an increasingly complex environment due to increased demands for more sophisticated service delivery. Knowledge management reflects on the primary role of the organisation and thus, the essence of the organisational capability that manifests itself in the creation, integration and dissemination of knowledge (Beeby and Booth 2000, 3).

The attention focused on the knowledge-intensive organisation stems from the fact that the important factor of production in any public organisation is no longer capital, but intellectual labour (skilled employees). Knowledge is seen as the primary source of the competitive advantage, while employees are no longer satisfied with the traditional command and control management styles. Knowledge is incorporated

into an organisation's knowledge assets, comprising its core competencies, technology, value-adding activities, processes, systems, procedures and structures. The embodied knowledge constitutes the assets through which an organisation can maintain its competitive advantage. The role of organisational learning is to continuously create new knowledge that would lead to the more effective and efficient handling of organisational assets.

Public organisations responding to the demands of a lifelong learning environment should ensure an adequate supply of knowledge workers (an employee able to combine learning and development with knowledge conversion, as referred to earlier in the article). The knowledge workers should continuously be identified, developed and evaluated. Knowledge workers should be motivated and rewarded in order to guarantee maximum productivity and quality service delivery. Attention also has to be paid to the fact that knowledge workers operate in a more flexible organisational structure, and thus the organisation should be able to adapt itself (Grieves 2000, 8). It thus allows the organisation to meet the changing and ever-increasing needs of society.

Knowledge and the management thereof facilitate effective and efficient human resource development. If the argument is made that human resource development is only meaningful if placed within a specific organisational context, then learning and knowledge need to be aligned to organisational objectives.

Throughout the article the importance of aligning the individual employee's position with organisational strategic goals has been highlighted. Through the implementation of the five disciplines proposed by Peter Senge, the foundation for the learning organisation can be created. Without alignment, however, individual employees will not share an organisational vision. The focus on organisational team thinking or learning and the complexity of the system will consequently never be understood. Facilitating the creation of a learning organisation is dependent on the reciprocal meaningful relationship between the individual employees and organisational effectiveness and efficiency.

9. Conclusion

Should one focus on the statement that people are an organisation's most important resource and the reason for its competitive edge, then the appropriate implementation of human resource development legislation and policies becomes imperative. Throughout the article the importance of placing an individual employee within an organisational context has been highlighted, but one should also take into account that within a learning organisation, any employee will become the future competence resource for anyone that he or she might come into contact with. The process of systems thinking is crucial to the promotion of the learning organisation.

Evidence suggests that the policy framework proposed, if implemented appropriately, would lead towards the creation of a learning public organisation, but herein lies the challenge for public managers identifying the personal masters who will take responsibility for human resource development implementation. Personal masters who will become the role models for others to follow, who will initiate and drive human resource development initiatives that will take the emphasis away from how the organisation will benefit the employee, to what the employee can contribute to his or her organisational effectiveness and efficiency.

The purpose of the article was to highlight the important impact that the growth of human resource development policies has had on the establishment of a learning public service organisation. The article introduced the concepts of human resource development, learning, training and the learning organisation while maintaining the link between organisational effectiveness and efficiency and individual development. Specific attention was devoted to the impact of the *White Paper on Human Resource Management*, 1997 and the HRD Strategy 2001–2006. It was apparent from the above discussion that an employee who shares a sense of belonging and contributing to the organisation will be more productive, effective and efficient and thereby ensure more appropriate public service delivery.

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