

CHAPTER 3

STAFF DEVELOPMENT: A MECHANISM FOR EFFECTIVE LIFELONG LEARNING FOR ACADEMICS IN INSTITUTIONS OF HIGHER LEARNING

3.1 INTRODUCTION

Institutions of higher learning have undergone dramatic and far-reaching changes. Academic life has changed almost beyond recognition. These changes had major implications for the role of academics. Institutions have to:

- respond to more diverse educational needs and steadily increasing expectations;
- be more accountable about performance through quality assessment and audit of educational provision, research assessment, media analyses and investigations; and
- respond to these accountability measures by improving the quality of their research, teaching, consultancy activities and other institutional services (UC.SDA, 1994:3) as quoted by (Candy 1996:7).

The emphasis on the right to education for all resulted in massification. Today in South Africa, mention is made of NQF, SAQA, quality assurance and unit costs. Institutions are becoming client-centered, more corporate and businesslike. Academic development is becoming a strategic issue, being more influential in institutional life.

3.2 INSTITUTIONS OF HIGHER LEARNING AS LEARNING ORGANISATIONS

3.2.1 What is a learning organisation?

"The education and training of South Africa's work force is arguably the greatest challenge facing South Africa" (Westcott, 1999:30).

The knowledge revolution has resulted in organisations having to acquire new skills and adapt to new management styles. Against this background organisations need to continually adapt to rapid changes. The success however lies in organisations that embrace change and clearly demonstrate the ability to deal with change by preparing their workforce through development.

Garvin (2000:11) defines a learning organisation as "an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behaviour to reflect new knowledge and insights".

A learning organisation has the ability to interpret changes to access information and share it to the advantage of the organisation. The success, however lies in the ability of an organisation to motivate and engage its employees in the organisation's development strategies.

A huge amount of attention should be given to highlight the demands of challenges faced by the organisation brought about by changes to its work force. The implications of ignoring those changes and how the organisation is going to face the challenges. In citing these facts the organisation is required to introduce a culture of continuous learning.

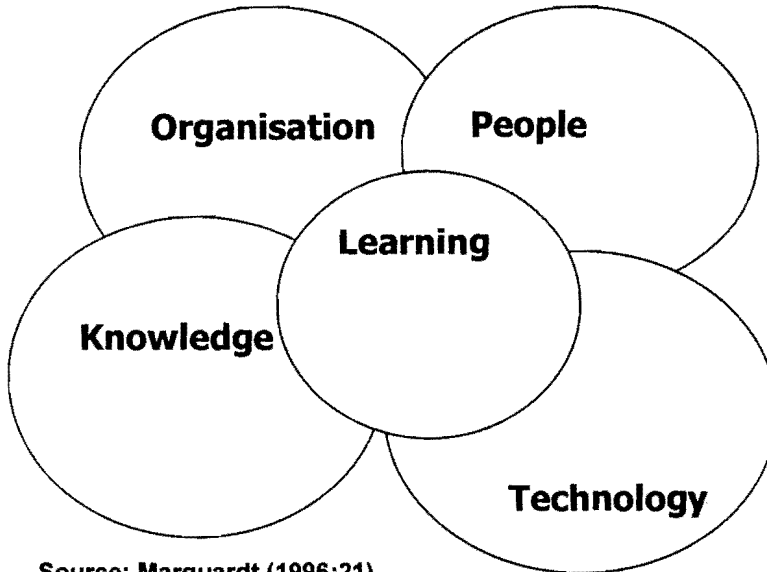
Hlapolosa (2000:17) states that "it is only in an organisation where people are empowered and have a stake and responsibility that they will perform and contribute to the prosperity of the organisation and the economy". People should be empowered to understand why they should learn and take responsibility of their learning.

According to Garvin (2000:6) "all too many managers continue to regard time spent on learning as a necessary but unproductive evil". This perception creates barriers to the creation of committed lifelong learning within organisations. Education guarantees no success, but continuous learning provides potential for improvement. Education acquired need to be interpreted and adapted to changes and future requirements frequently.

There is no doubt that future success is based on past experiences and mistakes that are fixed through learning.

The model below outlines how learning is linked in an organisation.

Figure 3.1: Systems learning in organisations.



Source: Marquardt (1996:21)

Each sub-system in the above model complements each other. An organisation cannot exist if there are no clients and no staff to run it. Knowledge must be acquired by staff in order to run the organisation competitively and effectively. Technology changes daily and in order that an organisation may survive and compete globally, it needs to keep abreast of technological, social and economic changes. As a result, institutions of higher learning should be learning organisations to possess the ability to adapt continuously, to renew itself in response to the changing environment.

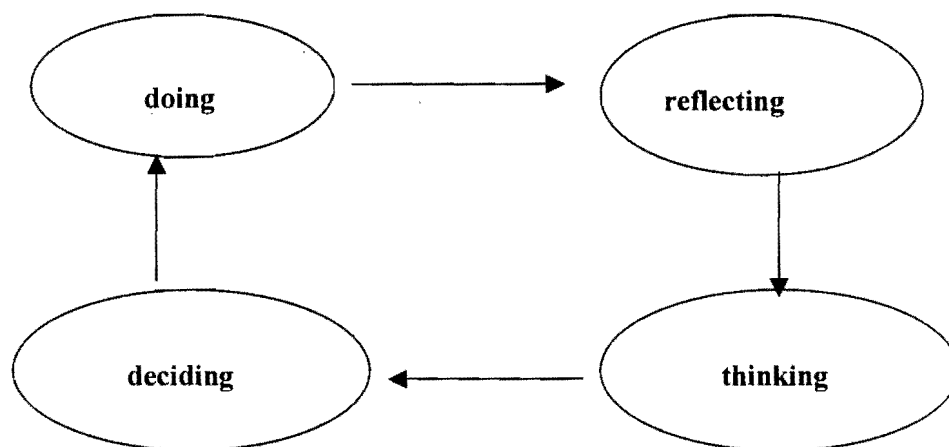
Dixon (1994:1) states that "it is learning, not knowledge itself, which is critical". Learning leads to knowledge. The knowledge individuals obtain through learning prepare them for changes that they encounter. Change and learning happen side by side. Through change new knowledge is acquired. The lifespan of knowledge is too short to sustain an organisation for a long period hence the need for continuous learning.

Learning is about human development and growth. Through learning human potential is used to transform the organisation continuously in a productive education. People learn from different situations, they learn from each other, from parents, friends, colleagues, etc. The learning might not be conscious but do take place in order to adapt to different situations. Learning is diverse and ranges from formal to informal.

Every individual needs to be more capable, to take control of his/her own destiny and to combine the skills of learning with the power of knowledge in order to be able to face the 21st century with confidence.

In every organisation the learning process is based or controlled by existing problems or threats and anticipated ones. Scenario planning is important for an organisation to survive. Organisations should react quickly to opportunities and threats. Clever organisations will act proactively rather than reactively. Since it is not always easy to be pro-active because some changes are not planned, a better approach will be to act immediately. Problem-oriented learning involves doing, reflecting, thinking and deciding. Organisations need to respond quickly to problems and opportunities.

Figure 3.2: The Learning Organisation



Source: Swieringa & Wierdsma (1992:72)

According to Swieringa & Wierdsma (1992) learning organisations believe that they should reflect an image of continued learning through thinking, taking decisions and implementing decisions by acting and doing.

Learning organisations take into account that people have unlimited potential and that their current knowledge is but the starting point for continuous learning.

They realise that it is now essential to become a global learning organisation. They regard knowledge as power. Production will no longer be possible without continuous learning. Learning is necessary to produce more in order to be competitive. Marquardt (1996:xvi) adds that "learning inside must be equal to or greater than change outside the organisation or the organisation is in decline, and may not survive". If learning inside an institution is slower than change, it might be difficult for staff to keep up with change.

According to Tichy & Cohen (1998:27) a learning organisation isn't enough. They need to become teaching organisations as well. The difference between a learning and a teaching organisation is that in teaching organisations, everyone passes his/her learning on to others but otherwise they share the same goal that everyone continually needs to acquire new knowledge and skills. Leaders in teaching organisations take responsibility for teaching their staff. They require the personal input and dedication of the leaders within them. It is important for an organisation to become both a learning and a teaching organisation.

There is a strong correlation between the terms, education, training, learning, development, they all bring about acquired knowledge. Knowledge, according to Huseman & Goodman (1999:107) "is information laden with experience, truth, judgement, intuition, and values, a unique combination that allows individuals and organisations to assess new situations and manage change".

Knowledge is acquired through learning, either through education, training and development. Education provides the foundation of training and development. Education will ensure that other forms of learning takes place on a sound foundation.

Robbins (2001:39) defines learning as "any permanent change in behaviour that occurs as a result of experience". The researcher agrees with Robbins that learning brings permanent change in behaviour, however is of the opinion that the aspect of learning remains permanent but as an individual get exposed to different experiences the content of the previous learning changes. The changes are circumstantial, the learning might have been appropriate and relevant at the time. Lifelong learning provides the platform to add or subtract the permanent change brought about by learning. New learning might change the way the individual behaves, reacts and responds to situations.

The researcher agrees with Evans & Schaefer (2001:233) that "organization change is organizational learning". Based on this research changes in organisations bring about new methods of doing things. Learning organisations provide opportunities to reinforce or beef up previous education through lifelong learning.

In learning organisations, people can learn individually or as teams. "The basis of team learning, according to Senge, is dialogue ... the capacity of members of a team to suspend assumptions and enter into a genuine thinking together" (Gabor, 2000:214). There is nothing wrong with individual learning but team learning minimises the fear of failure. Teams are stronger and come up with different ideas, encourages an atmosphere of dialogue. Teams learn, explore and evaluate different ideas together and offer opportunities to learn from others.

Swieringa & Wierdsma (1992:73) sum up the unique features of a learning organisation in the following table below:

Table 3:1 The distinctive features of the 'learning organisation'

Strategy	Continued development <ul style="list-style-type: none">• mission directed• short and medium term• rational and intuitive• active and proactive• various focuses
Structure	Organic networks <ul style="list-style-type: none">• loosely combined units and teams based around product and market combinations• decentralisation• mixing of thinkers (staff) and doers (line)• co-ordination through discussion
Culture	Task-oriented culture <ul style="list-style-type: none">• flexible• problem oriented• creative
Systems	Supportive <ul style="list-style-type: none">• information for reflection 'on the system'• information for action, 'in the system'• dealing with complexity

Source: Swieringa & Wierdsma (1992:73)

A learning organisation's key character is the ability to adapt to change through continued development. Since change is ongoing, learning forms part and parcel of the organisation.

Learning organisations have short and medium objectives because they are proactive, they learn what needs to be learned and move on with the change. Though they reason, but they always have an element of intuitive.

Their structures, teaching and learning from others as they are team based. Individuals within the teams are thinkers and doers. Participation is also important in such organisations.

The culture of the organisation is such that knowledge is generated through learning new tasks. Everybody is concerned about completing tasks. The systems within the organisation are supportive. Information is readily available and reflexive research is encouraged.

Learning takes place whenever the status quo does not match the desired situation, or when there are threats or opportunities. Learning organisations master skills of how to learn fast, where to access information and when to learn. They are committed to learning and provide learning opportunities to all its employees. They recognise potential and provide opportunities for learning of skills and mastery of such skills.

3.2.2 Institutions of Higher Learning as Learning Organisations

Accelerating change affects institutions of higher learning, thus requiring them to learn on an ongoing basis in order to deliver. The following are critical issues compelling institutions to change:

- reorganisation, restructuring, and reengineering for success, not merely for survival;
- increased skills shortages, with schools unable to prepare adequately for work in the twenty-first century;
- doubling of knowledge every two to three years;
- global competition from the world's most powerful companies;
- overwhelming breakthrough of new and advanced technologies;
- spiralling need for organisations to adapt to change (Marquardt 1996:xvi)

The major reorganisation and restructuring that institutions of higher learning are faced with are brought about by recommendations that are made by the Size and Shape document to reduce the number of institutions of higher learning. The restructuring will be done through mergers.

Global competition in the context of education presents itself as foreign universities that are currently trying to establish their presence in South Africa. The DoE is totally against their presence and is trying very hard to discourage them by means of introducing strict regulations.

Martin (1995:xi) states that “we are living in a time of profound change”. The need for organisations to adapt and change is very high. There is a need to constantly renew and enhance knowledge.

There are many opportunities to venture into. If approached in a negative way these opportunities pose a threat to organisations-hence the need for organisations to learn.

Development enables institutions to anticipate and respond to change, be proactive rather than reactive. Academics need to become competitive and responsive to the needs of industry and individual learners. “As a custodian of a ‘reservoir’ of knowledge and expertise, they need to develop the competencies to repackage these rapidly in ways which are useful to their learners” (Meyers, 1996:45).

Becoming a global learning organisation is now essential for success. Knowledge is power. Success will no longer be possible without continuous learning. Institutions have to increase their organisational capacity to learn if they are to function successfully in a competitive world.

Every institution should understand its strengths, weaknesses and discern opportunities and threats in order to introduce institutional learning and effect change. It must use its strengths to conquer its weaknesses and threats and be aware of opportunities and attend to them as soon as possible. “The organisation must encourage, guide and support this learning, even require it,

but it remains the individual's voluntary initiative to act upon it (Ojala, 1995:162).

Institutions of higher learning as knowledge-based organisations will continuously be under the pressure of engaging in continued learning and self-renewal.

3.3 THE RELATIONSHIP BETWEEN STAFF DEVELOPMENT AND LIFELONG LEARNING

In institutions of higher education there are two groups of staff, namely academic and non-academic. For practical reasons the research mainly addresses the training of academics.

Institutions of higher learning have been subjected to a variety of demands for change. The demands are national and global, hence the need for staff development and lifelong learning. According to Markkula (1995:228) "a role of universities has always been to renew society through the creation and transfer of new knowledge and competence".

The most important way of improving professional competence is through staff development. Successful institutions are those that manage to inculcate the culture of lifelong learning. Lifelong learning is the only vehicle that can be used to develop individuals for any changes, planned as well as unplanned. Lifelong learning as a part of development is becoming so crucial that no institution can afford to ignore it.

Development simply means improvement. It is a process that fosters personal and professional growth and maturity in individuals. The improvement in turn will benefit the institution by encouraging innovation, creativity, change and information literacy. Staff development sharpens individuals' skills whose application will improve the efficiency and effectiveness of an individual. It creates, encourages and enables an environment for change and proper job performance.

According to Swieringa & Wierdsma (1992:71) “development means adaptation without losing identity, reaction as well as proaction, letting yourself be influenced by the environment as well as exercising influence on the environment”.

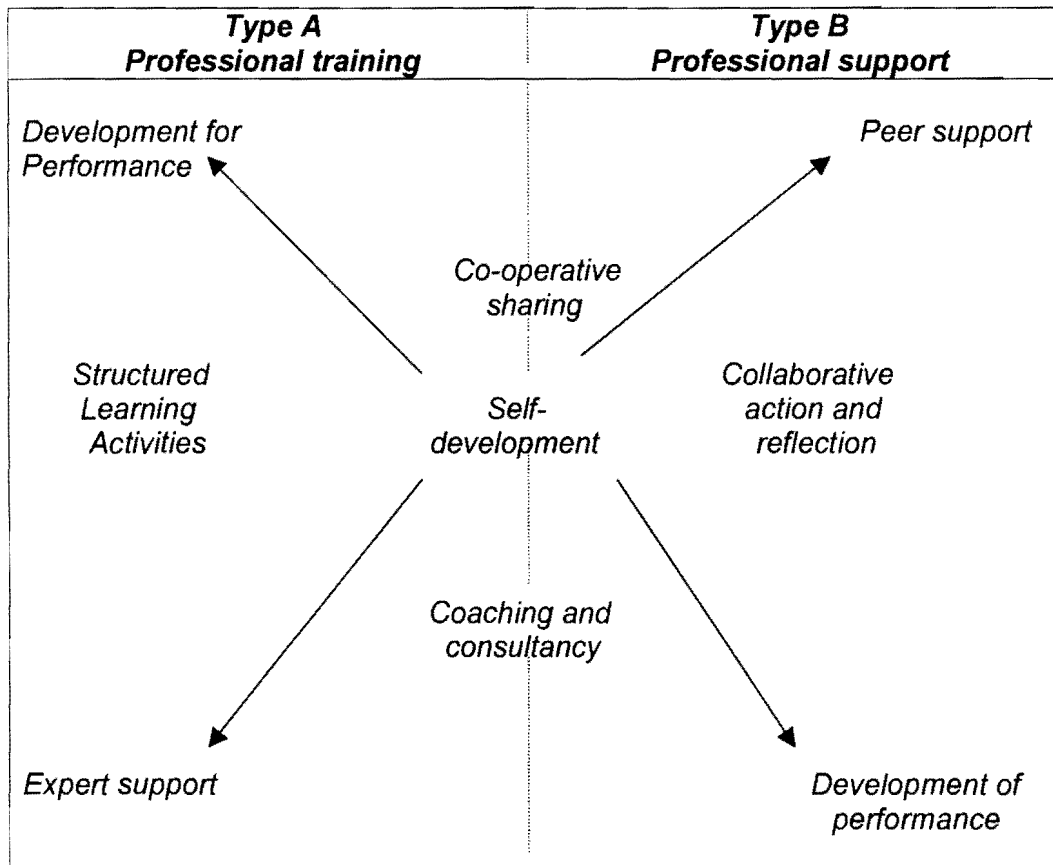
Development by means of lifelong learning is a powerful tool in enhancing skills and knowledge and may be considered one of the fundamental cornerstones of a learning organisation. It is seen as part of change management. “This evolving system of boundaryless learning requires both new mindset and logistical systems on the part of learners and providers (Meyer, 1996:45). It is a challenge and an excitement for all academics. “When deployed properly, lifelong learning can also be used to implement ‘human recycling’ or ‘skills recycling’ i.e. retraining employees who are about to lose their skills because of changes in technology” (Ojala, 1995:165).

Staff development should be managed by means of providing structures and support to co-ordinate these diverse activities in order to help staff develop and to encourage lifelong learning.

3.3.1 Two broad approaches to staff development

Oldroyd & Hall (1991:27) distinguish between two broad approaches to staff development, namely Type A and Type B.

Figure 3:3 Two broad approaches to staff development



Source: Oldroyd & Hall (1991:28)

The purpose dimension (top left + bottom right) involving:

- Development for performance, i.e. knowledge and skills related to the job but usually acquired elsewhere;
- Development of performance, i.e. action and behaviour while doing the job.

The delivery dimension (bottom left-top right) involving:

- Expert-provided learning experiences, principally, though not exclusively, knowledge and skills;
- Development by self or knowledge, skills and performance; and

- Peer support for action though not excluding knowledge and skills acquisition. (Oldroyd & Hall, 1991:27)

Type A is professional training development for performance which entails knowledge and skills related to the job. This training can be given by external institutions.

Type B is professional support development of performance which entails action and behaviour while doing the job. It is learning through experience alongside peers or colleagues on the job as well as through mentoring and coaching. The individual gets support from colleagues who are always nearby should he/she need help.

The two approaches differ in that the professional training is concerned with a systematic and planned way of importing knowledge. Before the training commences, the objectives of the organisation are taken into consideration. The training will be tailored and aligned with the organization's objectives.

The development is job-related and also linked to performance. The trained individual will be provided with expert support, i.e. more specialised support.

Type B, that is professional support is based mainly on support of peers. Individuals work together as teams for example, knowledge is generated through learning new tasks in a group. Through collaboration an individual will improve his/her performance. Both types share the following characters, co-operative sharing, self-development and coaching and consultancy.

It is helpful to use an expert's support but it would be advantageous if he/she belongs to the same institution because he/she will have an understanding of the institution's politics. Type A might fail to provide the immediate support when needed. There are no follow-ups and feedback; whilst support is greater in Type B. The only problem with the Type B approach may be lack of external influence and insufficient knowledge of the facilitator.

The argument is not that one approach only, that is Type B, should be used. Both approaches have advantages and should be used depending on what the institution's objectives are. Type A is good, especially if the institution wants to gain external knowledge and wishes to learn what others are doing, or if they do not have a resident expert.

Chalam (1991:61), on the other hand, defines approaches to staff development clearly as:

- **The professional approach**

This approach focuses on qualifications for all categories of staff members within the university (teaching, research administration and their university development) and on their improvement. Main activities of this approach are orientation phases, training courses e.g. teamwork, product oriented courses to name just a few.

- **The research-oriented approach**

This approach focuses on the improvement of knowledge in a certain area of teaching. Main activities are self-study materials, audio-visual demonstrations and workshops.

- **The personal development approach**

This approach focuses on a change in individual attitudes and individual teaching behaviour in order to optimise students' learning by better forms of instruction. Group work is the main activity.

- **The self-help approach**

This approach focuses on the improvement of teaching qualifications through an exchange of experience among university teachers, which is enriched by information on projects and research in higher education. Main activities are meetings, seminars and workshops.

- **The ‘comprehensive reform’ approach**

It is practised by the units for higher education and has to be seen in close connection to the reasons for their establishment during the reform movement. Main activities are workshops, consultations, co-operative projects and secondments.

Chalam’s approaches are relevant to South African institutions of higher learning because he addresses a wide spectrum of training options, including research which is part and parcel of higher education.

The two professional approaches of Oldroyd & Hall and Chalam both address training, but in a different way. Oldroyd & Hall mention only two approaches, while Chalam mentions five approaches of training as well as activities.

3.3.2 Staff development models

Smith (1992:39) distinguishes models of staff development in higher education as micro and macro models. He identifies the micro models as product-orientation, prescription-orientation, process-orientation, problem-orientation and eclecticism; and the macro models as management, shopfloor and partnership and, a variation of the latter, decentralisation.

Table 3.2: Micro models of staff development practice

Table 3.6 suggests different methods of introducing staff development programmes. Smith explores different micro models of staff development practice by different authors to provide a broader perspective. Even though some literature is somewhat old it provides some important information.

Different terms are used to describe these models but there are some similarities between them. The researcher is not going to discuss all models but will concentrate on micro models (Rutherford 1982).

3.3.2.1 *Micro models*

3.3.2.1.1 The product-oriented model

Table 3.1 Micro models of staff development practice

Rutherford (1982)	Tavistock (1991)	Harding (1981)	Boud (1981)	Main (1985)	Hewton (1982)	Role of staff developer
Product			professional service			provides service
Prescription	provider	medical and public health				dispenses advice
Process	process		counselling	personal growth		acts as counsellor
Problem		athletic	colleagual			acts as collaborator
		authoritarian				acts as controller
	broker		eclectic		diplo- macy	negotiates using a variety of methods

The staff developer delivers a range of alternative services in response to needs presented by academic staff.

Responding to the needs of individuals or departments is one of the best ways to handle staff development. Individuals will take ownership of the training, but heads of departments should also be involved. Courses offered should be directly relevant to the staff's needs.

3.3.2.1.2 **Prescription-oriented model**

The staff developer accepts invitations to diagnose problems which exist in a particular department or faculty and thereafter prescribes remedies. There is nothing wrong with staff developers accepting invitations to diagnose problems. The only negative aspect, according to the researcher, is to prescribe the remedies. A better way of approaching this model would be to

make suggestions and involve participants to put forward their suggestions. They are better informed about the problems than the staff developer. The model does have its own advantages, of course addressing problems proactively.

3.2.2.1.3 Process-oriented model

The staff developer promotes activities which are intended to develop individuals personally and professionally. He/she organises workshops and discussion groups. Providing activities that are intended to develop individuals is a laudable idea but staff developers should not do this on their own. They should liaise with management and form subject committees in each department to determine the needs of those departments. Usually the attendance of such endeavours is very poor.

3.3.2.1.4 Problem-oriented model

The staff developer acts as a support system for academic staff to help resolve problems in their proper context. He/she co-operates with the department and plays the role of contributor or facilitator. The researcher agrees with Rutherford (1982) as quoted by Smith (1992:41) that this is the most effective strategy. The role of the staff developer is to facilitate. If staff members are involved or when they participate as a working party, they will be motivated and take ownership of the training. It is not easy dealing with academics because they are highly skilled and knowledgeable. A facilitator will play a vital role because he/she will not be prescriptive but will allow academics to contribute. Training is about sharing ideas. With so much expertise concentrated at institutions of higher learning, it should be a fulfilling experience.

There are three models that have the potential to cause trouble. The degree of trouble is not the same for all of them. The authoritarian model will be the least effective model because the staff developer acts as controller and ignores the expertise and level of education of academics. The prescription model is also inadequate because the staff developer dispenses advice that

might not be relevant or not enough. Though the product model is not good, it is a better option. The staff developer provides a service. As long as the service provided is in line with individual training needs of academics, the model is less destructive. The process model can be compared to the product model in terms of delivering the necessary training results.

The problem-oriented model is likely to be more successful as the staff developer works jointly with affected staff to provide training needs. The broker model is likely to be more acceptable as the staff developer negotiates with management and staff, using a variety of methods to identify strengths and weaknesses of academics and providing development in line with individual needs of staff.

The details of micro models of staff development practice discussed above are all taken from literature that was studied. The empirical research as expounded in chapter 4 will provide an insight on how staff development is practised at chosen institutions.

3.3.2.2 Macro Model

Smith again differentiates macro models of staff development systems. He compares the different systems by three authors. That is Yorke (1997), Tavistock (1991) and Elton (1991). The researcher will concentrate mainly on Tavistock and Elton's macro models because they are fairly recent.

Table 3.2 Macro models of staff development systems

Yorke (1977)	Tavistock (1991)	Elton (1991)	characteristics of system
management	Cascade		initiatives are taken by the top and passed down
shopfloor			initiatives are taken by the bottom and passed up
partnership		feedback	initiatives are taken by intermediaries to satisfy the top and bottom

3.3.2.2.1 Cascade model

Tavistock's cascade model embraces a succession of deliberations regarding staff development systems. Initiatives are taken at top level and passed down. The major disadvantage of this model is the disregard of the contributions of staff regarding their training needs.

3.3.2.2.2 Feedback model

The feedback model recognises that there should be deliberations at different levels. It is most important, though, to give all parties feedback at all times. The main characteristics of this model are that initiatives are taken by intermediates to satisfy top and bottom levels.

This model, like the partnership model, recognises that there should be co-operation between staff. Though this model seems to be the best approach to promote staff development, it fails to encourage or attract them to attend staff development training programmes.

Staff does not want to invest time in something that does not improve their chances of promotion. Institutions should consider incentives, especially in the form of money in order to encourage staff to attend training programmes.

Despite the above-mentioned disadvantages of this model there is no doubt that it is "an open system approach in which multiple sources of knowledge are assessed, as required, by multiple methods to develop individual, team and organisational competencies are substantially different from the fixed venue, fixed curriculum training paradigm" (Meyer, 1996:45). Institutional management and staff developers should try to incentivise staff if they need them to attend training programmes.

3.4 DELIVERY MODES OF STAFF DEVELOPMENT

Staff developers should bear the following in mind before they decide on a mode of delivery:

- Know the client
- Know what product they want
- In what form do they want it
- When do they need it.
- Know how they want it to be delivered.

There are a number of modes used to deliver staff development programmes:

- Conferences
- Workshops/Seminars
- Meetings
- Sabbatical leave
- Mentorship

It would seem that the modes mentioned above vary in terms of value. The results of how their value is ranked are done in chapter 4.

3.4.1 Conferences

A conference is usually a larger event for many people perhaps a hundred or even more. It may involve presentations on different topics by different people from different institutions. It is a good way of bringing people together who share the same interest, providing an opportunity to share experiences, ideas, concerns, expectations and to engage in networking. As a development instrument, however, it has limited value. Speakers are invited to present keynote addresses or lead discussions. Interesting themes are addressed.

3.4.2 Workshops

According to Berendt (1994:80) “workshops aim at gaining knowledge, improving skills and changing attitudes as the best way of addressing teaching staff and are foci of staff development programmes”. Workshops are interesting if they adopt a problem-oriented approach. The problem solving

exercises of the participants engage in are used as a starting point and are aimed at developing tailor-made solutions. According to Mataboge (1997:65) “workshops redefine and refine the fundamental goals of education and generate creativity and critical thinking”. This delivery mode has merit.

3.4.3 Meetings

Regular staff meetings can be utilised as a technique to develop staff. Individuals communicate during meetings and they raise their concerns and their victories. They share experiences, successes and frustrations. There are different types of meetings:

- The staff management meeting participants in these meetings usually are deans and/or heads of departments;
- The general staff meeting lecturers and their heads of department;
- Subject committee meetings of lecturers.

Ulrich (1997:132) asks "what is the return on time spent for those who attend?"

Meetings are usually boring if the same agenda is repeated over and over again. This delivery mode is of little value.

3.4.4 Sabbatical Leave

After working for a certain period academics are given sabbatical leave to further their studies or be engaged in research.

3.4.5 Mentorship

A mentor, according to Pearsall (1999:890) is an experienced and trusted adviser. Treffry (1999:923) agree with Pearsall by defining a mentor as “a wise or trusted adviser”.

Mentoring is about transferring and sharing knowledge and skills from more experienced persons. There are different types of mentoring relationships, i.e. one-on-one relationship, peer learning and within teams. Munthe (1999:18) stresses the importance of mentoring by stating that “developing a mentoring relationship will benefit you and your department”.

A mentor must provide support and understanding objectives of the training must be clearly stated. He/she must inspire and motivate the trainees. Thomson (1999:12) sums up by saying “to be a mentor you have to be positive and let others see that in you”.

3.5 MODES OF LEARNING

According to Chan (1994:1) total learning embraces two modes of learning:

1. Maintenance learning – the acquisition of fixed outlooks, methods and rules for dealing with known and recurring situations. This mode of learning is important because though we live in times of rapid change, not everything changes and staff should be able to maintain acquired knowledge known which is still of value.
2. Innovative learning – for long-term survival, particularly through times of turbulence, change or discontinuity. Innovative learning is very important because it allows staff to deal with change in a way that enables them to adapt and embrace change.

Gustavsson & Harung (1994:1) summarise learning as a “non-routine change, the ability to deal with new situations, which is an essential attribute that organisations must exhibit in order to survive and succeed”.

Institutions and their staff need to know about these changes in order to be proactive in organising the programmes and in running the institution as a whole.

Oldroyd & Hall (1991:67) used the Johari window approach to help individuals recognise their needs. Individuals should know where they currently are with regard to changes that are taking place nationally and globally, and they should ask themselves where they would like to be.

Table 3.4: Using the Johari Window to identify needs.

	KNOW/CAN DO	DON'T KNOW/CAN'T DO
KNOW	i.e. what I know I know/ can do	i.e. what I know I don't know/ can't do
DON'T KNOW	i.e. what I don't know I know/can do	i.e. what I don't know that I don't know/can't do

Source: Oldroyd & Hall (1991:67).

In short, Oldroyd & Hall's (1991) Johari Window shows that sometimes management as well as staff and staff developer might have a shared knowledge of their training needs. This is not always the case. Management might know what training programmes are needed to improve staff member's competence. The Johari Window encourages that both parties should share the information in an open manner to create awareness in the other party. It

is clear that the other party will realise what his/her deficiencies are that she/he was not aware of as soon as the other people share with him/her.

The explanation given above could make the approach seem simple, but sometimes people are not aware of their incompetence or they choose to ignore it, thus making the staff developer's job very difficult.

Some staff developers would look at the job description of an individual and, after consultation with him/her and with the head of department, agree on the individual's training needs. It works well if the process is democratic because it becomes a shared responsibility.

There is a strong relationship between individual, employer and training provider in continued professional development. It is clear that the three components are crucial in order to provide ongoing professional development. No component will survive without another component in this context. They need one another for better planning and delivery of the intended training.

1. The individual employee's needs and uses:
 - a) analysis of the individual's skills and knowledge (personal characteristics, education, training, experience) and definition of own development goals;
 - b) definition of the individual's tasks within the institution;
 - c) design endorsement and implementation of an individual development plan.

2. The needs and uses of the employer as an institution:
 - a) definition of the institution's strategic goals and staff development policy;
 - b) definition and development of the institution's work processes;
 - c) development of the institution's organisational culture using the latest knowledge.

3. The continued education provider as an organisation enabling the development of the individual and providing for the institution's needs and uses:
 - a) developing of professional development tools and their availability for the use of customers (individuals);
 - b) systematic development and application of the concept of lifelong learning;
 - c) development and application of science/practice interface for strategic development.

3.6 IDENTIFYING NEEDS OF ACADEMICS

Identifying needs is the foundation of staff development programmes. It is through needs that the interested parties, i.e. the staff developer, the head and staff, put their heads together. The Top-Down method is becoming less popular and it is being challenged, but it depends on the culture of the institution. Some institutions still initiate training programmes and at times it is the best method.

Priorities for staff development should be derived from a careful analysis of individual, institutional, regional, national and of course global needs or factors. Needs assessment should be handled with circumspection. It has to be democratic. Staff should participate and have ownership of the programmes as much as possible. Some programmes, however, will be introduced by management in order to be proactive. Before a training programme is introduced there should be consultation. This will be facilitated by a clear statement of the training needs of staff. These needs were identified as being necessary for the organisation to succeed globally, nationally or locally in a changing environment. The need for staff development should also embrace the mission and vision of the institution. "... the more they are encouraged to contribute to the identification of needs, the more staff development can play a key role in an overall strategy for professional and institutional reform" (Oldroyd & Hall, 1991:63).

3.7 THE FUNCTIONS OF THE STAFF DEVELOPER

The following functions can be carried out by the staff developer:

- *Counsellor:* The staff development co-ordinator will probably be in a senior management position, therefore he/she will be seen to have power, and will to some extent be seen to appraise lecturers individually, as well as assessing their needs. This hierarchical role will have to be handled very carefully if the inevitable tensions are to be minimised. For many co-ordinators this will be a new and difficult role to fulfil.
- *Motivator:* Often it will be the responsibility of the staff developer to motivate staff towards realistic assessment of their own developmental needs. On occasion, the staff developer will have to boost the confidence of staff members who are experiencing difficulties.
- *Innovator:* the staff developer (SD) will be responsible for encouraging staff to become involved in new educational initiatives; similarly he/she may have to encourage the institution's management to direct or lead the institution in certain, sometimes threatening, directions.
- *Mentor:* This is a complex aspect of the role of SD. The SD, who often is in a hierarchical position must also be a good classroom practitioner and must be able to participate in classroom interaction.
- *Monitor:* The SD will need to monitor the progress of staff in a non-threatening way, and will also have to monitor the overall staff development programme.
- *Evaluator:* the SD will not only have to evaluate the progress of staff development in the institution, but also the value of the programmes undertaken by staff.
- *Administrator:* A more obvious role of the SD is to liaise with deans and heads of departments to administer staff development programmes.
- *Facilitator:* as part of the administrative role, the SD will need to guide staff in discovering the appropriate development plan to be implemented and to arrange for training (Oldroyd & Hall, 1991: 35).

The wording has been changed somewhat to make this information applicable to institutions of higher learning.

Most of the time the staff developer assumes the role of a facilitator. Figure 3.4 explains a number of different roles played by the facilitator. A facilitator has to be a dynamic person who can easily slip into different roles depending on the situation. The role of facilitation requires individuals who are introspective and analytical. He/she should be able to demonstrate skills of support, aid, coordinate and motivate learners to ensure high levels of performance.

Some of the objectives of the research were to identify the needs of academics and possible reasons for the lack of interest in staff development and training programmes. The role of the facilitator in this regard is that of a motivator. He/she should restore interest in attending development programmes by involving lecturers in the process of needs analysis. All the roles are important. Each variable is relevant to a particular situation, for example, dynamizer is important after training where the facilitator encourage lecturers to implement the knowledge gained during training.

3.8 IMPLICATIONS FOR PROVIDERS

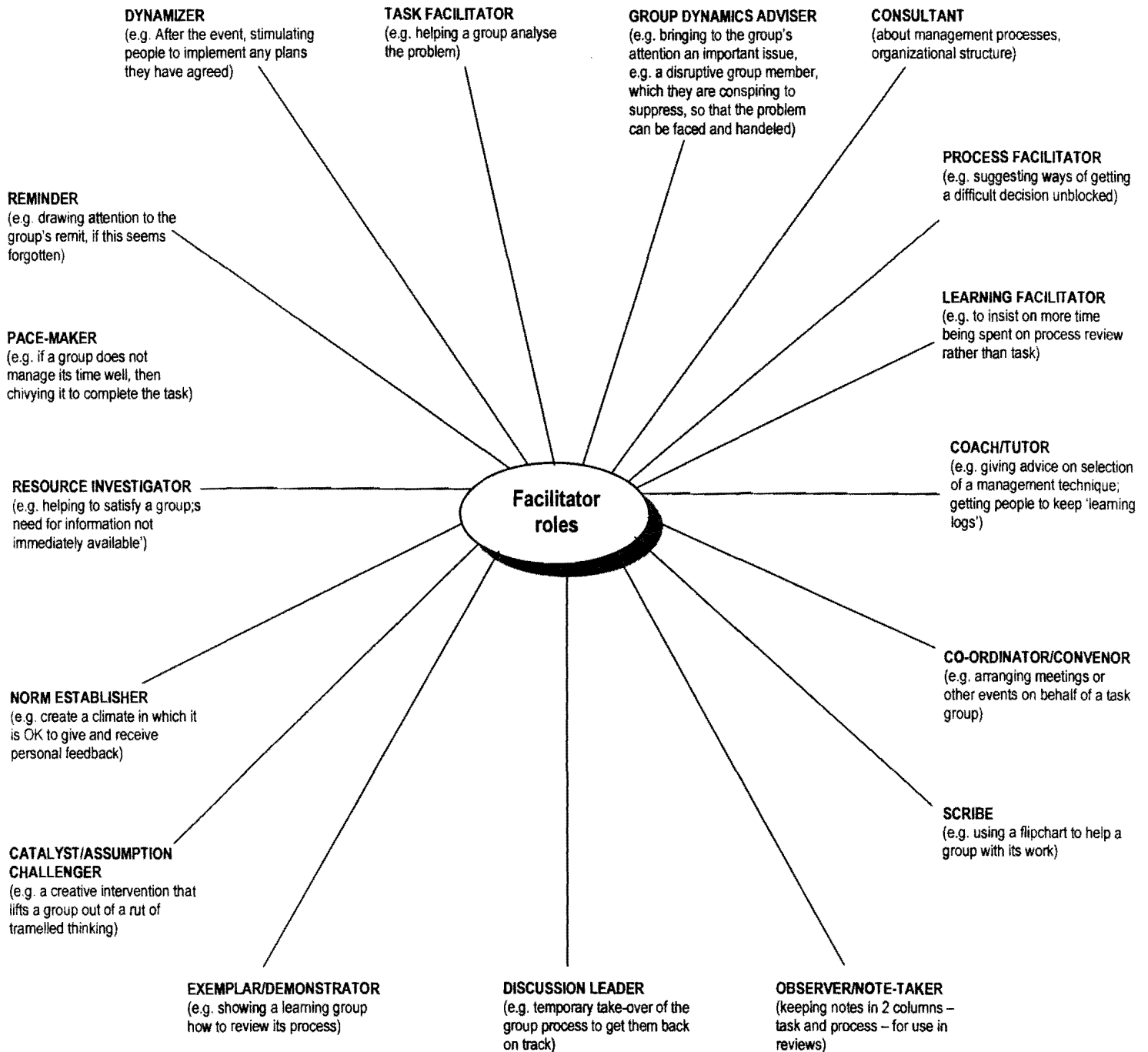
Academics need to become more competitive and responsive to the needs of their clients. They need to be pro-active rather than re-active and need to take responsibility for their personal growth and self-development processes as the new world of work is characterised by competition and technology.

Meyer (1996:45) sums up by stating that universities "as custodian of a 'reservoir' of knowledge and expertise, they need to develop the competencies to repackage these rapidly in ways which are useful to their learners and client organisation".

Key challenges facing institutions of higher education is arguably to serve their learners' needs that change from time to time to serve economic, social and political needs of the country.



Figure 3.4 Facilitator roles



Source: Everard & Morris (1990:149)

3.9 LEARNING CHALLENGES FOR A LEARNING AGE FOR ACADEMICS

Institutions of higher learning will have to become more efficient centres of learning. Individuals today must take the responsibility of their learning and careers and constantly update their skills. Lifelong learning is of utmost importance for individual and organisational survival. Everybody needs to learn faster and more wisely in order to compete globally.

The development of an institutional quality assurance system is underway, which in turn will provide education of high quality.

3.10 DEVELOPING HUMAN POTENTIAL: THE AIM OF CAPACITY BUILDING

According to the Task Team Report (1996:38) capacity building means “developing the ability of institutions and individuals to perform effectively and consistently”.

The above definition does not imply that institutions are ignoring development of its staff. Institutions have played a major role in this regard.

Institutions should build capacity for opportunities and growth that will create a learning society which in turn will realise the creativity and intellectual capacities or energies of all, and to develop and deliver quality education to our clients and also to be accountable. The changing environment calls for support especially in the development of staff competencies be it: attitude, ability or knowledge. Institutions should have the ability to anticipate and address problems rather than merely react to them.

Capacity building needs to include staff development, including academic development, that is improved qualifications and technological reskilling. Capacity building is not negotiable taking into account the changes that are taking place in our society and to strengthen the values and practices of our

new democracy. On-going learning will harmonise the current and future goals of South African Society as a whole.

Empowerment entails the transfer of power to staff. It gives them control of their learning, and enables them to make their own decisions about their learning. It also enhances personal development and participation, and it is a process for improving and allowing human potential's optimum use. Empowered staff will engage themselves in continuous improvement because capacity building does not encourage the status quo, but encourages improvement by offering many opportunities.

There is a difference between reading literature about empowerment and learning how it can be implemented. Implementing it also differs from the theory. The theory is valuable but unless there are sufficient incentives and rewards it is simply difficult to put it into practice.

Management should encourage investment in staff development and should reward initiatives. Although all institutions should develop individualised approaches, the researcher is in favour of a partnership because no one will be suspicious of anybody else.

Building a successful partnership is based on trust between the staff developer, management and staff. Staff development should be a people-driven process. It should be seen as a shared vision and commitment.

Institutions should provide structures and procedures to co-ordinate the diverse activities of capacity building in order to help the staff to develop. They should spend more money on capacity building. Opportunities should be created for training and staff development. Institutions of higher learning should comply to regulations on empowerment and transformation. Management should be committed to their staff. The researcher does not imply that institutions of higher learning do not comply with transformation but change and adaptation is slow according to her perception.

3.11 CONCLUSION

A learning organisation is like a baby. For the baby to grow it needs nurturing and ongoing encouragement. The baby is curious to know and if given the opportunity will learn faster.

Owing to increasing competition, our drive to improve efficiency and effectiveness must be unrelenting. Any delay in responding to change or opportunities could be fatal. Academics need to manage change and ensure continuous improvement and need to sustain any competitive advantage. Institutions of higher learning are complex and therefore, change will require a high degree of development and professionalism.

Managers in institutions that overlook an organisation's capacity and capability, i.e. the combined competencies of its people, risk not meeting customers' needs and hence losing them to competitors. It is true that "a strong employee development programme does not guarantee organisational success, but such a programme is generally found in successful, expanding organisations". (Carrel, Grobler, Elbert, Marx, Hatfield & Van der Schyf, 1998), but education liberates a person's mind. It gives the person the ability to think through and apply acquired knowledge to his/her environment. Training and development, reinforces education received. It is morally right to prepare employees to adapt to changes both locally and internationally.