TOWARDS THE DEVELOPMENT OF A SUBSTANTIVE PROFESSIONAL-IN-TRAINING MODEL FOR THE HUMAN RESOURCE PROFESSION

by

SAREL FREDERICK VAN GREUNEN

**Submitted in partial fulfilment of the requirements for the degree
MPHIL IN HUMAN RESOURCE MANAGEMENT**

in the

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

at the

UNIVERSITY OF PRETORIA

SUPERVISOR: PROF. K.J. STANZ

September 2018

ACKNOWLEDGEMENTS

DEDICATION OF THIS STUDY

FIRSTLY

My wonderful wife Noeline van Greunen. Thank you for 39 years of marriage. Thank you for being my lifeline life partner. You are the most valuable gift in my life. I love you so much. Thank you so much for many years assisting and encouraging me. You are awesome and great.

SECONDLY

The members of the South African Police Service Hostage and Crisis Negotiation Team. Under the leadership of Colonel (Dr) Ernst Strydom, they provide professional crisis management services - saving the lives of many. Thank you for the impact the Team made on my life over many years.

FACULTY OF ECONOMIC MANAGEMENT SCIENCES

University of Pretoria

Declaration Regarding Plagiarism

The Faculty of Economic and Management Sciences emphasises integrity and ethical behaviour with regard to the preparation of all written assignments.

Although the lecturer will provide you with information regarding reference techniques, as well as ways to avoid plagiarism, you also have a responsibility to fulfil in this regard. Should you at any time feel unsure about the requirements, you must consult the lecturer concerned before submitting an assignment.

You are guilty of plagiarism when you extract information from a book, article, web page or any other information source without acknowledging the source and pretend that it is your own work. This does not only apply to cases where you quote the source directly, but also when you present someone else's work in a somewhat amended (paraphrased) format or when you use someone else's arguments or ideas without the necessary acknowledgement. You are also guilty of plagiarism if you copy and paste information <u>directly</u> from an electronic source (e.g., a web site, e-mail message, electronic journal article, or CD-ROM) without paraphrasing it or placing it in quotation marks, <u>even if you acknowledge the source</u>.

You are not allowed to submit another student's previous work as your own. You are furthermore not allowed to let anyone copy or use your work with the intention of presenting it as his/her own.

Students who are guilty of plagiarism will forfeit all credits for the work concerned. In addition, the matter will be referred to the Committee for Discipline (Students) for a ruling. Plagiarism is considered a serious violation of the University's regulations and may lead to your suspension from the University. The University's policy regarding plagiarism is available on the Internet at *http://www.library.up.ac.za/plagiarism/index.htm*.

For the period that you are a student in the Faculty of Economic and Management Sciences, the following declaration must accompany **all** written work that is submitted for evaluation. No written work will be accepted unless the declaration has been completed and is included in the particular assignment.

I (full names & surname):	Sarel Frederick van Greunen
Student number:	87317134

Declare the following:

1. I understand what plagiarism entails and am aware of the University's policy in this regard.

2. I declare that this assignment is my own, original work. Where someone else's work was used (whether from a printed source, the Internet or any other source) due acknowledgement was given and reference was made according to departmental requirements.

3. I did not copy and paste any information <u>directly</u> from an electronic source (e.g., a web page, electronic journal article or CD ROM) into this document.

4. I did not make use of another student's previous work and submit it as my own.

5. I did not allow and will not allow anyone to copy my work with the intention of presenting it as his/her own work.

SF van Greunen
_____
Signature

September 2018
_____
Date

ABSTRACT

Orientation: The Preamble of the Constitution of the Republic of South Africa (South Africa, 1996) states as one of its objectives: 'to improve the quality of life of all citizens and free the potential of each person'. This would include Human Resource (HR) professionals, regardless of their age, gender, culture, industry or job location and level. On entering the HR profession, candidates should go through a professional-in-training model (PITM) that could feasibly be sustained as a lifelong process, enabling them to progress through a professional registration path and continuing professional development (CPD) for their entire careers.

Research purpose: The objective of this study was to develop a substantive PITM for the HR profession. The purpose explores the need, content, governance and limitations of such a model from the perspective of a professional HR governance body in South Africa. The perspectives of other HR stakeholders could form part of further studies.

The motivation for this study: There are currently various developmental routes HR professionals may take in South Africa. These include HR learnerships, internships, recognition of prior learning (RPL), tertiary education opportunities to obtain HR qualifications and CPD. However, an overarching, national HR PITM does not exist at present, and a clear entry, progression, exit, and governance framework for the profession is urgently needed. The absence of such a model could have negative effects on the profession in various ways. This study aims to fill this gap in professional HR development.

Research approach, design and method: The research approach was qualitative and an in-depth data analysis and semi-structured interview approach was employed. The sample consisted of staff employed by an HR professional governance body in South Africa. The nature of this study is an exploratory analysis of HR professionalism.

Main findings: There is a need for a nationally accepted PITM for the HR profession in South Africa. Key aspects of the model should be standardised by means of a multi-stakeholder approach to ensure consistency and credibility in the profession. The model

should demonstrate a relationship between legislative intentions and frameworks, such as the National Qualification Framework (NQF).

Practical / managerial implications: The proposed model will have theoretical and practical significance for the HR profession. The results of this study support the need for an impact model with a 40- to 50-year professional career path focus. This implies that the model will be founded on HR standards and competencies.

Contribution: This proposed model affords noticeable entry and exit levels in the HR profession. The actuality of work-integrated-learning (WIL) and the reduction of unemployed graduates in the HR sector are integrated into this theoretical account. This model provides realistic expectations for HR professionals and will be of practical value for government, professional governance bodies, the HR industry, academic institutions and students. The model is realistic, uncomplicated and will serve as a reliable example of professional conduct.

TABLE OF CONTENTS

ANNEXURES

LIST OF FIGURES

LIST OF TABLES

TOWARDS THE DEVELOPMENT OF A
SUBSTANTIVE PROFESSIONAL-IN-TRAINING MODEL
FOR THE HUMAN RESOURCE PROFESSION

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This chapter provides an overview of how this author decided on choosing the topic, its relevance, importance, and the main reasons for the study (Mouton, 2001, p. 122). The introduction and background provide essential information to clarify aspects such as the purpose of the study and why it is important. The approach includes guidelines provided by Mouton (2001, p. 122-123). This chapter concludes with lessons learnt and the conclusion.

During the writing of the thesis, this author endeavoured to constantly adhere to the *"story line"* embedded in the research topic (Mouton, 2001, p. 120). As part of the introduction, the *"story line"* focus, as applied in this study, is illustrated in Figure 1.
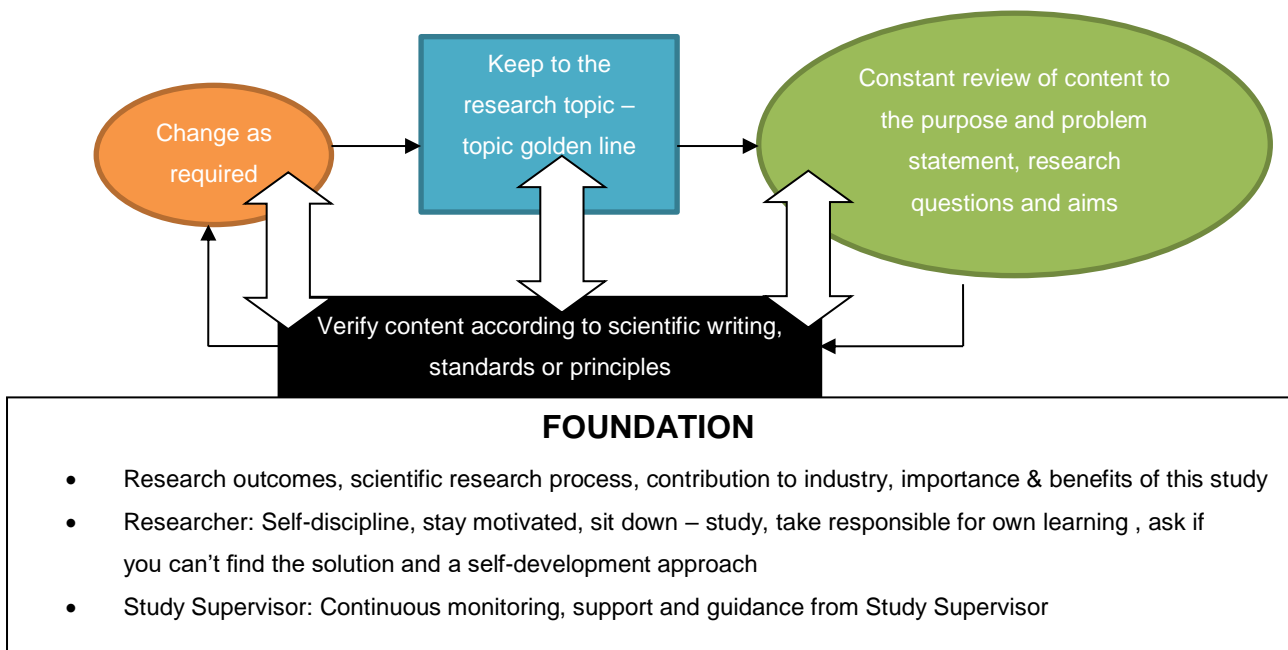
Source: Authors' own conceptual framework

Figure 1: Personal focus areas of this thesis

Schutte, Barkhuizen, and Van der Sluis (2015, p. 2) state that *"available research has emphasised the impact of poor HR practices on both individual-level and organisational-*

level outcomes in the South African context". Poor Human Resource (HR) practices must be identified and addressed. It is the intention of the research to provide suggestions for uplifting the practices of HR in South Africa. Schutte et al. (2015, p. 8) declare that: *"Many researchers have debated the application of HR practices in South African workplaces without empirically investigating them."* This statement emphasises the importance of scientific research in issues related to HR. When referring to the concept of *"professional-in-training model"* (PITM), various professions use the thought. Globally, the use of this terminology is not new. The reason for selection of the research topic cannot be ignored.

From the content of the research topic, professionalism forms the core *"topic golden line"* of this study. Without standards, professionalism and scientific writing will not be possible. A career is essential for an individual to exist. The professional requires a career which includes career development. Bezuidenhout, Grobler and Rudolph (2013, p. 2) state that: *"Career development in today's economy requires a dynamic reciprocal process in which the employer is willing to engage in career development and the employer is willing to allocate the resources to encourage it."* Career development is part of an HR professional's development, and forms part of the PITM of this study.

1.1.1   Focus on scientific writing

Mouton (2001, p. 112) asserts that a study *"should culminate in the writing of a thesis or dissertation. This is the final hurdle to be cleared and sometimes poses the biggest problems for the first-time researcher. Even if you are competent and experienced in all the other skills required to become a good scholar, few people master the art of writing scientifically overnight."* The preliminary research process and research proposal provided the opportunity to enter the scientific writing process.

The above statement by Mouton (2001, p. 112) forms the foundation of motivation for this thesis. This includes the following:
- Respect for standards or rules with regard to scientific writing.
- Research requires time and the outcomes eventually result in the writing of a thesis.
- Thesis writing for the first-time researcher is a skill that needs to be learnt.
- A constant reminder to be coherent, logical and clear, and to produce a persuasive argument, is required when writing a thesis.

- Repeated practice, many drafts, and a lot of effort and frustration will be experienced and will have to be dealt with.

1.1.2 <u>Focus on research problem</u>

The *"real challenge"* for this study is to take various appealing ideas, investigate and change them "*into a feasible, research problem."* (Mouton, 2001, p. 48). The research idea originated when the question of whether or not there is a substantive PITM for the HR profession in South Africa was asked. HR measures and roles are used globally in public and private corporate settings. The HR profession is not new. HR has been incorporated for years to secure the availability of competent individuals, to supply specific services and/or products to a community.

Is it possible for organisations to exist without HR standards and competencies? Organisations need to recruit, select, appoint and develop employees to be able to produce products and/or services. Organisations require HR services to develop their full potential. The demand for and quality of products and services effect an organisation's branding. One example of the role of HR is to attract and retain talent. Botha, Bussin, & De Swart (2011, p.1) conclusively states that: *"In an ever shrinking global talent pool organisations use employer brand to attract and retain talent, however, in the absence of theoretical pointers, many organisations are losing out on a powerful business tool by not developing or maintaining their employer brand correctly."* The shrinking of global talent should be prevented. During the development of the PITM for the HR profession, focus must be placed on identifying similar problem areas that need further research, and on suggested solutions for industry.

It is also the purpose of this study to provide knowledge to owners of commercial enterprises, and managers in the public sector, about the significance of HR professionalism. HR professionalism may contribute to recognize and understand conduct of employees in the workplace. Evidence ascertained from the preliminary literature study, shows the absence of a completed scientifically research thesis on the perspective of a professional HR governance body on the content of a PITM (for the HR profession in South Africa). Mouton (2001, p. 48) indicates the value of the preliminary literature study for the development of initial ideas, to provide a clear statement and research questions *"which ultimately resulted*

in the research problem statement or formulation." The preliminary literature study for this thesis highlighted the need for of a substantive PITM for HR professionals in South Africa. Results also indicated that the proposed PITM could be of value for HR professionals globally.

1.2 TOPIC OF THE STUDY

1.2.1 <u>Developing the idea for the study</u>

On 18 March 2014, the South African government announced its intention to implement compulsory one-year community service for all graduates (Rademeyer, 2014, p. 2). It is believed that HR is included in this intention. It is still uncertain how government will administer or implement this possible community service intention. In South Africa published legislation and government gazettes outline the intention of government for industry. The content of the above announcement contributed to the question if an industry accepted PITM is available for the HR profession. It became evident from the preliminary research study that a national applied PITM will have to be be managed and monitored by an HR governance body. From this conviction it was decided to investigate the perspective of an HR governance body in South Africa for a PITM.

1.2.2 <u>Motivation for the study</u>

As with other professions, HR needs to be regulated at all stages of national performance. When observing practices of professions such as engineering or the medical industry it is evident that there ought to be applied certified national governance. Various professions in South Africa are governed by statutory bodies. It is known that these professional bodies execute their authority in line with statutory guidelines and prescriptions as outline by prescription in law. The importance of professional governance is reflected in the accompanying instances.

This study provides the opportunity to investigate practices demonstrated by other professions. Jansen Van Rensburg (2009, p. 111) provides various examples of professions in South Africa regulated by law. An example provided refers to the *"Legal"* profession managed by a regulating body, the *"General Council of the Bar"*. A legal registered professional would be referred to as an *"Advocate",* complying with specific prescribed

education, internship or experience requirements as stipulated within the regulatory framework Act, the Admission of Advocates Act, 74 of 1964.

This study further provides the opportunity to learn from other industries. Mfikoe (2015, p. 3) states that within electrical contracting business environment *"South Africa needs a workforce in all the listed scare skills areas including electrical skills, to meet the requirements of business going forward."* Further that: *"The skills gap is gaping and our efforts with our training centres merely scrape the surface."* Honourable Gwebs Qonde, as cited by Mfikoe (2015, p.3), stated that *"it is clear that the average organisation in South Africa today is spending a lot of money for little return when it comes to training and development."*

This article refers to *"problems facing the TVET* [Technical and Vocational Education and Training] *colleges in South Africa"* (Mfikoe, 2015, p. 3). These are problems faced by the electrical industry in South Africa and various suggestions are provided. Some things to consider are:

- To provide *"perfect fit"* solutions that *"will produce industry-specific required skills sets to meet the needs of electrical contracting."*
- To note that: *"One of the problems facing the TVET colleges in South Africa"* is to address the problem of *"employability of trainees."* The article states that this is *"caused by a lack of trust among employers in the products that emerge from these TVET colleges."* It is further stated that the needs of this industry is known, and *"as these needs change, we will change our skills offering too."*
- To address the challenge to ensure the *"availability of relevant teachers."* This challenge could be overcome by *"engaging experienced and qualified contractors, getting them accredited and by using them to deliver professional relevant knowledge transfer where their experience and theoretical knowledge are fused into one."* Reference is further provided in the article to the alignment of curriculum with business needs and the provision of opportunities for learners to be trained in circumstances with *"other trades with which they will work on a construction site..."*
- It is suggested to make use of retired contractors in training "*who want to give back to industry* ".

In corporate settings HR is responsible for the recruitment, selection and appointment of electricians. HR must work in partnership with management and supervisors to be able to provide them with advice and practical help on the upliftment of skills. Lessons could be learnt from the above statements:

- Industry-specific required skills learning must be honoured.
- The employability of graduates who completed their studies ought to be monitored.
- The curriculum of HR certificates, diplomas and degrees forms an important part of the expectations of industry.
- Education, training and development (ETD) interventions must be facilitated by theoretical and practical experienced practitioners. This may require a close learning experience environment between the classroom and the workplace.
- A focus of integrated learning approach where other professions are invited to participate to assist HR learners to understand the workplace.

Another example, addressing the anticipated skills shortages, is an article by Wright (2015, p. 16) on the massive skills shortage in South African aviation. The South African Deputy Minister of Transport, Lydia Sindisiwe Chikunga (Wright, 2015, p. 16) states that there will be *"an anticipated shortage of skilled aviation professionals in the near future"*. From an HR point of view, the article provides important information. When investigating HR standards and functions, it could be interpreted that HR must position itself to be able to assist the aviation industry. Is there a PITM available to ensure enough HR professionals are available to assist industry?

Wright (2015, p. 16) states that airlines will have to add the following in the next 20 years:
- 25 000 aircraft to the current 17 000 strong commercial fleet.
- By 2026 the world will need about 480 000 additional technicians to maintain these aircraft, and
- Over 350 000 pilots to fly them.

In this particular article no reference is made to the involvement, role, responsibilities or expectations towards HR. The author of this thesis strongly believes that HR plays a vital role in the aviation industry with regard to Human Resource Management (HRM) and Human Resource Development (HRD). Wright (2015, p. 16) also refers to the role of the

government to address shortage of skills in the aviation industry. The development of a PITM for the HR profession could assist various industries to use and acknowledge HR to assist them to address skills shortages.

A third example for the need for a national accepted PITM is the employment of South African HR graduates. How many HR graduates are employed after successful completion of their studies? The South African Graduate Recruitment Association (SAGRA) 2013 Employer Survey as cited by Abbot and Meyer (2014, p. 1) reports: *"Of the 2933 graduate vacancies offered by the top organisations recruiting graduates in 2013, only 37 (1.3%) were specifically targeted for HR graduates."* (Abbott and Meyer, 2014, p. 1). The South African media frequently report evidence of frightening skills shortages in many industries in the country. However, during the research for this study there is seldom any direct public appeal to the HR profession for guidance to help rescue the economy. The preliminary literature review, as well as the above examples, lead to the *"refinement and focusing of......initial ideas"* (Mouton, 2001, p. 122), and substantiate the need for this study.

How committed is South African economic stakeholders to guaranteeing that HR standards and competencies are implemented in such a manner as to set an example to the global community? Commitment requires involvement at all levels of business to warrant manufacturing. Islam, Khan, Ahmad and Ahmed (2012, p. 1) state in the orientation of their article that: *"Job involvement is essential for the performance of employees. Prior researchers have found a weak relationship between job involvement and job performance, but dimensions of commitment have been considered as a mediator to enhance the relationship."* From their citation, helpful lessons are released for the HR profession, which includes the following:

- HR calls for job involvement and organisation commitment.
- HR will eventually ensure job involvement by organisations.
- That there is a definite relationship between job involvement and job performance.
- The value of research conducted to highlight problematic issue in communities.
- Value of relationships in organisations.

From the research by Islam et al. (2012, p. 7) further motivational aspects are identified in the practical implication of their article. Their research findings could be *"very helpful for*

management as well as for organisations." It is the intention and motivation of this study to provide helpful findings to the industry. The authors continue: *"The results state that job involvement is one of the vital weapons with which to increase the in-role job performance of the key employees of an organisation."* The involvement and commitment of HR professionals are also vital and motivate the intention of this study.

From the above the research topic was finalised and presented to the Ethics Committee of the University of Pretoria (UP).

1.3   IDENTIFICATION AND ARTICULATING RESEARCH PROBLEM AND QUESTIONS

1.3.1   <u>Introduction</u>

The overall objectives and goals of the study is exploratory in nature, to look into the perspective of a professional governance body, and build up a substantive PITM for the HR profession in South Africa. It is valuable to learn governance lessons from other professions. Understanding professionals and their workplaces are important and the value of research on this topic is beneficial. (Brock, Leblebici and Muzio, 2014, p. 1). These authors continue to state that professionals play an *"increasingly important role in contemporary knowledge-intensive societies".* That professional expertise provides economic and social contributions. Brock et al. (2014, p. 1) refers to contributions professionals guarantee such as roles in *"framing, setting standards, arbitrating, regulating, and support".* These roles are valuable for HR professionals to strive towards in their conduct.

1.3.2   <u>Perspective of the South African Government</u>

In 1996 the South African Government (South Africa, 1996, p. 1) set the central focus criterion example for professions and HR in the Constitution (South Africa, 1996, p. 1) by stating that initiatives are obliged to *"free the potential of each person".* This idea is taken further in published legislation, for example the Skills Development Act. The government looks to all professions and HR to *"improve the quality of life of workers, their prospects of work"* and *"to improve productivity in the workplace".* (South Africa, 1998, p.1).

The expectations of the South African Government regarding HR governance are set out in prescribed legislation to industry. Through communication channels such as the

Government Gazettes, government communicates its expectations. Thereafter, it is the responsibility of industry (public and private sector) to establish and implement HR policies and procedures to accomplish the set expectations. The government may transfer authority to statutory bodies (boards, institutions, associations) to implement, manage and monitor specific profession expectations, administration and processes.

An example in the field of learning and quality assurance is the appointment of the SABPP by government to be nationally *"responsible for the quality assurance of registered full qualifications and stand-alone unit standards in the HR field, Generic Management, Business Administration, Call Centre, Labour Relations, Productivity and as well as Disability Employment Practice."* (SABPP, n.d., 2-e) This appointment by government requires professional conduct by the SABPP to serve the community of South Africa. This appointment is an example of the worth, trust and ability to govern important HR functions. It is evident that the government will appoint specific role-players to attend to HR industry needs as the economy, or international legislation or covenants may require.

Various other professions are appointed by government to govern specific industry needs. In Table 1 Janse Van Rensburg (2009, p.111) provides an example of a: *"Comparative matrix of regulatory framework of the legal, engineering, medical and accounting professions in South Africa."* This table provides a description of the regulating body, professional titles, education required, etc.

Table 1: Comparative matrix of regulatory framework of the legal, engineering, medical and accounting professions in South Africa

	LEGAL	ENGINEERING	MEDICAL	ACCOUNTING
Regulating Body	General Council of the Bar	Engineering Council of South Africa (ECSA)	Health Professions Council of SA, and Professional Boards	South African Institute of Chartered Accountants
Professional Title	Advocate	Civil Engineer	Psychologist	Accountant
Education	Bachelor of Laws (Four-year degree)	Degree in Civil Engineering	Masters degree in Psychology	Bachelors of Commerce Honours Degree
Requirements for Accreditation	Bar Examination	Professional Review	National Examination of the Board	Two CTI Examinations
Internship or Experience required	One year pupillage	Training to ECSA Schedule	One year internship	Three to five years
Continuous Professional Development	Required	Required	Required	Required
Code of Ethics	Yes	Yes	Yes	Yes
Act	Admission of Advocates Act, 74 of 1964	Engineering Profession Act, Act 46 of 2000	Health Professions Act no. 56 of 1964	The Public Accountants and Auditors Act No 80 of 1991

Source: Janse Van Rensburg (2009, p. 111)

The regulating bodies displayed in Table 1 are examples of appointed regulating bodies in South Africa. From Table 1 various lessons could be taken regarding future expectations towards HR in South Africa. This table indicates the road ahead for the HR profession should it be asked to comply with statutory requirements. The substantive HR PITM could play a significant role in this regard.

1.3.3 Perspectives of HR role-players in South Africa

The economy of South Africa is built on the inputs of many public and private initiatives. This includes local, national and international operations who invest resources to secure a return on investment (ROI) for the economy. Within these organisations, HR as a field forms part of the business sector through the various HR functions they fulfil. HR roles include for example processes related to recruitment, selection, and appointment of employees. Later in this study more attention will be provided explain the expected roles and responsibilities of the HR profession.

When referring to the *"HR industry"*, many role-players are identified functioning in the public and private sector to ensure that the needs of the community are addressed in a professional manner. HR professionals are active in government, professional governance bodies, corporate businesses, institutions, and many more workplaces. The perspectives of all HR role players will be of value in a proposed PITM. To investigate and discuss all of the perspectives of HR role-players in this study is impossible. Therefore, this study focuses on the perspective of an HR professional body responsible for HR governance in South Africa. The perspectives of other role players could form part of future research.

1.3.4 Purpose statement

Cambridge (2008, p. 1154) refers to *"purpose"* as *"why you do something or why something exists: The purpose of the research is to try and find out more about the causes of ...."* The main purpose of this study is to conduct research that will result towards the development of a substantive professional-in-training model for the human resource profession. To provide purpose to the research process and to work through research process steps, investigate *'how other scholars approached the object of study.'* (Mouton, 2001, p.51) Further to focus on the perspective of an HR professional body registered with the South African Qualifications Authority (SAQA) – a statutory appointed learning and quality assuror for the HR profession. This professional body should have the potential to provide information on the study topic.

The purpose is to construct research findings on the results from the comprehensive review of literature and fieldwork. (Mouton, 2001, p.123) It is therefore important that the PITM will reflect actual HR conduct (theory and practice) of HR professionals and learn from other

industries. Louw, Pearse and Dhaya (2012, p. 1) state that: *"The effective development of the social competencies of managers is critical to the success of the enterprises operating within the hospitality industry."* This statement points towards the inclusion of critical competencies into the PITM. To develop a PITM that will contribute to positive future changes in the HR industry. It is the intention that the results of this study will purposefully assist and guide the HR professional to gain knowledge and skills that will result in positive behaviour and experiences in the workplace. Louw et al. (2012, p. 3) state that *"the knowledge gained from an experience, including the reinterpretation of previously held constructs, may contribute towards changes and therefore repeated if the consequences of the behaviour are viewed as positive.... Success in displaying the developed social competencies is suggested to lead to improved employee and consumer satisfaction."* It is therefore imperative that this study will eventually respect the importance of experience, interpretation, availability of previous constructs and the reality of service to the community.

It is essential that this study will not only provide information for the HR industry, but will be of value for specific HR participants such as HR practitioners, lecturers, students and researchers. From the preliminary reading it became evident that HR professionals have an important 'work', and that many problems experienced in workplaces is due to the exclusion of experienced HR professionals. According to Harpus and FU (2002, p.639-667) as cited by Schreuder and Coetzee (2016, p. 2) the meaning of work *"embraces the significance that work or working has in people's lives. Work constitutes a major element of human activity that transpires over much of people's lives."* This statement supports a further purpose to this study to investigate if the PITM may incorporate a life-span approach.

A further purpose is to treat the information from other researchers fairly. (Mouton, 2001, p.123) Ulrich, Younger, Brockbank and Ulrich (2013, p. 457) provides an example and state that: *"If HR is to fully (and finally) become a profession, these self-doubts need to be replaced with informed insights. These informed insights should be based more on global data than personal perceptions so that emerging narrative for the HR profession has both substance and meaning."* This statement highlights the importance of investigation research data on a global basis. This advice will be followed throughout this empirical study approach.

In summary, the purpose of this study is to conduct research that will result towards the development of a substantive professional-in-training model for the human resource profession.

1.3.5 <u>Problem statement</u>

It is important for this author to transform ideas into research problems or questions (Mouton, 2001, p. 51). There is no nationally industry accepted PITM for the HR profession in South Africa. The South African community cannot continue without the services provided by lawyers, accountants and medical professionals. This study argues that this can also be said about the HR profession. An example is the global concern on the impact of issues related to fraud and corruption in the workplace. Research will indicate if the PITM is needed to address problematic issues related to, and for the prevention of, unethical conduct. It is therefore helpful if a professional board is mandated by government to govern and oversee professional conduct in a specific industry. This study is inspired by the need to address the dearth of information on several HR professional-in-training issues.

The career span of an HR professional could distend over many years. The absence of a PITM could lead to the absence of a national accepted professional career path. The availability of a PITM could ensure fair and equal treatment regarding industry acknowledged qualifications and experience gained by an individual. Such a PITM could prevent or address imbalances between the individual obtaining relevant qualifications, and the experience the individual has in the various stages and categories of professional registration levels.

An absence of such a PITM contributes to the absence of HR industry partnerships between the operational workplace and academic establishments. Such a model could incorporate strategies to assure that the most up-to-date technological changes and commercial enterprise demands are implemented in education, preparation and development interventions. This model will also ensure that less experienced HR professionals (at various registration levels) and students are mentored, trained and lectured by industry HR professionals, either on-the-job or in the formal classroom.

Lastly, the outcomes of this study will assist the South African Government and a professional governance body with valuable information to address problems to implement a mandatory community service programme for HR. (Rademeyer, 2014, p.2)

1.3.6   Research questions

The following research questions guide this study. They are divided into a main question and sub questions. These questions are aligned with research objectives which will be discussed in the next section.

Main research question:

- Is there a substantive PITM for the HR profession in South Africa? (This includes the need for such a model.)

Secondary research questions:

- From a professional body perspective, what would the content (principles, standards, competencies) of a PITM for the HR profession in South Africa be?
- How should such a PITM be governed by a professional body to assure that the expectations of the South African government and industry will be met?
- Are there any limitations or suggestions to be noted that could impact on the PITM?

The outcomes of the research questions will eventually determine the success of the substantive PITM for the HR profession. Incorrect or unsatisfactory research questions will lead to unanticipated outcomes. De Bruyn and Roodt, (2009, p. 1) emphasise the need for *"the movement of a human-resource function from its current development phase to a strategic business-partner role."* This statement stresses the need for valid outcomes in research related to HR.

1.3.7   Research objectives

Following on from the research questions, the specific research objectives that will guide this study are as follows:

Main objective:

- To investigate whether a significant PITM for the HR profession exists in South Africa.

Secondary objectives:

- To determine from a professional body perspective, what the content (principles, standards, competencies) of a PITM for the HR profession in South Africa will be.
- To determine how such a PITM will be governed by a professional body, to ensure that the expectations of the South African Government and industry will be met.
- To determine any limitations or suggestions for the development of a substantive PITM.

Research objectives ought to engage in research practices that will result in the provision of simple useful, reality based information for both HR academics and HR practitioners. The end result of research objectives should lead to confirmation by the HR industry that information from the research is not boring, useful for HR professionals, understandable, able to lead to change in HR practices. (Anderson, 2009, p.8)

Further that the end result of research objectives will lead to useful working partnership between HR and business. Sullivan (2005, p.148-150) as cited by De Bruyn and Roodt (2009, p. 1) refers to the importance of expectations and impact of HR as strategic business partners on *"both corporate results and the bottom line."* The issues and expectations referred to by the author have a direct impact on the research objectives. HR must focus on the *"highest potential impact"* in practice and on essential issues. Further that it should be demanded by organisations *"that their HR shift from its traditional decision-making model based on intuition to one based on data."* Lastly that Chief Executive Officers (CEOs) should demand from the HR profession accountability for the *"measurement of and continual increase in workforce productivity",* insisting *"speed, quality, cost efficiency and improved bottom-line impact....demanding data-based decision making....making managers accountable and reward them appropriately for good results."*

The mentioned expectations establish a base, in order that realistic theoretical and practical objectives could result in the expected outcomes for this study.

1.4 THE NATIONAL QUALIFICATIONS FRAMEWORK, PROFESSIONAL BODIES AND THE HIGHER EDUCATION QUALIFICATIONS FRAMEWORK

1.4.1 Introduction

When identifying the research problem, and questions and objectives, the importance of the National Qualifications Framework (NQF) and Higher Education Qualifications Framework (HEQF) cannot be ignored. The content of the NQF and HEQF will have an impact on the core of the research problem, and questions and objectives. The NQF also impacts professional bodies. What does the NQF state regarding professional bodies?

1.4.2 The NQF and professional bodies

This following notice is important in the selection of a perspective on this study. The NQF fulfils an important part of the ETD environment. According to the Government Gazette (South Africa, 2012, p. 10) announcement, the SAQA acknowledges that professional bodies are *"a recognised and valued component of the NQF system. SAQA has developed its Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008 (June 2012)."* They continue to state that: *"These steps represent signal achievements in the development and regulation of the professions in South Africa. They have brought the professional bodies into a close working relationship with SAQA..."*

The Government Gazette (South Africa, 2012, p. 11) states that: *"Access to a professional (including an occupational) body is a necessary step in many career pathways. In terms of SAQA's criteria a recognised professional body may not engage in unfair exclusionary practices in admitting members or in recognising education and training providers (Policy and Criteria, para. 28(vii)). While outright race-based exclusion is now a thing of the past the public is entitled to know whether other measures are being employed to prevent or inhibit equal access by qualified practitioners to membership of professional bodies, and whether professional bodies are indeed mindful of their responsibility to widen the doors of opportunity for qualified practitioners from previously excluded or vulnerable groups."* This notice is important in the selection of a perspective on this study.

1.4.3   The SABPP

During the execution of this study the SABPP was granted the status of Ex-Officio Commissioner of Oaths. (South Africa, 2015, p. 5) The SABPP provides HR professional registration at various levels of HR practice. In the 2014/ 2015 year national HRM standards (SABPP, 2011, p. 1-12) including HR Professional Practice Standards (SABPP, 2014b), were introduced to the industry by the SABPP. The SABPP audits the HR departments of organisations (SABPP, 2014c, p. 1-18).

According to the SA Assessment Centre Study Group (ACSG) (2015, p.2) the SABPP is *"the HR professional and quality assurance body of South Africa responsible for the accreditation of 23 universities and 59 learning providers in the HR field."* More information on the SABPP will be provided further on in this study. From this point of view, the perspective of a professional HR board is important as foundation for future governance in close partnership with the government and the industry. Such a body must be able to partner, govern and implement HR industry standards and competencies in an ethical manner. The respective body must be registered with an authority such as SAQA, and work in close partnership with the industry, including higher education institutions such as universities, colleges, academies, and training centres.

From this author's point of view, the selection of a professional body's perspective must exceed the outcomes of aspects such a professional registration, publishing of articles and the presenting of workshops and conferences. The professional body must play a role in ETD in South Africa. This includes a statutory appointment by government as a learning quality assuror. The professional body, as an example, must be involved in partnership with SAQA and the Council of Higher Education (CHE) in processes such as the certification of national qualifications and accreditation of HR learning programs in learning institutions.

1.4.4   The HEQF

According to South Africa (2007, p. 3) the HEQF *"will guide higher education institutions in the development of programmes and qualifications that provide graduates with intellectual capabilities and skills that can both enrich society and empower themselves and enhance economic and social development."* It is valuable to note that the higher education

institutions' qualifications include a) intellectual capabilities and b) skills to enrich society and empower themselves.

According to South Africa (2007, p. 6-10) the Ministry of Education *"has overall responsibility for norms and standards for higher education, including the qualifications structure for the higher education system."* Both the HEQF and SAQA are important role players to provide direction to ETD in South Africa. It is important to include available HEQF information in research to understand the impact on a PITM. This includes, and is not limited to aspects such as aspects related to HR standards generation in higher education, qualifications, volumes of learning, credits and Work-integrated Learning (WIL).

1.5   CONTEXT AND UNITS OF ANALYSIS

Mouton (2001, p. 51) refers to the: *"Units of Analysis: the object of the study."* This study focuses on the construction of a PITM for the HR profession. Mouton (2001, p. 51) states that: *"The unit of analysis refers to the **what** of the study."* According Mouton (2001, p. 52) the *"object"* of this study is *"an object in World 2, we talk about conceptual or non-empirical problems."* Mouton (2001, p. 52) provides: *"A table that lists the more typical 'entities' or units of analysis in World 1 and 2."* World 1 objects refer to for example to *"physical objects, biological organisms, human beings and actions, historical events and processes, social interventions, cultural objects and social organisations and institutions."* It is presumed that this study resides more in the *"World 2 objects"*. World 2 objects refers more to scientific *"concepts or notions....theories and models....methods and techniques...knowledge or literature....data or statistics.... school of thought, philosophies or world-views".* It is therefore central that information provided by the SABPP will contribute to answer the research questions embedded in this chapter.

Janse Van Rensburg (2009) focused in her studies on HRM as a profession in South Africa. The author provides a detail explanation on the historical background of the SABPP as a national HR Board. This source of available scientifically researched data contributed to the decision to approach the SABPP and found this study on their perspective as a HR board. For HR professionalism in South Africa it was valuable to establish a HR Board. With reference to the SABPP, Janse Van Rensburg (2009, p. 53) states that the *"Board was*

appointed in September 1982." On 4 October 1985, a general notice was published in *Government Gazette No 9957*, as a *Draft Personnel Practice Bill* for general information and comments to establish the *"South African Board for Personnel Practice" (*Janse Van Rensburg, 2009, p. 59*)*, now referred to as the *"SA Board for People Practices"* The SABPP indicated willingness to participate in this research study.

1.6 IMPORTANCE AND BENEFITS OF THE PROPOSED STUDY

From a theoretical and practical point of view, this study will explore the following issues:

- The availability, need, content and governance of a substantive PITM for the HR profession in South Africa.
- The role of Work-integrated Learning (WIL) in a PITM.
- How to provide HR learners and students with a professional-in-training career management tool.
- How to assist the South African Government with information on the development, implementation and management of community service programmes effecting the HR profession.
- Provide information to professional bodies regarding HR governance, and the development of an instrument to educate, train and develop future HR professionals-in-training.

The research outcomes of the study will make a contribution in a number of ways:

- From a governance point of view, the research findings will assist processes to develop HR policies, procedures, flowcharts, standard operating procedures (SOPs) and regulations.
- Higher education institutions and training providers could use the research content to develop future HR undergraduate and postgraduate curricula.
- The content will be available for use in Assessment Centres.
- The report will provide a professional example to the international HR community.
- The HR industry will be able to understand the perspective of an HR professional body on the training of professionals in the industry, which will ease communication and interaction.
- The research will eventually lead to further research projects.

- When applied, the model to be developed in the study can lead to fewer South African employees' being retrenched, reducing unemployment through entrepreneurship.

This author realises the reality of experiencing conflict as part of this study. Other researchers may understand and interpret meaning of content in different ways that could lead to conflict. During conflict this author will refer back to the intention of this section of the study to stay focused. An example of potential conflict in is provided by Steyl and Koekemoer (2011, p. 5) when referring to various aspects of conflict experienced by employees in the mining industry. The potential value of their study reminded that conflict is an important topic of research. Singer (2002), as cited by Steyl and Koekemoer (2011, p. 5) stated that conflict may be experienced as *"very stressful and demanding'.* Where conflict could not be solved, the consultation with the study supervisor was initiated.

1.7   LIMITATIONS AND ASSUMPTIONS

1.7.1   <u>Scope</u>

Firstly, this study focuses on HR as a profession in South Africa. Secondly, it explore the perspective of a South African professional HR board, the SABPP, which must be able to conduct difficult processes such as Recognition of Prior Learning (RPL) to cater for professionals who lack formal post-school qualifications or relevant experience. Thirdly, according to SAQA (2017, p. 2) the NQF levels five to 10 are targeted to form part of this study. Finally, this study focuses on the career path of a HR professional, from the individual's entrance into the HR field up to retirement.

1.7.2   <u>Assumptions and limitations</u>

This study will not include the implementation and practical testing of the PITM for its effectiveness. It is assumed that the SABPP will participate throughout the project, in an honest manner, to provide valid data. This author will not ignore the possibility and implications of personal and individual biases or events where the temptation may prevail to manipulate information. The authors Barney and Clifford (2010, p.35) warns to be cautious how fairly easily information could be effected by individual biases or corporate politics.

1.8 DEFINITION OF KEY TERMS

This study uses a number of key concepts, such as candidate, development, HR, intern and internship, learnership, model, profession, professional-in-training, substantive, towards, and WIL. These key terms are discussed briefly below.

1.8.1 <u>Candidate</u>

In the legal practice, the term *'candidate'* is used when referring to a candidate attorney as *"a person undergoing practical vocational training with a view to being admitted and enrolled as an attorney."* (South Africa, 2014, p. 12). This profession also refers to a *'candidate legal practitioner'* as *"a person undergoing practical vocational training, either as a candidate attorney or as a [1]pupil."*

The SABPP refers to candidates as *'graduated candidates'*. The first of these are people with relevant HR qualifications who have no work experience. Their supervisors will also monitor their progress. Alternatively, people with HR experience and no relevant HR qualifications may apply for RPL (SABPP, 2013a, p.5).

The second group are candidates who work in the HR environment, already have an appropriate qualification, but are not yet ready for a specific level of professional registration. A Candidateship Supervisor will be allocated to assess a person's stage of preparation, and agree on a programme to enable the person to reach professional status in an appropriate time frame (SABPP, 2013a, p.5). Janse Van Rensburg (2009, p. 59) provides a replica of the *Government Gazette* published in 1985, referring to a candidate as "*a person in training, registered as such under this Act, who is undergoing the period of practical experience necessary for registration as a personnel practitioner or personnel technician.*"

1.8.2 <u>Competence</u>

Without applying *'competence'* no professionalism could exist. From this period onwards, the concept *'competence'* will be practiced continuously. Figure 2 provides an introduction to the concept. *'Competence'* as an indispensable component of professionalism and will be

---

[1] The concept 'pupil' refers to *"a person undergoing practical vocational training with a view to being admitted and enrolled as an advocate." (South Africa, 2014, p. 14)*

surveyed in detail in this work. Until then, a brief orientation is offered to aid understanding. In the ETD Project (1998), as cited by Meyer and Orpen (2012, p. 14), competency is defined as: *"the ability to perform a set of tasks, and understanding what you are doing and why you are doing it and learning from your actions and thus adapt to changes and unforeseen circumstances".*

The set of HR tasks are explained in more detail later in this study. The set of HR tasks refers to HR workplace standards as for example provided by the SABPP HR System Standards Model (SABPP, n.d.-d, p. 1-2) and the HRM Model, as explained by Wärnich, et al. (2015, p. 12).
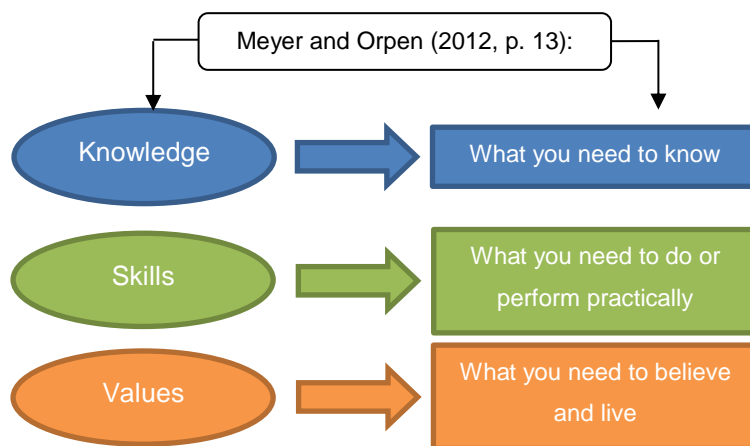
Source: Meyer and Orpen (2012, p. 13-14)

Figure 2: Orientation and explanation of competence

This definition provides clear objectives for the professional-in-training throughout their career life. HR professionals must understand the content and the impact of their activities. HR professionals require theoretical knowledge and practical experiences to be able to execute their roles and responsibilities.

In Figure 3 the ETD Practices Project (1998), as cited by Meyer and Orpen (2012, p.14), provides a diagram explaining the three elements of the definition of *'applied competence'*. From Figure 2 and 3 it is learnt that HR professionals must be able to perform. The HR industry must have a clear definition of expected task or duties.

Practical competence	Foundational competence	Reflexive competence
THIS LEADS TO THREE ELEMENTS IN APPLIED COMPETENCE		
"The ability to perform a set of tasks (What should you do and why?)"	*"The understanding of what you are doing and why (How should you do the job and why?)"*	*"The ability to think and learn from your actions and adapt to changes (What did you learn?)"*
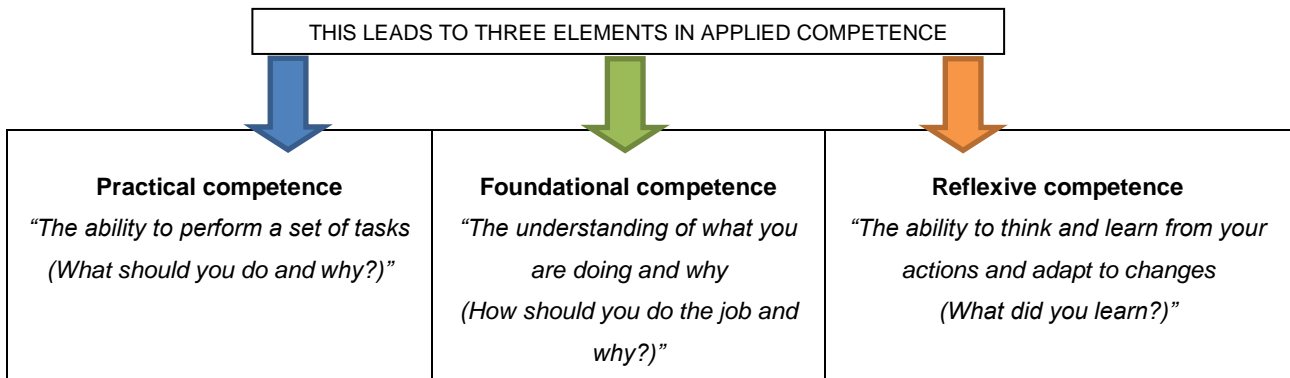
Source: ETD Practices Project (1998) as cited by Meyer and Orpen (2012, p. 14)

Figure 3: Three elements of applied competence

Previous learning experiences will assist the professional to be prepared and to be able to deal with the unforeseen. As an example, a full model of applied competence, is the ability of aircraft pilots to deal with unforeseen circumstances. During simulation training, experienced instructors will bombard the pilots in the simulator with unforeseen situations and monitor their response. These actions applied are recorded and discussed in detail during debriefing sessions. It is therefor important that HR and management use the correct methods to monitor the use of sources. That is why it is believed that knowledge is powerful when correctly applied. Wärnich, et al. (2015, p. 559-560) discuss the difference between *"individual competence"* and *"organisational competence"*. They state that, *"individual and organisational competencies are further divided into technical and non-technical / social competencies..."*. When using the terminology of *'competence',* the application must be clear.

The PITM for the HR profession will require professionals to be *'competent'* in the various layers of operations in several types of industries. Table 2 provides an overview and interpretation of various other definitions for *'competence'* relevant to this subject.

Table 2: Competency-Based HRM definitions

DEFINITION FOR COMPETENCE	INTERPRETATION FOR THIS STUDY
How the individual excels in specific job positions and responsibilities (Wärnich, et al., 2015, p. 558).	HR professionals' needs to excel in the various opportunities the HR field may provide. This will prevent stagnation and boredom.

DEFINITION FOR COMPETENCE	INTERPRETATION FOR THIS STUDY
A particular skill that an employee possesses (Wärnich et al., 2015, p. 558)	Within the PITM it is vital to provide clear realistic achievable expectations that could enhance skills levels.
Core competencies refers to an organisation or unit's expertise or skills in key areas that directly drive superior performance (Wärnich et al., 2015, p. 558).	The combination of expected knowledge and skills or experience in available paths, such as the professional registration, HR standards and competency models assist in the identification of core competencies.
In competence perspective capability refers to distinctive strengths at the collective or organisational level of analysis (Wärnich et al., 2015, p. 558).	Without the involvement of industry it will be difficult to implement a PITM. That why this study provides further research opportunities to incorporate the perspective from industry into this model for HR professionals.
An underlying characteristic that leads to successful performance in life (DuBois (1993) as cited by *Wärnich et al.* (2015, p. 558)).	This definition also confirms the importance of for example aspects included within industrial psychology in the work place.

The focus of competence and the measurement thereof is part of becoming a professional and to develop professional status. To execute the performance appraisals (PAs) process is to determine competence levels of employees. Depending on the size and structure of the organisation, the PAs process is a central process developed, executed and managed by HR. Swanepoel, Botha and Mangonyane (2014, p. 1) state that: *"If used effectively, PAs may improve employee productivity and efficiency as well as motivation and performance".* When referring to the concept of *'competence'*, the need and integration of a PAs process must not be ignored.

1.8.3   Development

'Development' refers to a situation *"when someone or something grows or changes and becomes more advanced; a recent event which is the latest in a series of related events; the process of developing something new"* Cambridge (2008, p. 385). This is why the CPD process for HR professionals can't be ignored and must form part of a PITM.

1.8.4 Higher education qualifications framework

Table 3 provides a brief overview of the characteristics, scope, application, level descriptors and qualification types referred to in the HEQF (South Africa, 2007, p. 10-15).

Table 3: Higher Education Qualifications framework

FRAMEWORK REFERENCE	CONTENT DESCRIPTION
Characteristics	According to South Africa (2007, p. 10) *"The higher education qualifications framework is designed to be sufficiently flexible to accommodate different types of higher education institutions and enable institutions to pursue their own curriculum goals with creativity and innovation."* This is why the various ETD providers form a part of this study. Their valuable contributions could not be ignored to ensure the provision of competent HR professionals. South Africa (2007, p. 10) states the importance of contributions to ensure facilitation of education *"of graduates who will contribute to the social, cultural and economic development of South Africa."* This also means that that the intended PITM for the HR profession needs to contribute to ensure compatibility with the *"international qualifications frameworks in order to ensure international recognition and comparability of standards."* (South Africa, 2007, p. 10).
Scope and application	It is required that the HR profession recognise and acknowledge the valuable role the HEQF fulfils when they provide their: *"Scope and application"* (South Africa, 1997, p. 10). The governing of *"all higher educational institutions, both public and private"* resides under the governance of the HEQF. These institutions also educate, train and develop HR professionals who form part of the PITM.
Number of levels and level descriptors	According to South Africa (2007, p. 11): *"The National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are undergraduate and levels 8-10 are postgraduate."* For the HR PITM this means that identified qualification types will be acknowledged by the HEQF.
Qualification types	South Africa (2007, p. 11) provides a list of: *"The nine qualification types and their designated variants* [that] *are expected to accommodate present requirements but the list is not immutable."* According to (South Africa, 2007, p. 11): *"The framework comprises*

FRAMEWORK REFERENCE	CONTENT DESCRIPTION
	*the following qualification types: Undergraduate **-** Higher Certificate, Advanced Certificate, Diploma, Advanced Diploma, Bachelor's Degree."* South Africa (2007, p. 11) then provides a list with the qualification types: *"Postgraduate – Postgraduate Diploma, Bachelor Honours Degree, Master's Degree, Doctoral Degree."* It is foreseen that these qualification types will impact the type of professional registration in the HR PITM.
Admission to higher education	Entry levels into the PITM for the HR profession must be considered. Entry into the HR profession could start as soon as a prospect with a South African National Senior Certificate (Grade 12) enters the labour market. South Africa (2007, p. 14) provides guidelines to ensure admission to higher education. Valuable information by South Africa (2007, p. 14) states that: *"The framework is intended to facilitate articulation between further and higher education and within higher education. However, the possession of a qualification does not guarantee a student's progression and admission to a programme of study. In terms of the Higher Education Act, 1997 the decision to admit a student to higher education study is the right and responsibility of the higher education institution concerned. A higher education institution's admissions policy and practice is expected to advance the objectives of the Act and the NQF and must be consistent with this policy."* This statement emphasise the importance of workable policies and procedures to ensure fairness and quality in education systems. South Africa (2007, p. 14) also addresses crucial aspects such as minimum requirements for admission and different qualifications admissions. South Africa (2007, p. 14) states: *"The minimum requirement for admission to a higher education institution from 1 January 2009 is the National Senior Certificate, whose specifications were approved by the Minister of Education in the document National Senior Certificate – A qualification at level 4 on the National Qualifications Framework published in the Government Gazette, Vol. 481, 1\10. 27819, July 2005. Given the diversity of programmes and qualifications in higher education, the Minister has declared as policy*

FRAMEWORK REFERENCE	CONTENT DESCRIPTION
	the Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate, published in the Government Gazette, Vol. 482, No. 27961, August 2005. These minima must be met by all applicants to entry level higher education qualifications. Applicants with different qualifications may only be admitted in they are judged equivalent by the designated equivalence-setting bodies." From this text illustrates that specific admission to higher education institutions must be respected by the PITM for the HR profession. This means that not everyone will be admitted into the process in absence of clear requirements.

Source: (South Africa, 2007, p. 10-14)

1.8.5   **Human resources**

Ulrich (2016, p.10) states that: *"HR for HR means that HR professionals apply to their own function the knowledge and tools they apply to their organizations. This means building the right HR organization by making sure that the HR department aligns with the business organization. It means investing in the HR professionals to ensure that they respond to future opportunities."* The essence of a PITM must be founded on professionalism principles. From the above declaration, the following emerge:

- HR has a meaning for HR – the industry, profession and the professional.
- There are knowledge and tools available for the HR profession to operate.
- The HR profession functions within organisations.
- HR departments established within the organisation can provide professional services.
- The HR profession could be measured as an *"investment"* managed by HR professionals responding to future demands.

1.8.6   **HR professional**

Ulrich (2014, p.1) states that: *"HR professionals are architects who help line managers, as owners, create organizations that deliver successful strategies. By focusing on building*

organizations that win, HR professionals emphasize more on the outcomes of their work than the activities of their work." This statement illustrates that HR professionals must be able to demonstrate capability, founded on a solid theoretical knowledge base, and plant acceptable business actions that will lead to a successful organisation. Ulrich (2014, p.1-2) refers to three domains as part of the characteristics of a successful organisation: *"individual abilities (talent, workforce, people), organization capabilities (culture, workplace, teamwork) and leadership (brand).*

1.8.7   HR Systems Standards Model definitions

The SABPP developed the HR System Standards Model (SABPP, 2015a, p. 1-29). The author of this study will refer to the HR System Standards Model throughout. Table 4 provides a direct citation of the definitions of the thirteen SABPP HR system standards. These definitions are provided with the approval of the copyright holder, the SABPP.

Table 4: Definitions of SABPP HR System Standards Model

DIRECT QUOTATION OF SABPP HR STANDARDS DEFINITIONS		
Strategic HR Management *"Strategic HR Management is a systematic approach to developing and implementing HRM strategies, policies and plans aligned to the strategy of the organisation that enable the organisation to achieve its objectives."* (SABPP, 2015a, p. 3)	*Talent management* *"Talent management is the proactive design and implementation of an integrated talent-driven organisation strategy directed to attracting, deploying, developing, retaining and optimising the appropriate talent requirements as identified in the workforce plan to ensure a sustainable organisation. In simpler terms, talent management is the identification and development of the organisation's bench-*	*HR risk management* *"HR risk management is a systematic approach of identifying and addressing people factors (uncertainties and opportunities) that can either have a positive or negative effect on the realisation of the objectives of an organisation."* (SABPP, 2015a, p. 7)

	strength." (SABPP, 2015a, p. 5)	
Workforce planning	***Learning and development***	***Performance management***
"Workforce planning is the systematic identification and analysis of organisational workforce needs culminating in a workforce plan to ensure sustainable organisational capability in pursuit of the achievement of its strategic and operational objectives. The workforce plan will set out the actions necessary to have the right people in the right place at the right time." (SABPP, 2015a, p. 9)	*"Learning and development is the practice of providing occupationally directed and other learning activities that enable and enhance the knowledge, practice skills and work place experience and behaviour of individuals and teams based on current and future occupational requirements for optimal organisational performance and sustainability."* (SABPP, 2015a, p. 11)	*"Performance management is a planned process of directing. Developing, supporting, aligning and improving individual and team performance in enabling the sustained achievement of organisational objectives."* (SABPP, 2015a, p. 13)
Reward and recognition	***Employee wellness***	***Employee relations management***
"Reward is a strategy and system that enables organisations to offer fair and appropriate levels of pay and benefits in recognition for their contribution to the achievement of agreed deliverables in line with organisational objectives and values. Recognition is a related strategy and system that seeks to reward employees for other achievements through mechanisms outside the pay and benefits structure." (SABPP, 2015a, p. 15)	*"Employee wellness is a strategy to ensure that a safe and healthy work and social environment is created and maintained, together with individual wellness commitment that enables employees to perform optimally while meeting all health and safety legislative requirements and other relevant wellness good practices in support of the achievement of organisational objectives."* (SABPP, 2015a, p. 17)	*"Employee relations is the management of individual and collective relationships in an organisation through the implementation of good practices that enable the achievement of organisational objectives compliant with the legislative framework and appropriate to socio-economic conditions."* (SABPP, 2015a, p. 19)
Organisational development	***HR service delivery***	***HR technology management***

"Organisation development (OD) is a planned systematic change process to continually improve an organisation's effectiveness and efficiency by utilising diagnostic data, and designing and implementing appropriate solutions and interventions to measurably enable the organisation to optimise its purpose and strategy." (SABPP, 2015a, p. 21)

"HR service delivery is an influencing and partnering approach in the provision of HR services meeting the needs of the organisation, its managers and employees which enables delivery of organisational goals and targets." (SABPP, 2015a, p. 23)

"HR technology is the effective utilisation of technological applications and platforms that makes information real-time. Accessible and accurate, providing HR and line management with the knowledge and intelligence required for more effective decision-making, and that supports efficiency and effectiveness in other HR services." (SABPP, 2015a, p. 25)

HR measurement

"HR measurement is a continuous process of gathering, analysing, interpreting, evaluating and presenting quantitative and qualitative data to measure, align and benchmark the impact of HR practices on organisational objectives, including facilitating internal and external auditing of HR policies, processes, practices and outcomes." (SABPP, 2015a, p. 27)

Source: SABPP (2015a, p. 3-27)

These definitions are referred to at various stages in this study. They fulfil the role of the functions of HR in South Africa.

1.8.8 Intern and internship

The Health Professions Council of South Africa (HPCSA) refers to an intern as *"the intern psychologist that needs to complete an accredited internship programme prior to registration as a professional psychologist."* (HPCSA, 2011, p. 1). The author further defines a learnership as *"an accredited one year (12 months) structured programme that consists of practical, competence based activities that need to be completed by individuals that wish to register as psychologists. The internship is an entry requirement for professional registration."* From these explanations, it is apparent that for certain statutory professions internship programmes are legally required prior to professional registration and practice.

According to the SABPP (2014d, p. 3-4), an intern is a "a person who is employed at an entry level position in an organisation in a structured programme to a gain practical experience in particular occupation or profession". The SABPP guide adds that an *"intern may be undergoing other part time studies to gain or improve qualifications in that occupation or profession. The internship may be part of a statutory professional development programme such as health professionals, accountants and lawyers or set up by one or more employers independently of a professional body. A structured Graduate Training or Development Programme normally satisfies the definition of internship, and the terms may be used interchangeably. Normally, for reasons discussed below, interns should be paid. The Public Service Programme requires that the intern should have been unemployed prior to employment as an intern, because one of the main objectives of the programme is to expand work opportunities for unemployed graduates. Depending on the objectives of the employing organisation, this may or may not be required of a private sector or NGO programme."*

Cambridge (2008, p. 756) refers to an internship as *"a period of time spent doing a job as part of becoming qualified to do it."*

1.8.9   Learnership

The SAQA refers to a learnership as *"a learning programme where the learner spends some time learning theory and some time learning practical skills in a workplace. It leads to a qualification registered on the NQF"* (SAQA, 2015, p. 2). According to SAQA (2014, p. 1): *"A learnership is a work based learning programme that leads to an NQF registered qualification. Learnerships are directly related to an occupation or field of work, for example, electrical engineering, hairdressing or project management."* During the literature review of this study various sources were encountered referring to the concept of HR learnerships.

The question may be asked how these learnerships are implemented. SAQA (2014, p. 1) explains the process of the prospect by stating that a learnership is an agreement *"signed by you, the organisation employing you, and the education and provider offering the theoretical training component of the learnership. This agreement clearly outlines the rights and responsibilities of all three parties."* SAQA (2014, p. 3) further explains the type of

employment contract by stating that this contract *"is a contract you will sign with the employer, which is only valid for the time period of the learnership."*

The learners on the learnership are also informed (SAQA, 2014, p. 3) that on completion of the learnership: *"Employment is not guaranteed, but once you have successfully completed your learnership, you will be in a much better position to market yourself as you will now have both work experience and theoretical training. You may also be in a better position to start your own business and generate an income that way."*

From the perspective of the PITM for the HR profession, the SABPP is responsible for the learning quality assurance of various HR learnerships in South Africa (SABPP, 2016d, p. 2). According to SABPP (2016d, p.1-2) it is responsible for various SAQA registered HR learnerships. This includes the: *"FET Certificate: HR Management & Practices Support (ID 49691) Level 4: L/Ship Number 21Q210014331404"* (SABPP, 2016c, p. 1). According to SABPP (2016d, p. 1) the HR learnerships for the *"National Diploma : HR Management & Practices (ID 49692) Level 5: L/Ship Number 29Q290032402495"* and *"National Certificate: Productivity (ID 49793) Level 5 : L/Ship Number 13Q130049161245"* are also in the scope of the SABPP. The SABPP is therefore responsible to manage these HR learnerships according to a precise learnership process (SABPP, 2016d, p. 2).

HR learnerships will therefore be included in the PITM for the HR profession.

1.8.10 Model

According to Cambridge (2008: p.917), as a noun, *"model"* could refer to *"a copy, something which a copy can be based on because it is an extremely good example of its type"*. It could also refer to *"a representation of something, either as a physical object which is usually smaller than the real object, or as a simple description of the object which might be used in calculations, to construct a theoretical model"*.

1.8.11 Perspective

A *"perspective"* refers to *"a particular way of considering something , to think about a situation or problem in a wise and reasonable way, to compare something to other things so that it can be accurately and fairly judged"* (Cambridge, 2008, p. 1060).

1.8.12 Profession

A *"profession"* refers to *"any type of work which needs special training or a particular skill, often one which is respected because it involves a high level of education."* Cambridge (2008, p. 1132). According to Van Rensburg, Basson and Carrim (2011: p.11), HR is a profession.

Benveniste (1987) as cited by Roberts (2005, p. 687) defines: *"A profession is an occupation that meets the following criteria: application of skills based on technical knowledge, requirements of advanced education and training, formal testing of competence, controlled admission, professional associations, code of conduct, and sense of responsibility to serve the public"*. For the HR PITM, this definition provides valuable criteria content.

According to Roberts (2005, p. 687): *"The term professional traditionally referred to an individual who was employed in a profession."* Roberts (2005, p. 687) continues: *"However, this term is currently applied more broadly, to refer to any individual who is responsible for providing a particular service to his or her internal clients – for example, co-workers – or external clients – for example, customers."* Maister (1997) as cited by Roberts (2005, p. 687). Roberts (2005, p. 687) then proceeds to clarify understanding of the concepts profession, professional and professionalism by stating that: *"Professionalism can be evidenced by an individual's ability to meet normative expectations by effectively providing a given service to clients and colleagues."* (Roberts, 2005, p. 687). These three definitions will facilitate understanding within the PITM when referring to an individual in the HR field as a professional.

1.8.13 Professional body

SAQA (2012: p.4) refers to a professional body as *"any body of expert practitioners in an occupational field, and includes an occupational body and statutory councel."* The SABPP was registered as a SAQA Professional Body under the professional body ID 639, as non-statutory, under the decision number SAQA 1093/11 on 27 June 2012 (SAQA, 2012: p.1):

- Master Human Resource Professional (MHRP) (Designation ID: 303).
- Chartered Human Resource Professional (CHRP) (Designation ID: 302).

- Human Resource Professional (HRP) (Designation ID: 301).
- Human Resource Technician (HRT) (Designation ID: 174).
- Human Resource Associate (HRA) (Designation ID: 175).

1.8.14 Professional-in-training

The term "*professional*" is *"related to work that needs special training or education; having the type of job that is respected because it involves a high level of education and training",* (Cambridge*,* 2008, p. 1132). In professional-**in**-training the *"in"* refers to *"forming part of something; part or all of a period of time; involved or connected with a particular subject or activity; used to show which characteristic or part of a person or thing is being described; used to show when doing one thing is the cause of another thing happening"* (Cambridge, 2008: p.725-726). Training refers to *"the process of learning the skill you need to do a particular job or activity; to be a useful experience that will be helpful when doing a particular thing in the future"* (Cambridge, 2008: p. 1546).

The terminology of professional-in-training is well expressed by the Capacity and Development Services (CapDev). CapDev refer to a CapDev programme called "Capacity and Development Services: Junior Professionals in Training". According to CapDev (2013: p.1): *"These opportunities will provide interesting, hands-on training, and learning in the African and international development environment."* CapDev (2013: p.1) explains the meaning by stating: *"The work of the selected individuals will be under the guidance, training and support, of a highly experienced international professional official who has led and managed various development activities and held influential positions both internationally and in the African region."* The example set by this organisation illustrates the value of focusing on a PITM for the HR profession.

1.8.15 Programme

The HEQF as cited by South Africa (2007, p. 6) refers to a programme as a *"purposeful and structured set of learning experiences that leads to a qualification. Programmes may be discipline based, professional, career-focused, trans-, inter- or multi-disciplinary in nature. A programme has recognised entry and exit points."*

1.8.16 Qualifications

The HEQF as cited by South Africa (2007, p. 6) states that *"A qualification is the formal recognition and certification of learning achievement awarded by an accredited institution."*

1.8.17 The SAQA and the CHE

According to South Africa (2007, p. 7) SAQA is responsible for *"registering standards and qualifications in terms of the SAQA Act, 1995 (Act No. 58 of 1995)."* CHE is assigned to be *"responsible for the generation and setting of standards for all higher education qualifications and for ensuring that such qualifications meet SAQA's criteria for registration on the NQF in terms of section 1 (f) (ii) of the Higher Education Act."*

1.8.18 Substantive

"Substantive" refers to *"important, serious or related to real facts. Substantive research in the subject needs to be carried out. The documents are the first substantive information obtained by the investigators."* (Cambridge, 2008, p. 1453)

1.8.19 Towards

"Towards" refers to a move towards a qualitative research approach. This concept implies *"in the direction of, or closer to someone or something; in relation to something or someone; purpose – for the purpose of achieving something."* (Cambridge, 2008, p. 1540).

1.8.20 Work-integrated learning (WIL)

"Work" refers to *"…an activity, such as a job, which a person uses physical or mental effort to do, usually for money; a place where a person goes specially to do their job; everything you might want or expect to find in a particular situation; an industrial building, especially one where a lot of people are employed; to succeed gradually in becoming something or cause a person or thing to become something, either by making an effort or by making many small movements; to make it more difficult, or easier, for someone to achieve something."* (Cambridge, 2008, p. 1678)

"Integrated" refers to mixing with and joining a *"society or a group of people, often changing to suit their way of life, habits and customs; to combine two or more things in order to become more effective"* (Cambridge, 2008, p. 751).

"Learning" refers to *"the activity of obtaining knowledge; knowledge obtained by study"* (Cambridge, 2008, p. 815).

The SABPP refers to WIL as *"an umbrella term for any purposefully-designed learning programme that integrates theoretical knowledge with authentic practice in the workplace."* (SABPP, 2014e: p.3) WIL is also described as *"work-based learning"* (Wagner, Childs, & Houlbrook (2001), and as *"experience-based learning"* (Beard & Wilson (2002) as cited by Abeysekera (2006: p. 4).

Abeysekera (2006, p. 2) states that: *"…WIL programs are becoming popular with students, government, employers, and universities. A major benefit of a WIL program is the increased employability of students, and this matches well with the present trend whereby students expect a pay-off from their investment in education. Although WIL programs are more common in some profession-based undergraduate courses than others, they have not been frequently discussed in relation to accounting in the Australian context.*" (Abeysekera, 2006, p. 2). The accounting profession in Australia provides various challenges for the HR PITM, as set out in this study.

The next section will focus on abbreviations and acronyms used in this study.

1.9 ABBREVIATIONS AND ACRONYMS

Abbreviations and acronyms used are set out in Table 5.

Table 5: Abbreviations and acronyms used in this document

Abbreviation/Acronym	Meaning
ACER	Australian Council of Educational Research
ACSG	SA Assessment Centre Study Group
AMIHRP	Association of Mining HR Practitioners
APSO	Association of Personnel Service Organisations
ASDSA	Association for Skills Development of South Africa
ASTD	African Society for Talent Development
B-HONS	Bachelor Honours
CA	Chartered Accountant
CAPDEV	Capacity and Development Services

Abbreviation/Acronym	Meaning
CEOs	Chief Executive Officers
CHE	Council of Higher Education
CHRP	Chartered Human Resource Professional
CIPD	Charted Institute of Personnel and Development
CPD	Continuing Professional Development
CRM	Customers Relationship Management
CTI	CTI Educational Group
DHET	Department of Higher Education and Training
EAPASA	Employee Assistance Professionals Association of South Africa
ECSA	Engineering Council of South Africa
ER	Employment relations
EGN	Executives Global Network
ETD	Education, Training and Development
ETQA	Education, Training Quality Assurance Body
Exp	Experience
FET	Further Education and Training
HDI	Human Development Index
HEQF	Higher Education Qualifications Framework
HPCSA	Health Professions Council of South Africa
HR	Human Resources
HRA	Human Resource Associate
HRD	Human Resource Development
HRG	Human Resource Generalist
HRM	Human Resource Management
HRP	Human Resource Professional
HRS	Human Resource Specialist
HRT	Human Resource Technician
HRRI	Human Resource Research Initiative
Id	Identification
I/O	Industrial / Organisational
IHRM	International human resource management
IOP	Industrial and Organisational Psychologist
IMPSA	Institute of Municipal Personnel Practitioners of South Africa
IPM	Institute for Personnel Management
ISPI	International Society for Performance Improvement

Abbreviation/Acronym	Meaning
ISO	International Standards Organisations
Kg	Kilograms
LOFT	Line Orientated Flight Training
L&D	Learning and development
Lm	Lower management levels
LQA	Learning Quality Assuror
LLB	Bachelors of Commerce Honours
MHRP	Master Human Resource Professional
Mm	Middle management
NUMSA	National Union of Metalworkers of South Africa
NGO	None-governmental Organisation
NLRD	National Learners Records Database
NTSI	National Training Strategy Initiative
NQF	National Qualification Framework
OD	Organisational development
OQF	Occupational Qualifications Framework
PA	Performance Appraisal
PAR	Participatory Research/ Action Research
PAS	Performance appraisals
PIPL	Personal, Interpersonal and Professional Leadership
PPS	Professional Practice Standards
PITM	Professional-in-training Model
Pu	Public
Pr	Private
QA	Quality assurance
QCTO	Quality Council for Traders and Occupations
Qua	Qualifications
R1	Respondent 1
R2	Respondent 2
R3	Respondent 3
R4	Respondent 4
ROI	Return on Investment
RPL	Recognition of Prior Learning
SA	South Africa
SABPP	South African Board for People Practice

Abbreviation/Acronym	Meaning
SAGRA	South African Graduate Recruitment Association
SAGREA	South African Graduate Employers Association
SAPA	South African Payroll Association
SAPTA	South African Professional Trainers Association
SAODN	South African Organisation Development Network
SAQA	South African Qualifications Authority
SARA	South African Reward Association
SASLAW	South African Society for Labour Law
SEIFSA	Steel and Engineering Industries Federation of South Africa
SHRM	Society for Human Resource Management in the USA
SICA	South African Institute for Charted Accountants
SIOPSA	Society for Industrial and Organisational Psychology
SOPs	Standard Operating Procedures
T&D	Training and development
Tm	Top management
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNISA	University of South Africa
UP	University of Pretoria
WCHIHR	Western Cape Hospitality Industry HR Forum
WFPMA	World Federation of Personnel Management Associations
WIL	Work-integrated Learning
4P's	Preparation, planning, process & product

1.10 CHAPTER OUTLINE OF THE STUDY

This outline provides an overview of this study.

Chapter 1: Introduction and background

This chapter includes the introduction and background. The content refers to the background and purpose, problem statement, purpose statement, research questions, research objectives, context and units of analysis. It discusses the importance and benefits of the proposed study, limitations and assumptions, and concludes with definitions of key terms.

Chapter 2: Literature review

The chapter provides an in-depth review of literature addressing issues embedded within the research topic. The literature review is structured according to the following sections:

- Discussion on the field of HR.
- Discussion on professionalism.
- Discussion on training models.
- How the discussion concepts link with each other to form the basis of a substantive PITM.

Chapter 3: Research methodology

This chapter unpacks the research design and methodology. It includes the research paradigm, description of the inquiry strategy, broad research design, sampling, data collection and analysis. The chapter also focuses on assessing, demonstrating the quality and rigour of the proposed research design, and research ethics.

Chapter 4: Results and findings

In this chapter, the interview results are analysed, interpreted and presented. This is done in relation to the research objectives.

Chapter 5: Recommendations and conclusions

In this final chapter of the study, recommendations are provided and final conclusions provided on the findings.

1.11 LESSONS LEARNT

This author learnt the following lessons during the writing of this chapter:

- The value of a research proposal as foundation for this chapter.
- Stay focused on the requirements of the study, and the guidance supplied by other researchers as one reads through their scripts and articles. Many examples could be taken from them.
- The value of a clear research topic that guides one during the writing of this chapter.
- The value of establishing an administration scheme for studies, in order to manage all the information and evidence.

- Initiate a process to keep one's focus on the 'story line' as one works through the various sections of information. This includes filing possible information for the authorship of articles, books and further written reports.

- Research of a topic will inevitably lead to the discovery of information valuable to other students.

1.12 CONCLUSION

This chapter provides an overview of the introduction and background of the topic as basis for the study on the substantive PITM for the HR profession. Chapter 1, in partnership with the research proposal, forms the foundation for the chapters thereafter. It was important to clarify the research theme, objectives, questions, definitions and other content in this chapter. The importance of understanding terminology was recognised.

The next chapter will focus on the literature review process, the research problems and objectives of this study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Why *"review"* theory in a literature review? Without *"theory"* there is an absence of information, leading to no outcome. *"Theory"* is vital to success. This study is based on the *"grounded theory"* as explained by Creswell (2009, p. 49). The purpose of this chapter is to review existing literature relevant to the study, and to discover what has been prepared in the field of study, as recommended by Mouton (2001, p. 86). It is essential to base the literature review process on the research problems and objectives under study (Mouton, 2001, p. 91).

Jim Davis is a South African pilot who has spent approximately 10,000 hours training both civil and military pilots. In his book on the training of aviation pilots, he suggests the following: *"Don't beat yourself up. Of course I'm not saying you should make deliberate mistakes. But when things go wrong, don't get upset about it – it is a necessary part of getting it right."* (Davis, n.d., p. 5). Pilots make use of *"flight-plans"* to direct them toward their destination. Like a flight-plan, a literature review has a start (departure) and end (destination) point.

During the literature review process staying focused will be important. This may be achieved by using a framework to monitor the literature review process, constantly asking questions regarding the information obtained, and the purpose of evaluation (Fox and Bayat, 2007, p. 35; 49). Chapter 1 provides important key definitions which are expounded in this chapter.

2.2 LITERATURE REVIEW STRATEGIES

2.2.1 <u>Introduction</u>

This study focuses on investigating and developing a PITM from the perspective of an HR professional board in South Africa. During the planning of the literature review process, the strategy was to logically and systematically examine existing literature resources on HR professionalism, and to conduct *"an empirical study that involves gaining access to the primary data resources, conducting interviews..."* (Mouton, 2001, p. 79-80). The purpose of the literature review chapter is to keep in mind the research objectives and to utilise the literature reviewed as a foundation, to produce a thesis that the HR community will be able

to use and prescribe as a theoretical and pragmatic guide to raise competence levels of their HR professionals.

2.2.2   Sources of information

The sources of information must be based on research objectives and their research questions. It is important to identify and use sources of information in a manner to avoid plagiarising. The sources of information as utilised in this study are set out in Table 6, and individual texts are listed in the list of references. Data was collected during field sessions, supervisor meetings, interview sessions, retrieved from published standard scientific journals, online databases and the internet. Focus was placed on more recent publications during the search for relevant literature. In the absence of more recent sources, older sources were consulted. The in-depth content analysis of relevant sources provided useful information (Mouton, 2001, p. 90-91).

Table 6: Sources used in the literature review

TYPE OF INFORMATION SOURCE	STRATEGIES FOR SEARCHING THE LITERATURE USED BY THIS AUTHOR
Books, monographs, conference proceedings, reference materials	• Books have been divided into categories to direct their use. • Study guidelines provided by UP. • Content of SABPP conference information was incorporated – this includes reference to handouts and slides used during the proceedings.
Academic journal articles	• International peer-reviewed articles were used. • Non-peer reviewed articles were used judiciously.
Newspapers, magazines, reports	• Newspapers were not used often, even though it is interesting that announcements from a government and sectors are often found in newspapers. • Relevant subject matter and sector-related magazines have been used. • Any relevant and available reports form part of this study.
Theses and dissertations	• Various theses and dissertations have been studied to assist with the structure of this thesis.

Source: Adapted from Mouton (2001:88)

Important definitions or concepts that are linked to the research topic and research questions have been examined. If a concept is used several times, it is included in the study under the "Definitions of key terms" (see Chapter 1). It was important to keep the interpretation of sources as close as possible to the main aspects or themes of the study, to learn from each source and to respect the various authors (Mouton, 2001, p. 90).

2.2.3   Action research point of reference

Throughout the literature review process an approach was followed to allow for the *"diagnoses of problems or issues, considering how to solve them, taking action, and then evaluating the effectiveness of the action."* (Anderson, 2009, p. 23). During this study an approach of *"fact finding leading to diagnosis and a plan to solve or improve a particular problem of issue"* was employed. The development of content required continuous evaluation and validation of literature, consultation, supervisor's advice and comparison with previous work experience.

The literature review process is important for the HR community. Even in the workplace there may be a need for HR professionals to be: *" a practitioner-researcher.....someone who is employed in a job and who, at the same time, carries out a research project which is of some relevance to his or her current role as practitioner..."* (Anderson, 2009, p. 25). It is clear that research methodology provides opportunities for all HR professionals to enrich the HR community with their findings. Action research influences the application of good quality research examples. Several examples are discussed in this chapter.

2.2.4   Research questions and objectives

The process of a literature review contributes to an understanding of the research questions and objectives. It will therefor be essential to identify and investigate potential literature and properly note ideas.(Brynard and Hanekom, 2006, p. 32-33). The research questions and objectives help to keep the researcher focussed during the literature review process. The preliminary research revealed no formally accepted PITM for the HR profession in South Africa that could be identified.

Through the literature review process and interviews, the perspective of a professional HR body in South Africa will be formulated. It will also be discussed how such a PITM should be governed by a professional HR body. These outcomes will only be possible when the scientific meaning of the research topic content is established. The literature investigation will provide the base for thought and reasoning.

Further issues and questions emerged from the preceding research questions and objectives. It is reasonable to compare the HR profession with other professions such as legal, medical, accountants and engineering. The literature review will provide the necessary evidence to confirm the value of these issues.

Table 7 provides a detailed list of the questions the researcher recorded during the literature review process.

Table 7: Review questions as part of the PITM

HR GOVERNANCE	HR PROFESSION	HR PROFESSIONAL
Is HR a profession from a national and international perspective?	What are the characteristics of a profession? Are there acknowledged perspectives?	Who is the HR professional from a local and international perspective?
Why is professional registration required? What will the impact be on a PITM for HR?	What is the value and impact of HR standard models in the workplace? Are there various environmental factors influencing or impacting on HR in practice?	Do all individuals practicing HR enter as "candidates" and at some point are accepted as *"professionals"?*
Are there international governance models available for HR professionals?	Is HR governance on a national basis important for the HR profession?	What is the role of a multi-stakeholders approach in HR? (This includes the impact of education, training and development on the career of a HR professional.)
Does the PITM have specific entry and exit points that will provide impact to ease governance?	What is the role of exit management or unemployment on the HR professional in South Africa?	Could HR professionals learn from other existing professionals?

Answers must be provided for the above-mentioned questions. At various points during the literature review process the questions were analysed, and answers investigated. Each time the questions were revisited, more was learned, and information was updated as new evidence was gathered.

Figure 4 shows the main questions that came to mind whilst the research questions and objectives were revisited. Before the content of a PITM can be determined, the basics of a profession have to be revisited. Figure 4 is based on the research questions of this study.
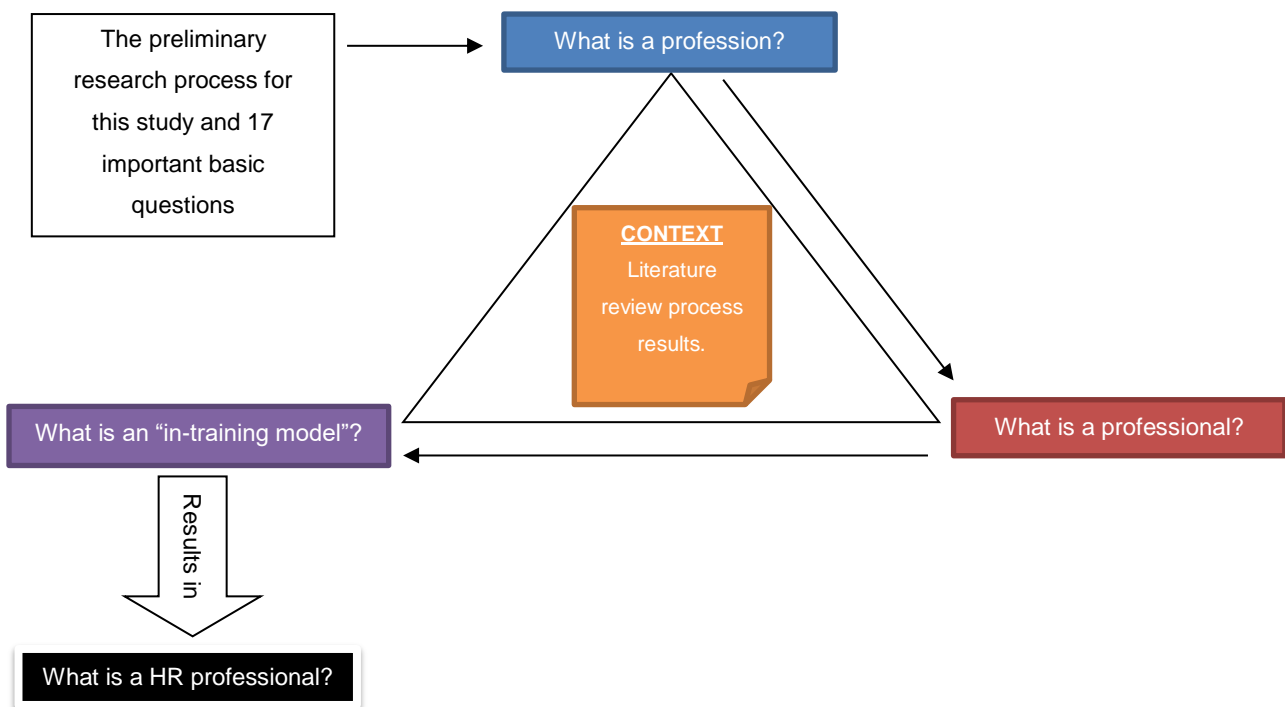
Source: Authors' own conceptual framework

Figure 4: The way forward in the literature review process

2.2.5   Preliminary literature study

As mentioned in Chapter 1, the term *"professional-in-training"* is used globally by various professions. The preliminary literature study shows that a PITM requires the involvement of individuals and their environments. Every individual, including the HR person, is an individual with a personality. (Bergh, 2014, p. 4). This approach leads to the thought that *"no*

human involvement leads to no profession, which results in the absence of a professional within a PITM".

Brock, et al., (2014, p. 1-10) present the idea that not only the individual, but also the organisation, is involved in the professionalism. To their communities and customers, both the individual and the organisation's expectations leads to the manufacturing of products and/or services. HR must assist organisations to identify and maintain quality standards. Here the PITM plays a vital role to ensure a balance is maintained in professional partnerships between individuals and organisations. This includes academic institutions who provide education, training and development interventions to individuals and organisations. The findings of the literature review lead to the development or formulation of the research problem statement (Mouton, 2001, p. 48).

From the literature review it is evident that HR functions serve the community. The South African population increased from 45 554 529 (2001) to 49 432 128 (2015). (Erasmus, Loedolff, Mda & Nel, 2014, p. 64). These numbers, as indicated by the statistics, have implications on many aspects such as employment, education, training and development. HR must be able to identify and assist organisations to deal with outcomes of these statistics. For the development of a substantive PITM for the HR profession, it is important to hold on this statistical research in mind.

Where business infrastructure is crumbling, HR practitioners can direct industry to various professional solutions to address skills shortages and uplift their ROI. From the preliminary research and literature review conducted, it became clear that this potential HR PITM has an interesting life cycle potential for the HR industry.

The literature review answered HR governance questions affecting the PITM. The question may be asked: *"What is the attitude of the South African government towards education, training and development?"* According to Tshilongamulenzhe and Coetzee (2013a, p. 14), the South African government has a *"central control over education....has a strong commitment to education.."* They also indicate that the National Training Strategy Initiative (NTSI) stresses the importance of: *"Empowering the individual; Improve the quality of life; and Contribute towards development targets in the national economic plan through a*

national qualifications framework.” (Tshilongamulenzhe and Coetzee, 2013a, p. 16). The establishment of the NQF is discussed later in this study.

The formation of steps during an literature investigation, forms the basis of the solution found at the end of a topic/situational study. It is important constantly contemplate on the availability of information in a research process. The researcher (of this study) learned to constantly ask specific questions to ensure positive outcomes during investigation processes. During the literature review, asking these questions, assisted the researcher to stay focused on the topic under investigation. Table 8 provides an overview of a list of 17 important focus questions. The origin of the specific focus questions is unknown.

Table 8: Seventeen important investigation questions

	FOCUS QUESTIONS	**MY DESCRIPTION**	**APPLICATION TO LITERATURE REVIEW AND THIS STUDY IN GENERAL**
1	What?	This query refers to the actual content/facts under investigation.	This ensures focus on the research issue related to this field.
2	Why?	This question refers to reasons; it may be required to ask a few times “why” to drill to the actual cause or reason for use or application.	This section helps with the compilation of research aims and questions. To investigate whether an important PITM for the HR profession exists in South Africa.
3	Where?	This question refers to a specific location. This could include a physical address or area of investigation. Be precise in the location. This may include contact details.	This aspect helps: • To keep the focus on the HR profession, and on organisations in the public and private sector. • To ensure that the focus remains on small, medium and large corporations. • To ensure that all sectors are included in the PITM.
4	When?	This question refers to a specific time frame. There	This aspect helps the implementation of most recent information in this field. It also

	FOCUS QUESTIONS	MY DESCRIPTION	APPLICATION TO LITERATURE REVIEW AND THIS STUDY IN GENERAL
		may be a time zone difference depending on the country referred to.	emphasises the importance of previous information which could be considered as foundational knowledge in HR.
5	Whom?	This question refers to specific role-players. Are they internal and or external? This may include contact details.	This aspect ensures involvement of all HR stakeholders at a local, national and international level. It guarantees that this author in this study constantly asks if the relevant role-players are consulted or must someone be excluded.
6	Requirements?	This query refers to aspects included in policies, procedures, SOPs, legislation, rules, and flowcharts.	In this study, it relates to investigating legislation, policies and procedures applicable to HR professionalism. This aspect is crucial in the governance of such a model
7	How?	This aspect refers to models or processes indicating specific steps or phases. How does application flow from beginning to end?	This aspect refers to the steps of the literature review process or the possible steps within the PITM. This ensures that all steps are covered.
8	Strengths?	Also referred to as advantages or positive aspects involved.	All models have the some strengths. This aspect helps this author to ensure that potential strengths are identified.
9	Weaknesses?	Also referred to as disadvantages or negative aspects involved.	All models have potential weaknesses. This aspect helps this author to ensure that potential weak points are identified.
10	Opportunities?	These aspects include new potential developments, and new tasks which may follow when implementing an aspect.	In this section research objectives, aims and action research opportunities are discovered and applied.
11	Threats?	This may include aspects which may prevent	This helps this author keep in mind the various limitations of this study.

	FOCUS QUESTIONS	MY DESCRIPTION	APPLICATION TO LITERATURE REVIEW AND THIS STUDY IN GENERAL
		implementation. It may include aspects which may slow down the processes.	
12	Planning?	This question may include step by step planning, throughout the process (first draft up to conclusion).	This author applies soft and hard copy strategies to assure that the research and planning process is executed and completed on time.
13	Organising?	These facets may include the organisational process. Who is involved in the execution?	The organising of content goes through various processes after constant review. From these actions the content of the various chapters is compiled.
14	Leading?	This aspect refers to taking lead in the execution, and the governance of steps that have been intentionally taken.	Throughout the research process the supervisor will assist this author, in order to provide direction. During the research, most of the actions that are taken by this author are taken after consulting various resources.
15	Delegation?	This refers to who is implementing specific tasks and duties.	Very little delegation of actions is needed regarding the research process. Within the professional-in-training process delegation of authority actions are examined and noted. For example, in this study, governance plays a vital role in executing the model.
16	Control?	This aspect refers to verification or auditing of the terminated operation.	Several facets of control forms part of the PITM. Regular backups of the research data are created. With regard to the content of the model, mastery of the governance body is investigated and observed.
17	Feedback?	Refers to the provision of constant feedback or reporting back on current	The information captured in this study is evidence of a feedback process followed in the enquiry. This includes supervisory review to be followed in future. In this study

FOCUS QUESTIONS	MY DESCRIPTION	APPLICATION TO LITERATURE REVIEW AND THIS STUDY IN GENERAL
	status. It includes the provision of an action list.	the feedback process, followed by the governance body, will be noted.

Source: Authors' own interpretation of 17 questions gained through years of work practice from various currently unknown sources as obtained prior to this study.

2.3 WHAT IS A PROFESSION?

2.3.1 <u>Introduction to a profession</u>

In the literature review, the characteristics of a profession will be reviewed from a local and international perspective. In Chapter 1, various definitions for *"profession"* were provided. One of the definitions refers to *"values".* Meyer and Orpen (2012, p. 13-14) refer to *"values"* as *"what you need to believe and live"*. They refer to an example of driving a vehicle and state that values *"are embedded in clearly articulated ethical codes that form part of the licence to practice."* The authors state that: *"Violation of these codes is seen as "incompetence" and could therefore result in registered professionals being scrapped from these rolls if found unsuitable for office."* In the PITM definitions provide a basis for HR practices, and highlight the importance of professional conduct in a community.

What could be the core meaning and intention of a profession? Roberts (2005 , p. 685) asserts that: *"In a diverse society, all organizational members must learn how to effectively navigate their interactions with people from different cultural backgrounds so that they can build credibility, form high-quality relationships, and generate high performance outcomes with their constituents."* This statement provides an overview of the core meaning and intention of a profession. It highlights the importance of maintaining a professional image in organisations. Valuable lessons, learnt from this statement, can be applied when investigating the content of a PITM for the HR profession.

The lessons include:

- HR professionals also work in a diverse society.
- ETD are HR functions within an organisation (Wärnich et al., 2015, p. 12). HR professionals will play a role in facilitating and learning "all organisational members" to apply sound interactive skills.
- The HR professionals need to know what is regarded as credible and how to ensure this concept becomes a living culture in their organisation.
- According to Wärnich et al. (2015, p. 12) relationship management is part of the Human Resources Model (HRM). This means that HR professionals will play an active role in the forming and maintaining of *"high-quality relationships"*. HR professionals are responsible for overseeing various HR functions in organisations. They will be responsible for assisting line management to ensure that *"high performance outcomes"* will be accomplished in their organisations.

When individuals are asked to explain their understanding of the concept *"profession",* it becomes clear that, in the majority of cases, the concept is not fully understood. To understand the meaning of the concept the characteristics of a profession need to be reviewed.

Literature review indicates that professional leadership forms a part of a *"profession"*. Verrier and Smith (2005, p. 55-58) provide a model explaining the importance of professional leadership. Whilst investigating the content of this model, the author of this study realised that it is important to pause for a moment and to realise the depth and value of scientific research. This model refers to the conduct of executives as professionals. When investigating the content of the Personal, Interpersonal and Professional Leadership (PIPL) model, the impact of personal and interpersonal factors on individuals operating at this level, becomes evident. Their study highlights the importance of day-to-day factors impacting a profession in general. When investigating the PITM for the HR profession, the reality of day-to-day factors could not be ignored. The PiPL (personal, interpersonal and professional leadership) Executive Facilitation Model is *"based upon a holistic, integrated perspective of the executive arena, beginning with personal mastery, followed by relationship-, managerial-, and organisational mastery (in that order)."* This PIPL model will, in due course, impact the role of HR Executives.

The HR executives will form part of the PITM for the HR profession in South Africa. HR executives deal with many personal and interpersonal matters unknown to other executives, co-workers in the organisation, and customers for whom they are responsible. This model aids this author to understand the world executives operate within, and to respect their profession.

2.3.2   Characteristics of a profession

With regard to technical knowledge, the SABPP generated the HR System Standards Model as well as approximately thirty SABPP professional practice standards. They also brought in their HR auditing criteria and evaluated HR in organisations. The SABPP is appointed by the SAQA to accredited training institutions. The mentioned aspects referring to the SABPP will be discussed in more detail further in this field. The thesis presented by Janse van Rensburg (2009) on: *"Human Resource Management as a profession in South Africa"*, provides valuable data related to professionalism in HRM from a South African point of view, including historical information on the SABPP.

During the literature review it became clear that as a human, professionals also have characteristics or traits. When discussing characteristics, it is also referred to as *"traits"* as part of a personality. Bergh (2014a, p. 364) state that personality is expressed in *"different types of trait"*. They state further that *"traits"* can be understand as "*the building blocks of personality*" to explain a phenomenon. Individuals and their personalities form an indispensable part of a profession. Without the individuals, a profession simply would not exist. The literature review results indicate that the PITM for the HR profession also has inherent unique traits and characteristics.

Hansard (1992, p. 8) as cited by Janse Van Rensburg (2009, p. 84-85) refers to the explanation of what a *"profession"* is: *"In a debate in the UK House of Lords, Lord Benson listed the nine obligations of professions to the public..."*. The content of Table 9 includes the obligations and the characteristics listed by Hansard (1992, p. 8) as cited by Janse Van Rensburg (2009, p. 84-85).

Table 9: Characteristics of a profession

HANSARD (1992)	APPLICATION TO THIS STUDY
A governing body must control the profession, which directs the behaviour of the members.	The governance body identified for this study (SABPP) registers HR professionals and is appointed by SAQA as the Learning Quality Assuror (LQA) for HR in South Africa.
This body must set adequate standards of education as an entry condition.	The LQA of the SABPP governs accredited education, training and development according to approved HR unit standards.
Ethical rules and professional standards are to be observed by its members.	The SABPP has an ethical code which must be accepted by all registered HR professionals.
Disciplinary action must be taken, if necessary.	All disciplinary actions are referred to the SABPP and they are able to investigate and apply required action.
Work should be carried out only by persons with the requisite training, standards and discipline.	The SABPP have developed in partnership with the HR industry HR standards to govern HR.
Fair and open competition must be guarded by the governing body.	The SABPP's contribution as a governance body to the community ensures fair and equal competition in the field of HR.
Professionals must be independent thinkers, willing to speak out without fear and favour.	The registered professionals are located in public and private sectors in South Africa. They execute their duties independently in the workplaces. Channels are provided for them to report any form of concern or success.
A professional must provide leadership in its field of learning.	Registered HR professionals are expected to conduct in an ethical manner in business, be educated and trained.

Source: Janse Van Rensburg (2009, p. 84-85)

It is essential to compare the above set of criteria to the SABPP, when reflecting on the content of Table 9 and in the developing a PITM for the HR profession in South Africa.

Key outputs achieved by a professional body are important. It is important to look at the achievements and objectives of a professional HR body as target group, as used in this study. The SABPP Annual Reports of 2011 to 2016 are available on their website for public

insight and comments. The content of these reports provides evidence that the professional body involved in this study will be able to assist the author of this study to do a literature review and achieve the outlined research objectives.

The above information leads to the next question: What is a *"professional"*? In the PITM for the HR profession to be *"professional"* is paramount. This study will now investigate the content related to be professional prior to being an *"HR professional"*.

2.3.3   The profession and ethical conduct

The literature review indicates that the profession and ethical decision-making can't be separated. Through the existence of a profession, a professional will be confronted with ethical decision-making. During this process of decision-making the professional will be confronted with options on what is right and what is wrong. According to the Cambridge (2008, p. 478) dictionary *"ethic"* refers to *"a system of accepted beliefs which control behaviour, especially such as a system based on morals."* The source proceeds to refer *"ethical"* as *"relating to beliefs about what is morally right and wrong."*

[2]Advocate T.N. Madonsela defined ethics in 2015 as *"doing rights things the right way, acknowledging wrongdoing and remedying the impact of your mistakes or wrongs."* (SABPP, 2015b, p. 3). For this study Advocate Madonsela presents valuable aspects with regard to ethics which are worth mentioning. These aspects are also relevant to the HR profession and the intended PITM, seeing as HR professionals must deal with, and investigate, matters relating to unethical behaviour. Unethical behaviour must not be tolerated. The SABPP launched an ethics book (publication) in 2015. The SABPP assist HR professionsals and organisations with an 'Help Line' on ethics where unethical conduct may be reported. For the development of a PITM it is valuable to take note of the comment by the CEO of the SABPP, Marius Meyer who states that: *"No matter how sound your system, all corporate scandals start with either employees or managers, in other words, the human resources of an organisation."* (SABPP, 2014a, p. 2).

---

[2] October 2014 Advocate T.N. Madonsela was the Public Protector of the Republic of South Africa. This definition of ethics is incorporated in her 'Foreword' in a book on ethical competence in HRM practices published by the SABPP.

Van Aswegen and Engelbrecht (2009, p. 221) state that: *"By effectively utilising the transformational leadership process, an organisation's culture can be transformed into one that encourages ethical behaviour."* Leaders as professionals play a vital role in establishing and maintaining an ethical culture. They state in the introduction of their study that: *"Business ethics has emerged as an important issue in society in the past decade and is considered critical to business in the long term."*

Figure 5 provides evidence of action by an HR governance body (SABPP) to address matters relating to ethics. (SABPP and Van Vuuren, n.d., p.1)
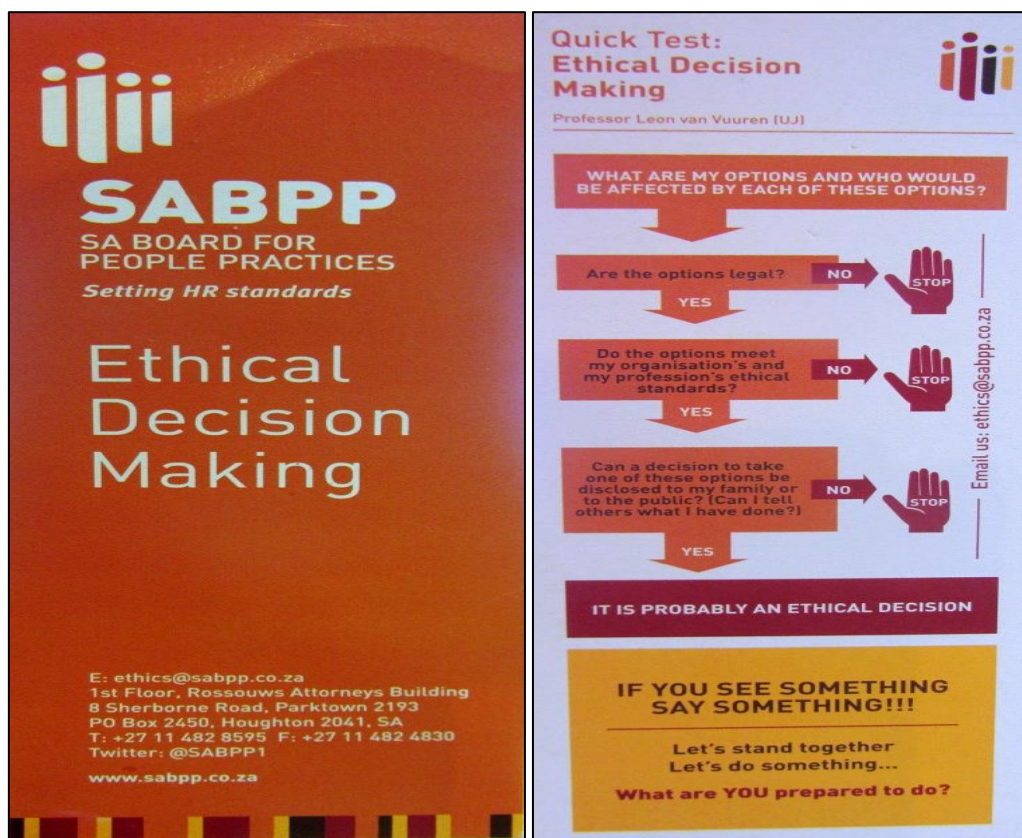
Source: SABPP and Van Vuuren (n.d. p.1)

Figure 5: SABPP Ethical Decision Making bookmark

During the literature review the condition of ethics of South Africa business practices emerged. Spangenberg and Theron (2005, p. 1-18) as cited by Van Aswegen and Engelbrecht (2009, p. 1) declare that: *"South Africa is experiencing an increasing awareness of unethical practices and public distrust of business in general is widespread."* It is further stated that: *"Due to disappointing public organisation scandals that have been exposed, a*

return to ethics in the organisation has become vital and organisational leaders have to realise how important ethical leadership is. Not only are ethical practice essential to overcome the increasing occurrence of scandals and its negative consequences, but such practices also affect the organisation's profitability positively on account of its reputation as an honest and trustworthy employer and business partner." (Fulmer (2004, p. 307-317) as cited by Van Aswegen and Engelbrecht, 2009, p. 1). The picture sketched by these authors emphasises the need for professionals in general to protect their professions by preventing unethical conduct.

For the PITM it will be valuable to note from the literature review who in organisations should take responsibility for corporate ethics. Van Vuuren and Eiselen (2006: p.22) state that: *"Since few South African organisations have yet appointed ethics officers, there is often a lack of clarity on who should take responsibility for coordinating organisations' ethics management efforts."* The authors continue to state that the results of the study *"showed that HR practitioners on average believe that they indeed have an ethics management competence and that they should be involved in ethics management. However, practitioners with a great deal of exposure to organisations that manage ethics believe to a lesser extent that they should be involved in ethics management."* (Van Vuuren and Eiselen, 2006, p. 22).

2.4   WHAT IS A PROFESSIONAL?

2.4.1   <u>Introduction</u>

The results from the literature review point towards various opinions on the matter of *"what is a professional?"* It became clear that the HR professional is an *"individual"* or *"human"* conducting specific tasks in the community. HR professionals must be able to lead others in the organisation. Ulrich and Smallwood (2013, p. 33) approach this matter and ask: *"Why does leadership matter?"*. They refer to responsibility towards the employers, organisation, customers, investors and the community. Before developing a PITM, one should focus on the human elements impacting the conduct or outputs of an HR professional.

2.4.2   <u>The professional as an individual</u>

Within a PITM individuals form the core of professional conduct. As already stated, the professional is an individual. This is why psychology is *"the scientific study and*

understanding of people's internal processes, behaviour and experiences in order to formulate general and unique principles that characterise human nature." (Bergh et al., 2014, p. 4). People are active with roles and responsibilities, depending on the surroundings or environment. Even in the field of HR, HR professionals as individuals may be complex and may differ in age, gender, culture psychically and psychologically. They differ in the way they see situations and may at times surprise with their expected and unexpected reaction and behaviour. They play a definite role in the work context.

The PITM for the HR profession cannot ignore the HR profession as an organism composed of individuals in various environments. This statement highlights the importance of the literature review process to discover the intent of behaviour in the workplace. Figure 6 provides a picture of the professional in literature review to follow.
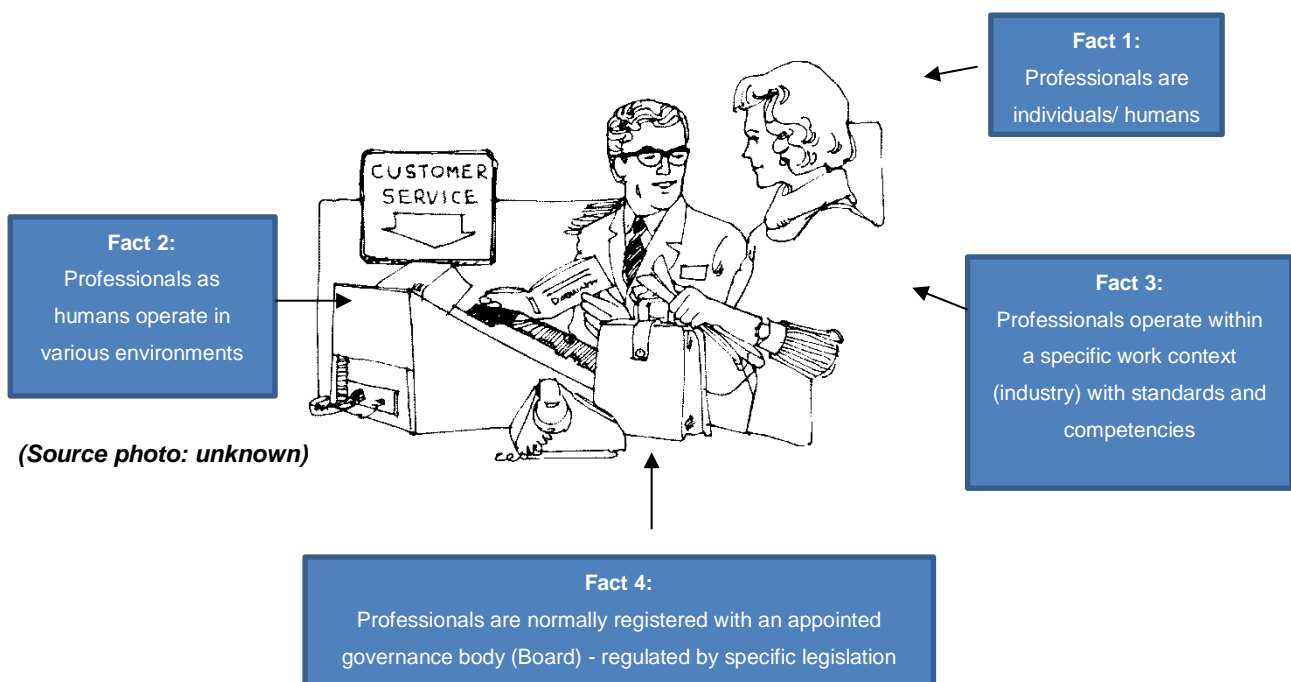
Source: Authors' own conceptual framework

Figure 6: The *"professional"* in literature review

In the HR profession both genders (male and female) fulfil an important role in organisations. Both genders must be incorporated into a PITM. To be able to do this incorporation, literature review assist with understanding the demands of personal and worklife on both genders. Whitehead and Kotze (2003: p.77) refers to the career and life-balance of professional women in South Africa. This study was conducted more than a decade ago and it was

interesting to work through the content to establish perceptions in 2003 and determine possible impact on the research topic of this study. In HR both genders fulfil a valuable role to ensure that HR functions are implemented in the industry. Whitehead and Kotze (2003, p. 79) provide a motivating discussion and concluded by referring to the importance of managing *"series of individual experiences unfolding over time".* When working through the content various linkages could exist to enhance the purpose of this study.

2.4.3 <u>Psychology in the workplace</u>

Psychology in the workplace is important and assists professionals to deal with individuals in the work setting (Veldsman, 2014b, p. 40). Professionals deal with aspects revolving around work performance, individual and team dynamics, social relationships at the workplace. HR professionals work in partnership with other professionals to ensure that the working community receives the best service. In partnership with Industrial and Organisational Psychologists (IOP), the HR professional plays a vital role in identifying, describing and explaining human behaviour.

Environmental aspects (political, legislation and cultural) can't be ignored by professionals in business. HR professionals must demonstrate a basic understanding of psychology in the workplace to be able to interact where they communicate with others in the world around them. The PITM underpins a basic understanding of individuals' actions and the impact their personalities have on the employment sector.

From the literature review it became clear that psychologists agree that personality "*can be adequately explained only if the interaction between the characteristics or traits of a person and the situation or environment is considered"* (Bergh, 2014b, p. 4; 305). The HR professional operates between work and private life environments. Cervone and Pervin (2008) as cited by Bergh (2014b, p. 305) state that the personality as a *"profile of consistency in attributes and behaviour in the person across time and situations, as well as to the uniqueness of personality in each person".* For the HR professional this statement emphasises the importance of consistency in attributes of humans or employees over a period of time.

It is foreseen that personality attributes may have impact on the interpretation and application of the content of the PITM. No PITM can operate outside the influence of environments. Therefore, the absence of individual action naturally leads to the absence of professionalism and a profession. It is foreseen that the following individual-related activities will have an impact on a PITM:

- Action research designs obtaining information in the workplace. This includes the use of feedback of results, dealing with problems and transformation (Bergh, 2014d, p. 510).

- Workplace aspects influencing individuals such as adaption, thinking development, affiliation, conflict, learned behaviour, attitudes, biological processes, career development, character and other psychological aspects.

- Personal aspects influencing individuals such as disorders, ego-identity, age-related changes, biological influences, anxiety, relationships, cognition, motivation, psychoanalytic aspects, communication, conditioning and many more aspects.

In their study on the relevance of the psychometrist category as a professional resource, Van Eeden, Van Deventer and Erasmus (2016: p.1-10) explore attractive aspects completing professions. They state that: *"Psychology was first recognised as a profession in South Africa in 1974."* (Abel and Louw, 2009, Pretorius, 2012 as cited by Van Eeden et al., 2016, p. 1). Their study explores the possibility to *"which the psychometrist category could be regarded as a professional resource relevant to a variety of settings".* From their literature review it becomes clear that the *"main issues are the availability of professionals across different levels of registration and the availability of services across geographical areas and sector."*

From theabove statements HR professionals should take note of conducting continuous research on professionalism, professional registration levels and the availability of professionals to serve South Africa regardless of industry type or size of organisation.

Another example of the worth of literature review is demonstrated in a study where trends in organisastional career psychology research in South Africa was reviewed from 1970 to 2011. (Schreuder and Coetzee, 2012: p.1). The authors state in their orientation of the study that: *"Career research in organisations has increased in importance since the 1970's, which*

heralded new directions for organisations career research and practice both globally and nationally." In their motivation for the study they stated that there is a need for more research. This approach to urge for more research is a lesson for many HR professionals to become involve in scientific research. It is the intent of this study to contribute to the gaining of more knowledge and assist the HR practice in general.

Schreuder and Coetzee (2011) as cited in Schreuder and Coetzee (2012: p.2) state that: *"Since the early 2000's, there has been a continuance of these trends along with rising unemployment and concerns about skills scarcity, which increasingly affect the jobs, careers and lives of people in the 21st century...".* Their study shows that these topics are complex in nature. They state that in addition to various other career research initiatives other important related issues need more attention (Schreuder and Coetzee, 2012, p. 4; 7). Their call for more research is essential and has an impact on the PITM for the HR profession in South Africa.

The following section in the literature review will focus on the value of understanding the impact of environments on HR professionals in their movement between environments. It is valuable to use the outcomes from the literature review to determine the impact of environments on the content of a PITM for the HR profession.

2.4.4   The impact of the environment on the professional

The preliminary research and literature review indicate that HR functions are executed by biological humans referred to as HR professionals. Bergh (2014b, p. 307-308) refer to the impact and importance of environmental influences on humans. They refer to genetic influences on biological evolution and growth in the life of an individual. These components operate in partnership with various *"environmental agents"* and, from these interactions, overall impressions of the importance and impact that actions by individuals might have, are created. They acknowledge the influences of diverse environmental agents on the "*developing person for adult responsibilities and functions*". They refer to the roles and impact of aspects, such as family life, social ties, ethnic and ethical membership, study life, socioeconomic and political circumstances, may have on the human. As HR professionals execute their responsibilites in the workplace, day-to-day factors affect their professional conduct.

Events may act in an individual's favour or may be traumatic and the approach followed by the professional may change fate. HR professionals are affected by the impact of *"traumatic environmental events"*. These types of events normally impact behaviour and may eventually influence aspects related to a PITM. The literature review on environmental impact on behaviour and processes, confirm the importance of understanding the day-to-day a world wherein the HR professional operates. Experience has taught the author of this study that a single external event may change and affect an individual forever. Thus, it is crucial to understand the HR professional in the employment context and, as far as possible, the environmental factors operating on the individual.

Table 10: Urie Bronfenbrenners' Ecological-Systems Model of Human Development

SYSTEM	DESCRIPTION	EXAMPLES	MY INTERPRETATION
Micro system	A person in his/her living environment. Individuals and organisations, most intimate and frequent contacts.	In home or organisation.	This model emphasises the importance of the micro system of the HR professional in terms of personality and frame of reference.
Meso system	Created by the interactions between elements of the micro system.	Interactions with schools, churches, employers and neighbourhoods.	Fair or unfair treatment from or towards the HR professional will cause a positive or negative impact.
Exo system	Aspects outside individual's immediate contacts that may still influence him/her.	Family member's workplace, institutions in community, such as health facilities. Extended family members, friends, social clubs and professional organisations.	Environment outcomes (marriage, finances, raising kids) experienced in home as parents may have an impact on the HR professional's personal life. **Their presence** / availability **at home may influence the maturation of their kids.**
Macro system	Fluid type of society's influences on instances such as education, finance, housing and careers.	Concentrates on specific cultural and societal values, habits, laws, socioeconomic and political organizations.	Could have most powerful influence on HR professional development. Regulate their conduct due to the possible consequences.

Source: Theron and Louw (2014, p. 73-74)

In South Africa the HR professional must deal with the reality of diversity in the work place. When referring to the impact of the above-mentioned macro system, it is interesting to note that cultural influences are referred to. The literature review on the influence of cultures,

indicated the importance of cultural change in general. The process of acculturation comes to mind, including the influence it has on the conduct of individuals and groups. Let's first investigate the importance of the various environments impacting on the HR field.

Gordon (1986, p. 25) provides a valuable summary of environments when stating that during *"the past two decades organizational environments have become more dynamic, less predictable, and more complex than any time before... These changes have contributed to unique problems for organizations. Human resources professionals and managers who understand the reasons for these changes should be better prepared to design responsive human resource programs. They may also be able to predict future changes and plan for future program-environment fit."* The core of the author's reasoning provides aspects that could have bearing on the content of a PITM.

Gordon (1986, p.25) describes the various reasons for environmental change and the impact on the work-force. The PITM cannot dismiss the reality of these major factors. It includes factors such as technological advances, geographical accessibility, increased education levels and population redistribution. Gordon (1986) continue to refer to economic instability, increased governmental regulations and productivity crises experienced in various industries. Gordon (1986: p.25) states that: *"Because of these changes, ongoing diagnosis of the environment is the first step to effective human resource management that can respond to current external conditions."* When included into a PITM, professional registration within HR will assist a professional body in monitoring important statistics on how many professionals holding specific qualifications and their experience levels.

Gordon (1986, p. 26-27) discusses the nature of eight environmental aspects important to HR professionals. HR professionals deal with these environmental aspects during the execution of their duties. It is important that HR prospects are educated and trained in these aspects to ensure that the business world notes their competence in dealing with matters related to ROI. HR prospects must demonstrate a theoretical and practical understanding of aspects related to the various environments such as the economic-, social –, political- and legal environments.

The South African work-force is known for their diversity. Within diversity the value and importance of *"culture"* cannot be disregarded. The HR professional is confronted internationally with these aspects of culture on a universal basis. Coertze (1980, p. 64) as cited by Els (1993, p. 6-8) refers to 16 aspects that appear in all cultures throughout the world. Figure 7 provides an overview of the universal aspects of culture. The statement by Coertze (1980, p. 64) as cited by Els (1993, p. 6-8) summarises the application to HR professionals: *"These different aspects, which are universally found in each culture, do not form so many separate compartments in which the human being lives. Actually, they are merely different aspects of the same phenomenon and are completely intertwined because the culture of an ethos is a unified expression of its whole way of life".* This statement will improve the value of the PITM and result into an extended life cycle.

Figure 7 emphasises the importance of the universal aspects of a culture. These aspects will eventually have a major impact on a PITM and a profession.
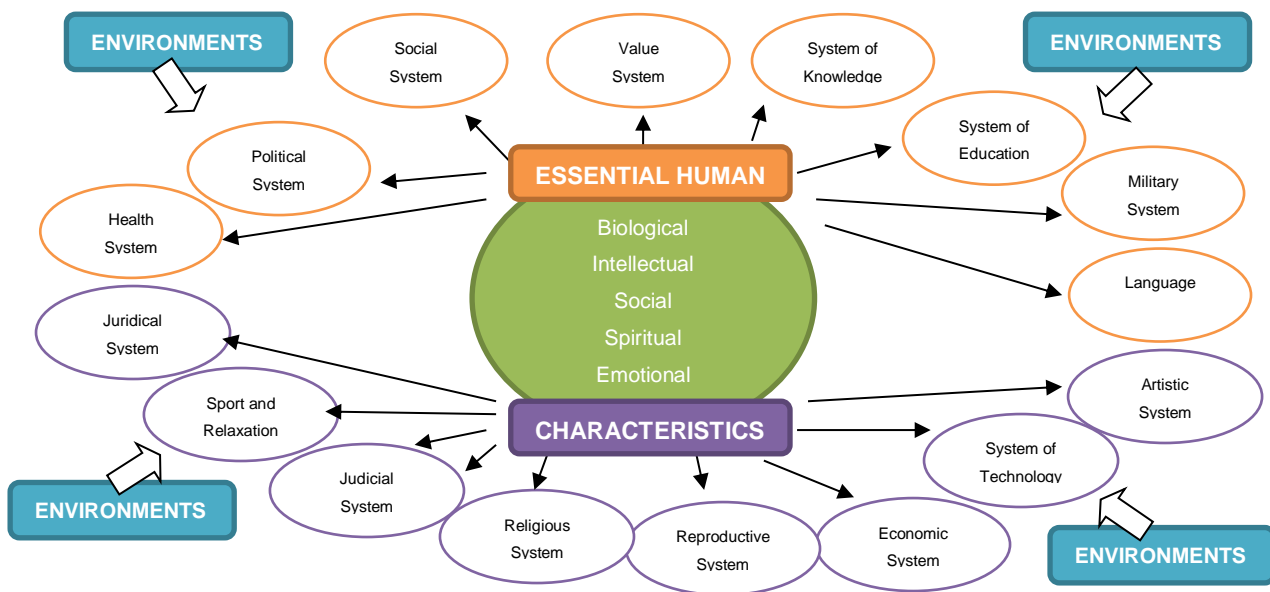
Source: Coertze (1980, p. 64) as cited by Els (1993: p.9)

Figure 7: Universal aspects of culture

The next step is to look at the importance of the work of professionals operating internationally. Environmental forces in international HRM (IHRM) is also a reality (Wärnich et al., 2015, p. 638). Literture review indicated that many elements in the environment

eventually affects the performance of HR professaionals in the IHRM workplace.   In Figure 8, Wärnich et al. (2015, p. 638) provides an overview of environmental forces referred to.
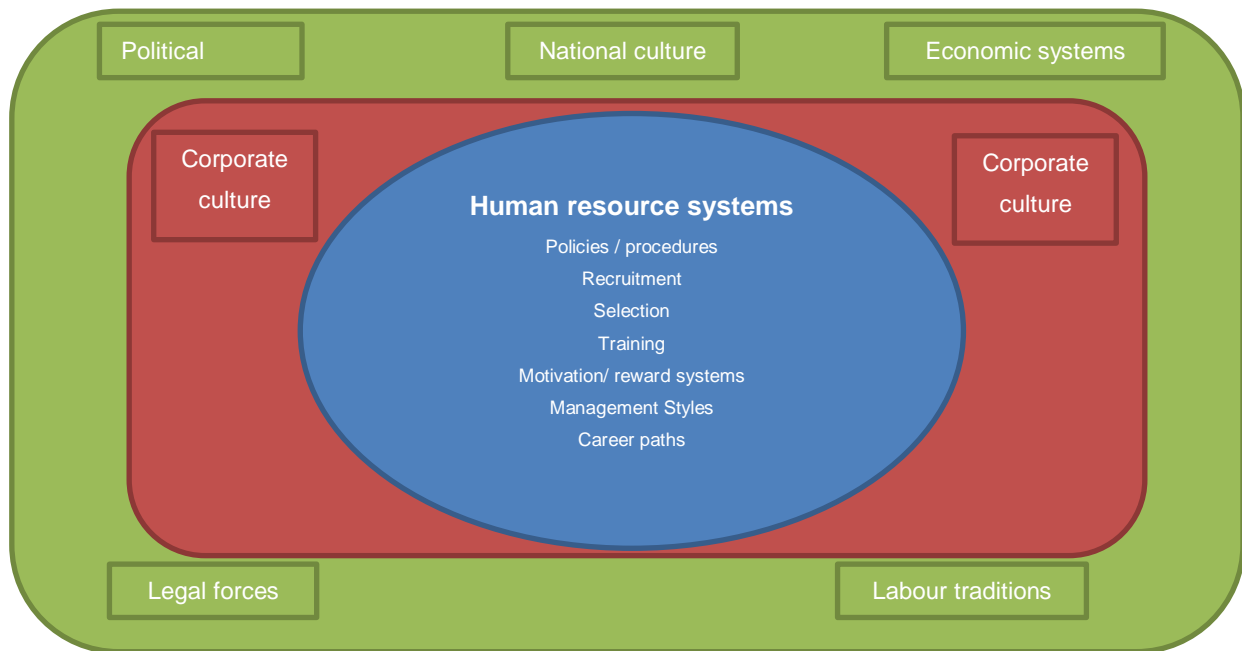
Source: Wärnich et al., (2015, p. 638)

Figure 8: IHRM Environmental forces

Various South African organisations do business on an international basis. This means that it may be expected from HR professionals to execute their duties outside the South African borders.

2.4.5   The professional and the work context

Why do individuals or HR professionals work? If there is no workplace or organisation, there will be no opportunity to perform work activities. The reverse is likewise genuine, without individuals no business could function. Without workplaces or individuals the existence of a PITM would be impossible. Therefore the literature review must focus on the professional in the work context. In this section, the following areas will be investigated:

- The rationale of organisations.
- The impact of change on organisations and *"work personalities"*.
- Reference to organisations as *"professional organisations"*.
- Why do HR professionals work, or what is *"meaningful work"*?

As this point it is valuable to note the various types and sizes of organisational systems, depending on their services and products they deliver in the local, national or international world of business. The type and size of organisation will provide foundation for the HR professional to determine the spectrum of HR activities they will focus on, as internal activities, and which functions they will outsource to other departments or contractors. Small organisations may require the implementation of all HR activities by one or a few HR professionals, or may involve the implementation of core HR functions and the outsourcing of others.

It is at times a challenge to briefly explain to line management an overview of the various types and sizes of organisations, including a brief synopsis of the role HR professionals fulfil and when their services are required. To ensure that focus was placed on the problem statement, the author of this study developed Table 11 to provide a summation of such an account. The table includes organisations or departments, small to large organisations within all sectors of service and production. The table is set out as follows:

- The types of organisation (Pu = Public, Pr = Private or NGO = Non-Government Organisations) or departments.
- The types of registered HR professionals (HR specialist (HRS) to focus on specific HR related functions or HR generalist (HRG) to focus on majority of the HR functions);
- Indicate the type(s) of HR related qualifications (Qua) and level of experience (Exp). This is a requirement of each column.
- The level on which the HR professional will function in the organisation or department (TM = top management, MM = middle management, including operational and supervisor, and LM= lower management levels).
- Indicate if the HR professional(s) will be employed as a mentor and or a coach, or both.
- Complete personal contact details.

By answering the questions, the professional-in-training, senior or line management can produce valuable information. Table 11 could be laminated and used as a pocket card during planning or assessment sessions. The author of this study marked applicable columns with a "No or Yes", circled them, indicated relevant time frames, and included notes. This table can be used by business owners during strategic planning sessions. Education and training

institutions could benefit by providing an overview to students or learners of HR infrastructure.

Table 11: Evaluation of HR practice and needs

BUSINESS OR DEPARTMENTS	LOCAL SERVICE / PRODUCTION FOCUS		NATIONAL SERVICE / PRODUCTION FOCUS		INTERNATIONAL SERVICE / PRODUCTION FOCUS	
Small	HR Qualifications required?	HR Experience required?	HR Qualifications required?	HR Experience required?	HR Qualifications required?	HR Experience required?
	Category:	**Mentor:**	Category:	**Mentor:**	Category:	**Mentor:**
	HRS: HRG:	**Coach::**	HRS: HRG:	**Coach::**	HRS: HRG:	**Coach:**
	Sector:	Sector:	Sector:	Sector:	Sector:	Sector:
	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO
	Focus:	Focus:	Focus:	Focus:	Focus:	Focus:
	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:
Medium	HR Qualifications required?:	HR Experience required?:	HR Qualifications required?:	HR Experience required?:	HR Qualifications required?:	HR Experience required?:
	Category:	**Mentor:**	Category:	**Mentor:**	Category:	**Mentor:**
	HRS: HRG:	**Coach:**	HRS: HRG:	**Coach:**	HRS: HRG:	**Coach:**
	Sector:	Sector:	Sector:	Sector:	Sector:	Sector:
	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO
	Focus:	Focus:	Focus:	Focus:	Focus:	Focus:
	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:
Macro / Large	HR Qualifications required?:	HR Experience required?:	HR Qualifications required?:	HR Experience required?:	HR Qualifications required?:	HR Experience required?:
	Category:	**Mentor:**	Category:	**Mentor:**	Category:	**Mentor:**
	HRS: HRG:	**Coach:**	HRS: HRG:	**Coach:**	HRS: HRG:	**Coach:**
	Sector:	Sector:	Sector:	Sector:	Sector:	Sector:
	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO	Pu Pr NGO
	Focus:	Focus:	Focus:	Focus:	Focus:	Focus:
	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:	TM: MM: LM:
Your contact details	Name		Date		Document no: International Standards Organisation Ref no:	
	Job Title		E-mail		Remarks:	
	Name of organisation		Telephone:			

Source: Authors own interpretation

From this table various additional data sheets could be created to verify and elucidate content. The tool could be used to supply valuable data when integrating the PITM for the HR profession into an organisation.

Table 11 can also benefit the development of the PITM for the HR profession. Within the various sizes and types of organisations, the priority is the provision of services and or products. This is performed by partnership activities through the concept of "work". Note that two further prospects are of value, the partnership between:

- Firstly, the individual in the work context.
- Secondly, the nature and meaning of work for the individual.

This affords the reader an idea of the importance to focus on aspects related to the ROI. Joint ventures between individuals, workplace governance, infrastructures and projected production (products and or services) contributes to consistancy in business practices. This is done to the advantage of employees, employers and economic systems. Brock et al. (2014, p. 1) continues: *"Professionals also have great social significance, playing critical roles in the education, health and justice fields."* It is clear that regarding the concept of *"professionals",* it is acceptable to presume that both individuals and organisations are collaborators in the PITM.

Bergh (2014b, p. 310-311) confirm that *"the way an organization functions can have a facilitating or inhibiting effect on the work personality, and on the fit between the employee and the organization"*. Attention-grabbing is their orientation to the *"personality"* of work. From this proclamation it becomes apparent that in the sense of professional behaviour, that it is *"not only the responsibility of the organization or workplace, but also the individual".* The governance of professionalism is therefore embedded in the proof of functional liability and accountability. Governance institutions may include governments, professional bodies or boards, education – training – and development organisations and workplaces.

Will a feature such as *"change"* have a consequence on the PITM for the HR profession? The concept of *"change"* is synonymous to commercial enterprise. Certain aspects or traits of business are constant, while other associated aspects may change. It is a fact that people work within a world renowned for its dramatic business changes (Schreuder and Coetzee, 2013, p. 4). According to Brock et al. (2014, p. 5-6), organisations are also affected by globalisation, politics, diversity, technology, cultures, processes and competitive markets. The literature review illustrates that the value of talent management cannot be dismissed. Any form of misconduct must be prevented with a professional approach.

This section will focus on the significance of work, which includes the professional. Harpaz and Fu (2002: p.639-667) as cited by Schreuder and Coetzee (2013, p. 1) provides an incredible summary on the overall meaning of work by stating that *"the meaning of work embraces the significance that work or working has in people's lives."* Work may be described as a *"tool"* applied by individuals in various business environments.

Wrzesniewski et al. (2003: p.93-135) as cited by Schreuder and Coetzee (2013, p. 4) states that in the 21st century, the explanation of work may differ from person to person. Work may be *"viewed as people's understanding of what they do at work, the significance of what they do and their beliefs about the value or worth of the function work serves in their lives."* When work loses its significance, HR performance may become complicated and mind numbing. This status may negatively impact on a PITM. This study will endeavour to avoid the loss of significance and to promote participation of HR practitioners to become and remain HR professionals.

In explaining the meaning of work, Schreuder and Coetzee (2013, p. 1) provide valuable characteristics to ensure a better understanding of the nature of work. Schreuder and Coetzee (2013, p.1) state that work:

- Provides meaning to an individual. The author of this study wants to highlight and expound the meaning of work for first-year HR students entering their higher education studies.
- Has become a daily activity partner in the lives of individuals.
- Leads to internal survival and contain quality components. And
- Leads to interaction between the known and the unknown, which provides opportunities for issues such as WIL.

To be part of the proposed PITM, it is important to assist newly appointed employees and HR professionals into the workplace. Work preparation could also form part of WIL interventions in certificate, diploma or graduate studies. Work preparation includes learnership, internship and orientation programs for HR professionals. These examples of interventions simplify the procedure of entry and consolidation into the new workplace. ETD interventions combined with workplace exposure will benefit inexperienced HR students or

learners to face the reality of the "first day at work". The qualifications and experience of HR professionals will impact the entry levels applied within the PITM.

The concepts used for employee *"onboarding, orientation and induction"* training in South Africa introduces new employees to their respective works. In the medical profession, the term *"orientation training"* is used, and not *"induction training"* of new employees. For the medical profession the concept of *"induction"* could mean something else. But should any medical staff want access to any premises of the mining industry, they will have to undergo "induction training" prior to obtaining permission to enter the property. "on boarding" or "orientation training" will form part of the PITM to ensure understanding and application of the content.

Entry into the workplace is essential. *"Onboarding"* is defined as: *"A process that starts before the employee joins the organisation, continuing for several months and which aims to develop employee behaviours that will ensure the long-term success and commitment of the employee to the organisation." "Orientation"* is defined as *"The process of integrating the new employee into the organisation and acquainting them with the details and requirements of the job."* (Wärnich et al., 2015, p. 233). The difference between the two concepts is the focus on the long-term actions and the type of details to be imparted. An HR prospect without any workplace exposure or experience, and who is, perhaps, still unemployed or studying towards a higher education qualification, the first day at work could be a traumatic experience.

How will for example *"onboarding"* or *"orientation"* assist the PITM for the HR profession? Wärnich et al. (2015, p. 233-234) outlines the purposes of onboarding and orientation. To understand the purpose of *"onboarding"* or *"orientation"* the following is useful for the HR profession:
- HR professionals will recognise the purpose of professionalism and be able to fit into organisations.
- HR professionals will be able to live out their purpose in organisations and to work towards applying goals, policies and processes.
- HR professionals will discover the "culture" of the organisation.

- HR professionals will be able to fit into and to assist with the development of work teams.

- Referable to the HR functions, HR professionals will be able to carry out and supervise preparation and growth opportunities for themselves and the employees.

- HR professionals will be familiar with HR models and functions applied within their organisations.

- HR professionals will act as change agents and be capable to assist new employees by means of efficient communication and direction.

It is predicted that the PITM could be used in future career preparation opportunities to assist future HR prospects and potential talent, even at secondary or high school level. Aldcroft (1998, p. 243-252) refers to models for future workplace preparation at primary school level. This initial education advantage *"provide*[s] *the foundation for exploiting the human resource potential of the region"*. The absence of suitably managed workplace preparation could lead to individual stress, a cry for help, advice, direction, support, understanding, guidance, assistance, patience and mercy. In such circumstances, the *"first day at work"* could become a nightmare. A PITM could provide a prevention function of stress to ease *"first day experiences in the workplace."*

With this foundation provided by the literature review process, the next focus point is the role of registration within a profession.

2.4.6   <u>The professional and official registration</u>

Registration is defined as *"when a name or information is recorded on an official list".* (Cambridge, 2008: p. 1196) Professional membership registration at specific professional organisations such as Boards or Institutes is a global practice. For South African professions within the medical, legal, technological, accounting and psychological fields, mandatory professional registration is required as a *"statutory prescription".* Via national communication channels, the South African Government makes use of Government Gazettes to publicise such statutory required registration procedures and guidelines. Why do practitioners register professionally or want to be affiliated with a professional governing body?

Professional registration may be a statutory requirement. HR practitioners in South Africa may voluntarily register with the SABPP. Against this background, a substantive PITM could be of value to the industry. To answer the question of *"why"*, Table 12 provides a summary from Janse Van Rensburg (2009, p. 80-81) on the origins of professions from out a historic perspective and why it is valuable to consider professional registration for HR professionals.

Table 12: Reasons for joining a professional body

ORIGINS OF PROFESSIONS AND VALUE TO REGISTER AS A PROFESSIONAL	COMMENTS FROM RESEARCHER
Middle-ages: Same work and common interest protection – called *"Guilds"*. Later called unions or professional bodies (Janse Van Rensburg, 2009, p. 80). Meaning to *"pay"* – noun *gegilda*, the subscribing member of a guild (Burton and Marique, 1910, p. 911 as cited by Janse Van Rensburg, 2009, p. 80). Also referred to as *"Craft guilds.. men first made one specific form of industry into the occupation of their lives....a body of men associated together under oath for a common purpose"* (Basti, 1986, p. 1 as cited by Janse Van Rensburg, 2009, p. 80). Also refers to the roles of mutual aid, protection, motivation, dignity and excellence in your accomplishments. The sense of pride to belong, and the pleasure of witnessing your final accomplishments. Evidence of your *"special technique and skill..."* (Black, 1984, p. 14 as cited by Janse Van Rensburg, 2009, p. 80). Hansard (1992, p. 20) as cited by Janse Van Rensburg (2009, p. 80) states that: *"Lord Williams, in a debate in the UK House of Lords mentioned "the old craft unions, which insisted on severe standards for their members",*	This source indicates that professionalism is linked to: • A specific occupation or craft. • The protection of knowledge, skills and interests. • Provision of membership opportunities if one complies with entrance requirements. • A form of governance. • The provision of incentives or privileges, status, pride and recognition from others. • The fact that membership could last a lifetime. • The importance of an *"oath"* or an ethical code to protect and ensure professional conduct. • Assisting other members. • Feeling proud to belong to a profession, as well as feeling proud of the outcomes achieved through demonstrated skills application. • The fact that after many decades reference is still made to standards of early guilds.

ORIGINS OF PROFESSIONS AND VALUE TO REGISTER AS A PROFESSIONAL	COMMENTS FROM RESEARCHER
which illustrates the importance of standards and consistency. The importance of respected reputation and governance in the guilds (Richardson, 2005 as cited by Janse Van Rensburg, 2009, p. 80). It is interesting that Bunson (1995, p. 1), as cited by Janse Van Rensburg (2009, p. 81), refers to the fact that: *"In England, the guilds obtained their charter from the monarch. In 1560 this was formalized by the Court of Aldermen...".* The author also states that: *"Today the Royal Charter which was granted to the Charted Institute of Personnel and Development (CIPD) in 2000 bears some resemblance to this ancient practice."* The author here makes reference to the occasion taking place in England, which in turn is a reference to similar events taking place in 1560 in the Court of Aldermen. Janse Van Rensburg (2009, p. 81) refers to the reality that: *"the origin of professional bodies stems from the guild system in medieval times. The aspect of "closed shop" or keeping the unqualified out was undeniable part of this system. The negative face of professionalism has the selfish greedy exclusivity of an empowered elite over those who are not initiated, preventing dilution of income."*	• The capturing of above information as part of a PITM for the HR profession. From this section illustrates the importance of preventing unethical, and unfair exclusion of potential members. It addresses the occurrence of inconsistent behaviour. It also discusses the need to provide opportunities such as RPL to ensure fair entrance or participation into a profession.

Source: Janse Van Rensburg (2009: p. 80-81)

In the absence of a statutory decree, professions such as HR apply voluntary professional registration services through professional registration authorities such as the SABPP and the Institute of Personnel Management (IPM). Why do specific members become part of professional organisations? Wärnich et al. (2015, p. 363) indicates that the following

advantages, or availability of services, are provided through membership of professional organisations:

- Information on new theories, rules, methods and techniques in a domain.
- Help develop members in various ways, such as networking, meetings.
- Invitations and use a variety of speakers where new advancements are announced and discussed.
- Various organisations pay for their employees to become members, and pay for their travel expenses to annual meetings.

Brock et al. (2014: p. 1-15) provides the understanding that not only the individual, but also the organisation (workplace) are both involve as partners in the scenario of professionalism. The authors refer to *"professional organisations".* This could imply organisations responsible for registration of professionals. The authors see the role of individuals *"as critical professionals with distinct cognitive, normative and regulative capabilities"* and that organisations are *"contemporary knowledge-intensive societies",* bringing knowledge and skills to *"widening variety of economic and social settings".* In this sense, there may be a dual reference to *"professional organisations"* as organisations where membership is provided, and organisations who provide products and or services.

In HR in South Africa, where did professional registration originate and what is the purpose thereof? In application to this study, the perspective of an HR governance body is used with reference to the SABPP. Further investigation of the source and function of professional HR registration from the perspective of the SABPP follows.

Janse Van Rensburg (2009, p. 21) investigated and reported on professional HR registration findings from a global perspective. It is apparent from the authors' findings that professional HR registration is identified by specific designations and prescriptions to a set stage of enrolment. Janse Van Rensburg (2009, p. 21) states: *"For example, effective January 1, 2011, the Certified HR Practitioner (CHRP) designation in Canada will only be rewarded to applicants who have passed both their Council's examination and have attained a Bachelor's degree in business before specializing in HR. From a South African perspective, professional registration is attained by applicants who have formal and relevant*

qualifications together with a number of years experience at a specified level of practice. A recognition-of-prior-learning (RPL) route is available and has been proved to be effective".

Various aspects regarding professional registration emerge which could affect the PITM. Professional registration could be utilitarian and functional when acknowledged by the specific sector and ranked by a respected body or control panel. Well designed and governed professional registration deals with important operational aspects and unethical behaviour. The governance of registration may lead to assistance with the engagement, monitoring and development of HR lecturers and training officers in ETD initiatives. This will ensure that the professional registration system will operate and be governed in close partnership with acceptable HR standards and competencies throughout the industry, government and ETD institutions. An example of HR registration practice, as ordered by the SABPP, follows.

In South Africa HR practitioners register as HR professionals with the SABPP. Figure 9 provides a brief overview of the SABPP professional registration levels as published on the SABPP website on 26 December 2016.

Master HR Professional (masters/doctorate + 5 years top level experience)

Chartered HR Professional (honours + 4 years senior level experience)

HR Professional (3 year degree/diploma + 3 years middle management experience)

HR Associate (2 year diploma + 2 years' experience)

HR Technician (1 year certificate + 1 year experience)
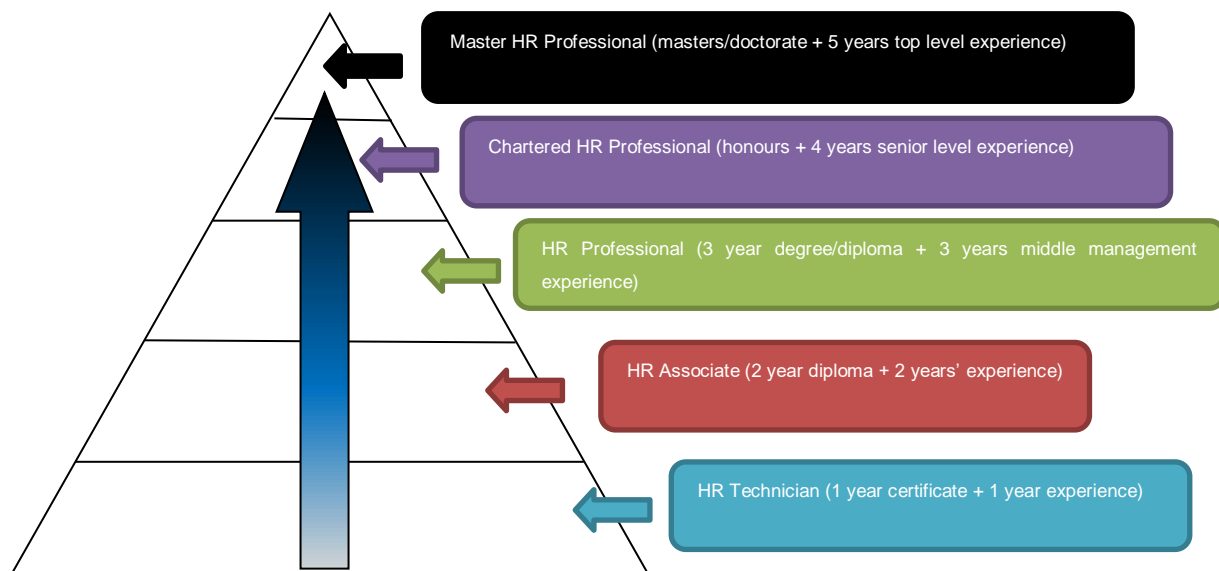
Source: SABPP (2016d, p.3-4)

Figure 9: SABPP Registration levels

The above figure provides an important path for entry-level applications for the HR profession's PITM.

Table 13 provides a more detailed description of the professional registration criteria for HR professionals with the SABPP. (SABPP, 2016, p.2-3) It is worth mentioning that an HR professional is registered within the group as a *"Generalist"* and/ or *"Specialist"* professional depending levels of experience or exposure within the knowledge base of HR practice. Byars and Rue (2000, p. 6) refer to a HR generalist as a: *"Person who devotes a majority of working time to HR issues, but does not specialize in any specific areas."*

Table 13: SABPP HR professional registration categories

SABPP CATEGORY	ACADEMIC QUALIFICATION REQUIRED BY SABPP	EXPERIENCE REQUIRED BY SABPP	ADDITIONAL
MHRP Official professional post nominal titles in accordance with the NQF Act (67 of 2008) Upload of professional designation on the National Learners' Records Database (NLRD) at SAQA.	HR-related masters or doctorate degree	Five years' top level experience	Ex-officio commissioners of oaths according to Act 16 of 1963 and participation in national electronic CPD system
CHRP Official professional post nominal titles in accordance with the NQF Act (67 of 2008) Upload of professional designation on the National Learners' Records Database at SAQA.	HR-related honours degree	Four years' senior level experience	Ex-officio commissioners of oaths according to Act 16 of 1963 and participation in national electronic CPD system
HRP	HR-related three-year degree or diploma	Three years' middle	Ex-officio commissioners of oaths according to Act 16 of 1963 and

SABPP CATEGORY	ACADEMIC QUALIFICATION REQUIRED BY SABPP	EXPERIENCE REQUIRED BY SABPP	ADDITIONAL
Official professional post nominal titles in accordance with the NQF Act (67 of 2008) Upload of professional designation on the National Learners' Records Database at SAQA.		management experience	participation in national electronic Continous Professional Development (CPD) system
HRA Official professional post nominal titles in accordance with the NQF Act (67 of 2008) Upload of professional designation on the National Learners' Records Database at SAQA.	HR-related two-year diploma	Two years' experience	Participation in national electronic CPD system.
HRT Official professional post nominal titles in accordance with the NQF Act (67 of 2008) Upload of professional designation on the National Learners' Records Database at SAQA.	HR-related one-year certificate	One year's experience	Participation in national electronic CPD system.
Candidate Upload of professional designation on the National	HR-related qualification, but no experience	No experience	Participation in national electronic CPD system.

SABPP CATEGORY	ACADEMIC QUALIFICATION REQUIRED BY SABPP	EXPERIENCE REQUIRED BY SABPP	ADDITIONAL
Learners' Records Database at SAQA.			

Source: SABPP (2016, p. 2-3)

An *"HR Generalist"* and *"HR Specialist"* will form part of the PITM. Byars and Rue (2000, p. 6) refer to a HR Specialist as a: *"Person specially trained in one or more areas of HRM – e.g. labour relations specialist, wage and salary specialist."*

Table 14 furnishes an outline of the various classes of *"Specialist HR registration"* for professionals at the SABPP who are focusing to a greater extent on a specialist HR area. *"HR Generalist"* may also register as *"HR Specialist"* should they comply and also prefer to be registered within a specialist criteria. This registration could advance their specialist focus should they practice it in the sector. In addition to professional registration of the SABPP, a professional may put forward an application to request the assistance of a *"SABPP HR Mentor"*, or to become a *"Mentor".*

Table 14: SABPP HR specialist registration categories

CATEGORIES FOR SABPP PROFESSIONAL REGISTRATION: HR SPECIALISTS	
Recruitment and selection	Organisation development
Learning and development	HR Information Systems
Remuneration	HR Administration
Employment relations	Productivity
Safety, health and environment	

Source: SABPP (2016, p. 4)

Barnhart (1994, p. xix-xvii) as cited by Janse Van Rensburg (2009, p. 25) confirms the value of professional registration when stating that statutory as well as voluntary registration forms part of creating a standard for a particular profession. He states that *"professional*

certification becomes a way for individuals to control their own destiny." This statement has an impact on the PITM due to the destination control in the hands of the professional.

The registration of professionals with the SABPP is beneficial to the HR profession (SABPP, 2016, p. 2-3). To be registered with a professional body such as the SABPP will be of value for the PITM. From the SABPP literature benefits include:

- Be part of a movement to strengthen the HR profession.
- A clear description of professional levels available for HR professionals, including the advantage that the registration levels are related to the NQF in South Africa.
- The accessibility of clear, professional registration criteria. The criteria are depending on HR relevant qualifications, work experience and additional aspects such as a Code of Conduct.
- Availability of industry-related newsletters to improve HR professionalism, the HR Future Magazine and various research papers to benefit the HR industry.
- Planning for HR professionals to unite and participate with the SABPP in projects and various committees to grow the HR area of exercise.
- To become a *"SABPP Mentor",* the opportunity is available to extend networking possibilities with alliance partners of the SABPP.

Professional registration provides peace of mind to the community when they recognise that the professional is registered with a professional organisation or body. Within a PITM it is valuable to, for instance, investigate governance aspects as part of professional registration. Through suitable governance professional registration, the SABPP could provide valuable networking opportunities. Members could assist with service to the sector, joining and participating in governance committees. Janse Van Rensburg (2009, p. 54-58) states that: *"The first Board of the SABPP met on the 29th November 1982...",* and that *"the first committees established were the Registration Committee... and the Education and Training Committee.... the Finance Committee... and the Disciplinary Committee...".* Their first Code of Conduct was created by the SABPP.

Why is professional registration so important for a PITM? Professional registration provides opportunities to provide knowledge and skills investment to the HR sector. Committees within a professional body governance system provide opportunities to impart valuable HR

subject matter knowledge and skills. It also provides many opportunities for upcoming HR talent to learn from experienced mentors and coaches. The upcoming HR talent could also use the opportunities in committees to invest their recent knowledge gained in the field into the HR industry and to build their networking opportunities in an ethical manner. Table 15 furnishes an outline of the various committees available for HR professionals to become a part of, when they become registered professionals. The SABPP provides examples of the types of HR-related committees available for registered professional members.

Table 15: SABPP committees

SABPP COMMITTEES: 2016	
Learning and development	Higher Education
Ethics Committee	Labour Market
HR Initiative	Mentoring
Registration Committee	Marketing
Learning and Quality Assurance	Risk and audit
Continuous Professional Development	Provincial

Source: SABPP (2016, p. 5)

In conclusion, professional registration can contribute to a substantive PITM when the following aspects are taken into account:

- HR professional registration could ensure ethical governance of professionals in an important subject matter field.
- Apply an action research methodology or approach application to ensure recognition of content and future evolution of views related to professional registration.
- Submission to the philosophy of a profession as part of professional registration. This means that the information gathered and used by a governance body could contribute to the content (principles, standards and competencies) of a future PITM.
- The identification and inclusion of suitable entry points into professional registration.
- The inclusion of continuous professional growth initiatives as part of professional registration.
- Professional registration will contribute to the governance of the HR profession. HR needs to be governed by practical HR standards, competencies, ethics and legislation.

It is essential to investigate the profession of HR professionals. At this stage, we investigated the importance of complying with the intention of the Preamble of the South African Constitution to develop the potential of each citizen.

2.4.7   Foreign professionals and IHRM

It must be possible for foreign professionals to form part of the substantive PITM for the HR profession in South Africa. Mulenga and Van Lill (2007: p. 30) refer to the procedures and processes *"used in the selection of prospective foreign applicants by recruitment agencies in South Africa."* The results indicate *"that the recruitment industry does not have standard, well articulated procedures for identifying and selecting prospective foreign employees and considered processing foreign applicants difficult. Difficulties with the Department of Home Affairs were a major hindrance to recruiting foreign applicants."* It is believed that the hindrances spoken of have been addressed since the article was written. It is imperative that foreign HR professionals are included into the PITM. The services of HR professionals are required in foreign recruitment agencies.

Mulenga and Van Lill (2007: p.30) state that: *"The intermediary role of recruitment agencies in identifying and matching qualified job seekers with the appropriate jobs forms the basis of a successful selection decision for the client organisation."* To be able to recruit foreign professionals for the South African industry, or to provide HR services in a foreign country, international HRM (IHRM) experience is required. This means that IHRM will form part of the PITM.

IHRM refers to: *"The HRM issue and problems arising from the internationalisation of business, and the HRM strategies, policies and practices which firms pursue in response to the internationalisation process."* (Wärnich et al,. 2015, p. 635). Various South African companies are involved in business abroad and must know how to deal with foreign circumstances. This means that IHRM will also impact on the PITM for the HR profession in South Africa.

Wärnich et al,. (2015, p. 638) refers to five additional, important aspects included in IHRM and the effect on the HR department:

- More functions (international taxation, international relocation, orientation, administrative services for expatriates and host government relations).
- More heterogeneous functions.
- More involvement in employees' personal lives.
- Changes in emphasis as the workforce mix varies.
- More external influences (legal, political and economic systems).

2.5 SUPPLEMENTARY ASPECTS RELATED TO PROFESSIONALISM

The author of this study wants to provide additional aspects, in this section, that may exert an influence on professionalism. For this study, these aspects do not need in depth discussion, but their existence implies that they are part of the whole professional package. For the PITM the admission of the supplementary aspects may contribute to future research opportunities. It is important that HR professionals meet employability standards and be able to create jobs for themselves in the HR industry.

2.5.1 <u>Employability and job creation</u>

Employability refers to *"the ability to gain and maintain employment and to manage employment transitions such as transitions between organisations and transitions between jobs and roles within the same organisation to meet changing job requirements."* (Hillage and Pollard, 1999, Wickramasinghe and Perera, 2010, p.226-244 as cited by Coetzee, Ferreira and Potgieter (2015, p. 2). The PITM must provide a career path overview to enable HR professionals to remain employable and where required create job opportunities for them. Firstly, it's required to understand the meaning of various terms or concepts related to employment and job creation.

Cambridge (2008) defines various terms related to employment and job creation. Table 16 provides some of these definitions.

Table 16: Cambridge Dictionary employability and job definitions

CONCEPT	DEFINITION
Employ (p.459)	To have someone work or do a job for you and pay them for it.

CONCEPT	DEFINITION
Employable (p.459)	Having enough skills and abilities for someone to employ you.
Employee (p.459)	Someone who is paid to work for someone else.
Employer (p.459)	A person or organisation that employs people.
Employment (p.459)	When someone is paid to work for a company or organisation.
Employment agency (p.459)	A business that finds suitable people to work for other businesses.
Job (p.774)	The regular work which a person does to earn money (temporary / permanent job)
Piece of work (p.774)	A particular piece of work.
Responsibility (p.774)	Something that is your responsibility.
Problem (p.774)	A problem or an activity which is difficult.
Do a good / bad job (p.775)	To do something well / badly.
Do the job (p.775)	If something does the job, it performs the piece of work you want to be done and achieves the result you want.
Job done (p.775)	Something you say when someone has achieved something, especially when it seems easier or quicker than you expected.
On-the-job (p.775)	Happening while you are working.
Job or work? (p.775)	It is important to choose the right word in a specific context. • Job is a countable noun and refers to a particular piece of work or the regular work that someone does to earn money. • To talk about the activity that someone does in their job, don't say *"job"*, say *"work"*.
Other ways of saying 'job' (p.775)	• A more formal alternative is the noun *"occupation"*. • The nouns *"post"* and *"position"* are often used to talk about a particular job within an organisation. • The noun *"career"* is sometimes used to describe a job a person does for a long period of their life. • A *"placement"* (United Kingdom (UK)) / *"internship"* (United States of America) is a job that someone does for a short time in order to learn more about a particular kind of work.
Job action (p.775)	A temporary show of dissatisfaction by a group of workers, often by doing their work more slowly, in order to make managers pay attention to their demands.

CONCEPT	DEFINITION
Jobbing (Jobbing actor/ builder/ gardener, etc.) (p.775)	Someone who does not working regularly for one person or organisation but does small pieces of work for different of people.
Job creation (p.775)	The process of providing new jobs, especially for people who are unemployed.
Job description (p.775)	A list of the responsibilities which you have and the duties which you are expected to perform in your work.
Job evaluation (p.775)	The process of comparing a job with other jobs in an organization and deciding how much the person who is doing the job should be paid.
Jobless (p.775)	Unemployed.
Job satisfaction (p.775)	The feeling of pleasure and achievement which you experienced in your job when you know that your work is worth doing, or the degree to which your work gives you this feeling.
Job security (p.775)	If you have job security, your job is likely to be permanent.
Job seeker (p.775)	Someone who is trying to find a job.
Jobshare (p. 775)	To divide the duties and the pay of one job between two people who work at different times during the day or week

Source: Cambridge (2008)

Many factors influence the aspects of employment and job-creation. HR professionals in South Africa play a vital role when investigating employment and job creation. Abbott, Goosen and Coetzee (2013, p. 1) refer to *"the extent to which human under-development is South Africa and the consequent societal problems of poverty and inequality are addressed by the work of HR practitioners."* Their research indicates that the HR practitioners' roles and responsibilities in South Africa are vital to:

- Address socio-economic conditions and problems on a pro-active manner. They state that: *"Little attention has been paid to the linkage between HR work and human development in the country."*

- Make suggestions for improvements according to their mandate. Further that: *"There are few references in the literature to the linkage between HRM (human resource management) and human development."* The impact of these aspect on a socio-economic context is essential.

- Understand the issues related to underdevelopment and be able to do something about it.
- Be able to determine the impact of factors of underdevelopment and to play an *"Employee Advocate"* role (Ulrich, 1997 as cited by Abbott et al., 2013, p. 1). And
- Address these aspects of *"human development outside their organisations."* (Boninellie and Meyer, 2011, p. 446 as cited by Abbott et al., 2013, p. 1).

In the findings of their study Abbott et al. (2013, p. 7) highlight the impact of the environment on the work of the HR Practitioner, the attitudes to transformation and the contribution that HR work can make to society. Many valuable lessons are learnt from their study, one being that it is vital that HR practitioners comprehend and be acquainted with how to deal with *"that generic HR work demands"* which have *"the biggest impact on their work"* and the influence of the *"...level of employment..."*.

According to Erasmus et al. (2014, p. 73), in South Africa the National Planning Commission points out that *"11 million jobs need to be created by 2030"*, and to *"reduce the unemployment rate to 6% from 25%."* Further that: *"90% of new jobs are to be created by small and expanding private companies."* To prevent unemployment , the function and role of HR professionals could't be ignored. Various of these new jobs also include jobs for HR professionals. If recruitment, selection and appointment are part of the HR functions, it means that HR professionals must be competent to assist the South African community to address the above commission. The PITM must provide a pathway for HR professionals to assist countries to create jobs and prevent unemployment.

Erasmus et al., (2014, p. 85) refers to various priorities to be achieved within the next twenty years as part of the HRD Strategy for South Africa (2010-2030). These priorities refer to aspects such as development, literacy, teaching, training, work, etc. These views will affect the professional who will constitute a part of the PITM. This includes aspects such as: *"the balance of immigration and emigration"* and the impact thereof on *"priority skills required for economic growth and development."*

From the above, the following views are taken and may impact the PITM:
- Universal approach to specific development opportunities.

- Available education and training opportunities.
- The reality that unemployed forms part of the whole picture, and the implications may not be disregarded.
- The importance that access must be provided for all South African adults to "*gain a minimum qualification at Level 4 of the National Qualification Framework (NQF).*"
- Inclusion of continuous progressive improvement, supporting lifelong-learning and CPD. For the PITM for HR professionals the role and implications of CPD could not be dismissed.

The following priorities in the *"20-year strategic framework"* (Erasmus et al., 2014, p. 85) could become objectives through the application of the PITM:

- Priority 11: *"Ensure that South Africa is ranked in the top 10% of comparable countries in terms of its economic competiveness."*
- Priority 12: "*Ensure that South Africa is ranked in the top 10% of comparable countries in terms of its human development index."*
- Priority 13: *"Ensure that South Africa is ranked in the top 10% of comparable countries in terms of its knowledge and education dimension of the HDI, as measured by the adult literacy rate (with two-thirds weighting) and the combined primary, secondary and tertiary gross enrolment ratio (with one-third weighting).*
- Priority 14: *"Ensure that South Africa is ranked in the top 10% of comparable countries in terms of its technology and innovation index."*
- Priority 15: *"Ensure that South Africa is ranked in the top 10% of comparable countries in terms of levels of human capital stock."*

Coetzee et al. (2015: p. 1-9) founded their research on employability capacities and career adaptability of HR professionals. For HR graduates to enter a first or new workplace may be a terrifying experience, especially if the HR graduate was not involved in a WIL programme during their studies. It is therefore imperative that employers *"have come to recognise graduates' employability capabilities and their ability to adapt to new work demands as important human capital resources for sustaining a competitive business advantage."* (Coetzee et al., 2015, p. 1). The PITM must accommodate the reality of HR graduates who fear entrance into the HR career path after completion of their academic studies. These HR

graduates must know and understand the intention of the South African Government with regards to education, training and development.

Within the above focus on the intentions of the South African Government, the constitution of legislation and the impact of professionalism comes to mind.

2.5.2 **Legislation, including the National Qualifications Framework (NQF), and the impact thereof on professions**

According to Cambridge (2008, p. 819) *"legislation"* refers to *"a law or set of laws suggested by a government and made official by a parliament".* It is not the purpose of this study to observe and discuss global and South African legislation applicable to the HR profession. The impact of legislation was discussed in the literature review on professional registering.

Currently, in South Africa practitioners register as HR professional on a voluntary basis. Through the application of legislation it is possible for the SAQA and the CHE to manage the intent of practice, education, training and development within the NQF. The requirement of a professional field being legislated, including compulsory professional registration, will affect the entry levels to any PITM.

Another example is recognition or evaluation SAQA and the CHE conduct of foreign qualifications submitted by HR professionals who immigrate to South Africa. Legislation gives them authority to modernise and implement specific regulations, policies, processes, flowcharts, SOPs and the most relevant natural processes to ensure consistent practices. What about foreign HR qualifications and the impact thereof on the PITM? SAQA provides a formal national accredited route to determine the value of foreign qualifications.

The research topic of this study refers to the HR professional in training. There are many laws impacting organisations and the HR field of practice. In the sphere of professionalism, the HRD functions within a HRM department will influence the education, preparation and development interventions for their HR professionals.

Meyer and Orpen (2012, p. 16) list various South African laws applicable to the HRD field. This includes:

- Constitution of the Republic of South Africa, Act 108 of 1996.
- Skills Development Act, Act 97 of 1998.
- SAQA Act 58 of 1995.
- NQF Act 67 of 2008.
- Promotion of Administration Justice Act 3 of 2000.
- General and Further Education and Training Quality Assurance Act, Act 58 of 2001 (Schools).
- Further Education and Training Act, Act 98 of 1998 (Colleges and schools).
- Higher Education Act, Act 101 of 1997 (Universities and universities of technology).
- Education and Training Quality Assurance Bodies Regulations, 1998.
- Service Level Agreement Regulations, 2005.
- Sector Education and Training Authorities Grant Regulations, 2005.
- Regulations for Registration of Private Higher Education Institutions, 2016.
- Regulations for Registration of Private Further Education and Training Institutions, 2003.
- National Skills Development Strategy III, 2011-2013.

In order to acquire and implement ETD interventions, the HRD professional must possess an understanding of the content and implications of the above laws. The other reality is that HR professionals within international organisations situated in South Africa deal with more national and international laws in their type of employment. This is why HR professionals require studying local and international laws that may change on a frequent base. Laws impact organisations, HR functionality and operational processes.

It may be required that HR professionals in specific organisations must have the knowledge and experience to deal with additional accreditation, registration and compliance processes such as postulated by the International Standards Organisation (ISO). Inside the ISO standards and processes, these international accredited bodies such as ISO, must be able to help the organisation to accommodate HRM specific requirements and functions into ISO related policies, procedures, flowcharts and standard operating procedures (SOPs). This requires that the PITM for the HR profession must accommodate national and international accreditation role-payers. In South Africa ISO processes impacts on various industries such as mining, construction and agriculture.

It may be required from HR professionals to ensure that specific HRM legislation requirements or references must be included in the organisation's vision, mission, value statements and strategic objectives. When referring to statute law, it includes reference to Government Gazettes, special government notices and documents. The HR practitioners must prepare a viable plan to remain informed of recent modifications and changes in legislation.

In HRM and more specifically HRD, South African organisations may develop their own HR training programs and refer to them as *"learnerships, internships, orientation, induction or onboarding training programmes".* These programs are offered by the organisations' HRD or training department accredited as higher education institutions - public or private registered universities, colleges, academies or training centres. SAQA and the CHE may be the accrediting body. The accreditation bodies are responsible to accredit the institutions, register their assessors and moderators and evaluate the learning programmes in accordance with specific criteria. Within the accreditation period, inner and external auditing may be needed. What is the NQF, and why does it fulfil such an important purpose with regard to professionalism in South Africa?

Altough Wikipedia may not be acknowledged as an academic source, valuable information on the topic of the NQF has been retrieved. Wikipedia indicated that: *"In October 1995, the South African Qualifications Authority Act (No. 58 of 1995) was promulgated to establish the authority, whose main task was to establish the…NQF. The authority started operations in May 1996. By 2001 the NQF was under review, and after that the 1995 SAQA law was replaced by the National Qualifications Framework Act (No.67 of 2008). The authority remained in place and so did the updated NQF."* (Foundation, 2017, p. 3)*.* In South Africa the NQF is a *"framework, i.e. sets the boundaries, principle and guidelines, which provide a vision, a philosophical base and an organisational structure, for the construction of a qualification system.... All education and training in South Africa fits within this framework."* (Foundation, 2017, p. 2).

For readers not familiar with the NQF, Table 17 provides an overview of the NQF structure and sub-frameworks. This information is important to remember during the drafting of the

PITM. The qualifications within the model as well as professional registration are directly linked to the NQF levels.

Table 17: NQF structure

NQF LEVEL	SUB-FRAMEWORK AND QUALIFICATION TYPES	
10	Doctoral Degree Doctoral Degree (Professional)	
9	Master's Degree Master's Degree (Professional)	
8	Bachelor Honours Degree Postgraduate Diploma Bachelor's Degree	Occupational Certificate (Level 8)
7	Bachelor's Degree Advanced Diploma	Occupational Certificate (Level 7)
6	Diploma Advanced Certificate	Occupational Certificate (Level 6)
5	Higher Certificate	Occupational Certificate (Level 5)
4	National Certificate	Occupational Certificate (Level 4)
3	Intermediate Certificate	Occupational Certificate (Level 3)
2	Elementary Certificate	Occupational Certificate (Level 2)
1	General Certificate	Occupational Certificate (Level 1)

Source: South Africa (2013: p. 7)

The SABPP (2013b, p. 3) states that there are *"three bodies (Quality Councils) which manage recognised courses and qualifications in South Africa under the jurisdiction of the… SAQA".* The literature review supports the SABPP views on why it is important to be accredited under the NQF. The SABPP states that there are three quality councils managing recognised courses and qualifications in South Africa. The outputs of these quality councils will impact on the courses and qualifications related to the PITM. Table 18 provides a brief explanation of these quality councils under the jurisdiction of SAQA.

Table 18: Accreditation under the NQF

HIGHER EDUCATION	TRADES AND OCCUPATIONS SECTOR	GENERAL AND FURTHER EDUCATION AND TRAINING
At the higher levels NQF levels 6 – 10, undergraduate and postgraduate degrees are awarded by universities and colleges under the auspices of the CHE.	The Quality Council for Trades and Occupations (QCTO) controls NQF level 1 - 6 diplomas, certificates and short courses related to skills required for trades and occupations (including professions) which offer NQF credits.	The General and Further Education and Training system (NQF levels 1 – 4) is managed by Umalusi.
NQF accredited means a qualification accredited by the CHE, registered with the NQF by SAQA and offered by a provider that is registered with the Department of Higher Education and Training (DHET). As a professional body setting standards for the HR profession, SABPP also accredits the professional content of HR curricula at universities.	NQF accredited means a qualification accredited by the QCTO, registered owith the NQF by SAQA and offered by institutions that are accredited by the appropriate authority (these are the SETA Quality Assurance bodies and SABPP for HR).	NQF accredited means a qualification accredited by Umalusi, registered on the NQF by SAQA and offered by a provider that is registered with the DHET or by the Head of the Provincial Department of Education.

Source: (SABPP, 2013b, p. 3)

As mentioned before, the SABPP is appointed by SAQA as the statutory LQA for HR in South Africa. LQA programs are presented by LQA-approved or -accredited HR ETD providers and include unit standard- and non-unit standard based qualifications (SABPP, 2013b, p. 5-8). Table 19 provides a list of HR-related qualifications the SABPP accredited in 2013.

Table 19: SABPP quality assurance of HR-related qualifications and skills programmes

Qualification NQF ID	Qualification Title	NQF Level
49691	Further Education and Training (FET) Certificate: HR Management and Practices Support	4
66069	National Certificate: Generic Management: Skills Development Management	5
49692	National Diploma HR Management and Practice	5
49793	National Certificate: Productivity	5
49794	National Diploma: Productivity	5
58802	Diploma: Disability Employment Practice	5
67511	FET Certificate: HRM (none unit standard based)	4
Credit-bearing courses will be based on certain unit standards. The SABPP also controls some unit standards (2013)		
15217	Develop an organisational training and development Plan	5
15218	Conduct an analysis to determine outcomes of learning for skills development and other purpose	6
15221	Provide information and advice on skills development and related issues	5
252041	Promote a learning culture in an organisation	5
15227	Conduct skills development admin in an organisation	4
15228	Advise on the establishment & implementation of a QMS for skills development practices in organisations	5

Source: (SABPP, 2013b: p. 5-8)

The PITM for the HR profession could help to provide consistency in administration and practices across the HR industry by allowing the LQA to form part of the HR profession. This partnership will eventually lead to the prevention of poor quality ETD interventions where *"retraining"* of HR graduates with degrees, diplomas or certificates will be conducted. It will be possible, if there is a continuous formal agreement between governance bodies, ETD institutions, the public sector and private industry on the content, delivery and assessment of HR curriculums.

What is the status regarding the accreditation of university degrees? The SABPP states that: *"Although there is no legal requirement for a university to have its courses accredited by a professional body, it is accepted good practice for this to be done as it ensures close cooperation between educational institutions and the professions and it encourages the universities to keep their courses up to date and at the right standard to promote professional practice."* The SABPP continues: *"With the new SAQA policy professional bodies and the 2008 NQF Act, the role of professional bodies has become critical in the higher education dispensation. The SABPP accredits universities' courses through its Higher Education Committee, and the process is essentially one of peer review by fellow university professors together with senior practicing professionals. From 2013, SABPP requests universities to align their curriculum with the new National HR Competency Model".* (SABPP, 2013b, p.8)

Figure 10 provides an example of how the NQF is integrated with HRM learning pathways at a higher education institution such as the UP. This figure contains the NQF levels, SABPP professional registration levels, NQF credits, undergraduate, and postgraduate pathways. One NQF credit equals 10 notional hours of learning (SAQA, 2005, p. 14). Various programs are presented with reference to the credits which could be achieved through the NQF levels. From the perspective of a PITM for the HR profession, the above is evidence that the integration between various HR structures and process is possible and provide progression opportunities.

NQF LEVEL	Professional Registration Category SABPP
10	Master HR professional
9	
8	Charted HR professional
7	HR Professional
6	HR Associate
5	HR Technician
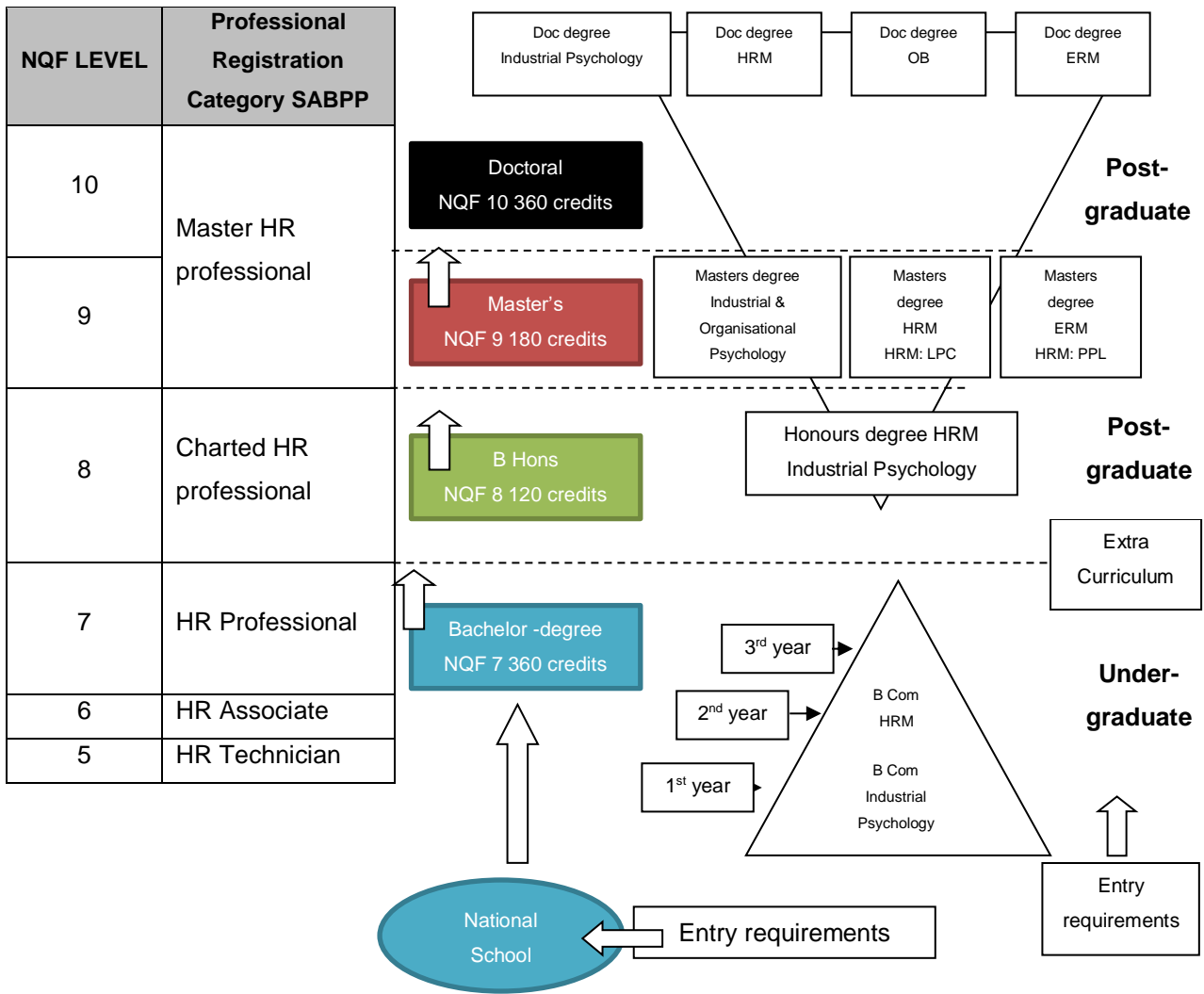
Source: Stanz (2015: p.1)

Figure 10: UP HRM learning pathways

Various South African Acts and Government Gazettes were identified and studied. This was done as part of the process to finalise the research topic. Table 20 below provides a summary of the type of national legislation that has been investigated in the study. The content of the table highlights the importance of HR not ignoring the results of this study.

Table 20: South African legislation

NATIONAL SECTOR	EXAMPLES OF SOUTH AFRICAN LEGISLATION IMPACTING ON PROFESSIONS	APPLICATION IN THIS STUDY
General – South African community (It is the intention of this study to serve South Africa and where the global community.)	Constitution of the Republic of South Africa, Act 108 of 1996 (South Africa, 1996). Skills Development Act, Act 97 of 1998 (South Africa, 1998).	These laws express the intentions of the South African Government and the expectations of the community. They provide prescribed parameters for action. The intention is to build up the skills of the South African workforce, to increase the levels of investment in education and preparation in the labour market and to improve the yield on that investment, to assure the quality of learning in the workplace.
Government appointed professional bodies. (This study aims to respect the law and to assist the HR community with research.)	Legal Practice Act, Act 28 of 2014 (South Africa, 2014) *** A25	These Acts provide content and governance information related to the research topic. The experience gained by the relevant professions, over the years in which these Acts have been in existence, provides guidance to other professional bodies which must still be submitted to professional registration processes. This includes guidelines on how to manage the design of the jurisprudence, on the preparation of the required powers and functions, on how to regulate the affairs, admission and enrolment of practitioners. This includes how to regulate professional conduct and to ensure accountability, and the appointment of the important sector-related forums and where required the ombudsman.

Source: Various sources as stipulated in the Table

The HR professional must understand, in particular, what the Skills Development Act (97 of 1998) intends. Table 21 provides a useful overview of examples of the skills development statutory framework HRD practitioners normally deal with in the various organisations.

Table 21: South African skills development statutory [3]framework content

POLICY, LEGISLATION AND REGULATIONS	PURPOSE OF THE MENTIONED POLICY, LEGISLATION AND REGULATIONS	INTERPRETATION, GUIDANCE AND VALUE FOR THIS STUDY
The Green Paper on Skills Development Strategy for Economic and employment Growth in South Africa – March 1997	Need to increase competency levels in the country so as to promote economic and employment growth and social development	• Upliftment of skills of the nation must be cost effective and uplifting. • Linked to NQF and target groups to enter regular employment. Access to ETD. • Competency levels and infrastructure of PITM is vital on a national level. (Tshilongamulenzhe and Coetzee, 2013a, p. 21)
The Skills Development Act 97 of 1998, including the Skills Development Levies Act 9 of 1999 and related regulations. (The content of these Acts and related regulations requires HR skills which include the provision of advice on all levels of management, financial skills, knowledge of application of various laws, SARS, and many more.)	To develop the skills of the South African workforce. To increase the levels of investment in education and training in the labour market and to improve the ROI. To encourage employers and employees.	It is believed that the PITM for the HR profession could contribute in various ways to the intention of this Act: • To proof to the South Africa community that HR professionals are a vital profession to ensure the application of their policies, legislation and regulations. • That professional understanding, insight and conduct is required by HR professionals to identify, develop, implement and govern government intentions in the workplace to ensure that Acts such as these will be implemented successfully. • HR professionals must be able to negotiate and deal with role-players within as well as outside of organisations, in public as well as the private industry. They must be accustomed to many systems and procedures.

---

[3] Current policy, legislation and regulations.

POLICY, LEGISLATION AND REGULATIONS	PURPOSE OF THE MENTIONED POLICY, LEGISLATION AND REGULATIONS	INTERPRETATION, GUIDANCE AND VALUE FOR THIS STUDY
Major implications of the revised grant regulations and the effects of the SETA 2013 regulations on skills development and work-integrated learning. (Tshilongamulenzhe and Coetzee, 2013a)	Tshilongamulenzhe and Coetzee (2013a, p. 27) refer to the: *"Effects of the SETA 2013 regulations on the skills development and work-integrated learning."*	The implications of statements on the WIL may indicate the need for a PITM to prevent the *"retraining"* of graduates. (The importance of the WIL programme is discussed later in this study.)
Skills Development Amendment Act 31 of 2003	Key objective of which was to strengthen the then Minister of Labour's powers to influence the work of, and to hold to tighter account, the SETA's. This includes the introduction of a new learnership concept.	Tshilongamulenzhe and Coetzee (2013a, p. 28) state that: "*The skills development unit to which the SETA's account has since been transferred to the Minister of Higher Education and Training."*
Skills Development Amendment Act 37 of 2008	Skills shortage in South Africa led to system-wide review. Looking at the functions and composition of the National Skills Authority, the establishment of the QCTO.	Content that may affect the PITM refers to learning programmes, including learnerships, apprenticeships, learning programmes or any other prescribed programmes, including a structured work experience component. Establishment of labour centres to provide information to workers, unemployed and employers. HR must be included in this initiative.
The Skills Development	Focus on amendments to the provision relating	Noted the content.

POLICY, LEGISLATION AND REGULATIONS	PURPOSE OF THE MENTIONED POLICY, LEGISLATION AND REGULATIONS	INTERPRETATION, GUIDANCE AND VALUE FOR THIS STUDY
Amendment Bill of 2011	to establishment , amalgamation and dissolution of SETA's.	
The National Qualifications Framework Act 67 of 2008	Ensure integration of education and training. Address challenges facing education and training in South Africa. Also, address responsibilities on the level ministers and councils operate.	• To standardise the education and training system from Grade 1 to PhD level. • Including of a NQF 10-level. • Unit-standards-based qualifications and whole qualifications being equally valid.

Source: Tshilongamulenzhe and Coetzee (2013)

Concerns are raised regarding claims for mandatory grants. If not claimed by employers it will end up into the National Skills Funds. Tshilongamulenzhe and Coetzee (2013a, p. 27) The authors state that: *"Over the long term, the exclusion of the private education and training sector may be to the detriment of the economy as these providers actively participated in work-integrated learning over the past 12 years. They may now be at the mercy of public institutions to create partnerships in order to help address the limited capacity of public further and higher education institutions to produce an acceptable throughput rate of qualified graduates."*. As this study progresses reference of legislation will be provided as and when needed.

When involved with IHRM, legal steps need to be taken with accordance to the host countries legal requirements. (Wärnich, et al., 2015, p. 638).

2.5.3   The professional and termination of services

Professionals may terminate their services and so exit a profession. This termination may be temporary or permanent. The termination may be the result of foreseen or unexpected

circumstances. The HR professional is not excluded from the reality of termination. There is a time to enter and a time to exit the profession. Exit management is normally a function of HRM and requires experienced HR professionals to execute this function. In the PITM HR professionals will enter and, at some point in time, exit the model.

Professionals could enter a profession by means of statutory professional registration at a statutory body. This means that specific criteria of compliance encompass aspects such as accepted qualifications, workplace standards, competencies, renewal of registration and more. Voluntary registration in a sector could make the professional process more complicated. The absence of statutory registration could lead to inconsistencies with regard to the recruitment, selection and appointment of professionals. In South Africa the SABPP register HR professionals on a voluntary basis. However, the SABPP, on a statutory level, was appointed by South African government as the LQA for HR. Within this function of LQA the SABPP register HR assessors and HR moderators to form part of their LQA processes. The registration of these HR assessors and moderators will eventually for a part of the PITM.

But how could a professional exit the PITM, their current HR position or even the field of HR? Wärnich et al. (2015, p. 12) refer to the concept of *"exit management"* in their *"so-called HRM model".* Table 22 illustrates the impact that exit management has on this study.

Table 22: Exit management and the HR professional

EXIT MANAGEMENT AS PROVIDED BY THE SOURCE	IMPLICATIONS FOR THIS STUDY
Promotions	It may be the *"dream"* of HR professionals to be promoted within the organisations they operate. Promotions may also implicate moving into a higher level of responsibility and accountability within HR or even out of HR into other organisations, departments or job-level.
Early retirement	HR professionals may choose to terminate their HR services when the organisation or self-employment may offer such an opportunity.
Transfer	HR professionals may be transferred to other sections within the organisation. This could also lead to change in the location.
Retrenchment	In the current economic situation, HR professionals may be retrenched.

EXIT MANAGEMENT AS PROVIDED BY THE SOURCE	IMPLICATIONS FOR THIS STUDY
Dismissal	In situations, management may decide to dismiss an HR professional. This could for example be the result of the outcomes of an investigation.
Retirement	In certain organisations, the policy or the law may affect when a professional is allowed to retire.
Redeployment	In certain circumstances, the organisations may decide to redeploy professionals in other jobs or departments.
Resignation	HR professionals may decide to resign from their positions in HR.
Medical boarding	Medical conditions may lead to termination of employment or contract. This may include absolute termination of services due to medical reasons.
Death	The death of individual naturally leads to the exit from the position they occupied.

Source: Wärnich et al. (2015, p. 12)

It is worthwhile to ensure that exit management is executed professionally, especially if there are traumatic circumstances involved in the process.

2.6 THE PROFESSIONAL "IN-TRAINING"

2.6.1 Introduction

In this section, the author of this study investigated the relationship between education, training and development aspects as part of the *"in-training"* model. The PITM includes all three aspects as part of the total model. Where do we start with education, training and development as individuals who eventually end up as professionals? Are people born as masters of trades? From the literature review done it could be assusmed that humans are not born as HR masters or professionals. From the literature review results it become clear that that the concept *"professional-in-training"* is not a new concept and used for various reasons. As individuals progress through various life and career stages, so the the concept to become a *"professional".* The PITM must contain various professional stages during a spesific life-span.

Individuals move through various physical, psychological and spiritual life phases. This is confirmed by Theron and Louw (2014, p. 47) who state that: *"Biology can be seen as the foundation to our understanding of all processes and disorders related to human development, including learning, perception, motivation, cognition, personality, social processes and psychological disorders."* Morris and Maisto (2010) as cited by Theron and Louw (2014, p. 47) state that: *"biology influences the way we interact with each other and in response to certain situations. Individual differences in biological structures determine different reactions and responses."* The PITM for the HR profession will be governed and executed by individuals. In addition to biological aspects, influences from the environment and ETD cannot be ignored.

2.6.2   The concepts of education, training and development

In the HRM environment, the concepts of learning, education, training and development are regularly used by professionals. Boselie (2010, p. 212) states that education *"provides the basics and is often represented by certificates, diplomas and titles that reflect the person's capabilities."* Is there a difference between learning, education, training and development that could impact the PITM for the HR profession?

It is valuable to view aspects such as "life-long" learning and CPD. The ESETA (2004) as cited by Tshilongamulenzhe (2013, p. 151) refers to the important role of life-long learning in learnerships and that it should *"equip learners with skills to continue learning independently."* Tshilongamulenzhe and Coetzee (2013a, p. 15) refer to the National Union of Metalworkers of South Africa (NUMSA) Vocational Training Project where reference is provided for *"a shift towards lifelong education and training".* To become a *"professional"*, the individual requires the establishment of an education, training and development basis, founded in various professional-related environments.

Boselie (2010, p. 213) states that: *"HRM and training in particular can be characterized by long-term effects."* This statement reflects the intention of the PITM. The model ought to contribute towards short-, medium- and long-term goals to be useful for a profession. Table 23 provides an introduction to the differences between learning, education, training and development.

Table 23: Defining learning, education, training and development

LEARNING	EDUCATION	TRAINING	DEVELOPMENT
"Learning on the job through, for example, knowledge sharing with colleagues and coaching by managers is an important aspect of employee development. The education of workers is mainly shaped by governmental institutions such as schools, colleges and universities" (Boselie, 2010, p. 212-213).	*"The behavioural process of learning that applies to the whole person [all skills] rather than specific skills"* (Bloisi, 2007, p. 218 as cited by Boselie, 2010, p. 212).	*"The process of change used to develop specific skills, usually for a job"* (Bloisi, 2007, p. 218 as cited by Boselie, 2010, p. 213). *"Training usually has specific ends or learning outcomes...More concretely, training goals include knowledge, skills and abilities required to do the job"* (Boselie, 2010, p. 213).	*"Employee development is much more than formal education in school, college, university and other institutions. ... managers are both (a) subjects of employee development and (b) framers of employee development"* (Boselie, 2010, p. 212). *"Development covers a wider range of activities with less specific goals or outcomes than training"* (Winterton, 2007 as cited by Boselie, 2010, p. 216). *"In development 'employability' is valuable* (Boselie, 2010, p. 214). Van Der Heijden (2002), as cited by Boselie (2010, p. 214), states that: *"Employability is a joint effort and interest of the employer and the employee in the continuous development of an individual."*

Source: Boselie (2010, p. 212-216)

2.6.3 Possible application of education, training and development in the HR profession

During the literature review process, the author of this study frequently asked what the various levels of possibilities may be experienced with regards to education, training and development (ETD) could be of an HR professional during their working life. The following illustrations could provide a overview of ETD realities HR professionals have to deal with during their career stages. These realities may contain possible reactions to what they experience in the workplace.

Possibility / reality 1: During the lifespan of a professional, it will be ideal if the ETD foundation could be set up in an equal relationship as indicated within Figure 11.
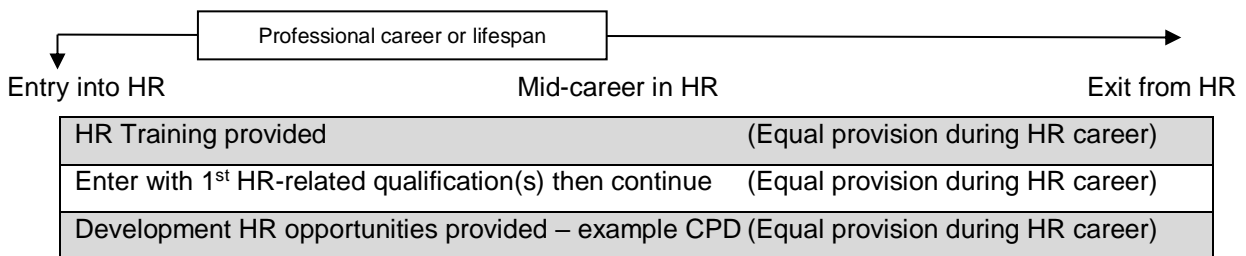
Source: Authors' own conceptual framework

Figure 11: Possibility / reality 1: Ideal ETD foundation

Possibility / reality 2: Enter into profession without relevant qualification, no experience or development. Enrol for a relevant qualification, during 1st year of study being exposed to practice (WIL) in partnership with governance body and workplace. After 1st HR qualification, proceed to obtain relevant honours, masters and doctorate qualifications as indicated within Figure 12.
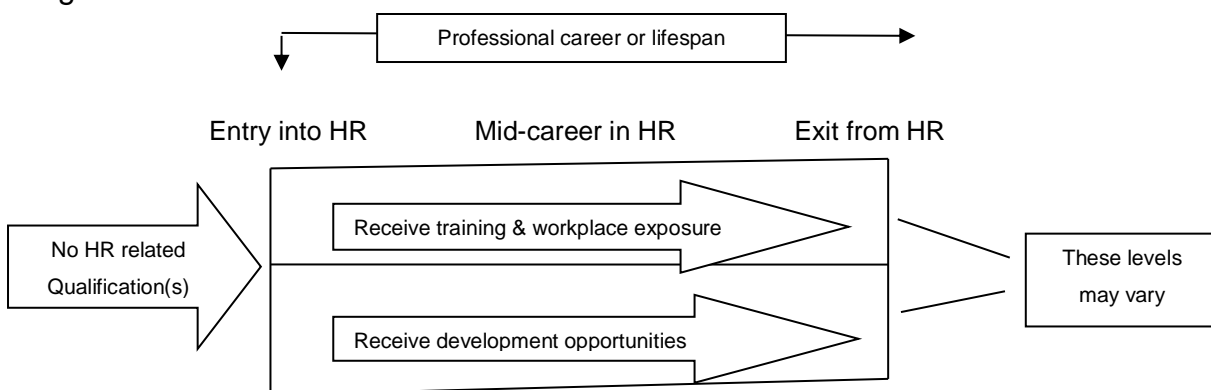
Source: Authors' own conceptual framework

Figure 12: Possibility / reality 2: Enter into HR and start study with WIL curriculum (from day 1)

Possibility / reality 3: This reality exists in practice especially where no statutory requirements for a profession exists with regard to professional registration. Professionals may encounter employees who practice without no qualification. During their work life, they obtain no formal relevant qualifications. During practice, they may receive HR training and HR development opportunities. This is a possibility in HR as indicated within Figure 13.
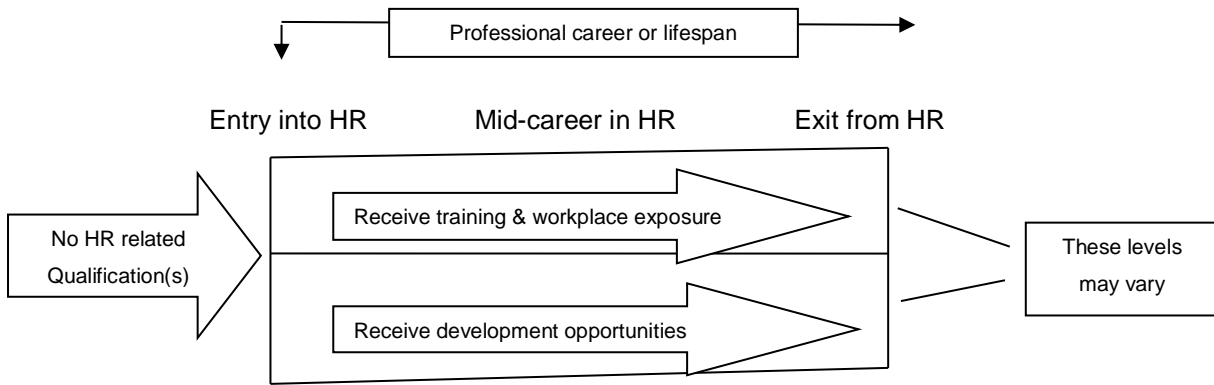
Source: Authors' own conceptual framework

Figure 13: Possibility / reality 3: No HR qualification but works in HR

Possibility / reality 4: In the HR field a person with a none relevant HR qualification may enter the field and practice. This person may receive HR-related training and development during their career as indicated within Figure 14.
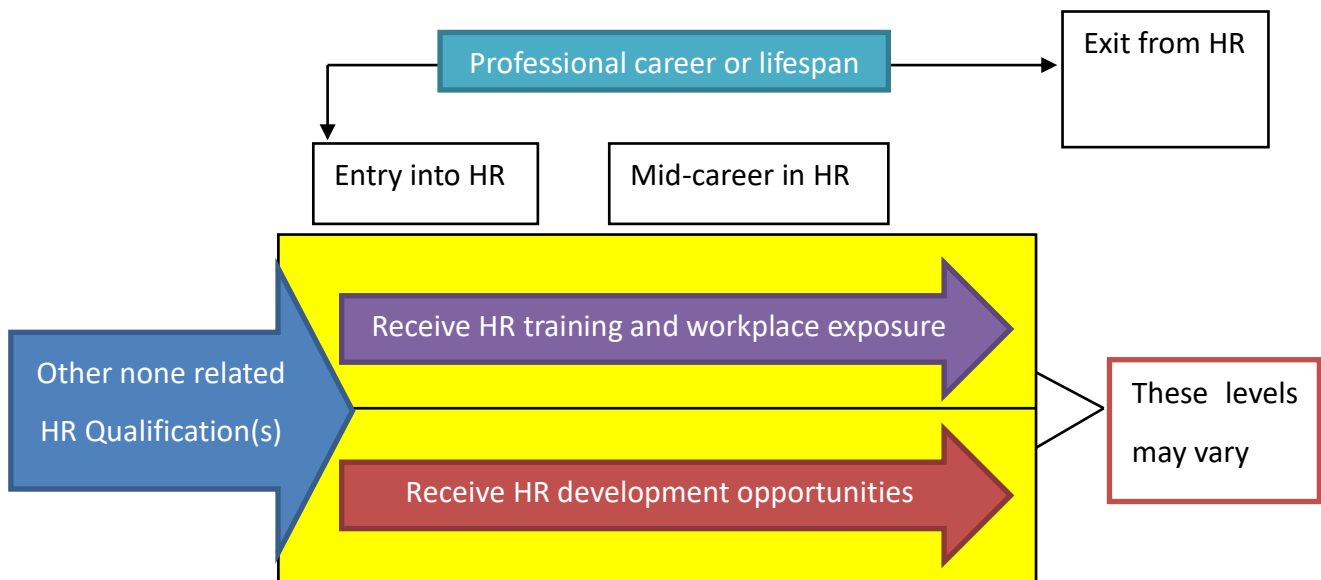
Source: Authors' own conceptual framework

Figure 14: Possibility / reality 4: Other non-relevant HR qualification and works in HR

Possibility / reality 5: Professional enters the field with a relevant or another qualification, then obtains 1st or further HR qualifications during their career throughout various time periods. During their career, training and development opportunities are provided as indicated within Figure 15.
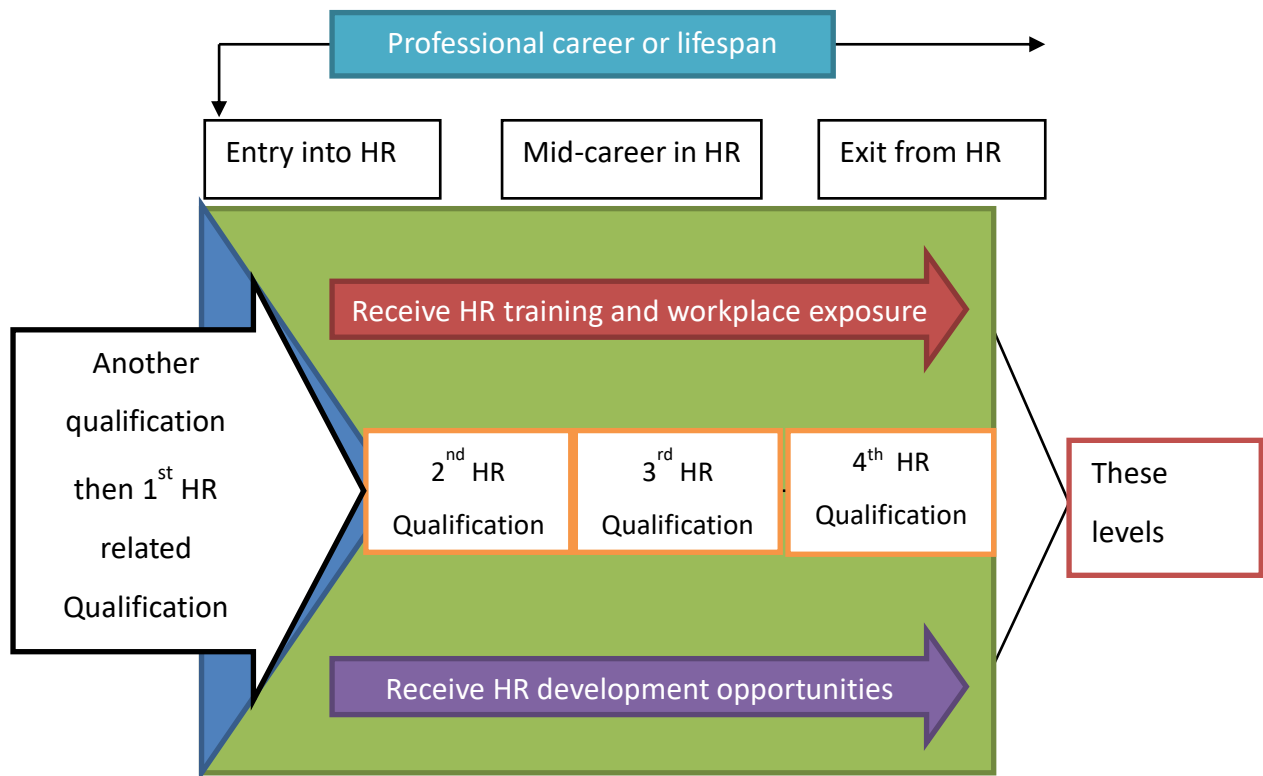
Source: Authors' own conceptual framework

Figure 15: Possibility / reality 5: Enters HR with 1st HR qualification, works and obtains additional HR qualifications throughout career

Possibility / reality 6: Professional enters the field of HR and obtains a non-relevant HR qualification. Then obtains 1st HR qualifications during their career. Obtains further HR qualifications in due time. During their career, training and development opportunities are provided as indicated within Figure 16.
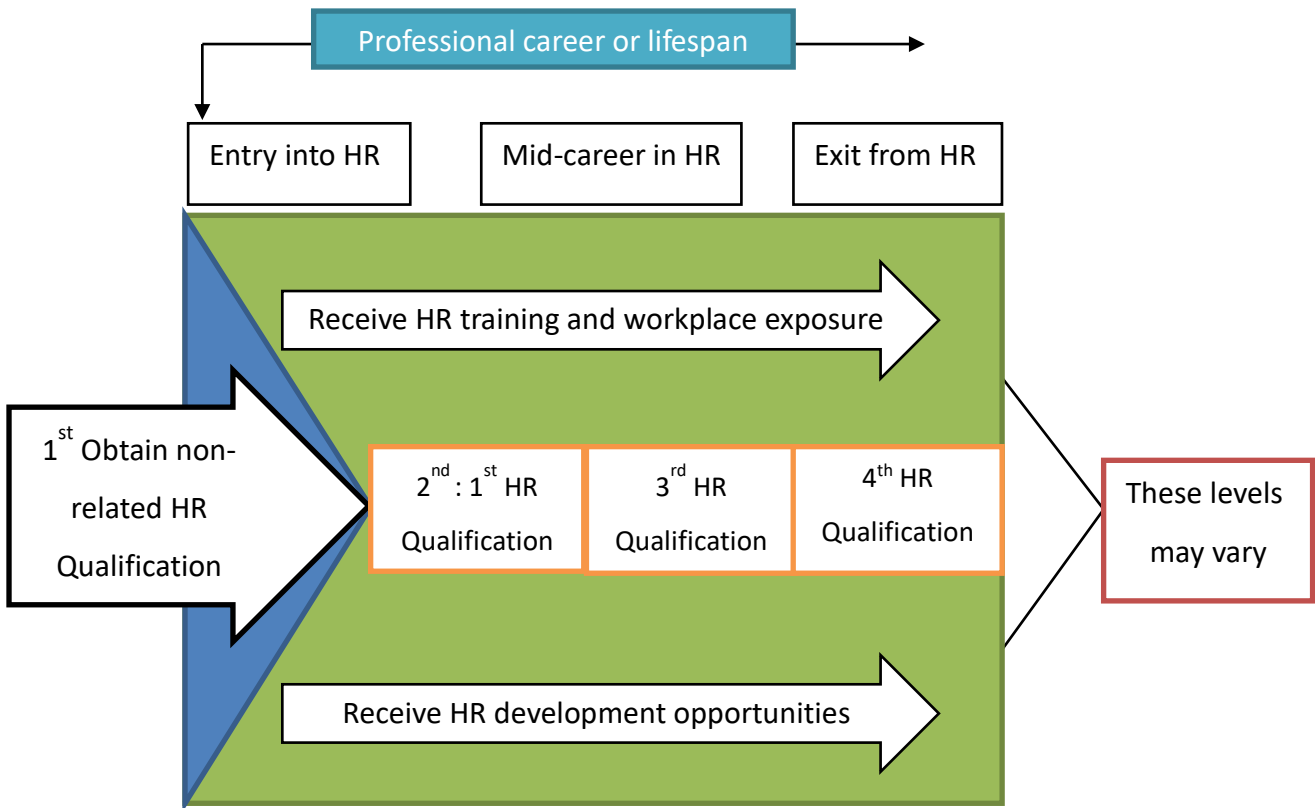
Source: Authors' own conceptual framework

Figure 16: Possibility / reality 6: Enters HR with non-relevant HR qualification, and then obtains further relevant HR qualifications

Possibility / reality 7: This is, for example, a person entering the field of HR with or without HR-related qualifications and was never suitably exposed to the practice or workplace during their career. An example of this is individuals who may even have doctorate qualifications, have very little to no HR work experience. These may be for example individuals appointed in HR to manage HR departments, or even lecture or train HR.This is indicated within Figure 17.
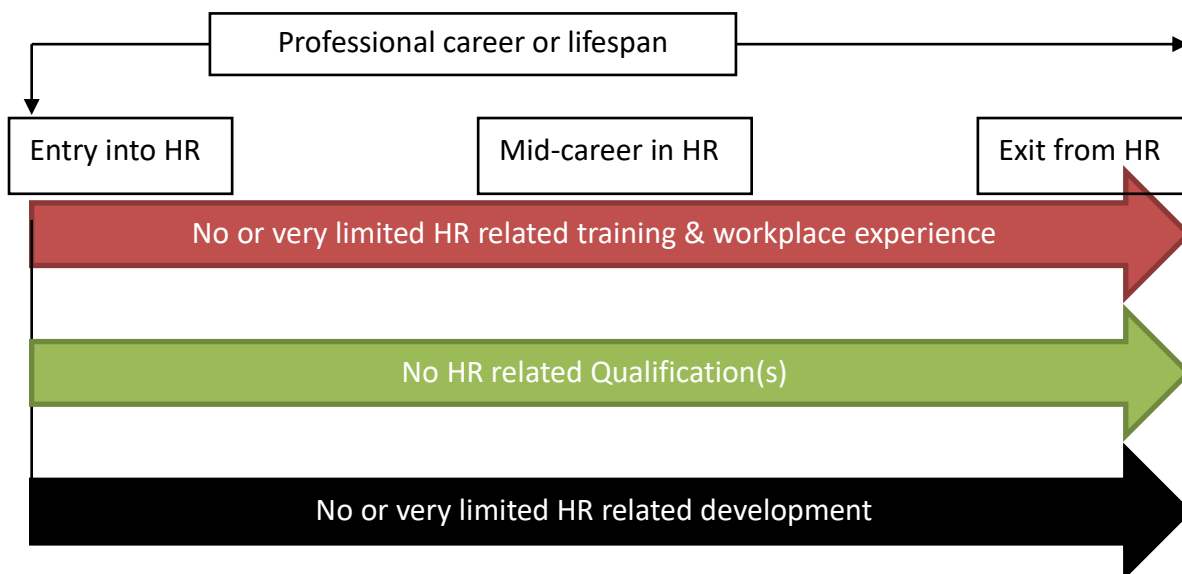
Source: Authors' own conceptual framework

Figure 17: Possibility / reality 7: Lectures HR with no relevant HR qualification and little to no HR experience and development

The above possibilities provide an overview of various approaches employed in the industry. What will be the impact of Figures 11 to 17 on the professionalism experienced by industry and on a PITM for the HR profession? During the recapitulation of the above possibilities, various questions were encountered:

- What is the current strength of HR governance in South Africa?
- Will industry acceptable HR standards and competency models impinge on the realty of HR practices experienced in South Africa?
- What will be the impact of the above possibilities be on the entry levels of a PITM?
- What is the message to industry if a HR graduate enters the workplace after graduation and then be *"retrained"* by the organisation to execute HR functions?
- What will be the impact on industry and the PITM if recognition of prior learning (RPL) could be implemented with success in South Africa?
- Is it possible for a person with no relevant HR qualifications, but has HR experience in the workplace, to lecture or train HR subjects?
- Is it possible for a person with relevant HR qualifications, but little to no HR work experience, to lecture or train HR interventions or subjects?

- Is it possible for someone with no relevant HR qualification, no HR experience or development to manage an HR division or department, or even to educate and train others in HR?
- Are there any internal governance rules or standards applicable to, for example, the appointment or assignment of lecturers or training staff in ETD learning provision? Must this governance only be applicable to HR training providers affected by the LQA regulations as stated by SAQA?

The PITM for HR profession must focus and provide solutions to the above. Various literature studies refer to, for example, work-integrated and lifelong scholarship. Where does learning starts? Is learning part of ETD? Is learning part of the HR profession? Although these subject matters are in depth studies on its own, it is useful to refer briefly to the application.

2.6.4   Learning and the human mind

In the PITM *"learning"* cannot be excluded. The assertion is established that a human is never to old to learn. Then the question on learning must be answered to ensure a meaningful application in the PITM. The literature review answers the meaning and context of the use application of this important concept referred to as *"learning"*. The literature review will also indicate if *"learning"* is similar to *"competence"*.

According to Meyer and Orpen (2012, p. 13), in the ETD philosophy, *"competence"* means: *"A competent person is thus someone who can consistently perform according to performance standards. Competence is the ability to perform according to performance standards."* They state that knowledge, skills and values are important ingredients of competence. They provide a readable description of the significances of the concepts.

From a professionalism view point, without learning the content of the mentioned concept will not be achieved. To execute a task a person must learn what to do and why, this could lead to consistency - an issue of learning. For this study, it is worth starting with a basic introduction and understanding of learning as part of the existence of an individual. Learning includes the concept of ETD. The understanding of these concepts is embedded in the application of various ETD models. It is valuable to start with a brief idea that there is a

biological basis of behaviour influencing learning. Theron and Louw (2014, p. 47) are of the opinion that: *"Biology can be seen as the foundation to our understanding of all processes and disorders related to human development, including learning......"* This statement illustrates that learning is integrated within ETD and influenced by aspects surrounding the individual.

The PITM is a continuous learning process of constant inputs, process performance, and demonstrating of outcomes. How will individuals respond to learning? Theron and Louw (2014, p. 47) continue to advise that: *"Individual differences in biological structures determine different reactions and responses."* It is noticeable that the behaviour of professionals even in an "in-training" process must be dealt with carefully. Without the *"mind"* no learning processes will have value. What is the *"mind"* of the professional-in-training?

Mandler (2006, p. 236-248) as cited by Theron and Louw (2014, p. 47) states that: *"What the "mind" really is a matter of debate amongst philosophers and* [psychologists].Theron and Louw (2014, p. 53) declare the following with regards to the uniqness of the brain: *"Despite its small mass [approximately 1,5 kg…less tan 3% of the total body mass…] the complexity of the human brain makes humans unique amongst all other living animals. It is the brain that allows humans to think, plan and process all the sensory information gained from the environment. The brain enables humans to monitor changes in both their internal and external environments and to produce the appropriate responses to these changes."* This clarification is the essence of learning and understanding of content, with the mind as the central source of action. For the professional-in-training it is valuable to note that *"change"* is a constant part or ingredient of the PITM, from entering to permanent termination or exit from HR services.

In an assortment of situations and environments, the professional makes decisions. Within the PITM, the professional has to "think, plan and process" countless amounts of information over a period of time, and has to function in changing environmental settings.

2.6.5 Human development and lifelong learning

Barrie (2004: p. 261-275), and Coetzee (2014a: p. 887-902) as cited by Coetzee et al. (2015, p. 3) refer to *"lifelong learning"* as learning that *"relates to graduates' attitude or stance towards themselves and includes goal-directed behaviour and continuous learning orientation."* They further state that: *"A continuous learning orientation denotes a cognitive meta-awareness and openness towards one's own learning, a willingness to proactively engage in the process of acquiring new knowledge, skills and abilities throughout one's life and career in reaction to, and in anticipation of, changing technology and business performance criteria."* (Coetzee, 2014b, p. 1085-1098, as cited by *Coetzee* et al., 2015, p. 3). In the PITM it is believed that *"lifelong learning"* will form part of the continuous professional development (CPD) process. Before looking at the essence of learning, it is valuable to understand human development across the *"lifespan".* (Bergh, 2014c, p. 66). Will the PITM also include the *"lifespan"* process applicable to humans?

Both Weiten (2011), and Cavanaugh and Blanchard-Fields (2006) as cited by Bergh (2014c, p. 66) state that: *"Broadly speaking, human development is about all the age-related changes (growth and decline) in various domains of personality, behaviour and life that happen from conception to old age and death."* The prospects of aging-associated changes, personality and behaviour are part of the professional individual. Individuals within the PITM will be subject to age-related changes as they grow older.

Bergh (2014c, p. 66) states that: *"Knowledge of human development has many advantages".* Table 24 provides a summary of the importance knowledge of human development might have for this study. The PITM will be constructed from the position that human evolution is a continuous process throughout an individual's lifetime.

Table 24: Advantages on knowing human development

ADVANTAGES STATED BY BERG (2014)	INTERPRETATION
"Development results in a repertoire of competencies (knowledge, abilities, skills, behaviours, attitudes and values) needed for life roles."	The HR professional enters the HR field with expectations. This includes the hope to be trained, promoted and to be encouraged withi the organisation.

ADVANTAGES STATED BY BERG (2014)	INTERPRETATION
"Development studies enable people to determine schedules and norms showing what to expect of people, when and how certain types of physical, cognitive and psychological behaviours are supposed to occur, and how to act accordingly."	HR standards and competencies are important in order to supply measures to assess advancement. Although job descriptions and specifications may be important, governance may also play a vital role over a lifespan of a profession.
"Development provides continuity and identity in people's ways of life and behaviour (for example, with respect to family ties, cultural habits and values, interpersonal styles and attachment behaviours, types of jobs and socio-economic standards.)"	As already shown in this study, the environmental factors impacting behaviour cannot be dismissed.
"The study of development provides descriptions of change and continuity in behaviour, and explanations of the causes and influences in human."	ETD models provide action research possibilities which will impact the PITM. This also highlights the importance of lifelong learning and WIL approaches.

Source: Bergh (2014, p. 66)

It is, therefore, required to have ETD learning or training institutions to help individuals to the best of their abilities.

2.6.6 Professional-in-training example in aviation industry

This subsection introduces an example of professionals in training. FlightSafety is a world leader organisation in aviation training and training technology. (FlightSafety, 2016, p. 6-8). This section focuses on the impact of HRD within the aviation industry, the role of *"learning institutions"* and the implementation of WIL. HRD professionals form a valuable part of the PITM for the HR profession. This article confirms that ETD is globally active and crucial to ensure the success of professions. Without ETD no profession can function and grow.

In this section the concept *"learning institutions"* includes ETD institutions or centres. Without *"learning institutions"* there will be no entrance into into a PITM. Without *"learning institutions"* no learning and career advancement within the model will be possible. This means that CPD and RPL form a crucial part of learning and will eventually impact on the content of a PITM.

FlightSafety (2016, p. 6-8) illustrates the uniqueness of the evolution of mankind and the global impact as a result thereof. FlightSafety sets the standard as a world's premier aviation training company. This organisation is a vertically integrated expert in the design and manufacture of training technology, including flight simulators, visual systems and displays, and they serve as operators of business, commercial and military aircraft. They deliver more than 1.3 million hours of training each year. This organisation is a leading learning institution providing training provider for pilots, maintenance technicians and other aviation professionals. FlightSafety provide 700,000 hours training in simulators to aviation professionals from 167 countries. They operate through learning centres and facilities in the United States, Australia, Brazil, Canada, China, France, Japan, South Africa, Netherlands, Norway and the United Kingdom. Equipped with more than 320 simulators and advanced flight-training devices that are used to provide more than 4,000 courses for 135 aircraft models.

Their CRM/ Human Factors Line Orientated Flight Training (LOFT) course includes a very realistic and operational-based simulator session, and provides training through 1,800 highly experienced instructors, dedicated to enhancing aviation safety worldwide. FlightSafety base their learning on for example stringent criteria, superior advanced training technology, first-class instruction, meet mission requirements, computer-based workstations, reliability and respected resources. What an example for professionals-in-training on a global basis and the application of WIL.

According to FlightSafety (2016: p. 8) the FlightSafety Academy in Vero Beach, Florida *"features a full service campus and a fleet of more than 80 aircraft operated and maintained to the highest standards. More than 21,000 graduates now fly for some 62 airlines and 100 corporate flight departments worldwide."* It will be of value for a PITM in HR if the field of HR could also be mentioned and included in aviation training. In a preceding section in this study the impact of the human development was discussed. FlightSafety (2016: p. 8) refers to the importance of the human factor and the effect of that on professionalism. They state that *"the single greatest case of aircraft accidents is human error."* They refer to the significance of human aspects such as human communication, interaction skills, and the ability to utilise available resources. From a PITM perspective, it will be meaningful and an honour to work

with *"learning institutions"* such as FlightSafety who are serious about enhancing their profession.

It is also worthwhile to mention that it is not only macro *"learning institutions"* that impact a profession, but also medium and small *"learning institutions".* In order to survive and remain professional, every successful business case, practice and testimony contributes to the overall success of an industry. In the next section the focus moves to the meaning and impact provided by *"learning institutions".*

2.6.7 Education, training and development learning institutions and HR

Various terminologies are applied to identify *"learning institutions".* It consists of, but is not limited to organisations such as a university, a college, an institution, an association, a centrum, a centre, an academy, a campus, a training centre, a development centre or a school. The target group may be single people or groups such as students, learners, candidates, attendees or employees on a local, national or international basis.

During the literature review, the following questions came to mind:

- What is a *"learning institution"?* For the PITM this question answers issues related to the relevancy of qualifications and practically integrated learning of professionals.
- Why do *"learning institutions"* exist? Do they exist to ensure the availability of professionals? Are they really effective in the provision of practitioners to the industry?
- Where are *"learning institutions"* located and when do they operate? The HR PITM requires that HR professionals, located in every type of industry, be able to service a nation with high quality services. Many industries operate on a 24 hour, 7 day-a-week basis, which may require the availability of HR professionals.
- Who is responsible to establish, manage and develop *"learning institutions"*?

In South Africa ETD providers (learning institutions) are accredited with government appointed authorities such as SAQA and the CHE. They may also be accredited with other local or international association, societies or professional bodies. Others operate as non-accredited ETD providers. Depending on their scope of practice, they may certify and recognise learning outcomes achieved through the issue of qualifications (grades, diplomas

or certificates). Out of experience it is known that other learning institutions do not provide qualifications, they provide short courses, workshops, information sessions, advice, counselling or reference to other stakeholders. Attendees may then receive a letter of attendance. In other situations, no qualifications or evidence of attendance are provided.

Other learning institutions are involved in specialised services such as the training, development and registration of ETD practitioners, facilitators, lecturers, instructors, coaches, mentors, coaches and teachers. Learning institutions may also provide ETD through contact sessions, distance learning or e-learning basis. They may be public or privately owned institutions. Some institutions have an academic or theoretical approach (no to very little practical workplace exposure), others consist of theory and a follow-up internship program, other have a WIL approach to where they integrate theory and practical exposure throughout ETD interventions – this may be part of a learnership program.

Other learning institutions prefer to concentrate on the preparation of practical exposure after obtaining a qualification. It may be required that graduates attend practical programmes such as the SABPP Candidateship program.

In situations where learners do not have relevant workplace exposure prior or during study, for example the absence of structured WIL, learnership, internship or candidateship opportunities, this could lead to doubt in the value of the qualification. This reality leads to the importance of a well designed HR curriculum as part of qualifications.

2.6.8   Curriculum and professionalism

Barnett, Parry and Coate (2001: p. 435-449) as cited by Abeysekera (2006, p. 4) state that a *"curriculum is one of the important products that universities offer to their stakeholders"*. Without a curriculum, no HR education qualifications could be provided. They continue: *"undergraduate curriculum has received less attention than might be expected."* They outline the *"benefits and issues associated with major stakeholders involved in designing a successful WIL program for the accounting curriculum."* Although these authors focus on a curriculum designed for the accounting profession, this study searches for valuable lessons that could be applied for the benefit of the HR profession. What is the status in the education environment in South Africa?

Many factors may impact on the delivery of curriculums. University World News (2012) as cited by Erasmus, et al,. (2014, p. 68) states that the *"South African University sector* [has] *undergone numerous changes in the past decade...."* In the past these changes included *"mergers and incorporations"* of universities, leading to the reduction of the number of universities in South Africa from *"36 to 23".* Keeping in mind the content of the previous paragraphs, the impact thereof may have an influence on any ETD model to be implemented in HR.

University World News (2012) as cited by Erasmus, et al,. (2014, p. 68-69) states that: *"In 2009 some 62% of students* [were] *in contact-based study, 82% were undergraduates while 5% were masters and 1% PhD students."* The author provides some alarming statistics: *"South African universities have relatively low success rates: 74% in 2010, compared to a desired national norm of 80%. This results in a graduation rate of 15%, well below the national norm of 25% for full-time students in three-year degrees."* How do these statistics influence a PITM?

ETD are costly. If HR professionals are not available for service, the PITM will be affected. University World News (2012) as cited by Erasmus, et al,. (2014, p. 68-69) states that *"The National Student Financial Aid Scheme was created in 1999 to provide loans and bursaries to financially needy students...*[during] *2008 the funds managed* [grow] *to R2,4 billion, providing financial aid to almost one-fifth of university students. By 2011 the scheme had reached R6 billion in funds."* What is the total cost to educate, train and develop HR professionals in South Africa or even globally?

Barnhart (1994: p.xx) as cited by Janse Van Rensburg (2009, p. 25) states that *"universities no longer provide the ultimate measure of professional knowledge and capability."* What is the status of HR education delivery in 2016? If it is true that universities or learning institutions don't provide professional knowledge to HR students, it will be essential to investigate this perception and do something positive about it. It will then be the time to engage in healthy, well thought-out partnerships involving the government, governance bodies, industry, learning institutions, and learners/ students to labour towards acceptable professional standards in HR ETD.

During this study on WIL, Table 25 was prepared by the author of this study as a checklist to grade the degree of partnership between an ETD learning institution and the work place.

Table 25: Partnership checklist between learning institutions and workplaces

(To be completed by learning institution)

NO	QUESTIONS TO ETD LEARNING INSTITUTION	YES / NO or N/A	REMARKS / EVIDENCE
1.	• Is your HR curriculums aligned with public and private industry-accepted workplace standards, HRM models and competency profiles? • Do you audit reports confirming the alignment of your curriculums to industry needs? • How regularly are your ETD policy and procedures reviewed to reflect proper development of HR curriculums?		
2.	• Are your vision, mission, strategic objectives, policies, procedures and SOPs of the organisation aligned to current HR workplace standards? • Is your organisation ISO certified?		
3.	Do we have a student support programme providing structured HR career counselling and guidance programmes? What happens to feedback from these activities?		
4.	• Do you have records of employment of last year's graduates? • Do you have evidence that your HR graduates enter the workplace with confidence? Results? • Were there unemployed HR graduates and why?		
5.	In your HR programme delivery, do you have evidence of industry or business partnerships to ensure effective academic delivery as well as practical exposure?		
6.	• Are your lecturers, training officers or facilitators registered as HR professionals?		

NO	QUESTIONS TO ETD LEARNING INSTITUTION	YES / NO or N/A	REMARKS / EVIDENCE
	• For other elective or foundational subjects/modules, are they registered with respective professional bodies or associations? • Are they part of a CPD process to ensure they are informed of ETD developments?		
7.	Are your students well informed with regard to the characteristics of a profession, professionalism and professional registration?		

Source: Authors' own interpretation

Specific industries may be forced to comply with international accepted certification or rating such as the ISO. Regarding the theory of this section, the following triangle comes to the mind, as presented in Figure 18. Figure 18 provides an overview of the foundation to combine the PITM theory with the practice. It is evident that within the PITM, it is not only the HR person who must be *"professional"*, but also the organisation. Further that, various environmental factors determine the model, which includes other strategic role-players.
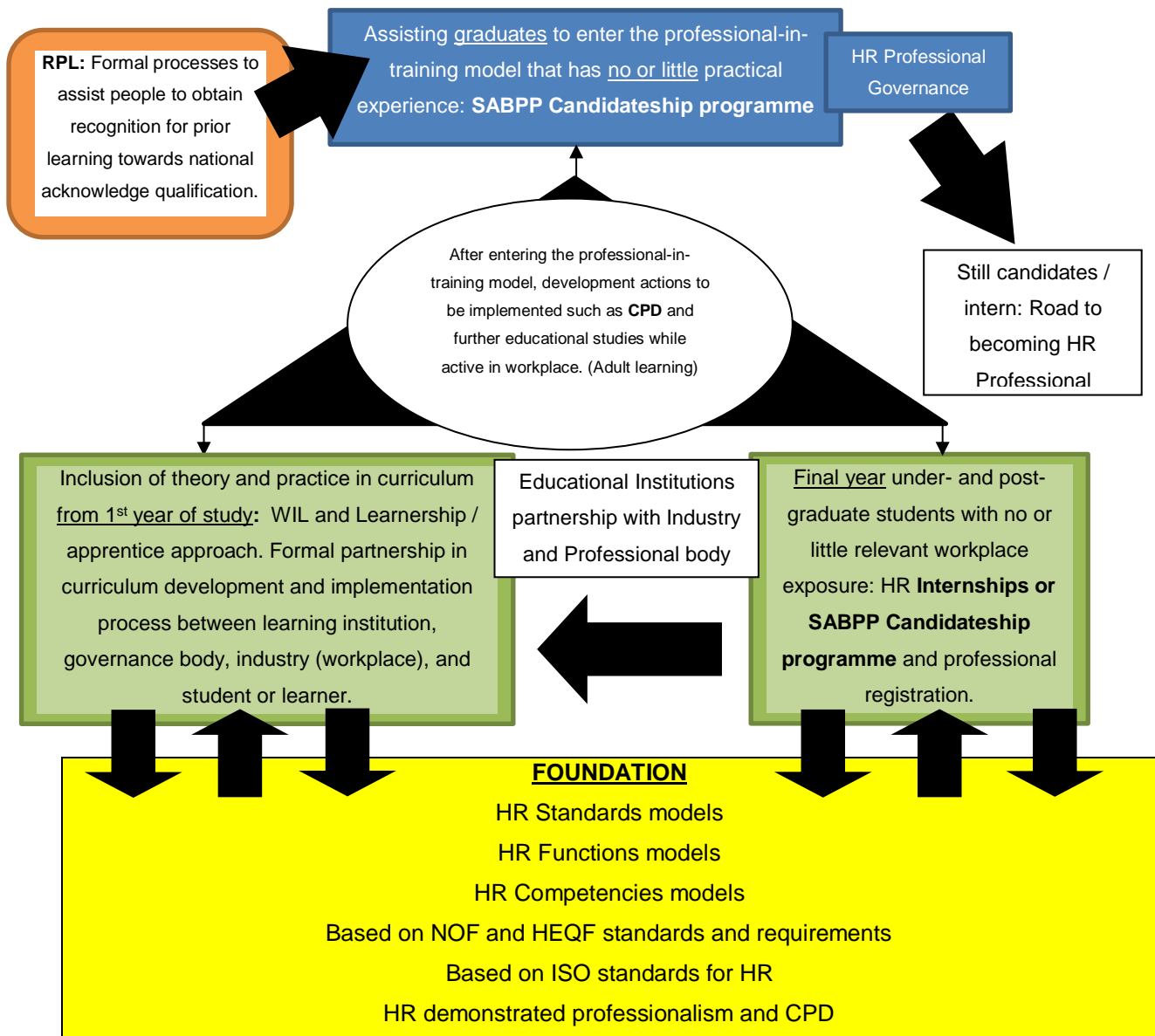
Source: Authors' own interpretation

Figure 18: Foundation to combine PITM for HR profession – theory and practice

As first step in the above process, through the RPL processes HR workers with no formal HR-related qualifications are assisted to obtain formal recognition of prior scholarship. Some point in time, this avenue may be used less often, due to the focus on obtaining HR relevant qualifications from the start of the professional preparation course. Secondly, WIL approaches may be followed, where a learning institution follows the theory and practical path throughout studies in partnership with the governance body and the workplace. Thirdly, obtaining an academic HR qualification with no to very little HR experience. In this option the graduate will have to enter into an internship, learnership or candidateship process to obtain experience. The WIL approach will prevent this option as choice. Last is the

compulsory route of the CPD processes until termination or exit from HR. As shown above, it is possible to continue with further HR-related higher education studies during the CPD process.

During the literature review much reference has been provided to the WIL. Attention will now be focused on the content of the WIL path.

2.6.9   <u>Work-integrated learning (WIL) and the PITM</u>

This section provides information on lessons learnt from the global field of practice. It is valuable to note the impact WIL may have on a PITM for the HR profession. This section wil focus on literature from a local and international perspective.

Abeysekera (2006, p. 2) states that in Australia: *"…WIL programs are becoming popular with students, government, employers, and universities. A major benefit of a WIL program is the increased employability of students, and this matches well with the present trend whereby students expect a pay-off from their investment in education."* For the HR professional-in-training in South Africa, this approach could ensure that full time HR students with little to no HR experience will be competent to enter the HR labour market after completion of their studies. This possibility could prevent *"retraining"* of HR graduates after completion of studies.

Is it possible that WIL could become the primary source of *"investment"* for HR students or learners and their financial sponsors in future? Valadkhani, Worthington and Layton (2004) as cited by Abeysekera (2006, p. 3) connect the concepts of education and employability as an *"investment",* as viewed by students and parents. This means that learning institutions who enrol inexperienced HR prospects or students, equip them with relevant HR academic and practical skills, and ensure that they will be employed in the labour market, could be seen as the best ROI.

For the PITM it is valuable to note that Abeysekera (2006, p. 3) asserts that WIL offers the opportunity to universities to provide the *"best products"* to industry; therefore, they will attract students. The author then states that WIL *"...has put pressure on traditional academically oriented universities to offer more vocationally oriented programs and courses to attract students."* Reeders (2000: p. 205-220) as cited by Abeysekera (2006, p. 3) includes

"industry" in the list of preferred role-players who favour the WIL approach. Jones (2000) as cited by Abeysekera (2006, p. 3-4) notes that this WIL approach cause an *"environment"* ; *"allowing academics to enter into a new discourse of knowledge whereby universities should now compete for research and teaching funds with managers, practitioners, and technocrats."* Could this also be the future of South African learning institutions – that more and more researchers will form part of public and private initiatives and organisations? A scenario where WIL principles are used in undergraduate and postgraduate studies for HR students are implemented.

For the WIL approach to be efficacious, it will be required that organisations must adjust to ensure the provision of workplace opportunities based on professional standards and competency models. This implies that governance of a WIL approach will be taken to assure that correct learning practices will be held. When investigating the WIL content, the importance of formal mentorship and coaching opportunities within organisations comes to mind. It is required to assist with learning interventions which result in positive professional attitudes.

From the literature review of this study it is evident that the WIL approach could contribute to the success of organisations and society at large by providing professional persons and professional organisations. Scott (2008, p. 219) as cited by Brock et al. (2014, p. 9) states that there are both, a *"professional person"* and *"professional organisation"*. Coffee (2006) as cited by Brock et al. (2014, p. 9) rerers to the important role of *"gatekeepers"* who *"guarantee the integrity and functional operation of core societal and economic institutions".*

For the PITM integrity is important. To ensure a culture of integrity within the industry is maintained, the WIL programme should address ethical professional conduct from the start of formal education. The absence of *"gatekeepers"* could eventually lead to lower-standard practices and unethical behaviour. Are there global opportunities for HR practitioners to sell themselves in such a way that the world community will see how much they need HR practitioners?

The SABPP (2014e, p. 3-4) refer to four types of WIL programmes in South Africa. Figure 19 provides an overview of these types of WIL programmes. The article states that: "*It should*

be noted that post-qualification types of work exposure such as <u>internships</u> are not included in our definition of WIL, because the formal learning implied in the qualification has come to an end and the intern has now entered the world of work, even though this is often a temporary arrangement." If correctly interpreted, this statement indicates that several of the current professions in South Africa are not WIL based, and that there is a difference between the *"WIL"* concept and an *"internship"*. When looking at the definitions below, it can be seen that parts of the curriculum may comply with parts of the WIL program, depending on application.

Short work exposures – one day to a week. Student groups observe work and have presentation from experts in the workplace

Workplace based experience, students carry out task within their curricula. Ranges between one week and three months.

Types of WIL programmes in South Africa

Learnerships. Regulated WIL programmes centred on the acquisition of NQF qualifications under the SETA System. Learners are employees, managed by employers. Tri-part relationship between learner, employer and training provider.

Apprenticeships. Regulated WIL programmes for trades specified by the National List of Artisan Trades, managed by employers.

Source: SABPP (2014e, p. 4)

Figure 19: South African types of WIL programmes

SABPP (2014e, p. 5) refers to the Swiss South African Cooperation Initiative Framework (SSACI) by stating that the *"SSACI Framework"* document predicts various benefits for students and organisations from apprenticeships, internships, workplace-based experience and WIL programmes. SABPP (2014e, p. 5-6) believe that this includes availability of skilled employers, less cost in recruitment, enhancement of workforce morale, and opportunities to change a curriculum to be workplace-needs-based. From the results of the literature review the author of this study believes that the WIL programme must be included in a PITM and within graduate studies.

Where a curriculum is formally designed and based on WIL principles, the continuous theory and workplace learning provision are of high value for the PITM. Is it possible to design and redesign HR curriculums in South Africa based on credit value? When these definitions are

applied, it will eventually lead to a PITM based entirely on equilibrium between governance, industry, education, training and development based on professional accepted HR standards and competencies.

ACER (2008) as cited by McLennan and Keating (2008, p. 3) provides an Australian perspective on WIL when referring to the status in 2008, when they found that *"....only 33.9% of Australia's higher education students reported blending academic learning and workplace experience."* In 2006, Abeysekera (2006, p. 2) referred to WIL stating: *"Issues relating to designing a…WIL program in an undergraduate accounting degree program and its implications for the curriculum."* From these articles, the application of WIL programmes is still monitored and the full extend of the impact will be know in future. The content of the articles confirm that it is possible to implement WIL in a learning institution setting, and that workplace and academic knowledge can be connected. Further that, in Australia WIL grows in popularity with reference to education investors, namely students, parents, government, employers, and learning institutions.

It is therefore the belief of the author of this study, that WIL should be given an opportunity in South Africa to prove itself and form part of the HR field. WIL could lead to professionalism when governed, applied and monitored correctly. Trigwell and Reid (1998: p.141-154) as cited by Abeysekera (2006, p. 6) state that *"WIL is widely used to include work experience in professional-based academic programs such as law, medicine, and nursing which may be practiced after graduation."* This is why it is argued that HR follows a similar path in South Africa. WIL programmes could be founded on the building of relationships with industry. Tthis educational approach demonstrates that within a specific profession all role-players, within and outside the learning institutions, are respected and required to ensure ETD success. This approach could require learning institutions to be able to supply learners capable of dealing with, and being competent on, their first day in the workplace.

Figure 20 list an overview of the role-players areas involved when establishing relationships in a WIL programme.

Education and the economy

Governance
Body

Education and training and associated firms   Theory and practice of educational processes
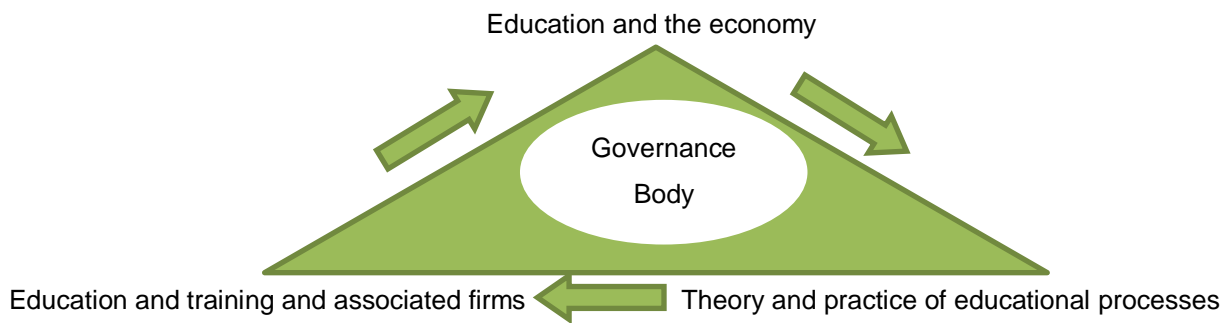
Source: Wagner, Childs and Houlbrook (2001:p.314-334) as cited by Abeysekera (2006, p. 7)

Figure 20: Three-area relationship establishment in a WIL programme

ETD is part of the PITM and must be viewed as an investment. Valadkhani, Worthington and Layton (2004) as cited by Abeysekera (2006, p. 3) state that: *"Education is being viewed more and more as an investment by students. An Australian study reveals that students and their parents search for educational courses, universities and varying fee structures, in expectation of a pay-off from their increasing investment in education."* From the literature review on WIL various lessons are learnt.

To be able to experience progress within a PITM, employability is essential. The objective of WIL is to: *"increase the employability of students and not the academic performance of students."* (Duignan, 2002: p.214-221, and Fallows and Steven, 2000: p.75-82), as cited by Abeysekera, 2006, p. 15). For the PITM is valuable to note that education is being viewed more and more as an investment by students and their parents. It is mentioned that the curriculum *"embrace*[s] *employability skills".* Including a move towards *analysis and interpretation.... Solutions are reached with an incomplete set of information...introduce problem-based learning...diagnostic skills...solving of apparently irrelevant problems to understand real problem(s) to be solved...valuable group working exercises."* (Fallows and Stevens, 2000: p.75-82, as cited by Abeysekera, 2006, p. 15-16)*.*

Within the PITM it is valuable to establish a culture of real-world experience. Where HR theory and practical experience meet each other and together they development to benefit nations. The nations move from theoretical knowledge-based economies to: *"applied and problem-based knowledge of real world situations requires students to link their tacit knowledge acquired through academic programs with explicit knowledge."* (Wiig, 1993, p. 74; 233 as cited by Abeysekera, 2006, p. 7).

In the HR PITM it will be essential to learn from other professions. Although referring to an accounting curriculum, the content provides possible lessons for the HR field in the sense of moving towards *"leveraging knowledge"*. Meaning moving from *"knowing that"* towards *"knowing how"*, from *"written communication to oral communication, personal to interpersonal skills, disciplinary skills to transferable skills, intellectual orientation to action orientation, problem-making to problem-solving, knowledge as process to knowledge as product, concept-based to issue-based, knowledge-based to task-based, and proposition-based learning to experiential learning."* (Barnett, Parry and Coate, 2001: p. 435-449, as cited by Abeysekera, 2006, p. 9). This article also discusses the various types of WIL programs, referring to the ad-hoc approach, cooperative education, work-based programs for organisations, workplace-based programs, WIL internship programmes and service learning programmes. The move towards WIL could challenge academics to base findings on real-world problems, changes in selection of students, monitoring of progress, facilitation skills, assessment methods and building of partnerships.

The SABPP (2014e, p. 2) report that: *"the South African post-school educational system, over the recent years, tended to separate the academic/ theory component from the practical, workplace-based component to the detriment of the quality of the products of that system: the youth who have to enter the job market with academic qualifications but no practical experience."* The authors continue to state that the DHET strives to *"remedy that situation through an emphasis on Work-Integrated Learning."* To achieve this goal, they state that an: *"active participation of employers, whether in the public, private or NGO/NPO sectors…"* is required.

The SABPP (2014e, p. 7) conclude their article with suggestions for HR/HRD practitioners to ensure effective WIL. These suggestions could also be of value for international WIL researchers to organise their works. From this SABPP information, the author of this study compiled the accompanying checklist in Table 26.

Table 26: The HR/HRD practitioner's role in ensuring effective WIL checklist

NO	SABPP WIL CONTENT	DONE YES?	DONE NO?	REMARKS
1	• Do you understand exactly what knowledge and skills the student needs to attain during the WIL period? • Format: logbook, portfolio of evidence (agreed between the employer and the college/ university) • Match this to the opportunities your organisation can offer.			
2	Is the period of WIL convenient to the workplace?			
3.	• Did you find appropriate tutors/ mentors from among your employees? • Are they willing and enthusiastic? • Did you brief them and educate them in coaching and mentoring skills?			
4.	Do your tutors/ mentors have planned tasks and projects for the student(s)?			
5.	Are there scheduled training courses that students could benefit from such as communication skills, wellness programmes, and ethics workshops?			
6.	• Do you plan to implement a structured induction/ orientation [onboarding] session? • Plan to cover health and safety rules during these sessions? • Covered important workplace rules? • Do have a pack of key governing body documents?			
7.	Allocate a workplace coordinator to monitor the students' exposures and achievements and to troubleshoot where problems originate?			
8.	Gather regular feedback from the student(s) and tutors/mentors and ensure that a good report-back to the			

NO	SABPP WIL CONTENT	DONE YES?	DONE NO?	REMARKS
	college/university takes place at the end of the WIL period?			
9.	• Have you identified possible areas indicating lack of support from colleagues of the students? • Have you addressed these problems?			
10.	• Have you identified possible areas indicating that the supervisor is not directly involved? • Have you addressed these problems?			
11.	Have you identified possible areas indicating a general attitude among employees and managers that "it's a waste of time and resources when the learner is only here for short period"?			
12.	Have you identified possible areas indicating monitor achievement against the logbook/ portfolio of evidence is time consuming?			
13.	• Have you identified possible areas indicating that the students are regarded as *"cheap labour"?* • Are students exploited in doing various tasks without any real link to the curriculum?			
14.	• Have you identified possible areas indicating poor attitude from the students? • Are they not prepared to work long hours, do they waste time, are they too demanding, or are they not punctual?			
15.	Have you identified possible areas indicating a lack of commitment from management?			
16.	Are you satisfied that the preparation of the workplace has considered all of the above potential problems?			

Source: SABPP (2014, p. 7)

The SABPP (2014e, p. 3) indicates that the purpose of WIL is to: *"develop competence, i.e. the ability to apply knowledge and skills to the demands of real life."* The content refers to a lack of competent graduates, who enter the labour market, due to absence of practical entry-level skills. The SABPP acknowledge the value of WIL in the global community as a: *"core strategy for technical, vocational, occupational and professional education and training."*

From a governance perspective, the Australian Government Office for Learning and Teaching provided provided a final report indicating the impact of WIL on student work-readiness. From this report it is valuable to note the partnership between the Australian Government and universities in the application of WIL. (Smith, Ferns, Russell and Cretchley, 2014: p. 3). In their final report the authors list the names of ten universities who were involved as project partners. Some of the universities include:

- University of Canberra
- Swinburne University
- Central Queensland University
- Curtin University
- Queensland University of Technology
- University of Western Sydney
- The University of Newcastle
- Macquarie University

Within this project the reference group involves various *"high-profile scholars in the field of experiential learning."* (Smith et al., 2014, p. 4). It focused on the *"impact of…WIL on the development of employability capabilities of students. With the emerging importance of simulation as an alternative or supplement to placement, the impacts of both placements and simulations were examined."* In occupations such as aviation, the impact of simulation training is well known and compulsory. This study emphasises the importance of curriculum and co-curricular factors. Within the PITM for the HR profession, the results of this final report by the Australian Government may contribute to future research possibilities as part of CPD interventions within a PITM.

The results of the research identified six dimensions of employability (Smith et al. 2014, p. 6). The six dimensions include professional practice and standards, integration of theory and practice, lifelong learning, collaboration, informed decision-making, and commencement-readiness (confidence to start a job in the discipline).

From the above findings, it is clear that the WIL programme principles could impact the quality of education and the content of a PITM. The type of partnerships involved, during the maturation process, is valuable to young HR professionals in order for them to push the profession in future. In Figure 21, Smith et al. (2014, p. 76) provides a schematic citation of relationships among curriculum and employability dimensions.
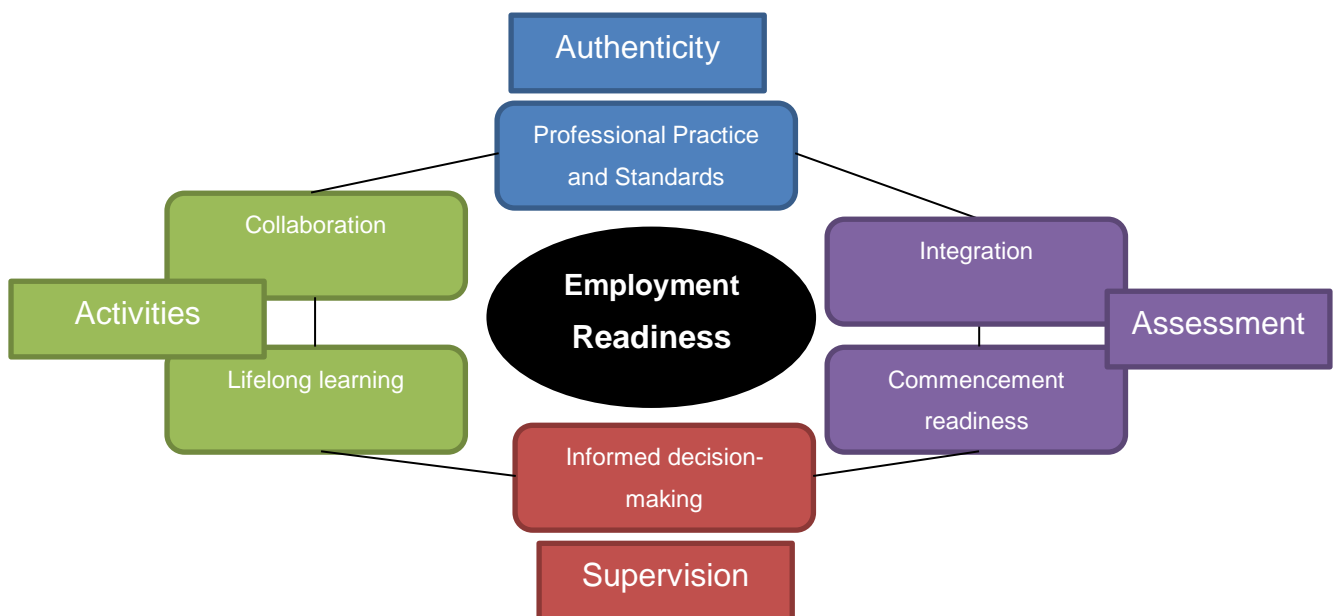
Source: Smith et al. (2014, p. 76)

Figure 21: Schematic representation of relationships among curriculum and employability dimensions

Smith et al. (2014, p. 77) state that:

- Industry and community should as partners be more involve in supervising students (or learners) and providing feedback on student learning and workplace performance;
- Further that industry and community should as partners with universities (learning institutions) collaborate on curriculum development and design, supervision of students and feedback on assessments. And

- Lastly, the relationships between universities and industry/ community partners should be structured, intentional and resourced.

In closing, an interesting statement is that the WIL programmes not only assist students to enter the workplace for the first time, it also is a strong motivator for studying to *"re-entry"* into work and a career (McLennan and Keating, 2008, p. 3). They provide clarification on the meaning of *"employability"*. Figure 22 illustrates the meaning of this important concept.

Work ready – with a set of skills, knowledge and experiences to move seamlessly into work.

Future ready – with skills and capabilities to continue to learn, contribute and be adaptable as citizens of the changing world and their communities.

Employability refers to a graduate who is...

Career ready – with transferable skills and knowledge to manage their own way through the changing world of work.

Source: Victoria University (2007) as cited by McLennan and Keating (2008, p. 3)

Figure 22: The meaning of graduate employability

2.6.10 <u>Graduates and lecturers with no HR experience</u>

HR graduates may successfully complete their undergraduate and post-graduate studies before entering their first workplace. It may happen that a *"learning institution"* appoint HR lecturers or training officers who have relevant HR qualifications but lack workplace experience. This is not the "ideal" situation to enhance professionalism, but it may happen in the industry.

From the literature review, the availability of, for example, the SABPP HR Candidate Development Programme (SABPP, n.d.-b, p. 2) is an option to address this problem area. The SABPP states that a candidate must be a registered *"Candidate"* of the SABPP. The candidate must proof their HR qualifications and HR position within an organisation. Under supervision the candidate completes a 70 weeks practical programme to gain workplace

experience. Learning institutions such as universities could work in partnership with the SABPP in order to integrate the HR Candidateship Programme into their graduate curriculums, from the 1st year of study, as a WIL approach. It is also for possible for HR lecturers and training officers to enrol in this SABPP program to gain workplace experience.

2.6.11 HR Practitioners with no qualifications

There are HR practitioners who have no formal relevant HR qualification and want to enter the PITM. These practitioners may follow the path of RPL. Numsa (1991) as cited by Tshilongamulenzhe and Coetzee (2013a, p. 15) refers to RPL as *"shift towards lifelong education and training."* Truman and Coetzee (2013, p. 420) state that RPL *"means that a person's competencies are recognised and acknowledged."* They state that in the RPL process *"It doesn't matter how the competencies were obtained."* Truman and Coetzee (2013, p. 420) continue to state that RPL involves: *"Comparing the previous learning and experience of a learner against the learning outcomes required for a qualification; Accepting that those learning experiences meet the requirements to obtain the qualification."*

Truman and Coetzee (2013, p. 421) provide a summary of RPL by referring to the importance of RPL as provided by SAQA. They state that RPL is important for *"ensuring that people's skills and knowledge are current....enhances the development of individuals...and facilitates access to jobs and progress in career paths."*

For the PITM for the HR profession, the *"progress in career paths"* contributes especially to access and progress within the model. To facilitate understanding of the RPL process, Figure 23 provides an outline of the main RPL stages as provided by Truman and Coetzee (2013, p. 422). Prior to presenting Figure 23, it is clear that the RPL provider needs to establish essential foundation work to ensure that the RPL process will be applied fair and ethical. The authors state the importance of related aspects assumed to be in place when conducting the RPL process. They state that there must be

- *RPL policies, procedures and systems....*
- *Available information on RPL....*
- *A criteria framework within which pre-screening takes place, further that this pre-screening criteria are readily available to candidates....*
- *Assessment instruments that have been developed and moderated....*

- *Alternative pathways or options, as well as additional counselling services...*
- *Assessors available who will undertake all functions if there are no facilitators."*

The Figure 23 shows that the RPL process is a formal process requiring specialised knowledge and application. More important is the availability of the option for HR practitioners who have no formal qualifications but have vast experience to follow the formal route provided by SAQA to achieve recognition.
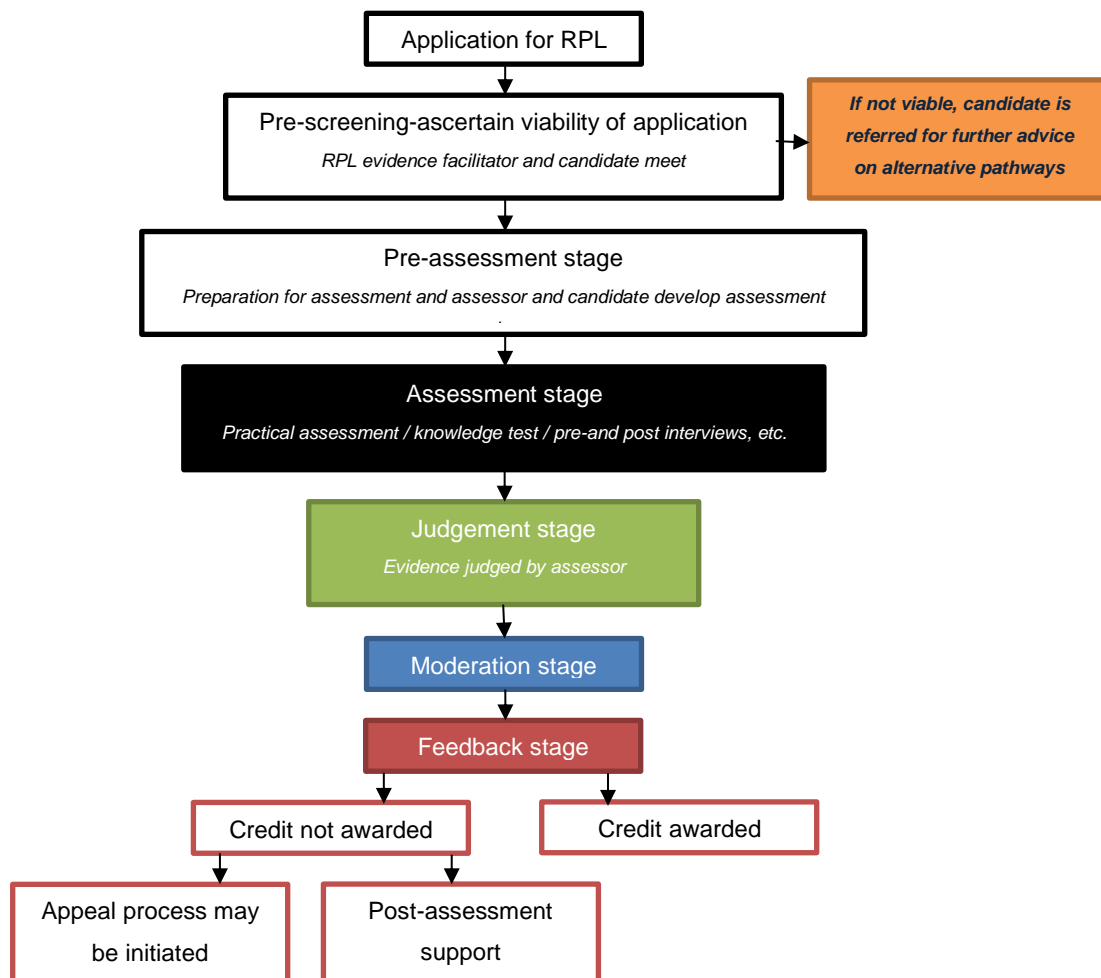
Source: Truman and Coetzee (2013, p. 422)

Figure 23: Main stages of the RPL process

2.6.12 Training models

There are various training models available which could be employed to define training needs and address these demands in a profession manner. Geldenhuys and Ngokha (2014,

p. 95) studied *"behaviour"* from a psychological perspective *"so that one can make inferences concerning the process (learning) believed to be the cause of the behaviour. If one wants to know if learning has taken place, one determines if behaviour has changed as a result of an experience."*

From this perspective, valuable lessons could be learnt with regard to the connection between behaviour and experiences. The core of the authors' statement emphasises the importance of change. After entering the PITM, the HR professional requires constant learning to ensure competence throughout their HR professional career path, until they exit the profession.

HR professionals are adult learners. Self-directed learning also forms a part of the learning of HR professionals. Geldenhuys and Ngokha (2014, p. 102) state that: *"Adult learners are self-directed."* The authors continue: *"Once adults have developed a self-concept of being responsible for their own lives, they develop a psychological need to be perceived and treated by others as capable of carrying out this responsibility. Regarding training, they want to initiate their own learning, determine their own learning needs and outcomes learn according to their own preferred styles and methods, and evaluate their own learning performance."* This statement guides the development of the CPD part of the PITM to ensure that participants and their method and style of learning is respected.

Motivation to learn cannot be ignored. Without motivation to learn, the intentions of a CPD programme by a governance body can be seen as a burden. Enforced CPD interventions may be required when professionals don't have the *"motivation"* for further professional learning and development. This is where the CPD content must be appropriate and motivate its users. But what is *"motivation"*? Geldenhuys and Ngokha (2014, p. 103) state that: *"Motivation is purposive behaviour instigated by activators that determine the direction and purposiveness of behaviour."*

Figure 24 provides a simple illustration of a training process which could be used by HR professionals to guide them in their training path within the PITM. This model provides an example of a process the HR professional or an organisation could follow to determine

training needs for further development. The CPD process could be linked to the above training process to enable ETD interventions for professionals.
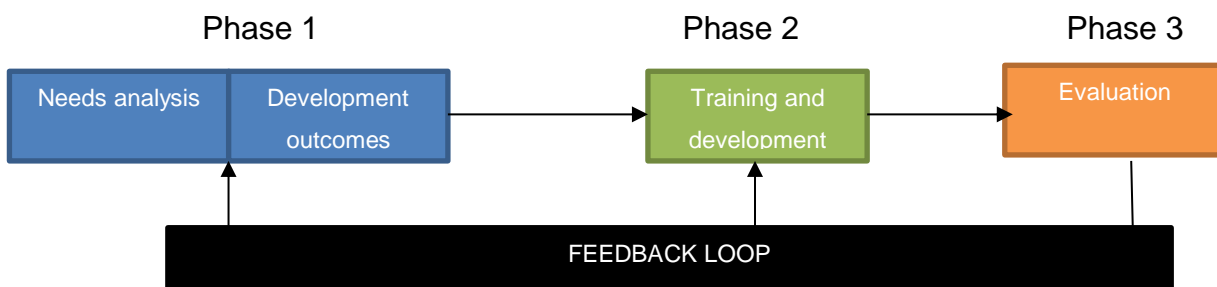
Source: Geldenhuys and Ngokha (2014, p. 105)

Figure 24: The training process

Erasmus, Loedolff, Mda, & Nel (2010, p. 235) state that: *"Continuous professional development also shifts the focus of training and development from narrow skills-based training towards broad-based development, which enables managers to deal effectively with changes and prepares them for the future world of work and leadership roles."* This statement confirms the importance of CPD as part of the PITM for the HR profession.

2.7   THE HR PROFESSIONAL

2.7.1   HR as a profession

Ulrich et al. (2013, p. 457-471) offer a synopsis of HR as a profession. Within the article the authors also make alarming statements for the attention of the HR industry. In the introduction they state that: *"HR professionals have often been plagued with self-doubts, repeatedly re-exploring HR's role, value, and competencies. If HR is to fully (and finally) become a profession, these self-doubts need to be replaced with informed insights. These informed insights should be based more on global data than personal perception so that the emerging narrative for the HR profession has both substance and meaning."* The statement emphasises the importance of research, including suitable literature reviews.

Ulrich et al. (2013, p. 457) reveals data gathering for the period 1987 to 2007. A total number of 35 221 respondents were involved in this research initiative. From a professional-in-training perspective, the findings of this article is useful to validate the content of consultations to be carried with the interviews later in this study. Table 27 provides their

research findings on the evolution of HR demographics from 1987 to 2012. The content provides useful data to understand HR as a profession.

Table 27: Interpretation of the evolution of HR demographics from 1987 to 2012

CATEGORY FROM ULRICH, et al. (2013: p. 459-460)	INTERPRETATION FOR THIS STUDY
Feminisation of the HR profession – indicates increase in females in HR	Schreuder and Coetzee (2013, p. 33) confirm the reality in South Africa when stating: *"Today, South Africa's workforce comprises more women..... At UNISA, 59% of the students in 2009 were female (mostly black), where they had previously always been in the minority."* They uphold that: *"Traditional male and female roles are being challenged".* It is clear that: *"The "21ˢᵗ century workplace is increasingly characterised by diverse household arrangements which require flexibility from employers."* Also: *"A growing number of same-sex couples are choosing to include children in their families"* (Hankin, 2005 as cited by Schreuder and Coetzee, 2013, p. 52). This means that gender may have an impact on a PITM.
Education of HR professionals – more professionals have graduate degrees than college degrees	In the PITM for the HR profession it is important to recognise your target population. Are they educated or not? This indication plays a role on entry levels within such as model. It affirms the importance of professional registration levels. Baruch (2004, p. 58-73), Millward and Brewerton (2001), and Thite (2001, p. 312-317) as cited by Schreuder and Coetzee (2013, p. 35) refer to: *"The characteristics of the contemporary working relationship..."* which include: *"less security, individuals managing their own careers and a flexible employment scenario...".* These characteristics influence the expectations of the business world and the field of education on the HR profession. Various other professions require applicable educational qualifications, combined with practical experience and professional registration prior to individual practice in the work sector.
Career patterns of HR professionals	Ulrich et al. (2013, p. 459) continue: *"HR careers may more likely be within a functional speciality than leadership roles in HR. We may infer that, to a significant extent, this is associated with increasing spans of control, and reduced layers, within HR."* Hall and Mirvis (1995, p. 326) as cited by Schreuder and Coetzee (2013, p. 35) state that the: *"reality of the new work environment should inspire individuals to take control of their*

CATEGORY FROM ULRICH, et al. (2013: p. 459-460)	INTERPRETATION FOR THIS STUDY
	careers". Will this mean that HR professionals will be full time employed or rather work as contractors to support the occupation?
Years in HR profession	In South Africa, it is not a statutory prerequisite for the HR professional to registered with a professional body in order to practise. This impacts the accessibility of reliable statistics. This makes it difficult to know the percentage increase of the HR profession in South Africa.
HR professionals roles	The SABPP register HR professionals in the categories of *"generalist"* and/or "specialist". The SABPP have been registering HR practitioners since 1983.

From a South African perspective, Janse Van Rensburg (2009, p. 14-20) refers to HR as a profession by stating that HR is part of *"globalisation and a changing economic environment which have significant impact on the HR field"*, and *"this changing environment has pushed HR to the frontline as never before."* This signifies that the HR professional is acting on a global scene and cannot be dismissed. Further that, the *"professional standing of HR is under the spotlight worldwide."* It is the purpose of this work to create a PITM that supports this position. The *"forces for change necessitate HR to respond by winning the loyalty of the talented and increasingly mobile employees."*

Janse Van Rensburg (2009, p. 14-20) state that there are various ways to draw the attention of loyal talent. If a culture of HR professionalism could be produced through this PITM, HR could become better known to prospective talent. Lastly, *"HR professionals need a strong educational background to be successful because of the increasingly high expectations that business leaders have of their HR staff and HR functions."* This statement emphasises the importance of accepted HR standards and competence as part of ETD initiatives, in partnership with the business community.

The importance of qualifications to practice HR is a question that needs to be considered. WFPMA (2000, p. ii;21-22) as cited by Janse Van Rensburg (2009, p. 20) indicates that: *"...it is very important to have a degree to practice human resources, an entry requirement taken for granted by all other major professions."* Further that: *"Almost all (96%) of*

respondents believe that personnel management practitioners in their country were more likely to have a degree now, than ten years ago. Three-quarters believe it is very important to have a university degree to practice personnel management, with the remainder seeing this is quite important. Very similar opinions are held with regard to the need to follow a course of study in personnel management".

Keeping in mind a PITM for the HR profession, the above literature review reveals that:

- HR is a profession in South Africa.
- HR has a vital role to fulfil in the economy of South Africa.
- HR has a future for young upcoming talent as a choice of occupation.
- The HR professional requires HR qualifications as basis to work from.
- The substance of relevant HR qualifications must be founded on practice-required HR standards and competencies.

The next aspect of focus is the character of the individual within the professional setting. It is already clear that a PITM for the HR cannot exist without a *"profession".*

2.7.2 The professional image

Ibarra (1999: p. 764-791), Giacalone and Rosenfeld (1991) as cited by Roberts (2005, p. 687) state that: *"People who construct viable professional images are perceived as being capable of meeting the technical and social demands of their jobs."* This statement reveals that it is valuable to include professional image building as part of the PITM. Professional image construction could have positive advantages for the HR profession.

2.7.3 The HR profession governance by the SABPP

This segment of the literature review will look at the level of HR governance in a governance body of professionals in South Africa. Due to the focus of this study, the author will specifically focus on the character of the SABPP as an HR governance body. From there the prerequisites for the HR workplace (standards) will be discussed, and the section will conclude with the impact of HR competencies such as knowledge, skills and power. An individual or an entity is responsible for governing the HR profession. *"Govern"* refers to a controlling influence and power to something, to direct the public business of a country, city, and a group of people (Cambridge, 2008, p. 624).

This is why governance within a PITM is essential. Brooks and Cullinane (2007, p. 405) discuss governance from two perspectives. Firstly, they refer to corporate governance with rules and structures applicable to the organisations managerial decisions. The second perspective refers to government level where governance influences the scope and the manner of those managerial decisions. But who is the SABPP as a South African HR governance body?

Since 2011, the *"new SABPP strategic vision culminated in the rebranding of SABPP and the "setting HR standards" tagline as the main strategic focus of the work of the HR professional and quality assurance body."* (SABPP, 2011, p. 1-2). Janse Van Rensburg (2009, p. 47) refers to the SABPP as *"..the professional registering body of human resources as well as the statutory quality assurance body under the SAQA Act."*

The research topic focuses on a substantive PITM for the HR profession; it therefore is valuable to note that Janse Van Rensburg (2009, p. 48) states: *"In South Africa the professionalization of human resources became a topic of discussion at the… IPM Council meetings between 1973 and 1976."* The author continues: *"At this time, the role of personnel management was being shaped on the international stage."* The author also states: *"the World Federation of Personnel Management Associations (WFPMA) was also founded in 1976 to aid the development and improve the effectiveness of professional people management all over the world".* This information leads to respect for history actions to establish HR on a global basis.

Further that: *"Extensive consultations with top HR and business people commenced around 1977"* in South Africa (Janse Van Rensburg, 2009, p. 49). Janse Van Rensburg (2009, p. 50-51) states that a *"regulatory body would be able to guide tertiary institutions on the type of training required. Furthermore, registration and the status which it conferred would make it worthwhile for personnel people to acquire the necessary training."*

From a governance perspective, the SABPP is responsible to audit and certify the HR learning programmes of tertiary teaching establishments. Janse Van Rensburg (2009, p. 72) states that in 1990: *"The first audits of the curricula of tertiary training institutions were done...the following Universities were accredited by the Board for a period of three years, ending end of 1993:*

- *University of Fort Hare*
- *University of Orange Free State*
- *University of Port Elizabeth*
- *University of Potchefstroom*
- *University of Pretoria*
- *University of Stellenbosch*
- *University of South Africa*
- *University of Witwatersrand"*

Profession governance is a key concern of professional bodies. Is it possible to become *"less professionalised"*? Are there issues or positions that could contribute to the *"decline"* of a profession in an industry? Could such conduct have an impact on a PITM? In the study of Janse Van Rensburg (2009, p. 109-110) reference is made to the pillars of professionalism. The pillars refer to:

- *"Mastery of a particular intellectual skill, acquired by training and education*
- *Adherence by its members to a common code of values and conduct*
- *A regulating or administrative body*
- *Acceptance of a duty to society as a whole".*

These pillars are examples that can be incorporated into a substantive PITM for the HR profession.

Janse Van Rensburg (2009, p. 31) states that *"...the time has come to professionalise HR in South Africa. Many of the elements are already in place."* A few examples include "*international status and recognition* [and an] *established body of knowledge – a regulatory body that has statutory status as the quality assurance body under the SAQA Act, with a track record of stability*", amongst others. The individual must be part of a acknowledge profession to be recognised as a professional. The belief is that this study, and in particular the PITM, could contribute to ensuring that HR becomes more professional. The reality is that professionalism starts with the education, recruitment and appointment of HR professionals.

The appointment of HR practitioners in industry has an important effect on the professionalism status of the profession. Is it possible that some people could land in HR *"by default"*? Janse Van Rensburg (2009, p. 21-22) makes it clear that: *"This does not happen in other major professions, where a focused qualification remains a minimum entry requirement."* (Janse Van Rensburg, 2009, p. 21-22). Botha and Coetzee (2013, p. 259) support that by stating: *"Students who study law degrees, accounting degrees and medical degrees are required to complete a work experience component and, in some instances, also pass a professional board examination before they can register as professionals in that field. Industrial psychologists also have to complete an internship and pass a board examination before they can register and practice as industrial psychologists."* The authors conclude by stating that: *"Artisans often have to pass trade tests after completion of the specified work experience period in order to be awarded their qualification."* What happens in other professions in South Africa?

What about practitioners functioning successful in HR without a formal HR-related qualification? Janse Van Rensburg (2009, p. 22-23) refers to the *"exceptional individuals"* mastering HR without any formal HR training. Janse Van Rensburg (2009, p. 22-23) states that: *"From more than twenty years of experience in registering professionals as Registrar and CEO of the professional body for HR in South Africa, the researcher is of the view that those who make a marked success of practicing HR without formal HR qualifications, are usually people who have qualifications in other formal professions such as engineering, accountancy or education. An understanding of business and an academically trained mind has helped them to make a transition into human resources."*

Research refers to the importance of qualifications and experience as part of a profession. From these findings, valuable conclusions can be drawn for the PITM for the HR profession. The ETD aspects related to this study will be discussed in more detail later. The focus now shifts to the workplace requirements for HR professionals.

2.7.4   Line managers and HR

HR functions refer to *"those tasks and duties performed in both large and small organizations to provide for and coordinate human resources"* (Byars and Rue, 2000, p. 3). Not all

organisations in South Africa have formally appointed or established HR departments. It may also occur that HR departments fail to execute their functions in a professional manner.

During the literature review process, it became clear that in the absence of a HR department line managers may be appointed to execute HR functions. Banfield and Kay (2012, p. 34) state that *"frontline managers played a pivotal role in terms of implementing and enacting HR policies and practices...where employees feel positive about their relationship with their front line managers they are more likely to have higher levels of performance or discretionary behaviour."* The authors further state that: "All *managers of people are 'personnel managers' in the literal sense, that is they have a personnel function to perform."* (Tyson and Fell, 1986 as cited by Banfield and Kay, 2012, p. 34).

This way of thinking emphasises the importance of governance, application and constant review of HR standards and competencies. Banfield and Kay (2012, p. 35) state that where *"there is a lack of clarity in terms of who is responsible for human resource management"*. However, Christensen (1997) as cited by Banfield and Kay (2012, p. 35) states that: *"Managers and HR professionals of the future will understand that line managers are the 'people managers' of their organisations and as such, they are ultimately accountable for human resource management."*

This PITM will not ignore the valuable role of the line manager as partner in the process of HR professionalism.

2.7.5   <u>HR professional workplace standards</u>

HR professionals are fortunate to be able to compare workplace roles and competencies to various available HR models. This comparison includes local and international models for workplace standards and competence requirements. In the South African context, workplace standard and individual competence information is likewise useable. The availability of the SABPP HR Management Systems Standards as well as the Professional Practice Standards provides the ingredients *"to cover all aspects of HR delivery"* (SABPP, n.d.-d).

The CEO of the SABPP, Marius Meyer, was appointed in March 2011. He visited all nine provinces of South Africa with the intention to conduct an analysis *"in order to learn about their needs."* The outcomes of these road shows reported that *"HR practitioners lacked a*

national identity given the absence of a national framework on HR professionalism." The absence of national HR standards in South Africa means that *"each HR practitioner does his own thing, or conforms to his or her company's approach to HR. "* Meyer stated that *"the reality is that there are inconsistencies in HR practices, within companies, across companies, industries and nationally."* (SABPP, 2011, p. 1).

The feedback provides various lessons that can influence a PITM. The importance of needs analysis and interventions from a governance authority on a national stage is vital. CEOs can personally learn the lessons when they execute this type of intervention at an internal level, in order to familiarise themselves with realities in practice. It is important that nationally accepted practice standards are available, which can form the basis for future inspection and acceptance.

From the SABPP needs analysis, two strategic projects followed *"to build the HR profession nationally....".* The first is the *"New National HR Competency Model (to replace the previous SABPP Competency Model developed in 1990)"*, and the second is the *"National HR Standards (providing a common set of HR standards)."* (SABPP, 2011, p. 1). This section will focus on the workplace requirements for the HR profession by means of the HR standards.

The SABPP followed a structured consultation process with various HR professional bodies and associations who were invited to participate in their projects. They involved *"SABPP professionals and other HR Directors and Managers."* For study purposes, it is valuable to list the role-players consulted. Table 28 indicates HR associations consulted directly or indirectly by the SABPP (2011, p. 4), either by expressing support, or commenting on the HR standards.

Table 28 : HR associations consulted by the SABPP with regard to HR Standards

HR ASSOCIATIONS CONSULTED BY THE SABPP		
African Society for Talent Development (ASTD)	South Affrican Assessment Centre Study Group (ACSG)	Association for Skills Development of South Africa (ASDSA)

HR ASSOCIATIONS CONSULTED BY THE SABPP		
Association of Mining HR Practitioners (AMIHRP)	Association of Personnel Service Organisations (APSO)	Employee Assistance Professionals Association of South Africa (EAPASA)
Executives Global Network (EGN) South Africa – HR Directors Forum	HRD Universities Forum	Human Capital Institute (Africa)
Institute of Municipal Personnel Practitioners of South Africa (IMPSA)	IPM	International Society for Performance Improvement (ISPI-SA)
Nelson Mandela Bay HR Forum	South African Graduate Employers Association (SAGREA)	Society for Industrial and Organisational Psychology (SIOPSA)
South African Organisation Development Network (SAODN)	South African Payroll Association (SAPA)	South African Professional Trainers Association (SAPTA)
South African Reward Association (SARA)	South African Society for Labour Law (SASLAW)	Steel and Engineering Industries Federation of South Africa (SEIFSA)
Western Cape Hospitality Industry HR Forum (WCHIHR)		

Source: SABPP (2011, p. 4)

The SABPP (2011, p. 5) affirms that: *"The level of consultation was extensive, with HR managers from both the private and public sectors participating, as well as non-profit organisations. The launch of the HR Standards was opened by the Department of Public Service and Administration, clearly demonstrating government support for the HR Standards."* Figure 25 provides a schematic overview of the SABPP HR System Standards Model. The definition of each standard is described in the Chapter 1 of this study.

© SABPP HRM SYSTEM STANDARDS MODEL
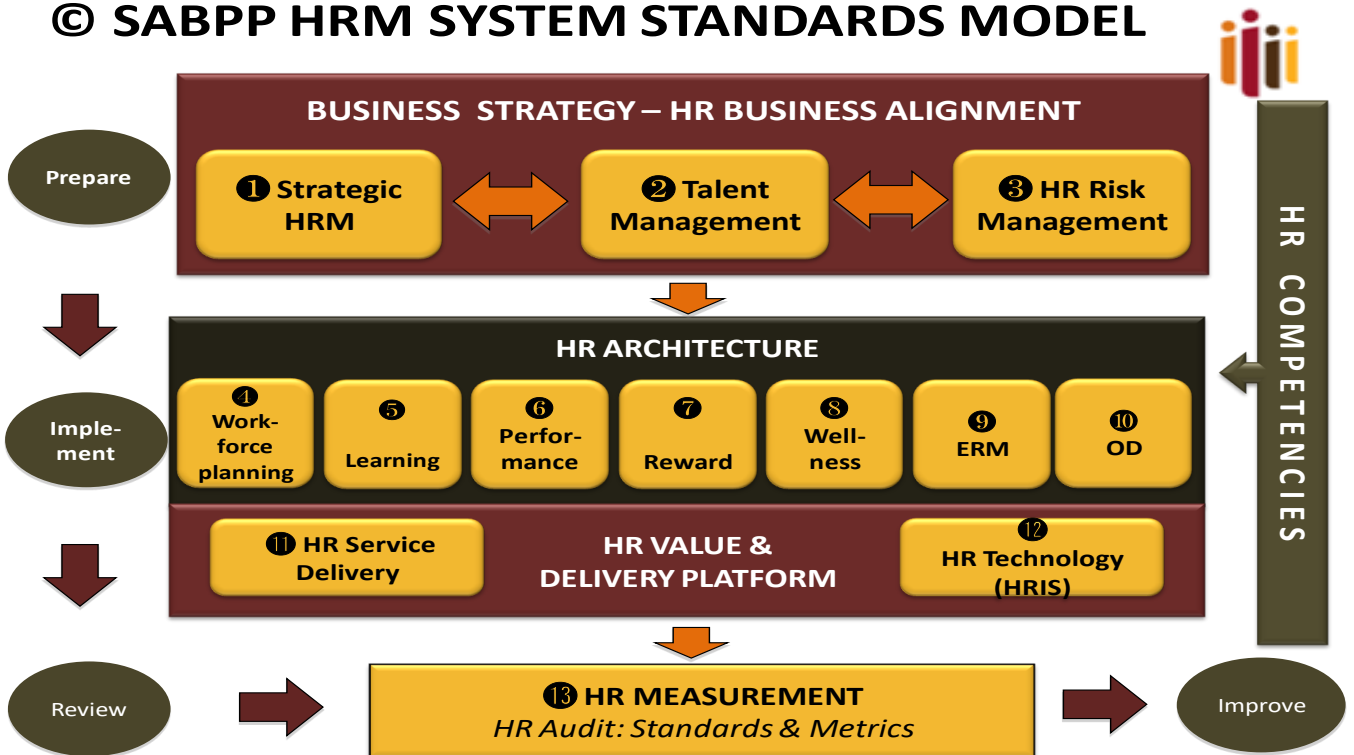
Source: SABPP (2011, p. 2)

Figure 25: SABPP HR Systems Standards Model

The SABPP (2011, p. 7) reports that: *"Already 21 universities have committed to developing their curricula based on the output of the National HR Standards Initiative. Thus, we have influenced the next generation of the HR talent pipeline with a new HR standards framework for South Africa".*

For the PITM it is valuable to take note of international acknowledgements provided to support South African HR standards. According to the SABPP (2011, p. 5) *"...positive comments were received from several countries such as the USA, UK, Zimbabwe, Zambia, Australia, Kenya, Netherlands, Swaziland, Lesotho and Botswana."* According to the SABPP the following international organisations indicated their support for the standards, the

- *"Chartered Institute of Personnel and Development in the UK;*

- *Society for Human Resource Management in the* [United States of America];

- *Institute of People Management of Zimbabwe;*

- *Zambia Institute of Human Resource Management;*

- *Institute of People Management of Namibia; And the*

- *Institute of People Management of Swaziland."*

The SABPP reports that during *"Phase 3"* the development of Professional Practice Standards followed. (SABPP, 2011, p. 8) followed. The Professional Practice standards (typical HR practices applied by most organisations) are listed in Table 29. These standards will ensure that the PITM involves the complete spectrum of HR standards for the workplace.

Table 29: SABPP professional practice standards

SABPP PROFESSIONAL PRACTICE STANDARDS		
Succession planning	Career management	Recruitment
Selection	On-boarding	Diversity management
Employment equity	Mentoring/coaching	Grievance procedures
Disciplinary procedures	Collective bargaining	Dispute resolution
Absenteeism management	Employee engagement	Workplace learning
Training needs analysis	Learning design	Learning facilitation
Learning evaluation	Learning culture	Graduate development
Performance appraisals	Organisation design	Change management
Knowledge management	Organisation culture	Leadership development
HR Information Systems	Remuneration	Wellness program

Source: SABPP (2011, p. 8)

In practice, it may be expected from HR graduates to establish an HR department in a small- or medium-sized business. Wärnich et al. (2015, p. 12) provides a summary of another HRM model with its subfields. Undergraduate or postgraduate students learn when they are requested to compare the content of the workplace models and provide recommendations. This could also be done by adding the models and standards into practical assignments .

Boselie (2010, p. 65-66) provides a list based on 104 empirical articles from 1994-2003 which provides twenty-six HR activities showing a realistic overview of HR activities in practice. Table 30 provides an overview of the list. In relation with the previous models and functions, this list provides a complete picture of the HR standards.

Table 30: Summary of HR activities

Employee security	Employee benefits	Attitude survey	Job analysis
Training and development	Recruitment and selection	Team working collaboration	Communication and information sharing
Autonomy and decentralisation	Formal procedures (grievances)	Socialisation and social activities	Social responsibility practices
Diversity and equal opportunities	Performance-related pay, contingent pay and rewards	HR planning (also career and succession planning)	Family-friendly policies and work life balance
Performance appraisal and performance management	Good wages (e.g. high wages/ salaries, remuneration and fair pay)	Job design and job rotation (also job enrichment and broad jobs)	Internal promotion opportunities and internal labour market
Employee exit management, layoff and redundancy policy	Financial participation (employee stock ownership)	Symbolic egalitarianism (single status and harmonisation)	Professionalisation and effectiveness of the HR function – HR department
Participation (direct participation), empowerment, employee involvement and suggestion schemes	Indirect participation (trade unions, works councils, consultation committees, voice mechanisms)		

Source: Boselie (2010, p. 65-66)

If the PITM could assist to prevent the automation or outsourcing of actions which leads to the closing of an HR department, this study will have been worthwhile. This means that the essence of *"competence"* cannot be ignored or neglected.

2.7.6 Competencies and the HR professional-in-training

In Chapter 1, complete definitions are provided for the concept of *"competence"*. The previous section on the HR professional and workplace standards, the content on workplace functioning was reviewed. This section will review competencies required by HR professionals. The question may be asked: *"Why are these competency models relevant to the PITM for the HR professional model?"* As a point of departure, it is valuable to

understand the difference between knowledge, skills and abilities. Table 31 provides a brief overview of explanations for the concepts *"knowledge, skills and abilities".*

Table 31: Explanation of the concepts knowledge, skills and abilities

KNOWLEDGE	SKILLS	ABILITIES
Knowledge is the theoretical or practical understanding of a subject. Knowledge may include firm-specific understanding of systems, procedures and operations, but may include a general understanding of the business and society (Boselie, 2010, p. 216).	Skills may include administration using specific computer programs, advising people, analysing data, interpreting languages, teaching and instructing others, presenting findings and new policies, and chairing meetings (Boselie, 2010, p. 216).	Also known as "*capability"* or *"capacity".* Abilities represent the individual employee's capacity to perform certain tasks in the future. Employee abilities or competence reflect the individual's potential contribution (Boselie, 2010, p. 216).
What you need to know (Meyer and Orpen, 2012, p. 13).	What you need to do or perform practically (Meyer and Orpen, 2012, p. 13).	The physical or mental power or skill needed to do something (Cambridge, 2008: p. 2)

Source: Boselie (2010), Meyer and Orpen (2012) and Cambridge (2008)

Due to the ongoing global financial crises, Brits and Veldsman (2014, p. 1-2) refer to competencies required by central bankers. They define *"competency": "as a composite of knowledge, skills and attributes that lead to worthy job performance."* Within the results section of their research they include *"ethical competencies"* as part of their competency clusters. (Brits and Veldsman, 2014: p. 6). This clustering add value to the importance of ethical conduct in the workplace. For the PITM this type of competence could be of high value.

Ulrich (2014, p. 2) refers to *"competence"* by stating: *"Competence means that individuals have the knowledge, skills and values required for today's and tomorrow's jobs. One company clarified competence as right skills, right place, right job, right time."* This statement highlights that defining concepts may be simple, but that the content of the concepts is powerful.

"Competence" is one of the basic precepts required in good HR governance. *"Competence"* is part of the foundation of professional knowledge and therefore the aim of the PITM. Intagliata, Ulrich and Smallwood (2000: p. 12-23) as cited by Wärnich et al. (2015, p. 555-556) identify five employee competencies critical to performance excellence within an organisation. These competencies can ensure *"performance excellence"* in the PITM. Table 32 provides the competencies as well as their value to this study.

Table 32 : Competencies – a critical lever to produce performance

EMPLOYEE COMPETENCIES – INTAGLIATA et al., (2000: p. 12-23)	INTERPRETATION TO THIS STUDY
Competencies provide direction.	This study intends to provide HR professionals with direction and hope for the future. It also aims to use HR as lesson for other professions. Focusing on competencies in HR lead to results and a positive support environment.
Competencies are measurable.	As professionals move through the various levels in the PITM, their progress and career achievements could be measured and consistency could lead to fairness in treatment.
Competencies can be learned.	Each level in the PITM provides a miscellany of new knowledge and competence that may lead to higher degrees of professionalism.
Competencies can distinguish and differentiate the organisation.	The PITM could provide opportunities to organisations to reflect and compare themselves with other similar organisations. The outcomes of these comparisons could be useful for strategic alignment to enhance their ROI – the prevention of losses and enhancement of earnings.
Competencies can integrate management practices.	This PITM could assist HR professionals to ensure that they form valuable partnerships with other acknowledged professions. Strict conduct is required to recruit and appoint competent HR professionals at all levels.

Source: Wärnich et al. *(2015, p. 555-556)*

Competence creation is a process that should start during education and training, to ensure that individuals are recognised as professionals. Figure 26 provides an overview of the SABPP HR Competency Model.

SOUTH AFRICAN HR COMPETENCY MODEL
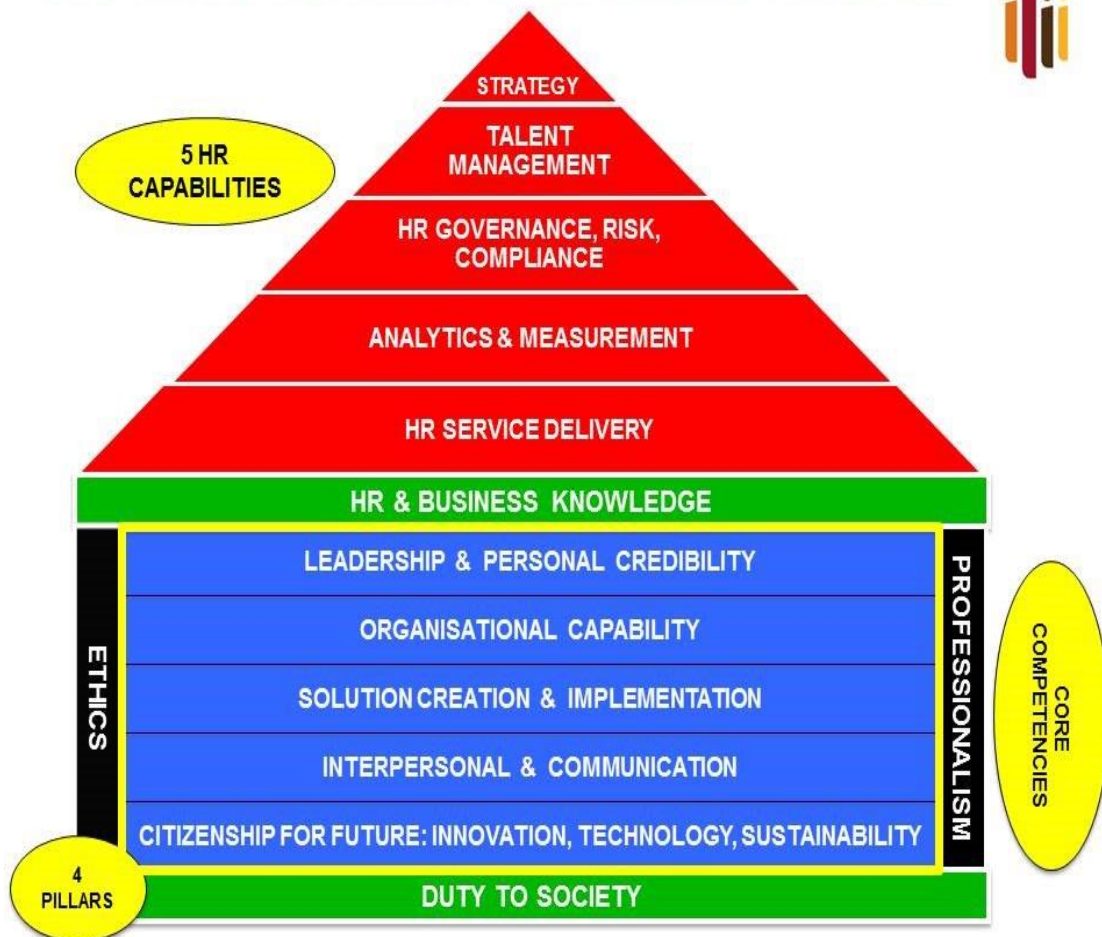
© SABPP 2012

Figure 26: SABPP Competency Model

Pracstacos, Soderquist and Vakola (2005) as cited by Wärnich et al. (2015, p. 560) provide an example of a *"competency-building"* model. A competency model is defined as: *"The written description of all competencies needed within the organisation.*" Various competency identification methods are available to use. Wärnich, et al. (2015, p. 562-563) describe some of these models: *"Job Competencies Assessment Method, the Competency Menu Method and the Modified Developing A Curriculum method".* This includes reference to the execution

of a: *"Capabilities Audit – that provides information on how well the organisation delivers on its required capabilities and which can lead to the design of an action plan for improvement, if necessary."* When combining these various models with available HR auditing tools, useful information is available for professionals in practice. Figure 27 provides an example of a competency-building model to be used by HR professionals.

Step 1
Competencies generated from: - Current and future trends in the industry - Core capabilities in leading firms - The organisation's strategy

↓

Step 2
Synthetic list of competencies and scope

↓

Step 3
Generalise ability, creation of competency areas and sorting of competencies by areas

↓

Step 4
Validation of competency framework
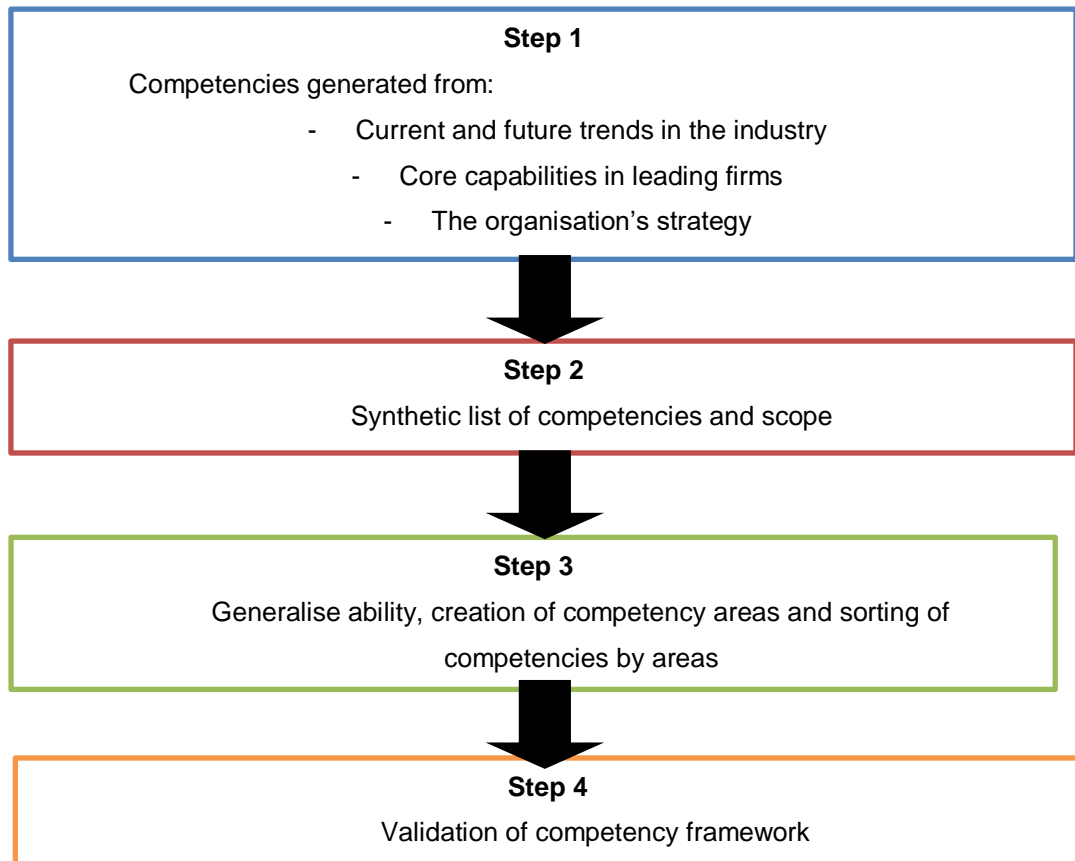
Source: Pracstacos, Soderquist and Vakola (2005) as cited by Wärnich et al. (2015, p. 560)

Figure 27: A Competency Building Model

Table 33 provides alist of possible additional roles and responsibilities for HR professionals. It is fundamental that the education and training of HR professionals include aspects not directly appended to HR tasks and responsibilities.

Table 33: Additional roles and responsibilities for HR professionals

Economic actors	Advertising	Arbitrating	Regulating
Social significance	Supporting	Lubricants of commerce	Executive
Researchers	Organizational models	In-house professionals	Professional alumni networks
Management consultancy	Career management advice	Facilitate transnational trade	Setting business standards
Cognitive, normative and regulative capabilities	Critical roles in the education, health, justice fields.	Understanding core issues affecting organisations	Studies of African, Asian or South American professionals
Autonomy, external control, collegiality, commitment to the client (Brock, Powel, and Hinings, 1999 as cited by Brock et al., 2014, p. 2).			

Source: Brock et al. (2014, p. 1-11)

The above shows that the HR professional will be the main character/player within the PITM in order to demonstrate specific "competencies" to guarantee service delivery to the industry.

Hoevemeyer (2004) as cited by Wärnich et al. (2015, p. 558) refers to competence as: *"behaviour, knowledge, skill or capability that describes the expected performance in a particular work context (e.g. job function)."* This definition provides useful insights for a PITM for the HR profession. This definition emphasises the importance of psychological and behavioural traits required by a HR professional.

2.8 WORK IDENTITY AND HR PROFESSIONS

Cambridge (2008, p. 1678-1681) defines various *"work"* related definitions. When building a *"work identity"* several of the concepts below impact the formation of a *"work identity"*. Table 34 provides a summary of the concepts.

Table 34: Cambridge dictionary work identity related concepts

CONCEPT – CAMBRIDGE (2008)	DEFINITIONS
Work (p.1678)	*"An activity, such as a job, which a person uses physical or mental effort to do, usually for money. Work is an uncountable noun and refers to a activity that someone does in their job. To talk about a particular piece of work or the regular work that someone does to earn money, don't say 'work', say job. (p.1679)"*
Workplace (p.1678)	*"A place where a person goes specially to do their job. Workplace refers to a building or room where people perform their jobs, or these places generally. (p.1681)"*
To be in work / out of work (p.1679)	*"To have a job, or not to have a job."*
To get / set to work (p.1679)	*"To start doing a job or a piece of work."*
Workable – having effect (p.1680)	*"Describes a plan or system that can be used effectively."*
Workaholic (p.1680)	*"Person who works a lot of time and finds it difficult not to work."*
Worker (p.1680)	• *"Someone who works in a particular job or in a particular way."* • *"Someone who works for a company or organization but does not have a powerful position."*
Work ethic (p.1680)	*"The belief that work is morally good."*
Work experience (p.1680)	• *"The experience that a person already has of working."* • *"A period of time in which a student temporally works for a employer to get experience."*

CONCEPT – CAMBRIDGE (2008)	DEFINITIONS
Workforce (p.1680)	*"The group of people who work in a company, industry, country."*
Work-life balance (p.1681)	*"The amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy."*
Workload (p.1681)	*"The amount of work to be done, especially by a particular person or machine in a period of time."*
Workmanship (p.1681)	*"The skill with which something was made or done."*
Identity (p.713)	• *"To recognize someone or something and say or prove who or what they are."* • *"To feel you are similar to someone in some way and that you can understand them or their situation because of this."* • *"Who a person is, or the qualities is, or the qualities of a person or group which makes them different from others."*

Source: Cambridge (2008)

Smith, Crafford and Schurink (2015: p.1-12) investigate the impact of *"work identity experienced by individual team members during a project wherein they were studying work identity themselves."* It is interesting to note that one group of researchers studied another group of researchers, who are busy with the same topic. Smith et al., (2015: p.1) Their main findings emphasise the importance of the *"meaning and purpose in the professional activities..."* This means, in essence, that the forming of work identity relies on purposeful professional activities and that: *"Contextual realities and the way in which individuals approached the possibility of shifts also seemed to play a significant role."* The question comes to mind: 'Will the substantive PITM for the HR profession be able to build and sustain a professional work identity?' Smith et al. (2015: p.1) state that their study *"has implications for organisations looking to improve productivity through an understanding of work identity."*

2.9   ACADEMICS AND THE PITM FOR THE HR FIELD

Schultz (2010, p. 1) states that: *"The South African higher education system experienced a complex restructuring process of merging higher education institutions."* Further, that:

"Challenges like anxiety, low morale, work errors and loss of motivation can be caused by restructuring." (Arnolds, 2005, p. 22-29 as cited by Schultz, 2010, p. 1). The author continue: *"HR professionals add value when their efforts help people to achieve their goals."* (Schultz, 2010, p. 2)*.*

Coetzee and Rothman (2004: p. 29-40) as cited by Takawira, Coetzee and Schreuder (2014, p. 2) state that: *"Academics are essential to societal life, because they are responsible for educating the leaders of society, as well as for conducting scientific research and furthering knowledge."* The author of this study is of opinion that the foundation of a PITM for the HR profession will be set by the quality of imparted HR knowledge and skills. The PITM cannot be implemented without the partnership of academics.

In closing, Ngobeni and Bezuidenhout (2011: p. 9961-9970) as cited by Takawira et al*.* (2014, p. 2) sketch the following picture with regard to academics leaving educational institutions: *"However, higher education institutions in South Africa have become vulnerable to losing their highly qualified knowledge workers to well-paid offers from the private sector, and headhunting from other higher education institutions internationally."*

2.10 LESSONS LEARNT

The author of this study learnt the following lessons during the literature review:
- It is required to maintain a workable administration system to document and safeguard valuable data, both in hard and soft copy, for the duration of this study and future use. An evidence-based approach is required. It becomes difficult to search for articles referred to in this study if a suitable administration system is not maintained.
- Approach each potential source of information with a step-by-step approach.
- There are many available sources of information, to decide on the appropriate source to use required skills that had to be learnt.
- Continued focus on the *"bottom line"* or purpose of the study is essential. It entails constantly revisiting the research topic, questions and objectives.
- The literature review process led to new expectations and fresh insights.
- The experiences of completing the literature review created an excitement to proceed and learn more, to explore phenomena and to continue with the next part of the study.

2.11 CONCLUSION

In this chapter, an in-depth critique of literature addressing issues embedded within the research topic was investigated. A particular structure was followed wherein main literature sections were identified and addressed. The primary parts of literature include aspects related to literature review strategies applied and professionalism. The literature review focused on literature from local and international perspectives to ensure that the research questions and objectives were covered. Valuable lessons learnt by this author were also offered.

The following chapter will focus on the type of study undertaken, the type of research design followed and the challenges or limitations experienced.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

In this section the type of study undertaken is discussed *"in order to provide acceptable answers to the research problem or questions."* (Mouton, 2001, p. 49)*.* This includes reference to motivate and explain the type of research design followed and the challenges or limitations of the design.

This chapter will focus on the following:

- A discussion on what led to the discovery of the research topic and questions.
- An understanding of the choice of research design and methods.
- Explanation of the research paradigm.
- A description of the enquiry strategy and the broad research design.
- Sampling as well as the data collection processes.
- The data analysis is next and the assessing and demonstrating of quality and rigour of the proposed research design is conducted.
- The importance of the research ethics is stipulated. Lastly
- The chapter close with the conclusion.

3.1.1   <u>Interest in the research topic</u>

Prior to deciding on a research topic, questions and objectives, the author of this study had to decide on a HR topic or field that has not been researched in depth yet. The field of HR is dynamic as human resources are required to manage business. The author of this study labour in the field of HR for more than fourty years and are interested in a research topics or opportunities which could be of value to industry and to address problems related to HR. *"Curiosity"* to investigate research opportunities in HRM and HRD followed.

"Curiosity" opens the door to research. Brynard and Hanekom (2006, p. 1) state that: *"Human beings are curious by nature – they want to know more about things or objects to satisfy their curiosity."* The authors use the example of advancement of knowledge in the aviation industry over the years. The example they provide it worthwhile noting. The authors state that research leads to *"the construction of aircraft and associated means of transport,*

the development of rocket fuel and rocket construction, it was eventually possible to construct a spacecraft which could be used to transport human beings from the earth to the moon. The combined result of all the research pertaining to aviation, aircraft, rocket fuel and rocket construction was that man's curiosity about the moon could be satisfied to some extent."

The research topic developed out of various discussions with the study supervisor to identify possible research problems in the HR profession in South Africa. The author of this study came across the *"Three Worlds Framework",* as described by Mouton (2001, p. 137-142), which explains the positive impact of finding solutions to problems. This author's curiosity had to be satisfied by ensuring that the origin, nature and impact of problems were understood.

3.1.2   The "Three World's Framework"

This section focuses on the *"Three World's Framework"* by Mouton (2001, p. 137-142). This framework helps to understand the importance of application of theoretical knowledge in the various world's humans may operate within. For the HR profession scientific research results could provide answers to various 'real life' problems they experience in their respective workplaces.

Mouton (2001) describes the three worlds as:

- **World 1:** Everyday life and lay knowledge. Mouton (2001, p. 138). Examples referred to include interaction within *"the families, the workplace, the school, the church and many more".* The knowledge obtained through *"learning, experience and self-reflection"* is known here as *"lay knowledge".* Mouton (20011: p.138) Mouton (2001: p. 138) states that this knowledge is *"essential to being human and enables us to lead a human life."*
- **World 2:** The world of science and scientific research. According to Mouton (2001: p.138) entering a *"master's or doctoral study"* the world of science is entered where objects from World 1 are subjected to *"systematic and rigorous enquiry."*
  World 3: The world of meta-science. Mouton (2001: p. 138-139) states that human beings reflect on their actions. In this world being critical and to base

decisions on *"reasons and justification"* surface as important aspects in the lifes of humans. (Mouton, 2001: p.; 138)

The above framework helps to understand the meaning and use of aspects related to research. The framework help's to *"to organise one's thinking about science and the practice of scientific research."* Mouton (2001, p. 141). This includes aspects related to critical thinking, as executed in the research process. Brynard and Hanekom (2006, p. 1) state that scientific investigation is possible, and that it is essential to ensure that facts are *"objective, trustworthy and valid".*

3.1.3   Scientific research

As part of the introduction, it is important to understand the meaning of *"research"* prior to looking at the explanation of research design and methods.

Anderson (2009, p. 6) refers to research as *"finding out things in a systematic way in order to increase knowledge".* The author continues: *"such a definition takes account of scientific enquiries that occur in laboratory situations and relate to the physical world as well as enquiries into the nature of human interactions and processes, the context of which is the real world."* Anderson (2009, p. 6) summarises research in HR as *"the systematic enquiry into HR issues to increase knowledge and underpin effective action."*

These definitions support the view that the PITM will be an *"effective action"* result from research. Brink (2006, p. 2-3) refers to research in science as *"exploration, discovery and careful study of unexplained phenomena."* Cambridge (2008, p. 1211) refers to research as *"a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding..."* From various definitions on research Brynard and Hanekom (2006, p. 3) finalised their definition as *"research, or scientific enquiry, is a procedure by means of which an endeavour is made to obtain answers to questions and to solve identified problems in a systematic manner with the support of verifiable facts."*

Berg (2014) provides valuable inputs on research in a psychology in the work context. When investigating the roles and responsibilities of HR in the workplace, the various HR standards and functions could not be ignored. Bergh (2014d, p. 501) refers to various problems in the

work context requiring solutions. When referring to the explanation of the Three Worlds' Framework in Section 3.1.2 the content of Table 35 makes sense. This table provides examples of work problems, encountered on a daily basis, requiring attention and research.

Table 35: Examples of life- and work-related problems

New technology implementation	New Legislation implementation	Prejudice about gender, race, sexual orientation or religion
Economic redistribution	Downsizing and mergers in organisations	Employee and union actions in pursuit of better salaries and other benefits
Complaints about poor working conditions	Using psychological testing in job selection	Problems in productivity and work performance
Workplace conflicts between employee groups	Issues surrounding the death penalty	Behaviour of politicians
Determinants of well-being	Stress	HIV/Aids in workplaces

(Source: Bergh, 2014d, p. 501)

Table 35 confirms the need for scientific research to address to provide solutions for life-and work-related problems. Bergh (2014d, p. 501) confirms the importance of research outcomes to find solutions for problems. Brynard and Hanekom (2006, p. 2-6) provide various reasons for undertaking research, including the elements and dimensions of research. This includes a section on what research is not, and the nature of research.

3.1.4   The research topic

The research topic followed after thorough research in the field of study (Mouton, 2001, p. 27). The need was identified to develop a substantive PITM for the HR profession in South Africa. Under the guidance of the study supervisor a process followed to enter the need for a PITM into: *"The world of science and scientific research."* Mouton (2001: p. 138).

Under guidance of the study supervisor the following research topic was presented and approved, worthwhile to investigate: *"Towards the development of a substantive PITM for the HR profession".* According to the guidelines of Mouton (2001, p. 39-41), it is believed that the research topic is relevant, intellectual stimulating, and that the results of the study could be used by others for many years to come.

3.1.5 Research problems or questions

The main research question: *"Is there a substantive PITM for the HR profession in South Africa?"*

The secondary research questions:

- *"From a professional body perspective, what would the content (principles, standards, competencies) of a PITM for the HR profession in South Africa be?*
- *How should such a PITM be governed by a professional body to assure that the expectations of the South African government and industry will be met?*
- *Are there any limitations or suggestions to be noted that could impact on the PITM?"*

The summary of the questions redirects the focus, as required for this section of the study.

3.1.6 Selecting the appropriate research design

Mouton (2001, p. 55-57) provides a suitable introduction to the selection of an appropriate research design. This means a focus on *"what kind of study will the author be doing"*, including the *"type of study or research process will best answer the question that the author has formulated"* in 3.1.5. This study focuses on a topic related to HR. A qualitative research approach will be applied and discussed in more detail further in this study. The principles of a scientific research process provide clear guidelines to follow to ensure that information obtained is relevant and valid.

A research design refers to *"a plan or blueprint of how you intend conducting the research."* (Mouton, 2001, p. 55). Before selecting the appropriate research design, the question was answered in the previous sections (3.1.4 and 3.1.5): *"What made the author curious about the topic on developing a substantive PITM for the HR profession?"* The researcher submitted the required research proposal outlining the detail plan on how this study will be conducted. It is important to note that this study focus on the perspective of a national HR governance body.

For the purpose of understanding the research topic, understanding of the meaning *"model"* *is required.* The Reader's Digest Illustrated Oxford Dictionary (1998) as cited by Brynard and Hanekom (2006, p. 5) refers to a *'model'* as *"the representation, replica or copy of an existing thing or of a proposed structure. It is indicative of a particular design or style. In the social sciences, a model consists mainly of words – a description of the most prominent aspects of a phenomenon."* The substantive PITM focuses on the HR profession in South Africa, although it is believed that the value could be for the global HR industry.

3.1.7   Significance of research design and methods

In various studies, the author of this study noted that authors refer to this chapter as *"Research Design and Methods"*. Anderson (2009, p. 50) states that: *"Research design is about turning your research ideas into a project. The terms 'methodology' 'research design', 'research strategy' and 'research tactics' are used...".* Anderson (2009, p.50) states that 'methodology' refers to *"the philosophical framework or orientation within which your research is based (for example, positivist or interpretivist). Your methodology forms the basis for your justification of the research design that you formulate and the specific tactics or methods of data-gathering that are used."* Further that, research design refers to the *"framework that you devise to guide the collection and analysis of your data.... The research data is therefore the general plan that will describe how you intended to achieve your research aim, answer your research questions, and so on."*

Research methodology *"is also referred to as the strategy for research"* (Brynard and Hanekom, 2006, p. 28). The aim of this chapter is to describe and justify the research methodology adopted in this study. This chapter indicates what was done from identifying and selecting the data sources to the processes followed to ensure correct data analysis and interpretation of the data.

Brink (2006, p. 191) provides an easily understandable figure of the purpose of *"research methodology"* when stating that the meaning refers to:
- A broad section to *"inform the reader of how the investigation was carried out".*
- What the *"researcher did to solve the research problem".* And
- To *"answer the research questions.*

Figure 28 provides an overview of the research methodology content applicable to this study. Working through the subjects, instruments and data collection, research design and strategy, and data analysis provide a structured approach to ensure research methodology requirements are adhered to.
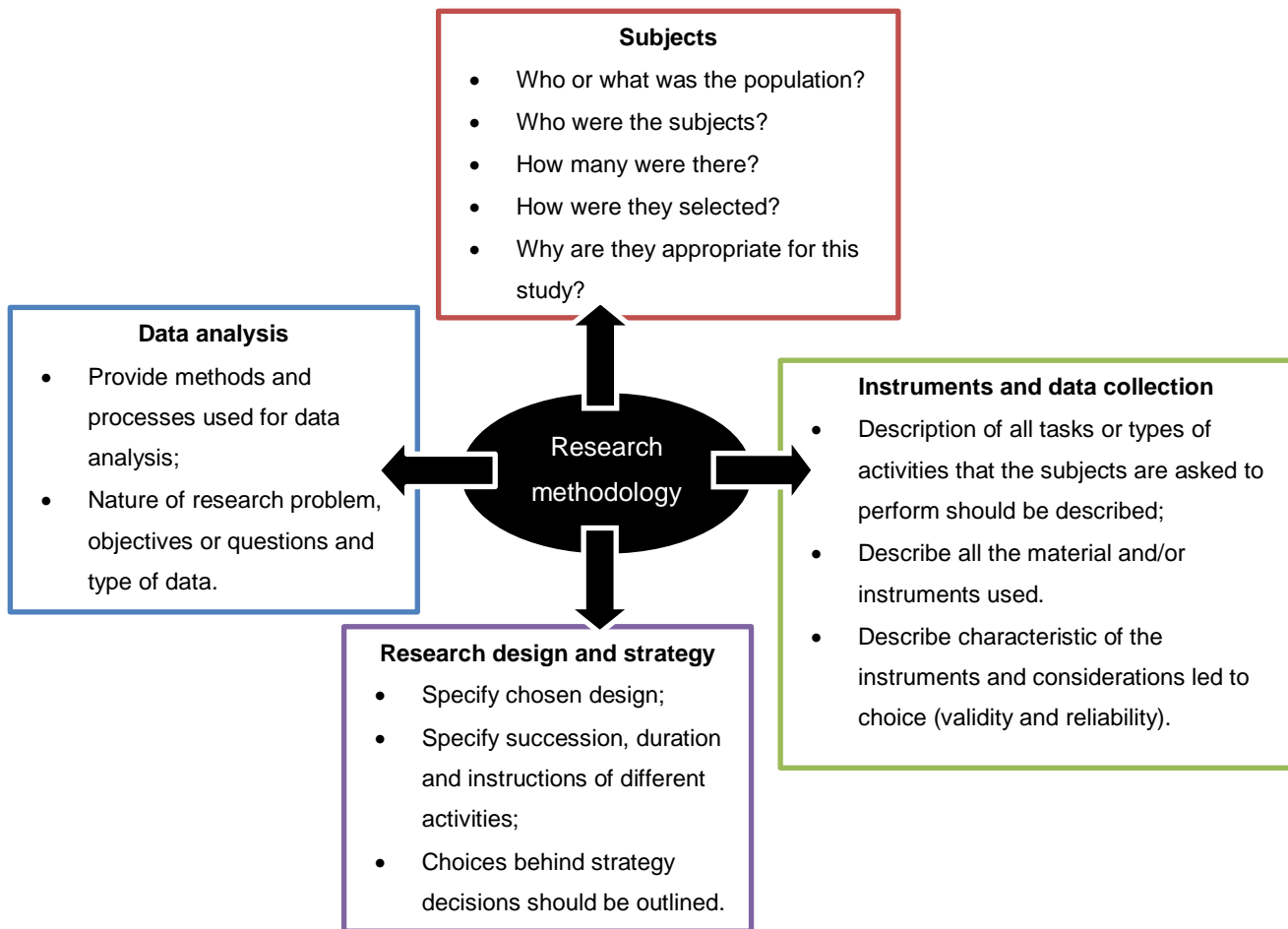
Source: Brink (2006, p. 191-192)

Figure 28: Research methodology

Bryman and Bell (2015, p. 28) state that a *"research design provides a framework for the collection and analysis of data",* and that a *"research method"* is a *"technique for collecting data. It can involve a specific instrument, such as a self-completion questionnaire or a structured interview schedule, or participant observation whereby the researcher listens to and watches others."* For this study various data collection instruments are available.

Mouton (2001, p. 99) offers a framework wherein conducting the fieldwork can be submitted by tracing the stages in the enquiry procedure. Feedback on this chapter will be provided by applying the various phases of the enquiry procedure. This study focuses on an *"applied research"* (Brynard and Hanekom, 2006, p. 7) approach, to solve an *"immediate"* problem in the field of HR.

3.1.8 Qualitative research

This is a qualitative research method *"executed by analysing and classifying data into themes in a more clinical or subjective way, based on behaviour observation, and by analysing of written and spoken language....qualitative research with interpretive and constructionist research."* (Bergh, 2014d, p. 508). The research findings will also contribute to the HR field as a profession. It is important to note that the research focuses is on the development of a professional-in-training *"model"* for the HR profession. This section will be explained in more detail further in this study.

3.2 RESEARCH PARADIGM

In this section, the author of this study will clarify the nature of a *"paradigm"* and discuss the nature of this study.

3.2.1 The role of a research paradigm and nature of this study

In the previous section, the definition of *"research"* was provided. What is a research paradigm? According to Cambridge (2008, p. 1030) a *"paradigm"* refers to *"a model of something, or a very clear and typical example of something..."* Mouton (2001) explains the logic of the research process (Mouton, 2001, p. 46-47). Mouton (2001) states that *"all empirical (social) research conforms to a standard logic. Irrespective the kind of study and independent of the methodology used, all empirical projects conform to this logic."* Mouton (2001, p. 46) refers to the *"ProDEC"* framework of social scientific reasoning. The *"idea"* leads to:

- **Pro** = A research *problem.*
- **D** = *Research design.*
- **E** = Empirical *evidence.*
- **C** = *Conclusion.*

In the preliminary research data has been collected and analysed to show whether there is a need in South Africa for a PITM for the HR profession. It is the intention of the study that the outcomes and findings will be to the advantage of the industry and economy of South Africa.

In the previous chapter, the literature review indicated the value and importance of aspects surrounding *"professionalism".* The study hopes to address various professional-in-training aspects such as what *"profession", "professional"* and a *"HR professional"* mean. Further, the study addresses which aspects are available to be used as approaches that will eventually form a part of the model. The content of the study will be to the advantage of the working industry. This includes for example HR graduates entering first time employment. To assist them with knowledge to ease into their new workplaces and career in the HR field. The It is the intention that the PITM be used by the graduates as a guide throughout their career, until they terminate their services or careers in HR.

It is important to become *"competent and well-read in multiple research paradigms and inquiry approaches"* (Ponterotto and Grieger, 2007, p. 424). The author of this study should be able to identify relevant journals to include in this study. According to Ponterotto and Grieger (2007, p. 425) the advisement or mentorship of the study supervisor forms a vital part of this author's qualitative research skills development. The caution suggested by Ponterotto and Grieger (2007, p. 426) to conduct a multi-method or mixed-method dissertation is taken to heart. It is clear from their article that a high level of research experience is required for this approach.

This is an exploratory study of HR knowledge. The study attempts to develop a model acknowledged by industry, educational institutions, and HR governance bodies such as the SABPP. In future governance bodies such as the SABPP may be responsible to ensure the implementation and governing of HR standards and competencies. The objective to uncover many solutions as possible, and respect the opinions and insights of participants as advocated by Ponterotto and Grieger (2007, p. 411).

The preliminary research study for the research proposal added to the value of the research process. Perspectives on standards and competencies within the process have not been ignored, in line with the recommendations of Mouton (2001, p.121-126).

This study was coducted in three phases:

- Phase 1 of the research process begun by a need to equip HR professionals-in-training with the knowledge, skills and abilities they require to be recognised as professionals in South Africa. The research question and topic were submitted for approval.
- In Phase 2 of the research design process, a literature review, was completed, following on from the preliminary review done to write the research proposal.
- In Phase 3, the study was implemented, and under supervision this dissertation finalised.

In Figure 29 the CEO of the SABPP, Marius Meyer, holds an uncompromising position with regard to the question of standards, and the importance thereof in HR. His standpoint summarizes the nature and importance of this study. His view summarises the importance of quality in HR. He gave a presentation in 2014 which clarifies his outlook on the urgency of addressing standards in he HR field.
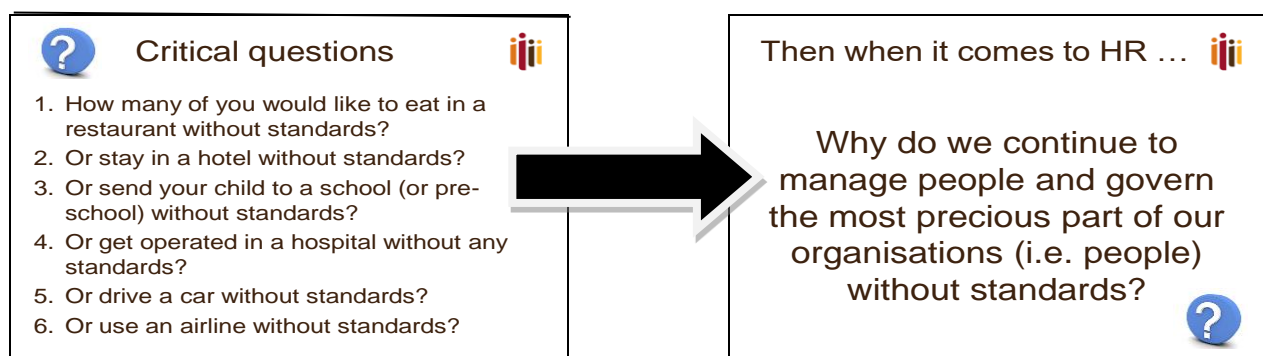
Source: Meyer (2014)

Figure 29: Critical questions regarding the practice of HR

3.2.2   Description of research methodology guidelines, categories of data sources and the data collection approach

According to Mouton (2001, p. 99-101) *"data sources"* can be classified into *"categories of observation, self-reporting, archival/documentary sources and physical sources."* This study applied the process of self-reporting which includes personal and group face-to-face

interviewing. The information collection was gathered by acquiring new information (primary data collection). This data access was based on the use of documents retrieved from the literature review. A *"constructivist approach"* was implemented in this study with interaction between the author and the participants.

Table 36 provides a brief overview of research methodology guidelines followed in this study.

Table 36: Research methodology guidelines on research

MAIN SECTION	CONTENT	APPLICATION TO THIS STUDY
Reasons for undertaking research	*To make rational, fact-based decisions.*	The sources consulted and methods applied in each chapter strive to ensure rational and fact based content to assist decision-making.
	To schedule research and to ensure that the actions taken are aimed at goal realisation.	From the start of the study, the author scheduled each activity to ensure that the complete research topic was addressed. It was valuable to often reflect on the research questions and objectives.
	To ensure the optimum utilisation of available resources.	The resources required were identified and managed within time and cost constraints.
	To determine which areas, in the field of operation of the organisation, tend to be problematic.	The various areas were identified within the preliminary literature review and the research proposal. The research proposal content shows that this study could contribute to the field of HR.
	To devise methods for the resolution of problems and the application of corrective measures through alternative strategies.	The author of this study established that the appropriate course to follow was the use of personal and group interviews as well as conducting an in-depth literature investigation. Constant review of the study, as the final product emerged, assisted to prevent and address research and content problems.
	To increase knowledge and understanding of a particular phenomenon.	The outcome of this study is evidence of learning and understanding of the HR field as a

		whole; but especially HR standards, competencies and the impact of WIL.
	To test the continued applicability of particular theories regarding specific situations.	The test of continuity could be done between the in-depth literature investigation and the outcome of the interviews. It is recommended that the practical testing could form part of further studies.
Elements of research: • *Research problem* • *Research design* • *Empirical evidence* • *Conclusions* *(The next column refers to the sub-elements of the above elements)* *De Vos et al. (2002, p. 78-79), quote from Babbie and Mouton (2001, p. 72) as cited by Brynard and Hanekom (2006, p. 2)*	*Curiosity about the unknown.*	Many unknown areas were identified prior to the execution of the research. This curiosity lead to the selection of the topic and completion of this study.
	Searching for data to explain the unknown.	The investigation of references and interpretation are evidence of the research process executed to obtain data to explain the unknown.
	Satisfying the curiosity by finding an answer pertaining to the unknown.	The chapter on the results of this study provides an overview of research content lessons learnt. This study will lead for the author of this study to further study in this field of HR.
	Determining the truth of the answer.	The research processes followed in this study provided relevant content. It is important to build the research processes on the content of the research topic.
	The practical use of the answer.	The sections discussing the *"profession", "professional", "in-training"* and *"HR professionalism"* are available for further use in practice. The SABPP is the proud intellectual property owners of a practice developed HR System Standards – and South African HR Competency Models which provide many answers to the industry. SABPP's model, and other models, is available for future use by the industry.

Dimensions of research. (Mouton, 1996, p. 28-32;35;41-43;46) as cited by Brynard and Hanekom (2006, p. 3-4)	*Epistemological*	The study is driven by a pursuit of valid knowledge, to better understand the field of HR and the challenges facing the HR professional in the work place. The author of this study strived to present research results which are true within the availability of resources.
	Methodological	During this study, the author worked systematically and was goal directed in order to achieve the final outcome. Various research methods as well as a systematic approach were used. The author believes that the research outcomes are valid and useful to the HR profession.
	Sociological	Consistent reflection on meaning retrieved from sources lead to many valuable lessons learnt
	Ontological	The HR field is part of the social world. In-depth investigation must be done in order to lead to a better understanding of HR practices, standards and competencies. This study provides information regarding the nature of HR professionals as individuals as well as workplace actors.
Nature of research	*Stating the problem.*	The absence of a substantive PITM for the HR profession.
	Describing the goal.	The development of a substantive PITM for the HR profession.
	Dividing the main problem into manageable sub-problems.	Within the research proposal research questions and objectives were identified and integrated into this study. The research topic is an example of a problem investigated.
	Formulating a hypothesis or theoretical statement.	Statement: From the perspective of a professional HR board in South Africa, it is possible to develop a representation or

	proposed structure for a PITM for the HR profession.
Considering the availability of relevant information.	In the preliminary literature review process the availability of information was determined. Although the absence of an existing model was indicated, the in-depth study of the components of the research topic has led to the expected results.
Gathering data	The gathering of data was done through the in-depth investigation of literature and the conducting of personal and group interviews. The formal process followed ensured the expected outcomes.

Source: Brynard and Hanekom (2006, p. 2-6)

3.2.3   Qualitative research and qualitative content analysis approach

This section confirms that a qualitative research and content analysis approach was followed in this study. Anderson (2009, p. 180-181) broadly categorise qualitative data as *"encompassing information in the form of words and language from observation and participants, one-to-one interviews or conversations, individual accounts or diaries (electronic and paper-based) of events and/or activities, focus groups (or other group interviews)."* Anderson (2009, p. 181) presents the different types of qualitative data. Figure 30 provides the figure.
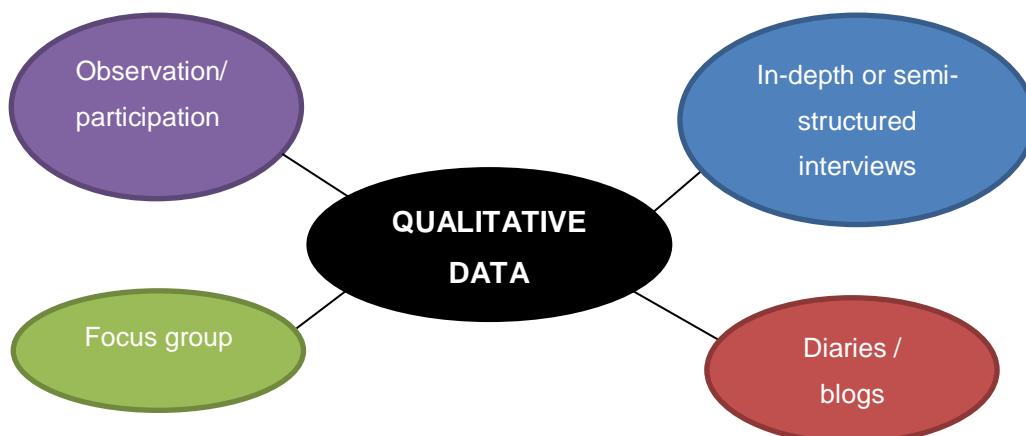
Source: Anderson (2009, p. 181)

Figure 30: Different types of qualitative data

Qualitative research seeks to *"preserve the integrity of [4]narrative data and attempts to use the data to exemplify unusual or core themes embedded in contexts."* (Terre Blanche, Durrheim and Painter, 2006, p. 563). Quantitative research, although not used in this study, can also refer to *"Research in which data are collected or coded into numerical forms, and to which statistical analysis may be applied to determine the significance of the findings."* (Terre Blanche et al., 2006, p. 563). Bryman and Bell (2015, p. 537) states that qualitative research *"usually emphasizes words rather than quantification and analysis of data".*

Qualitative content analysis refers to: *"An approach to documents that emphasizes the role of the investigators in the construction of the meaning of and in texts. There is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analysed (and the categories derived from it) appeared."* (Bryman and Bell, 2015, p. 537) The content of Chapter 4 of this study is an example which confirms this definition. This section forms a central part of this study.

3.3 DESCRIPTION OF ENQUIRY STRATEGY AND BROAD RESEARCH DESIGN

3.3.1 Research design approach followed

Within the research design, it is valuable to report on the methods of data collection and analysis used. This includes reference to the operational aspects applied in this study (Brynard and Hanekom, 2006, p. 12). During the design phase interview questions were developed for the reporting of personal and group face-to-face interviewing. Due to the nature of this study no previous interview instruments could be utilised. A clear interview schedule was adopted (Mouton, 2001, p. 103). The author of this study presented the interview questions to his supervisor prior to use in the field. The interview questions were prepared from a South African perspective, although international perspectives were not

---

[4] Narrative analysis refers to *"A qualitative research method based on the notion of life as narrative, which seeks to reveal the way in which people construct life narratives around particular experiences, like disease."* (Terre Blanche et al., 2006, p. 561)

neglected. Figure 31 indicates the valuable meaning of this research process within research methodology.
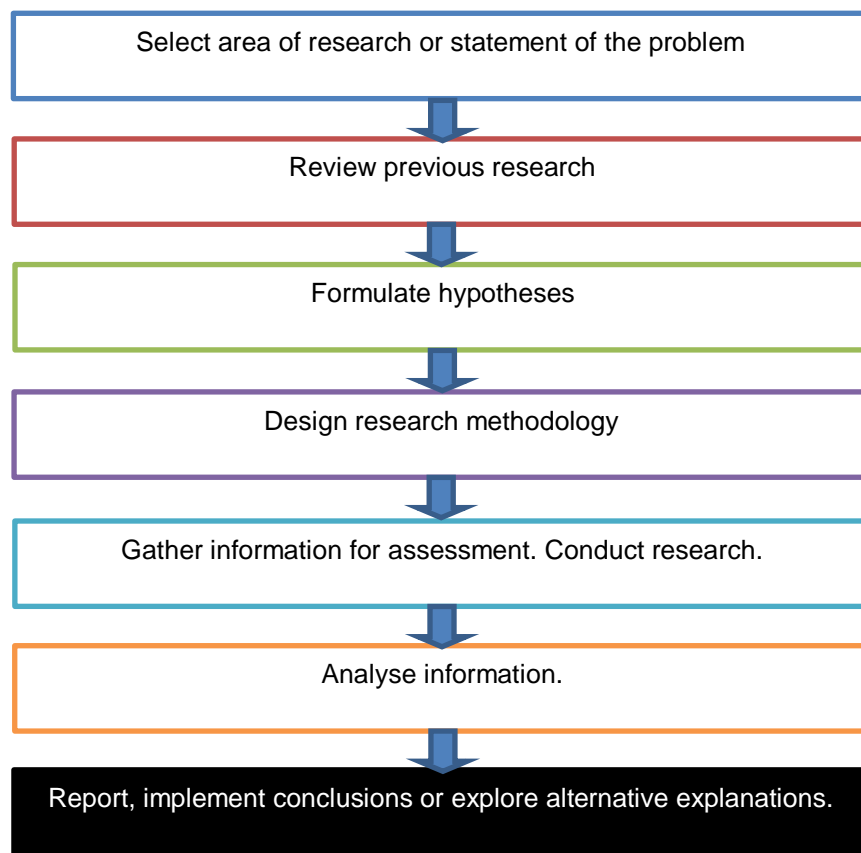
Source: Bergh (2014d, p. 507)

Figure 31: Steps in the research process

This process indicated in Figure 31 is the core of research methodology. These steps ensure scientific requirements are met. The search for data is part of a bigger picture. Mouton (2001, p. xiv) explains the *"relationship between the 4P's (preparation, planning, process and product) as part of the project cycle and the steps of effective learning".* The 4P's offer an overview of the process a study could follow to arrive at a final research point.

Tis study went through similar steps of research development to arrive at the final product. Figure 32 provides an overview of the research project cycle.
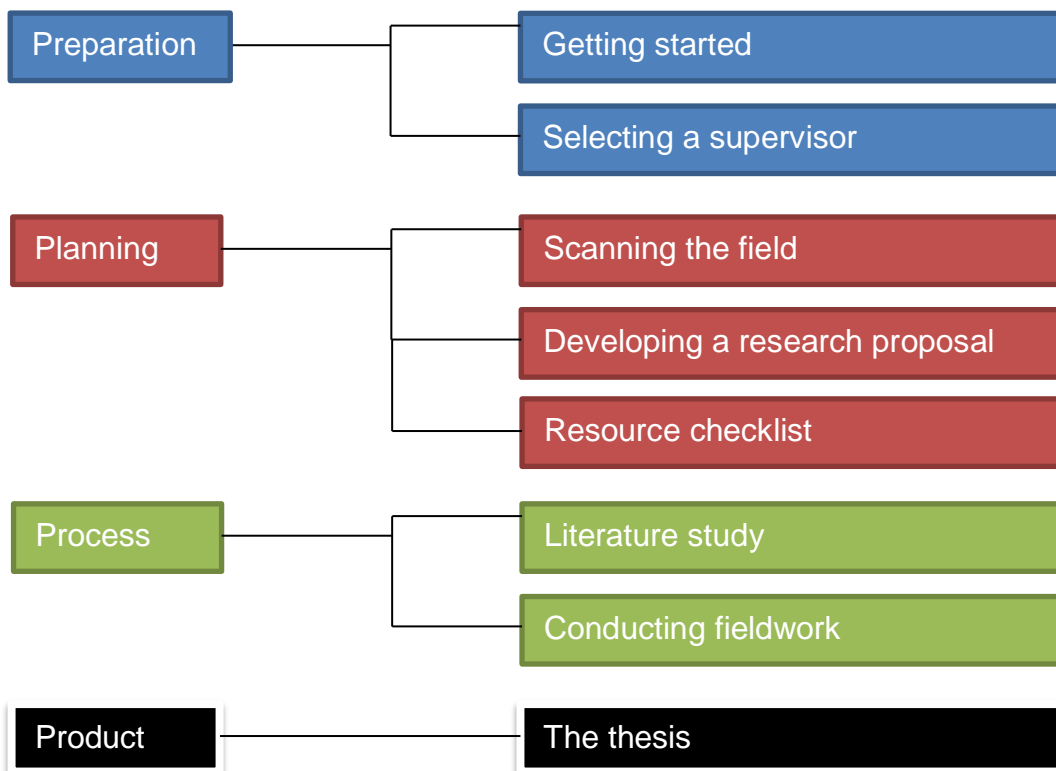
Source: Mouton (2001, p. xiv)

Figure 32: Mouton's 4P's project cycle and steps of effective scholarship

Although questions were developed, during the design the author consciously kept in mind the possible *"sources of error in questionnaire/scale construction."* (Mouton, 2001, p. 103). An example is that for the interviews in this study no piloting or pre-testing could be performed. The author strived to prevent any form of ambiguousness or vague questions. The interviewees' questions were developed in such a way to prevent waste of time and the collection of unneeded or irrelevant data.

Mouton (2001, p. 144) discusses a variety of general enquiry strategies available to researchers. These include the strategy of mapping design levels. From the preliminary research, an enquiry strategy was identified. During the study, advantages and disadvantages were monitored. This empirical study explored and utilised applicable primary data from sources such as surveys, field experiments and comparative studies of prior research by other scholars.

3.3.2   Research methods

After the research topic was identified, the author of this study refined the research questions and objectives. From there the correct research methods were identified (Cameron and Price, 2009, p. 241). These authors state it clearly that *"choosing appropriate research methods may present a substantial challenge if you are a new researcher."* (Cameron and Price, 2009, p. 241).   It is, therefore, crucial to understand the characteristics of each research method.

As suggested by Cameron and Price (2009, p. 242) this author defined the means of investigation. The research purpose was clearly defined and thereafter, the research methods were chosen. A qualitative data research approach was followed in this study. As suggested by Cameron and Price (2009, p. 243), the issue considered was the location of the research. The perspective selection of the study narrowed the location to Parktown, Johannesburg, South Africa. This selection eased the cost burden and made the administration process more effective. Cameron and Price (2009, p. 243) refer the reader to the importance of the literature. This author believes that the choice of the research approach favours the selection of literature and that the outcomes of this study will eventually favour the HR field as a whole.

Cameron and Price (2009, p. 244) refer to the impact of time on research. The approach of applying the interview technique contributed to the richness of the process. Valuable lessons were learnt from the practical experience during the planning, execution and transcribing processes. This author believes that the outcomes of these processes answered the research questions and objectives.

3.3.3   A continual review strategy

This step ensure that the research process stay on track. Within their publication Cameron and Price (2009, p.246-247) refer to a research story, *"Enzo and the Internet".* In this research story, valuable questions are asked with regard to the research design. Table 37 provides a summary of the content as well as the application value on this study. The following questions assisted this author, at this stage, to ensure that this research is still on track.

Table 37: Enzo and the Internet questions - research design

NO	QUESTION	APPLICATION ON THIS STUDY
1.	About my research question: *"Am I trying to demonstrate something?"*	Yes. This author wishes to demonstrate that HR is a profession with clear standards and functions, with professional individuals possessing various levels of competencies, functioning in various learning environments in their industries throughout their life spans. The author will need *"solid"* (p.246) data (literature) and facts available from, for example, an HR governance body in South Africa, to be able to investigate this research opportunity.
	About my research question: *"Am I trying to explore something?"*	Yes. This author wants to explore, argue and prove that this study could provide a foundational, substantive PITM for the HR profession, starting with the extremely important perspective of a professional HR governance body in South Africa.
	About my research question: *"What is my level of analysis?"*	This author's research is looking at the complete content of the research topic. This includes a perspective from a high level of HR governance. It also includes the following aspects and their relation to the field of HR: *"What is a profession level?* *What is a professional level?* *What is an "in-training" model?* *What is a HR professional level?* *Lastly, to prove that South Africa could be a global leader in HR with regard to the development of professional orientated models."* This study will focus on the field of HR. From this point forward, this author was able to determine who the respondents would be.
	About my research question: *"Who are my respondent groups?"*	It was important for this author to establish and decide on an HR governance body actively involved in the public as well as the private sector in South Africa. This author was searching for an HR governance body in South Africa with a valid track record responsible for: Governance of HR professionals in South Africa.

- Registration of HR professionals.
- HR standards and competency models. Preferable that these HR standards and competencies are negotiated or developed in partnership with industry. The standards and competency model of the governance body must be their registered intellectual property and protected by copyright.
- The HR professional governance body must be active involve with ETD. This includes accreditation of HR programs in higher education institutions such as universities, colleges, academies and training centres/ institutions. It is preferable that the governance body has a solid partnership with, for example, SAQA and the NQF. This will lead to the accreditation of training providers, the registration of moderators and assessors.
- The governance body must have a track record of HR auditing in the industry. This auditing must be done at the required HR standards.

The SABPP was selected as the respondent group due to its track record on the above issues.

2.	About the literature: *"What are the most common approaches?"*	The author of this study took note of the importance of the literature review process. From the start of this study, various database systems were investigated. Mouton (2001, p. 210-227) provides a comprehensive list of available resources. In this study, a strategy for researching literature is referred to in more detail. This author approached the literature review keeping in mind guidelines provided by Mouton (2001, p. 90-91) The guidelines include: - Exhaustive in covering main aspects of the study. - Try to be fair in its treatment of authors. - Provision of a literature review which is topical and not dated. - A literature review is not confined to internet resources only. This author used electronic as well as books and printed articles.

	• Planning of the literature review was done on flipchart papers as well as on the computer. Headings were updated when the content was updated through regular review. This author strived to ensure well organised planning in the literature review process. The investigation of literature from the industry as well as scientific articles was incorporated within the investigation of data. The library services of the UP also assisted to search for possible literature to use. The establishment of a research administration system was used to ease future referencing. This includes regular electronic backup and a hard copy filing systems.
About the literature: *"What methods of data collection are used?"*	After thorough investigation the following two methods were applied: Self-reporting in the sense of personal and group face-to-face interviewing (Mouton, 2001, p. 99-105). This included the conducting of interviews with semi-structured personal and group interview questions. Archival/ documentary sources of historical documents, speeches, letters, etc. (Mouton, 2001, p. 99;105) This includes an in-depth analysis of content, documents, articles and books on research topic content.
About the literature: *"What methods of data analysis are used?"*	A qualitative data analysis approach was followed in the interviews and available research data during the analysis and interpretation. All interviews were recorded and transcribed. Mouton (2001, p. 108) states that analysis involves *"breaking up the data into manageable theme, patterns, trends and relationships."* This approach leads to comparison between various theories or models and lastly, the interpretation value for this study.
About the literature: *"What skills and resources do I have?"*	The author has learnt that he should be able to do the following: • Understand the foundational components and intent of scientific research.

		• Prepare the research project (getting started, scanning the field under investigation).
		• Planning the research (research proposal and resource management).
		• Conduct a research process with confidence (literature review and fieldwork).
		• Provide an acceptable research product (thesis).
		• Apply correct referencing rules and formats.
		• Strive to keep to research ethics.
		The following resources were available for the study:
		• Electronic capturing equipment (computers, audio capture machines and transcribing equipment).
		• Own administration and filing systems.
		• Office space with required equipment and furniture.
		• Electronic and hard copy filing systems.
		• Transport and financial infrastructure.
		• Time to work on studies.
		• Assistance and ethical support from colleagues and supervisor.
		• Library facilities and infrastructure of the UP.
		• Moral and spiritual support from the author's spouse, family and friends.
	About the literature: *"Would the approaches from the literature be acceptable to my stakeholders?"*	The outcomes of the preliminary research process has already answered this question The motivation for this study and the benefits thereof were captured and approved in the research proposal. The stakeholders provided sources of information which were captured in this study. This author believes that the in-depth analysis of data and the interpretation of valuable information will be beneficial to the HR industry in future.
3.	About the context: *"What are the stakeholder's demands?"*	The stakeholders are, for example, the SABPP. It is important for the SABPP to respect their intellectual property with regard to their standards and competency models. The privilege to refer to and investigate the content of the standards and competencies is noted. The SABPP requested that the

outcomes of the completed thesis be made available for their further use. It is important for this author not to become biased in the research.

About the context: *"What are the time limits?"*	It is important for this author to complete the thesis as soon as possible..
About the context: *"What are the resource constraints?"*	From the start, in-depth planning was conducted to identify and deal with any potential constraints. At this stage of the research process, no resource constraints are report.
About the context: *"What is the motive for my research?"*	The motives of the research are: - Invest time to capture, in this study, forty years or more of work experience in this field, which could be used in future research projects. - Contribute valuable information on *"professionalism"* to the HR field at all levels. - This author is sixty-one years of age, and would be able to start his doctorate studies after successful completion of this thesis. One is never too old to learn.
About the context: *"What are my strengths and limitations?"*	Strengths: - Availability of a professional HR governance target group, willing to assist by providing research information. - Although there are no formal HR departments in organisations, HR management still remains a component/function in organisations. - Availability of research subject matter experts who can be contacted, who are willing to advise and still respect the role of the study supervisor. - Availability of research resources and opportunities. - Knowledge and experience of many years of practical work in various industries, including the field of EDT. - Psychological and moral support from spouse, family and friends. Limitations:

	• The mind-set of becoming older and that today could be this author's last day. This mind-set leads to the mounting of pressure to complete the study.
	• No other limitations known to this author.
About the context: *"What support/advice systems do I have?"*	This author knew that it was important to establish support systems from the start of this study. The following support systems were identified and were applied throughout this study:
	• Administration system: Keeping evidence and recordings to ensure quick future reference, including a specially equipped workstation at home and at UP to work on studies.
	• Information technology system: This includes the purchase of equipment and software. Financial investment was made to purchase computers, printers, software programmes, external hard disk drives, recording and transcribing equipment, etc.
	• Psychological and spiritual support: This author's wonderful spouse, family members and friends The author's Heavenly Father to whom he prays for wisdom and understanding and the physically ability to cognitively be able to study.
	• Information gathering and analysis: The use of textbooks, and articles from friends and members of staff as well as internet resources (Much appreciation is given to Liezel Styger from the UP library services for her kindness and help through the years of study).
	• Mentorship support received from Mr Tobie Engelbrecht and Professor Melanie Bushney.

Source: Cameron and Price (2009, p. 246-247)

After completion of the above, this author realised that the study is still on track and focused.

3.3.4   **Emperical approach (Participatory approach)**

The author of this study applied the guidance provided by Mouton (2001, p.150) on how to conceptualise, select cases, choose a mode of the observation and sources of data,

analyse, and reflect on strengths and limitations and the main sources of error. The focus in this study has been on using an empirical approach (Mouton, 2001, p. 150-152). The details are set out in Table 38.

Table 38:   Empirical study: Participatory research / action research

AREA SPECIFIED BY MOUTON	APPLICATION IN THIS STUDY
Description / definition	- Participants formed a fundamental part of the study. - This is a qualitative methodical approach. - Insight has been gained from the perspective of a professional HR board on the development of a PITM for the HR profession. - The SABPP's established partnerships and commitments to the South African government, the HR industry, education, training and development institutions have been explored. - The professional registration and HR Systems Standards and Competency Models provide an opportunity to the SABPP to fulfil its responsibility to the HR community.
Design classification	This is an empirically based study. As outlined in the literature review, this study focuses on primary and textual data. This author noted the unease regarding "low control" with this method.
Key research questions	Questions have been developed to ensure as much valid exploration of the research data as possible. Questions were aligned with the primary research question. From the outcomes of questions, various action research questions developed. This approach provided more information, and recommendations for future studies and articles. The focal point is action. This action was based on the perspective of the SABPP.
Typical applications	This study is action research-based. The outcomes will have an impact on the theory, professionalism as well as WIL.
Conceptualisation / mode of reasoning	There is more focus on inductive than deductive reasoning. The emphasis is on the perspective of the SABPP, its members and their views on the HR PITM. Based on a review of prior research, from the perspective of a South African HR governance board/ body, there is no evidence that a substantive PITM for HR professionals currently

AREA SPECIFIED BY MOUTON	APPLICATION IN THIS STUDY
	exists. The SABPP has learnerships and a candidate programme, which was investigated as part of this study.
Strengths	• The SABPP has already committed itself formally to participate in this study and participated in a professional manner. • This author feels positive and will be successful. • The absence of a national HR PITM allows for the development of a new model for WIL. • Contributors and resources are available. • Further study revealed more strengths.
Limitations	Potential limitations were identified during the study programme. Difficult situations were discussed with the supervisor. This author addressed various limitations in the preliminary research.
Main sources of error	This author prevented potential errors. Potential sources of error include: • Sampling errors. • Questionnaire errors. • Possible refusal to participate. • The level of involvement of the SABPP from the start to ensure high response rates.

Source: Mouton (2001, p.150-152)

In summary, in line with Mouton (2001, p.150-152), the author of this study believes that there is helpful and sufficient existing information and prior literature available on the chosen topic. The basic purpose of this study is exploratory.

Key features of research are *"diagnosis of problems or issues, considering how to solve them, taken action, and evaluating the effectiveness of the action".* (Anderson, 2009, p. 23). As evident within the literature review chapter of this study, various key-features were identified and investigated. The analysis led to various processes being identified and has already been applied in the field of HR on governance and operational levels. The fact that this study could now form the basis for further investigation to determine the perspectives of the other HR role-players in industry is positive. With further studies, the application in

practice could be evaluated. From this study, various other research initiatives could be initiated.

3.3.5   Interviews and scheduling

Kelly (2006, p. 297) states that *"Interviews are skilled performances".* Cambridge (2008, p. 757) states that interviews are to *"ask someone questions in an interview."* Interviewing is part of the data-gathering techniques in qualitative research (Kelly, 2006, p. 297). Anderson (2009, p. 186-189) confirms the previous viewpoint by stating that interviews are: *"A more common form of qualitative data gathered in the majority of projects by HR practitioner researchers come from interviews. Qualitative data is generated by in-depth unstructured interviews and can also be generated from [5]semi-structured interviews."* The specific type of data collection refers to semi-structured personal as well as focused group interviewing (Mouton, 2001, p. 104-105). It was important to prevent *"error in data collection"* (Mouton, 2001, p. 106).

The guidelines provided by Mouton (2001) assisted in the prevention of any form of bias or the deliberate distortion of facts. Table 39 provides an overview of background why the author of this study had decided on the data-gathering technique applied as part of this study.

Table 39: Data-gathering technique applied as part of this study

DATA-GATHERING	QUOTES BY KELLY (2006, p. 297-317)	QUOTES BY VARIOUS OTHER AUTHORS AND GENERAL COMMENTS
Definition, types or background	*"At one level, interviews are simply conversations, similar to the hundreds of short and long conversations we have all the time, but at the same time they are also*	Mouton (2001, p. 99) refers to *"interviewing category"* as *"self-reporting"* which is divided into the example of *"Personal and group face-to-face interviewing".*

---

[5] *"A term that covers a wide range of types. It typically refers to a context in which the interviewer has a series of questions that are in the general for of an <u>interview guide</u> but is also to vary the sequence of questions. The questions are frequently somewhat more general in their frame of reference from the typical found in a structured interview schedule. Also the interviewer usually has some latitude to ask further questions in response to what are seen as significant replies."* (Bryman and Bell, 2015, p. 538).

DATA-GATHERING	QUOTES BY KELLY (2006, p. 297-317)	QUOTES BY VARIOUS OTHER AUTHORS AND GENERAL COMMENTS
	highly skilled performances. Natural form of interacting with people than making them fill out a questionnaire, do a test, or perform some experimental task, and therefore it fills well with the interpretive approach to research."	According to Brink (2006, p. 151-152) the concept *"interview"* refers to *"a method of data collection in which an interviewer obtains responses from a subject in a face-to-face encounter, through a telephone call or by electronic means."*
Advantages and disadvantages	*"It gives us an opportunity to get to know people quite intimately, so we can really understand how they think and feel."*	Further that, the *"most common errors"* are *"Interviewer bias, which is related to certain personal characteristics, such as perceived affiliation, race and gender effects."* (Mouton, 2001, p. 106). According to Brink (2006, p. 151-152) *"interviews"* are a method frequently used. They state that *"interviews"* are the *"most direct method of obtaining facts from a respondent...."* and that interviews are useful in *"ascertaining values, preferences, interests, tasks, attitudes, beliefs and experience."*
Practical theoretical application	** The difference lies in the way the interview (or any other similar linguistic event) is seen. Whatever meanings are created in the interview is treated as co-constructed between the interviewer and interviewee."*	The clarification from Brink (2006, p. 152) on *"focus group interviews"* is interesting. This study applied a *"focus group interview"* as part of data collection, which may consist of *"interviews with groups of about 5 to 15 people whose opinions and experience are requested simultaneously.*
Attributions for this study	*"The interview could be:* • *Planned to obtain specific content*	The author of this study found both the types of interviews useful and the process a learning event. From both

DATA-GATHERING	QUOTES BY KELLY (2006, p. 297-317)	QUOTES BY VARIOUS OTHER AUTHORS AND GENERAL COMMENTS
	• *Set-up and recorded* • *Executed* • *Transcribed and provide opportunity to keep records* • *Done one-to-one and with a group of respondents* • *Interpretation could be confirmed by further research, including documentary sources."*	the types of interviews, the following contributions were made to this study: • Participants shared their thoughts. • Various viewpoints were provided to ensure that the complete picture could be obtained and interpreted. • The data collection technique also allowed for relevant probe questions to reduce uncertainty. • All interviews were audio-recorded (tape recorder) with the consent of the respondents.

Sources: Kelly (2006); Mouton (2001); Brink (2006)

From the preparation process prior to the interviews and the eventual conducting of the interviews, various lessons were learnt and actions taken. The process of preparing for the interviews ensured that the interviews were conducted well. This includes the design of the interview, preparation of interviewees, preparation of interviewer, conducting the interviews, the strategies to capture feedback notes, creating a positive interview environment and keeping accurate records and notes (Anderson, 2009, p. 189-202). The advantages and disadvantages of focus group interviews are important to consider during the preparation and conducting of interviews (Neuman, 2006, and Saunders et al*.,* 2007, as cited by Anderson, 2009, p. 200).

The interview schedule for this study was developed. The interview schedule refers to a *"collection of questions designed to be asked by an interviewer...."*. (Bryman and Bell, 2015, p. 534) Factors that could hamper access to the required sources of data were monitored

closely, as recommended by Kotzé (2010, p. 9-11). The required electronic infrastructure and office facilities to conduct the study were made available.

3.3.6   Literature study as an integral part of the research process

The SABPP granted permission to their sources of relevant information for this study. Table 40 provides a summary of the available sources.

Table 40: SABPP sources made available for the literature review

SABPP MAIN SOURCE	PUBLICATIONS	APPLICATION (PREDOMINANTLY QUOTED DIRECTLY FROM THE SOURCE)
SABPP dissertations and theses	"*Human Resource Management as a Profession in South Africa*" (Janse Van Rensburg, 2009).	• Clarification of concepts such as *"professional"*. • *"Professionalism"* of HR in South Africa. • History of the SABPP. • Governance in other leading professionals (Janse Van Rensburg, 2009).
SABPP-published books	Ethical Competence in HR Management Practice	• The book is intended for HR professionals (registered at all levels), for HR academics and HR students. • This book will be used to supplement interactive ethics workshops, which will be required for Continuing Professional Development (CPD) (SABPP, 2014a). • It addresses ethical dilemmas and problems which may be encountered by professionals-in-training during their career lifespan.

SABPP MAIN SOURCE	PUBLICATIONS	APPLICATION (PREDOMINANTLY QUOTED DIRECTLY FROM THE SOURCE)
		• This publication forms an important part of the SABPP's ethics "Help Line"' Ethics Pamflet and Handbook (SABPP, 2014f).
SABPP research reports, papers and professional guidelines.	HR Student Employability Published January 2014	• Research was conducted in November 2012 with a group of final-year HR students from three tertiary institutions. • Research findings were investigated. Particular care was provided for recommendations.
	Internship – A Guide for Employers, January 2014.	• Many organisations offer internships. At times, it may happen that successful learners are released with little or no support in finding further employment. • The SABPP publishes these guidelines as a compilation of best practice in the area (SABPP, 2014c).
	Bosch, A (ed.), 2014. The SABPP Woman's Report 2014: Work and woman's reproduction health.	• This initiative "*will ultimately lead to equitably [include women] in the South African workplace*" (SABPP and Bosch, 2014, pp.1-45). The PITM caters for equity and affirmative action.
Workshops on SABPP standards	SABPP National HRM Systems Standards Model	• There are 13 national HR standards; the documentation explains the content in detail. It has been included in the literature review.

SABPP MAIN SOURCE	PUBLICATIONS	APPLICATION (PREDOMINANTLY QUOTED DIRECTLY FROM THE SOURCE)
		• The model includes slide show presentation. • These standards form part of various publications. Included in the Bachelors of Commmerce HR degree at UP. • The SABPP also developed a desk calendar type document where the model is summarised for quick reference.
	SABPP National HR Professional Practice Standards.	• "*The 19 Professional Practice Standards (PPS) is part of the National HRM System Model, launched in 2013*" (SABPP, 2014b). • Each PPS sets out the operational/ tactical process that constitutes good practice in a particular area of HR management.
	SABPP South African HR Competency Model	A competency model is an important component for any profession.
Workshops on SABPP auditing	SABPP Candidate Programme, January 2013 SABPP Candidate Competency Development, April 2013	• The SABPP has an HR Audit Unit. It provides external assurance on HR Standards. • It is required that HR professionals-in-training have knowledge and experience on HR auditing. • HR Audit Workshops – During these workshops, specific programmes are used. This

SABPP MAIN SOURCE	PUBLICATIONS	APPLICATION (PREDOMINANTLY QUOTED DIRECTLY FROM THE SOURCE)
		includes sensitising on the HR Standards and HR Competency Model. The new HR National Audit System is explained. The content forms part of the literature review of this study.
		• During 2015, the SABPP had its first HR Audit Certification ceremony. During the ceremony the HR auditing went live (The why, what and how of HR auditing).
		• "The SABPP is a professional body for HR (SABPP, 2014c). This 17-page toolkit provides an intensive list of HR elements to be audited, the type of evidence and likely sources of evidence.
		• Suggested future research: Is it possible to educate and develop HR professionals-in-training to become "junior auditors" as part of, for example, talent management?
Internal programmes at the SABPP	SABPP candidate	• This document provides an overview of the SABPP Candidate Programme.
		• This document provides essential information which could assist the HR PITM. According to the SABPP, they already had 87 candidates, of whom 16 registered in 2011 and 48 in 2012. The

SABPP MAIN SOURCE	PUBLICATIONS	APPLICATION (PREDOMINANTLY QUOTED DIRECTLY FROM THE SOURCE)
		SABPP Mentoring Committee was involved in this initiative. There were three levels of candidate registration, candidates with a certificate, diploma and a degree.
	Pilot Mentoring Programme Guide for Mentees, April 2012	• "*The SABPP is leading a drive to encourage and support HR practitioners to continuously improve their own competence and skills*" (SABPP, 2012). • From this five-chapter document, the perspective from the SABPP on mentorship and the HR PITM was determined.
Magazines and newspapers	HR Future www.hrfuture.net	• Various magazines and newspaper clips were investigated. An instance is the publication of the "National HR Standards drive transition to HR governance" article of the SABPP in the *HR Future Magazine.* • In this magazine there is an article posted on the *"Four major HR Milestones"* of the SABPP and the establishment of an HR Academy by the SABPP.

Sources: SABPP

Peer-reviewed articles and books were used. The following sections provide an overview of various important issues related to the PITM obtained during the literature review process.

Individuals will form an important part of a PITM. An individual who is a "professional-in-training" is a social being (Brock, et al., 2014). During the literature review, intensive attention

was focused on HR standards and functions. Some HR functions are generic; others may differ depending on the type of industry. Interaction is part of being human, and hence *"international researchers have increasingly recognised the interaction between work and non-work roles as an interesting and important topic"* (Steyl and Koekemoer, 2011, p. 1). This effect was investigated.

Where there is an individual in the workplace, the value of for example talent management can not be igbored. Talent management could form an important part of a PITM and the retention or turnover of HR talent in the industry must be prevented. The study considered whether psychological ownership has an impact on the retention of professional talent, a question posed by (Olckers and Du Plessis, 2012, p. 1). Recruitment and appointment costs are high. If a professional-in-training programme is not well managed, it could result in high HR learner or student turnover in such a programme. Turnover must be minimised (Stanz and Greyling, 2010, p. 2). It is important for processes or actions in such a PITM to be able to attract and retain HR professionals, to prevent them from leaving the profession and South Africa.

Internship training is an important phenomenon in South Africa. Schoenfelt, Kottke and Stone (2012, p. 100) comment on the impact of successful internship experiences to shape student's professional identities. Mentoring and collaborative projects are implemented and lead to the development of interactions used by students to *"acquire knowledge, gain advice, and get support to guide them through the transition to post college life"* (D'Abate, 2010, p. 143).

During the literature review aspects referring to WIL received thorough attention. The literature study indicates that WIL principles can be integrated into curriculum development and student partnership in learning (Sykes and Dean, 2013). The authors include aspects such as *"examining workplace experiences"* to persuade students to *"think deeply about the application of their classroom learning"* (Sykes and Dean, 2013, p. 179) Workplace thinking and applications will enable further research on *"reflection-on-action, reflection-in-action and practice-based approaches"* (Sykes and Dean, 2013, p. 180). Within the PITM the use of supervisors in the workplace and internships could not be ignored. (Sapp and Zhang, 2009, p. 274).

3.4 SAMPLING

Bryman and Bell (2015, p. 538) state that a *"sample"* refers to: *"The segment of the population that is selected for the research."* According to Terre Blanche et al. (2006, p. 564) sampling *"involves selection of the specific research participants from the entire population, and is conducted in different ways according to type of study."* Kotzé (2010, p. 7-8) explains the purpose of sampling as follows: *"The sampling plan should inter alia indicate how many respondents, participants or other data sources will be selected for inclusion in your proposed study and how they will be selected."*

3.4.1 Population

According to Brynard and Hanekom (2006, p. 28) it is required to identify the target population for the study, also referred to as the *"respondents".* Throughout various stages in this study, the author motivated why the SABPP was selected as the target group.

To sum up, the SABPP was selected due their overall professional governance track record in South Africa. This includes opportunities to register as HR professionals, to carry official status as professionals, alongside other traditional professions. The SABPP is part of various professional bodies recognised by SAQA (June 2012, p. 1-8).

According to SAQA (2012, p. 4), the purpose of the recognising professional bodies is to:

- *"Promote public understanding of, and trust in, professions;*
- *Encourage social responsibility and accountability within the professions;*
- *Promote pride in associations for all professions, including traditional trades and occupations;*
- *Promote and protection of the public by professional bodies from malpractice;*
- *Encourage international leading practice and the raising of esteem for all professions in South Africa;*
- *Facilitate access to data related to professions;*
- *Support the development of a national career advice system;*
- *Encourage the development and implementation of CPD. "*

To meet the criteria for recognising as a professional body (SAQA, 2012, p. 6) the SABPP needs to provide evidence of:

- *"Incorporation as a legal entity, with the human and financial resources to fulfil its mandate set out in statute, charter or a constitution, and showing good governance practices;*
- *Protection of public interest in relation to professional services and associated risks;*
- *Have a set of rules to govern its designations;*
- *Have a CPD process and be able to monitor CPD;*
- *Publish a code of conduct and be able to investigate complaints against members."*

3.4.2   Sampling size and biographical data

The following outline describes the target population for this study:

- [6]Three senior management level members of the SABPP – Individual interviews were held with all participants.
- Staff of the SABPP – Group interview consisting of approximately five participants.

Approximately nine SABPP members were interviewed.

3.4.3   Sampling method

The SABPP was contacted to establish their willingness to participate in the study. This process was conducted in close partnership with this author and the study supervisor to ensure professional conduct. The study supervisor assisted with valuable approach guidelines and feedback to enhance learning during the consultation process. During the consultation process, this author continuously focused on the content of the research topic, questions and objectives.

---

[6] Senior management level member of the SABPP- Positions not mentioned to maintain confidentiality

3.5 DATA COLLECTION

"Data" refers to: *"A collection of information, often in the form of numerical measures of a group of people. Also sometimes used to refer to other kinds of raw material used in research , such as a collection of texts or images."* (Terre Blanche et al., 2006, p. 558).

3.5.1 Introduction

During the planning of the data collection process, the aim was to prevent the most common *"errors in data sources and access to data"* as outlined by Mouton (2001, p. 101). It was, therefore, important to ensure that data sources were accessible, and that access to data was controlled and complete. It was also important to ensure that the copyright on documents used was respected by providing the required referencing. The SABPP also provided a letter stating their willingness to participate in this study. It was important to prevent *"sources of error in using existing instrumentation"* as outlined by Mouton, 2001, p. 102).

3.5.2 Unit of analysis

Terre Blanche et al. (2006, p. 565) refers to a *"unit of analysis"* as: *"The object of investigation which is determined by who or what the researcher wishes to draw conclusion about."*

Two approaches were applied to collect data on the perspective of the SABPP, they were individual and group interviews; and data or information investigation.

3.5.3 The perspective of the SABPP as unit of analysis

This study will explore the perspectives of the SABPP as the professional board. Further reasons for the selection of the perspective of this target group have been discussed in Chapters 1 and 2 of this study.

According to ACSG (2015, p.2), the SABPP is *"the HR professional and quality assurance body of South Africa responsible for the accreditation of 23 universities and 59 learning providers in the HR field".* The CEO, Marius Meyer, a member of the Institute of Directors and Executives, is the author of 21 books and is a regular conference speaker at local and

international events. He *"recently developed the world's first National HR Standards, as well as the new South African HR Competency Model"* (ACSG, 2015, p. 2).

For the PITM it is important to support the South African Government's initiatives. The SABPP initiated a Human Resource Research Initiative (HRRI) in 2007. For HR professionals-in-training, these HRRI's objectives and services need to be kept in mind during their training. (SABPP, n.d. -a, p.2) The HRRI functions as a committee of the SABPP Board. Councils in other industries ensure that their professionals are registered after completing a compulsory internship training.

3.5.4 Sources of data collection as part of literature review
The following SABPP documents, reports and related publications were investigated:
- History publications.
- Candidate programme.
- HR System Standards and Nationals HR Competency Models which were developed in partnership with the HR industry.
- The Code of Ethics as well as the recently published book on Ethical Competence in HRM Practice.
- LQA (Education, Training Quality Assurance Body) documents, inclusive documents related to NQF learnerships and learning programmes.
- The National HR Standards Auditing, including the HR Standard Assessment Tool.
- Various HR research intuitive documents.
- Mentorship programme.
- Professional registration and NQF.
- Monthly-published HR Factsheets (from 2012 to date).
- *HR Future magazine.*
- *HR Voice* – the official communication magazine for all HR professionals.
- Relevant legislation.

3.6   DATA ANALYSIS

3.6.1   Introduction

Rugg and Petre (2007, p. 152) refer on data analysis to: *"Content analysis: what is said in the text, how it is said, and how often it's said".* This statement provides an overview of the meaning of analysis of research content. This author agrees with their statement that the *"first encounter with data consisting of natural language is likely to be a testing experience."* The first encounter with data during the preliminary research was a strange experience that led to a more in-depth analysis of the data to discover meaning for this study.

Anderson (2009, p. 213) argues that *"analysis is the search for explanation and understanding it...."* This point of view confirms the importance of understanding concepts. Anderson (2009, p. 213) continues to explain that the analysis process is present and active throughout the research process. Anderson (2009, p. 213) continue to state that: *"Qualitative data analysis is therefore different in many ways from the analysis of quantitative data. It is a continuous process, closely linked with ongoing data-gathering, and methods by which it is undertaken are less standardised."* For the development of a PITM it is valuable to understand the function of data analysis prior to finalising the choice of a data collection approach.

The author of this study became aware of the process involved in gathering of data and the intensity of understanding and reducing the data into *"manageable proportions...."* (Anderson, 2009, p. 213). The author of this study learnt to *"explore key themes and patterns"* and to move towards *"[formulating] meaningful conclusions that can be justified on the basis of your analysis."* This author sees the coding process as a reflection of the perspectives of respondents from a data collection process on the substance of a substantive PITM for the HR profession.

Kotzé (2010, p.11) emphasises the significance of data analysis. A qualitative data analysis process was followed in this study, and research questions were clarified. It was important to understand the nature of what was being investigated (Anderson, 2009, p.113). This process included continuously gathering data to be analysed. From this data, themes were generated, and categories and codes allocated. Information was reduced to manageable proportions contained in key themes and patterns. Notes, including feedback notes, were

written for actions, and charts and tables generated. Records were maintained, including a filing system. From the data investigation, meaningful interpretation and conclusions were followed, verified or reviewed to culminate in the research report. This includes evaluation, explanations and conclusions formulated from theory (deductions) and data analysis (induction) (Anderson, 2009, p. 213-215).

A number of approaches and techniques to analyse data collection were used. The author of this study did as follows:

- Recorded interviews, analysed and stored the data.
- Used open-ended interview questions, within the scope of practice, as approved by the supervisor prior to use (the outcomes of these questions contributed to the intention of the study).
- Used and respected all the required permission documents during the analysis phase.
- Respected the participants' confidentiality.
- Typed up the content of each interview in detail for analysis.
- Provided the complete analysis outcomes to the supervisor to verify completeness.
- Investigated the summary notes (the combination of notes and the literature study eventually lead to the national substantive PITM for the HR profession).
- Reviewed the literature on the theory and applied the outcomes in the data analysis to provide theoretical as well as practical meaning.
- Asked additional questions and analysed the answers to obtain additional information or to clarify uncertainties.
- Code all information into various sections of meaning – each section was investigated and interpreted, and theoretical and practical meaning applied, recording the outcomes from which the final research report was compiled.

No additional equipment, facilities and/or expertise were required to analyse the required data. The author of this study outsourced the editing and typist activities.

3.6.2   Open coding inductive process

According to Terre Blanche, Durrheim and Kelly (2006, p. 322-327) coding refers to a step in the interpretive data analysis: *"During the activity of developing themes, you should also be coding your data. This entails marking different sections of data as being instances of, or relevant to, one or more of your themes. You might code a phrase, a line, a sentence, or a paragraph, identifying these textual 'bits' by virtue of their containing material that pertains to the themes under consideration."* This explanation provides an interesting outline of various aspects involved in the coding process. For this study, it means the identification of themes, their development through specific meaning that could lead to sections of information. Lastly, that each sentence or piece of information must be considered.

Anderson (2009, p. 215) states that categorising and coding are two concepts interactively working in research practice. Further that, the characteristics of the information will be used to form specific categories to sort the data. Anderson (2009, p. 215) suggests that: *"Once you have established categories and assigned codes to those categories (or sub-categories) you can mark up and code your data so that you can easily locate…material relating to the same issue when you need to. Codes are labels that you attach to chunks of text that represent a 'unit of meaning'.... It may be specific words that are coded, it might be a phrase, or it may be a paragraph of your notes. Often a combination of the three."*

The author of this study did no use specialised software for data analysis in the encoding process. The author of this study realised that the sheer volume of data collected was overwhelming after the transcribing process had been completed. This author then worked through each recorded interview again. The guidelines Anderson (2009, p. 211) provided direction in the analysis process and prevented uncertainty and stress. This includes looking back at the principles of information management.

From the data analysis the following factors, as described by Anderson (2009, p. 232-233), were monitored when drawing conclusions from the qualitative data:
- Patterning – recurrent patterns detected in the research information.
- Clustering – patterns detected in the theory and interview data responses.
- Factoring – identified key factors underpinning, for example, effectiveness.

- Relationship – suggestions for positive practice combinations (positive, as well as negative).
- Causal networks – identified models, consequences and relationships between them, including factors of causes that may be involved.
- Relationship to theory – link to better understanding through the use or application of theory.

The content of the qualitative data analysis process ensured constant monitoring during this study. Figure 33 provides an overview of the qualitative data analysis process applied in this study.
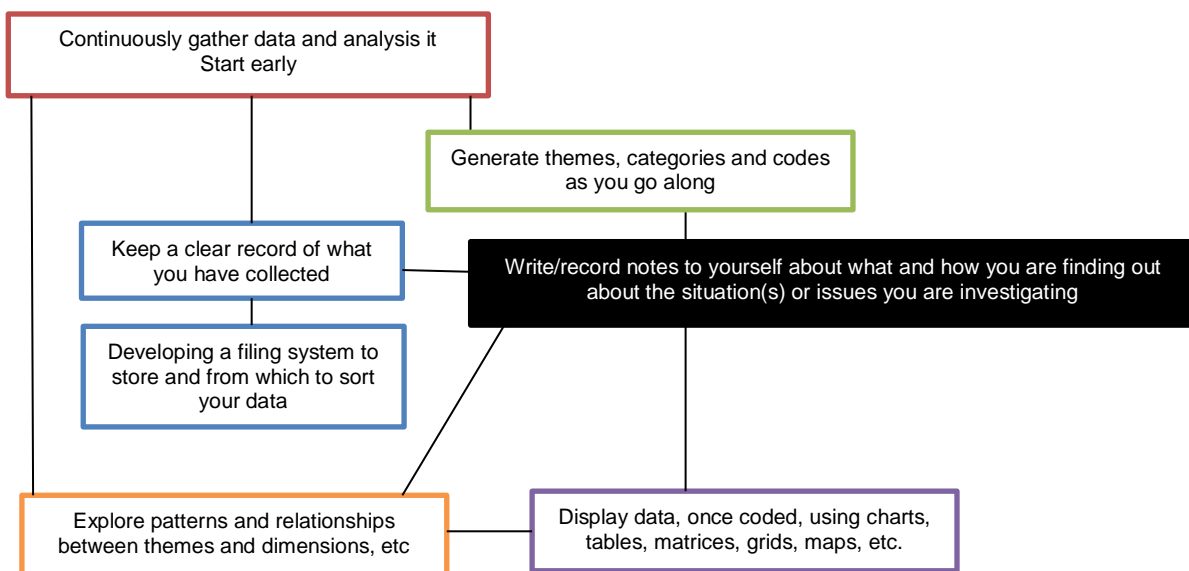
Source: Anderson (2009, p. 211)

Figure 33: The qualitative data analysis process

This outline presents the complete picture of the data analysis, including the encoding. In short, the application of Figure 34 [Page 217] established a solid foundation to manage the encoding and interpretation that followed in the later stages of this study. Without this foundation, the encoding and interpretation would not have been possible.

From the above figure, various valuable guidelines ensured the author of this study stayed focused. The content from the figure ensured that this author:

- Took action to deal with the continuous flow of data and that analysis and interpretation followed from that.

- Stopped extending deadlines and postponing actions for a later stage.

- Appreciated and used available technical equipment and software systems wisely to execute this study.

- Planned, managed and reviewed required record and evidence systems to ensure quick referencing.

- Consistently consulted research subject matter experts when it seemed that notes, situations, issues, data display, encoding, patterns and relationships did not make sense or were unclear.

This author worked in partnership with the supervisor to ensure that bias/distortion factors were identified and addressed prior to final dissemination of the findings. During the fieldwork process this author attempted to keep record of all required data documentation. Mouton (2001, p. 104) states that: *"It is imperative that you document your data collection process as accurately and in as much detail as possible...."* It is valuable to note that all interviews were voice recorded and transcribed by this author with the consent of the respondents. The analysis and interpretation of the data was finalised.

From the guidelines provided by Terre Blanche et al. (2006, p. 324-326) the following guidelines to execute coding were applied:

- Specific themes were identified.

- The interviews were transcribed and the various themes were categorised and marked in various colours.

- During the coding process, a flipchart was used on which the content of each interview was displayed per respondent. This included a flipchart page for the group interview.

- The transcription pages (A4) were marked in colour according to themes where after the meaningful pieces of content were grouped together. Terre Blanche et al. (2006, p. 325). recommend the use of the *"cut-and-paste"* function which was of great use to this author.

- During the coding process, the Microsoft Office Word transcription documents were given a password for future prevention of unauthorised used. The typist who assisted

with the transcription process signed a confidentiality agreement which has been filed for future reference.

- The respondents are marked as "R1", "R2" etc. to ensure to confidentiality.
- Sub-themes were also developed and interpreted as required.

The author of this study also applied the *"mind-mapping"* method as suggested by Brynard and Hanekom (2006, p. 62-65). This process helped to *"identify topics (data) critical to a particular investigation; it* [helped] *to simplify the search for, and the collection of, topic-relevant data needed for an in-depth analysis."* The combination of this guideline with the previous guidelines on coding provided a significant system to deal with the coding.

3.7 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE PROPOSED RESEARCH DESIGN

The purpose of this section is to describe the criteria and techniques used *"to access and demonstrate the quality and rigour"* of the research efforts (Kotzé, 2010, p. 13). *"Quality"* refers to *"how good or bad something is....a characteristic or feature of someone or something.."* (Cambridge, 2008, p. 1162). The concept of *"rigour"* refers to *"forceful or extremely strict obedience of rules.....when you look at or consider every part of something carefully to make certain that it is correct or safe."* (Cambridge, 2008, p. 1230). According to Mouton (2001, p. 125) it is imperative to discuss the *"quality of data collected by highlighting shortcomings, limitations and gaps in the data."*

Peer review further ensured the standard and quality of the research outcomes. The SABPP is the only professional HR board in South Africa with the theoretical, and practical track record to suit the outcomes of this study. The outcomes of this study could have a major impact on HR in South Africa.

3.7.1 Mouton's quality assurance test
The following quality assurance aspects with regard to this study are provided in Table 41.

Table 41: Mouton's quality assurance test

QUALITY ASSURANCE ASPECTS – MOUTON (2001)	INTERPRETATION FOR THIS STUDY
Dates when access was gained to the field	A meeting between this author, the study supervisor and the SABPP was conducted to provide information on the intent of the study as well as the proposed interviews and interview schedule. At this stage, the SABPP had already provided a letter of consent to participate in this study which was included in the research proposal, and which had also been approved by the ethical committee of the SABPP. The participants of the SABPP received a formal invitation to participate in the interviews, and also received a list of ethical procedures.
Dates when interviews were conducted	The personal and group face-to-face interviews were conducted on 11 November 2015 at the premises of the SABPP. An attendance register for the interview schedule as well as the informed consent for participation were completed and filed for future references. A sheet of biographical information was completed by all the members who were interviewed, except one. Five general questions formed part of the interview process and correspondents were requested to clarify some questions where uncertainty or clarification was required.
Keeping track of the length of the interviews	During the interview process, a schedule of times, as well as the time each interview took, was applied.
Information on interviewers/fieldwork supervisor	Required correspondence was circulated between the CEO of the SABPP and the author of this study. This author strived to include his study supervisor on all correspondence between himself and the SABPP.
Keeping a record of all those who participated in the fieldwork	The following documents were kept for the purposes of this study: • The research proposal (kept on file at UP – Administration) • Approval of research proposal by the Research Ethics Committee (kept on file at UP – Administration) • Correspondence with the SABPP (e-mails kept by this author as well as the study supervisor) • Interview schedule: Attendance Register (kept by this author)

QUALITY ASSURANCE ASPECTS – MOUTON (2001)	INTERPRETATION FOR THIS STUDY
	• Informed consent for participation in an academic research study (kept by this author) • Biographic information page (kept by this author) • Voice recordings and transcriptions (kept by this author – physically and on a cloud-base system called Mendeley) • Literature review as part of the analysis of information (copies of articles kept by this author in clearly marked files and on Mendeley, excluding books)
Keeping track of factors (extraneous variables such as delays, production problems concerning instrumentation, etc.)	The pre-literature review process assisted in preventing future problems. After the preliminary literature review was done, the research proposal was approved.
Keeping track of refusal rates, response rates and reasons for refusals	No refusals to be reported. All participants contributed in a professional manner.

Source: Mouton (2001, p. 107)

3.7.2   Rules of scientific evidence

This author believes that the data collected in this study supports the final conclusions or findings. (Mouton, 2001, p. 113). This means that the researcher applied an approach to ensure a constant focus on *"objective and systematic"*, *"appropriate – relevant to the research problem"* and *"weight/ support- sufficient or strong enough"* of evidence. (Mouton, 2001, p. 113-114). This means that:

• ***"Objective evidence"*** (Mouton, 2001, p. 113)**:** The evidence was presented in a scientifically objective and systematic manner to show that expectations of this study were attained. The selection of target group for interviews would be done in the same manner if it had be repeated. The collection of data and editing thereof were done in

a precise manner. Evidence has been made available and this author believes that another researcher will also find similar results. This was possible due to the nature of the research questions and objectives. It is evident that enough data, rather than *"too little",* was gathered for this study (Mouton, 2001, p. 114).

- *"Appropriate"* (Mouton, 2001, p. 113): The outcomes addressed the research problem and questions of this study. This author strived to not collect irrelevant information during the data collection. Enough information was gathered to address the research questions.

- *"Sufficient/ strong evidence"* (Mouton, 2001, p. 114): The result of the model had the outcome of expected conclusions and interpretations, and could be verified by other researchers. The PITM for the HR profession, as discussed in the next chapter, is a demonstration of the meaning from Mouton (2001, p. 114) that the 'weight or support of the evidence' ensured that compliance was attained, and that the substantive PITM is not founded on an *"eagerness to impress* [the] *audience"* (Mouton, 2001, p.114).

3.7.3 <u>Assessment of dissertation to ensure achievement of quality and rigour requirements</u>

The author of this study applied the various assessment examples to ensure that the outcomes of the proposed research design process were achieved. During this study, the author noted the work done by Anderson (2009, p. 324-327). Anderson (2009, p.325-327) provides various examples to assess the outcomes of a research report or dissertation in research methods in the field of HR. Anderson (2009, p. 324) states that there is a *"…difference between research reports associated with different levels of qualifications"* and that for a *"master's-level qualification"* the end requirement is the submission of a *"dissertation."*

Table 42 provides the opportunity to assess the application of knowledge and understanding with regards to this study.

Table 42: Difference in expectations between undergraduate- and postgraduate-level studies

CONCEPT	UNDERGRADUATE LEVEL EXPECTATIONS	POSTGRADUATE LEVEL EXPECTATIONS	APPLICATION TO THIS STUDY
Knowledge and understanding	*Comprehensive knowledge of topic area and an awareness of the provisional nature of knowledge*	*Deep and systematic knowledge of topic area including theoretical and research-based knowledge found at the forefront of HR*	This author noted a considerable difference in the application of knowledge and understanding between undergraduate level and honours level, and especially so for masters level studies.
Ethical awareness	*Awareness of personal responsibility and professional codes of conduct, and incorporating a critical ethical dimension into the project*	*Ability to recognise the implications of ethical dilemmas and work proactively with others involved in the project to formulate solutions*	The preliminary research process, the submitting of a research proposal to an ethics committee and the continuous keeping up ethical rules had never been experienced in such a manner in previous studies.
HR research methodologies	*Ability to competently undertake reasonably straightforward research tasks with minimum guidance*	*Understanding of techniques and research methodologies in HR. Ability to competently undertake research tasks with minimum guidance*	The in-depth preparation required in order to complete a masters dissertation is unknown until the student completes the research design and methodology for the first time. The student's supervisor is available to guide, but is not prepared to undertake the processes on the student's behalf.
Thinking skills	*Ability to analyse data and situations*	*Ability to analyse complex, incomplete or*	This author realised that the understanding and

CONCEPT	UNDERGRADUATE LEVEL EXPECTATIONS	POSTGRADUATE LEVEL EXPECTATIONS	APPLICATION TO THIS STUDY
	without guidance, using appropriate HR techniques *Ability, with minimum guidance, transform HR data and concepts towards a given purpose* *Ability to investigate contradictory information and critically evaluate evidence to support conclusions or recommendations*	*contradictory areas of knowledge and communicate the outcomes effectively* *Ability to synthesise HR information utilising knowledge or processes from the forefront of HR practice* *Ability to critically evaluate HR research, advanced scholarship and methodologies and argue alternative approaches*	completion of the research design and methodology process could only be valid and reliable when keeping to the rules. The author of this study worked through the formats of each chapter step-by-step, going back to further research in order to analyse complex ideas was a learning curve. This author reached the point of realising that enough research and work had been done, and the investigation had be terminated despite the author's curiosity urging him to proceed. This author learnt how to evaluate research and argue alternative approaches. The author learnt how to create various new models and to pin down contributions for future generations.
Problem-solving	*Ability to identify and define complex HR problems and apply appropriate knowledge, skills and methods to their solution*	*Ability to demonstrate initiative and originality in problem-solving* *Ability to make decisions in complex and unpredictable situations, and to plan*	At various stages within this study the development of new problem solving strategies forced the author to build on the foundation of his knowledge. This opportunity do work on a masters dissertation helped

CONCEPT	UNDERGRADUATE LEVEL EXPECTATIONS	POSTGRADUATE LEVEL EXPECTATIONS	APPLICATION TO THIS STUDY
		implement tasks at a professional level	this author to understand the preparation process required for doctoral studies. It was a process of moving from solving one problem to another, while learning constantly.

Source: SEEC (2003) as cited by Anderson (2009, p. 325)

After having conducted the above verification and quality assurance process, this author then proceeded to verify the outcomes of the research design and methods, as provided by Anderson (2009, p. 326). This has been mapped out in Table 43.

Table 43: Generic assessment criteria for CIPD management research reports

CIPD GENERAL ASSESSMENT CRITERIA	INFORMATION LOCATION IN CIPD REPORTS	APPLICATION TO THIS STUDY
Clarity and relevance of proposal/terms of reference/aims and objectives	*Introduction*	The various chapters of this study were based on the relevance and framework provided by the research proposal. During the research Design and Methods process, the value of the research proposal was fully understood and appreciated. This author presented new, possibly unknown, areas with an introduction to ease understanding and purpose for reference or inclusion of content.
Critical analysis of the most significant contribution to the literature, drawing on	*Literature review; Findings, analysis and discussion*	The literature review (Chapter 2) of this study was developed in the order of the content from the approved research topic, objectives and questions. Findings, analysis and discussions were mainly

CIPD GENERAL ASSESSMENT CRITERIA	INFORMATION LOCATION IN CIPD REPORTS	APPLICATION TO THIS STUDY
books, journals and recent research		captured in Chapter 2 and Chapter 4 (Results and Findings). Chapter 5 provides recommendations founded on the findings, analysis and discussions during this study.
Justification and use of appropriate methods or data collection	*Research methodology*	Chapter 3 (Research design and methods) contains the details of the research design and methodology followed in this study. Chapter 2 (Literature review) and Chapter 4 (Results and findings) provides the outcomes of the intentions as described in Chapter 3.
Focused and relevant discussion of organisational context, evidence of systematic data collection and clear presentation of findings	*Introduction; Findings, analysis and discussions*	Chapter 2 (Literature review) provided a focused opportunity to identify, analyse and present expectations from a profession and professional perspective. Thereafter the data collection regarding training and HR professional issues followed. Through the coding process in Chapter 4 the integration of Chapter 2 led to the development of the PITM for the HR profession.
Comprehensive analysis and interpretation of findings in a holistic/ integrated manner	*Finding, analysis and discussion*	The research proposal was written in such a way to ensure that each chapter could contribute to the provision of information to be analysed and interpreted. The author of this study strived to ensure a holistic integrated approach during the study.
Appropriateness of conclusions in the light of terms of reference and empirical work	*Conclusions*	Conclusions were made at the end of each chapter. This author strived to base conclusions on facts.
Realistic, timely and cost-effective	*Recommendations*	Chapter 5 provided the final findings and recommendations of the study. It is believed that the recommendations are

CIPD GENERAL ASSESSMENT CRITERIA	INFORMATION LOCATION IN CIPD REPORTS	APPLICATION TO THIS STUDY
recommendations and action plan		achievable and could form part of various future studies and action plans.
Satisfactory presentation of material and argument, and clear and accurate referencing	*Throughout the report*	This author is satisfied that this study testifies of hard and effective work over a few years of study, that the content is presented in the correct manner, is clear and that the referencing was suitably done.
Evidence that personal learning has been reviewed, including comments from organisation if appropriate	*Final section*	At various stages within this study, the author referred to learning that had taken place. The supervisor ensured that personal learning took place. This study could be viewed as part of this author's CPD process as a professionally registered/ charted HR professional.

Source: Anderson (2009, p. 326)

The content of Table 44 was applied to ensure that the level of quality for this study achieved.

Table 44: General marking criteria of a dissertation

CRITERIA	DESCRIPTION	APPLICATION TO THIS STUDY
Research objectives	*Clear and relevant objectives, derived from an identification and definition of a valid and practicable project*	See Chapter 1 as proof. The research objectives are referred to in the various chapters to ensure consistent focus on the intention of the study.
Research design	*The research design, methodological approach, issues of access and co-operation and appropriate and justified in order to generate sufficient quality and quantity of data. An evaluation of the reliability and validity of the*	Discussed in the Research Proposal as well as in Chapter 3 of this study. Appropriate data was collected and interpreted – See Chapters 2 and 4. Satisfied that the data is valid and reliable.

CRITERIA	DESCRIPTION	APPLICATION TO THIS STUDY
	data, taking the methodological approach, into account is undertaken	
Literature review	*Relevant literature drawn from a range of appropriate sources is analysed and critically reviewed. The literature review provides structure and focus to the dissertation. Concepts are defined and structured and an appropriate analytical framework is developed to give a 'theoretical shape' to the dissertation*	See Chapter 2 of this study. The literature review was presented in an orderly manner and supported the other chapters in the study. Main concepts were provided and discussed in Chapter 1. Other important concepts were discussed in the various chapters. Photo evidence in Chapter 4 is an example of an appropriate analytical framework followed during the study.
Data collection and analysis	*Primary and/or secondary data that is relevant to the research objectives is gathered and presented. Data is analysed in a thorough and critical way, using where appropriate the analytical or conceptual framework derived from the literature review*	See Chapters 2 and 4. In-depth development of codes and themes in the tables of Chapter 4 are examples of data analysis and interpretation. Many of these codes and themes confirm the purpose of the research design and methods, research objectives and questions, and confirms the intention of the research topic.
Conclusions	*These are clearly expressed, supported by the evidence and derived logically from the analysis. Where recommendations are also appropriate, they are practical, imaginative and relevant*	Present in each chapter.
Presentation	*Clear written expression utilising a style and use of language and referencing that*	The author has presented this study in a manner believed to be understood by readers from various educational levels. This author subjected this

CRITERIA	DESCRIPTION	APPLICATION TO THIS STUDY
	is appropriate for academic purposes	study to a plagiarism test and ensured that the required language editing was done.
Integration of academic knowledge	*The research process demonstrated originality or use of initiative, and there is evidence of a 'learning process' for the researcher*	This author believes that this has been achieved, depending on final external moderation. Various new models were developed during this studies which testify to learning.

Source: Fisher (2007), Brown (2006), and Fox et al., (2007) adapted and cited by Anderson (2009, p. 326-327)

This author believes that the research design and methods presented in this study complies with the quality and rigour requirements.

3.8   RESEARCH ETHICS

Research ethics are applicable to the workplace. This study is evidence of the use of scientific research methodology on a specific topic to enhance the HR practice in the world of work. This section will briefly focus on the importance of the concept of ethics and the impact of ethics in research, as part of research design and methodology. *"Ethics"* is *"that branch of philosophy which is concerned with human character and conduct; a system of morals or rules of behaviour"* (Chamber's 20th-century Dictionary, 1993, p. 55 as cited by Cameron and Price, 2009, p. 117).

Brynard and Hanekom (2006, p. 84) state that *"research ethics": "relates to what is right and wrong when conducting research".* It was important that this research project complied with the ethical guidelines of the University of Pretoria.

The respondents for the group interview were selected with the assistance of the CEO of the SABPP. This was done due to the limited availability of staff working for the SABPP. The staff members participated on a voluntary basis as indicated on their informed consent form. This form explained the nature of the study. The participants read and signed the informed consent form before participating in this study.

The author of this study strived to:

- Avoid plagiarism (Brynard and Hanekom, 2006, p. 86).

- Prevent conduct that could be morally unacceptable (Mouton, 2001, p. 238).

- Adhere to codes of ethical research including *"honesty and integrity in conducting research, the responsibilities of the researcher, sharing and utilising data, truthful reporting of results and assigning authorship on scientific publications describing the research."* (Brink, 2006, p. 30-31).

- Treat research respondents (subjects) with care and respect, and as members of society (Rugg and Petre, 2007, p. 56).

- Deal with grey areas concerning ethics (what is right and wrong) in the correct manner and with wisdom. This author strived to adhere to the purpose of the research (Cameron and Price, 2009, p. 118-128).

3.9 CONCLUSION

This chapter started with a discussion on what led to the discovery of the research topic and questions. The research design and methods followed including and explanation of the research paradigm. From the description of enquiry strategy and the broad research design the sampling, and data collection processes followed. The data analysis process was discussed en the focus moved to research ethics. The next chapter will focus on the results and findings of the study.

CHAPTER 4: RESULTS AND FINDINGS

In this chapter, feedback will be provided on the results and findings of the interviews. The guidelines of Reay (2014, p. 95-102) set out seven valuable suggestions with regard to publishing qualitative research. Reay (2014, p. 96) recommends that: "*You simply must have a sufficient quantity of systematically collected, high-quality data.*" In this chapter, these guidelines will ensure that a convincing and interesting topic is put forth. The author of the study will discuss the interviews that were held, and other probing questions, to interpret the meaning thereof, and how it contributes to the development of the PITM for the HR profession.

"Results" refers to *"something that happens or exists because of something else... because of something...the information you get from something such as a scientific experiment or medical test..."* (Cambridge, 2008, p. 1218). *"Findings"* refers to *"a piece of information that is discovered during an official examination of a problem, situation or object."* (Cambridge, 2008:531). According to Mouton (2001, p. 114) the purpose of this chapter is to present and discuss *"data or information collected and analysed in the study."* It is attention grabbing that Mouton (2001, p.114) asks the question of whether the evidence is *"sufficient or strong enough to support the weight of the conclusions that are drawn from it..."* Mouton (2001, p.124) states that this chapter *"*[documents] *the results of your fieldwork and may be organised into one or more chapters, depending on the nature of the study, the research objectives, the complexity of the research design and the amount of data collected."* This author starts this chapter with an introduction providing information on the aim of the chapter.

4.1   INTRODUCTION

4.1.1   <u>Aim of the chapter</u>

It is important to provide a research product based on *"enough evidence (empirical, experimental, documentary)."* (Mouton, 2001, p. 119). In previous chapters, the characteristics of the sample group were discussed in order to help the reader understand the nature of the findings. Within this chapter, the author provides direct quotations, tables and figures to explain the findings. At the end of the chapter, the author provides a schematic outline of the substantive PITM for the HR profession. This model was compiled from a

results of the literature review process data (global and local), the coding and interpretation of the interviews.

4.1.2   <u>Qualitative research and data analysis</u>

During the coding process, many lessons were learnt on the importance of HR as a profession. One example of learning was provided by R4 who stated (with reference to lessons that could be learnt from the accountancy profession in South Africa) that: *"... [they] did not [walk] with the law first....it took them sixty years in order to develop that credibility. Now that they've – they have it. The next five hundred years they will have it.... Credibility is there that no-one challenges an accountant, because the foundation is strong."* The respondent states that currently for HR in South Africa the SABPP as a governance body is *"...building, getting to that level where the foundation becomes strong..."* The importance of creditability emphasis that, in a PITM for the HR profession, evidence of actions is critical in order to support and build the industry. This study forms part of the current and future effort to build an HR foundation in South Africa with the message that HR needs to be founded on *"credibility"* as a foundation of practice.

Henning, Van Rensburg and Smit (2004, p.101) state that: *"The true test of a competent qualitative researcher comes in the analysis of the data, a process that requires analytical craftsmanship and the ability to capture understanding of the data in writing."* This experience was new to this author, and the research became an adventure in and of its own. This included the study of various transcriptions obtained from the interviews, and finding meaning from the content thereof. Henning et al., (2004, p.101) state that the purpose is *"to contribute to the overall picture"* and to understand meaning of data.

4.1.3   <u>Contribution of the Research Proposal</u>

The approved research proposal of this study provides an overview of the process followed in the interpretation of data in this chapter. In the research proposal it was suggested that a constructivist approach – interaction with participant be followed. That within this study a grounded theory analysis approach be followed as part of an empirical study, and qualitative data analysis – research questions be identified. The outcomes of the themes identified must lead to the allocation of categories. From the results codes and coding could follow

with a process of data reducing into manageable portions. The final part of this process could lead to the meaningful interpretation of data.

The research proposal provided the basis for the main themes that emerged from the interpretation of data in this chapter. From the above background and the results of the coding, the following four themes emerged:

- Theme 1: Need for PITM for the HR *"profession".*
- Theme 2: Fundamental nature (content) of the PITM.
- Theme 3: Governance of the PITM.
- Theme 4: Constraints / limitations and suggestions related to the PITM.

4.2   CODES AND THEMES

4.2.1   Defining codes and coding

Cambridge (2008, p. 263) provides a fascinating explanation of the concept when stating that a *"code"* refers to *"a system of words, letters or signs which is used to represent a message in secret form, or a system of numbers, letters or signals which is used to represent something in a shorter or more convenient form..."* For the process of data analysis to be finalised, the application of codes and coding principles and practices had to be applied.

According to Bazeley (2013, p. 125): *"Coding provides means of purposefully managing, locating, identifying, sifting, sorting.....data."* During the interviews a lot of data was provided, and this became clear during and after the transcription of the interview content.

4.2.2   First-time coding experience

This author found the experience of working through the transcriptions word for word as overwhelming. This experience taught this author to be patient and stay calm, and to seek help from literature and experienced researchers. It became clear that the scientific research process contains prescribed criteria when working with data during analysis. This author realised that there are no short cuts to reading, reflecting and coding of each interview.

It was imperative to investigate the availability and intention of embedded practices, when looking at using of codes, tools, validity and reliability and managing the coding process

(Bazeley, 2013, p. 125-221). The author of this study consulted with various experienced researchers to gain knowledge on the application of codes and coding within the scientific research process.

4.2.3 <u>Codes and coding process followed</u>

The author of this study started the coding journey by realising that: *"Coding is a fundamental skill for qualitative analysis"* (Bazeley, 2013, p. 125)*.* The fact that coding is a *"skill"* means that this author is optimistic of the fact that this practice could be learnt. This is due to the fact that skills are *"what you need to do or perform practically"* (Meyer and Orpen, 2012, p.13)*.* Bazeley (2013, p. 125) motivates this author by stating that: *"You can learn code effectively and well."* Codes and coding were used when working with the data. Interviews were recorded during the fieldwork.

This author transcribed the content word for word. Each document received a password protection code. This author then inserted an automatic line number system for each interview to ensure line referencing. To aid the interpretation of codes, each interview respondent received a reference number:

- R1 – Respondent 1
- R2 – Respondent 2
- R3 – Respondent 3
- R4 – Respondent 4

This author listened to all the interviews and made brief notes on various flipcharts to obtain an overview of the interviews. It became clear how important the research questions were. Valuable lessons were learnt from this process. The flipcharts exercise is recommended to any first time researchers. Figure 34 provides evidence of working with data analysis by using flipcharts for this coding.

The author of this study developed a process of in-depth investigation of the interview data by using a coding process. For this process, this author used an inductive and deductive coding process. The data was captured on spreadsheets under the various code themes. This helped identify and prevent duplication of data or codes.

The data was intepreted to complete the code process. The coding assisted in building ideas (Bazeley, 2013, p. 128). From this coding process and the in-depth literature review process the PITM for the HR profession was developed. It became clear that: *"Coding is also a way of fracturing data, breaking data up, and disaggregating records. Once coded, the data look different, as they are seen and heard through the category rather than the research event."* (Morse and Richards, 2002, p. 115 as cited by Bazeley, 2013, p.128).

Figure 34: Flipcharts and Microsoft Office Excel sheets used for coding and data analysis

Source: Authors own conceptual framework – applied to all interviews

Microsoft Excel — 87317134_SF VAN GREUNEN_CODING_4Dec2016_Respondent 1&2&3&4_New Coding List.xlsx

Cell EV2: Limitations

	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI
1					4. Impact of South African media	4. HR as startegic role-player	4. Marketing of HR profession	4. HR as profession image	4. Challenges	4. Important role-players	4. Size of organisation	4. Organisations infrastructure	4. Additional remarks	4. General limitations refered to
2	Limitations	4. Other professions lessons learned for HR	4. Role modeling	4. Workplace	4. Impact of South African media	4. HR as startegic role-player	4. Marketing of HR profession	4. HR as profession image	4. Challenges	4. Important role-players	4. Size of organisation	4. Organisations infrastructure	4. Additional remarks	4. General limitations refered to
3		Example of medical	General reference	Suitability	If HR not part of King 4	If HR not seen as strategic	Career drives,	HR is profession -	Organisations to	Most critical role-player to	PITM to work - inter-change	Current structures -	Auditing questions	Funding of PITM
4		SICA (South African	Some interns only learn	Some government	Via academic instituions ,			HR not adequately	Current job structures HR	To leave opportunities	Legilsation - Department	One HR Director -		
5				If HR regarded as	Must use all mediums on			Total picture of HR	That HR professional	Government departments,	Permanent HR staff in			
6								HR is a academic	SABPP learn from SICA on	Stakeholders will play a	PITM will provide			
7								Need for career						
8								Database with HR						

Sheet1 | Sheet2 | Sheet3

Source: Authors own conceptional framework – applied to all interviews

- 218 -

The difference in the level understanding of this author is outlined in Table 45.

Table 45: Understanding levels of interview data analysis

STAGE OF INTERVIEW PROCESS	EXPERIENCED BY RESEARCHER DURING INTERVIEW PROCESS	VALUABLE LESSONS LEARNT
Interviews conducted at the SABPP	During the interviews, This author was mindgul of the technical aspects of recording equipment, as well as his professional appearance, as it was the first time this author conducted these types of interviews. This author also had to listen in order to ask probing questions. As the interviewed proceeded thisaauthor settled into the process.	The importance of quality recording equipment. The essence of good preparation and value of appropriate research interview questions. Listening skills are crucial to ensure a productive interview environment.
First time listening to interviews after initial recording.	When listening to the interviews, the information became overwhelming. This author captured core information on flipcharts created for each interview. All interviews were covered in this process. The next stage of codes and coding followed. A *"pencil-and-paper"* strategy was followed (Bazeley, 2013, p. 132)	This step provided a good introductory overview of the content. It also confirmed the value of the research interview questions.
Codes and coding.	This process was done in two stages. First, a deductive encoding process was followed and information captured. Research on coding and interviews with experienced researchers assisted in the capturing of codes on Microsoft Office Excel and on the A4 pages. The interpretation could follow and various themes identified and described in detail.	Academic research sources explained what *"codes"* and *"coding"* consist of. It was initially difficult to find sources describing how to do the actual coding. The value of interviews with experienced qualitative researchers helped this aithor understand how to code. From their valuable experience, this author

STAGE OF INTERVIEW PROCESS	EXPERIENCED BY RESEARCHER DURING INTERVIEW PROCESS	VALUABLE LESSONS LEARNT
		realised the importance of mentoring and supervision during studies. The value of motivation to complete the studies was realised.

Source: Author's own interpretation

At some point in time, this author had to make the decision work through the transcription documents again. The author realised that he did a thorough work with the above process. From the guidelines provided by Bazeley (2013: 142-147) this author was able to understand the content of each section and to label the section of data. The dated was noted, following the grouping of similar data. This include the identification and label of information from interviews. As already stated, an *"open coding process"* is followed. Saldaña (2009) as cited by Bazeley (2013, p. 126) refers to this step as *"first-level, initial, or open coding"*.

The next stage consisted of data *"refining or interpreting to develop more analytical categories or clusters, often referred to as focused coding."* (Saldaña, 2009 as cited by Bazeley, 2013, p. 126). During the coding process, it became clear that without this process much of the data can be overlooked or interpreted incorrectly. The coding process assisted this author to *"*[sort] *and* [order] *data....... keep track of what you have on any topic and easily find what you want, when you want it"* (Patton as cited by Bazeley 2013, p. 127).

The use of Microsoft Office Excel spreadsheets assisted in the management of data, building of PITM ideas and even asking questions on the content. With R4, this author adapted the approach of Bazeley (2013, p. 131) and executed the coding process on the transcription sheet, and continuously compared it with the codes identified by the other respondents. This ensured in-depth coding of each sentence during the interview.

The information in the open coding tables 59 to 62 has been listed in bullet points. It is recommended that these points must be interpreted in the context it is provided. To single out a point may lead it to be interpreted incorrectly.

Refering to "universities" – reference to learning providers

During the interviews the respondents consistently drew this author's attention to the fact that when they refer to *"universities"* they refer to *"learning institutions or learning providers"* in general. It will be stipulated where a specific university or universities were mentioned. An example of this is *"...not even only university, it is also learning providers."* (R4).

This author decided to present the coding outcomes in a themed format to present the perspective content of the professional institution.

4.3 THEME 1: NEED FOR PITM FOR THE HR PROFESSION

The findings of the individual and group interviews show that there is a need for a substantive PITM for the HR profession in South Africa. In this chapter when referring to *"model",* this author refers to the *"PITM for the HR profession".*

4.3.1 <u>Need for PITM: Summary of encoding – Annexure "A"</u>

Annexure "A" provides an overview of the codes identified during this theme.

As the interviews progressed, various probing questions assisted in clarifying any questions respondents had about the questions asked. During the coding process, this author realised that it was not possible to list and discuss all the points made during the interviews.

4.3.2 <u>The need for a PITM</u>

According to the various respondents, a nationally governed PITM is required.

R1 indicated that *"...if the HR profession wishes to be a full profession, then it follows that you have to have in training model."* Regarding whether another PITM for the HR profession in South Africa exists, R1 replied: *"Not that I know...".*

R2 stated: *"Ok, I, I have, I strongly believe, yes, the answer is yes, we do need a model definitely. Currently what I find that is that we have academic students coming out of a qualification..and they need to get into a workplace... and the question is – where do they start? We don't know. ....We also ask the second question to say – does the workplace have*

a model to say – you start off here and you get career progression so that you get to the HRM manager level." The respondent was later asked if there is any known PITM for the HR profession, the respondent stated that: *"Well Oh, I ...(unclear) maybe we've got a couple competency models, you have to take Ulrichts model and we have got with, within the South African contents, we've got the SABPP model.... Ok, so if you say, is there any existing competency models, there are these, but I mean, are there any career progression model? I haven't seen one."* This answer of R2 highlights three important aspects for the model. Firstly, that there is a need for such a model. Secondly, that this model has to address the needs of graduates in the field of HR. Lastly, that the workplace forms a part of the model. The model could eventually form part of the career progression of an individual from undergraduate level and throughout the span of their career.

R3 answered by providing various reasons as stated in the sections to follow. R4 stated: *"Ok uhm definitely..."* The respondent responded with reference to inconsistencies in HR.

4.3.3   The need for the HR professional (generalist/ specialist) in PITM

This section states that there must be a route for the registration and progression of practitioners in the HR *"profession".* R1 stated that a *"professional"* in HR refers to: *"...somebody who's, uhm got sufficient theoretical background, understand the issues that they working with."* R1 also stated that the person *"...has proven that they can apply those theories in practice to a level which is acceptable to pears in the profession."*

R2 was requested to provide an opinion of what an HR *"professional"* is. The respondent stated: *"I believe that the person should have minimum between 5 and 10 years worth of experience in various areas of learning and application of theory. I believe they should understand various models of... and I am using models of applicational theory, and understanding the corporate organisation. You also need to understand that as a profession, you need to be an HR business partner....and not just in a self governed process. ....So the day the HR profession, I believe, is part of the business, they are sitting at Exco, and making decisions as a corporate decision, then it starts making sense, because then...that's a person with adding value... and not working in silo..."* This statement shows that experience is vital when defining what a *"professional"* is. The HR *"professional"* is part of the integrated

levels of business, and has a specific role to fulfil. This means that the model should reflect types and sizes of businesses.

R3 started by answering what their definition of an HR *"professional"* is. R3 stated that: *"I would say, a competent HR practitioner – I'll see someone as a professional if they're actually competent and act professional .... Accompanied by the training that you got. So I'll say, HR all in all is the training and the skills that are possessed by uhh an individual..... in my view an HR professional is a qualified, uhhm, individual who has undergone a process of obtaining the qualification in HR, and thus has taken further step of putting their-knowledge to- the work environment and serving a purpose in environment enhancing the-- business. So, for me an HR profession is a balance of a qualified HR who - who thinks more in terms of business and how to enhance it, that's for me a professional. Who sticks by ethics and respect the fundamentals of HR and probes..... and questions what does not make sense in the better of the profession..... It goes beyond just theory and practice per say. We think beyond that...."*

R3's various and interesting remarks could be summarised as follows. An HR professional is an individual who:
- Is competent.
- Acts professionally.
- Is trained.
- Is skilled.
- Is qualified in the field of HR.
- Puts knowledge into practice in the work environment.
- Is ethical and respects the fundamentals of the HR field.
- Is able to integrate theory and apply it in practice.

R3 stated that *"the HR profession is wide..."* This relates to the expectation that an HR professional first must have *"a basic understanding across"* the HR functions, in order to prevent that the profession *"*[doesn't] *create silos",* and end up with *"duplication because I don't know what the other professional is doing. So for me the--- foundation will be to say to have a basically understanding across and then obviously as you go up, then you---specialize. I mean, but the foundation must be the same for all."* The suggestion that HR

professionals should have a basic understanding of the HR practice, and then specialise later, is interesting. This approach means that the model must provide opportunities to be a *"generalist"* in HR and then become a *"specialist".* It may be that HR consultants have clients expecting assistance on a *"generalist"* basis and other requires more 'specialised' HR focus services. This model must provide a reflection for full time employees as well as consultants.

4.3.4   Availability of a Candidateship programme (candidate to professional)

An individual cannot be registered as a *"professional"* without the required qualifications and correct level of experience. What if the individual has the qualification but lacks experience in the field of HR? This is where the PITM must provide, in a structured manner, the opportunity to obtain the required level of expertise where it can then be proved by applied competence. The SABPP Candidateship programme is an example of an undergraduate and postgraduate student programme. This programme affords students the opportunity to obtain workplace experience by collecting evidence and presenting a portfolio to an HR professional governance body for acknowledgement.

R1 made an interesting statement: *"we've got our new Candidate programme"*. R3 referred to the SABPP Candidateship program by stating that *"if I'm using the model that the SABP* (presumed SABPP) *uses as a candidate is that entry level where you've got your qualification, you're hungry to get the experience to learn how the working, working world is like..... for you to advance – so you're more on a general line where you are grasping as much as you can about HR."* This means that the HR candidate already has a relevant HR qualification and but lacks experience in the field of HR. The Candidateship programme provides the opportunity to gain the experience.

R4 stated why the Candidateship programme for the HR profession was developed to, for example, address inconsistencies. R4 stated that the SABPP has *"developed a Candidateship programme. It provides almost a curriculum and a framework for standardising this type of thing. Uhm so the work that we have done around the Candidateship programme, I think it's a , it's- a – it's a fantastic point of departure....To ensure, that for the HR profession in particular, that it is – it's national. Because I think that's where a lot of employers are very much in their own mindset of 'this is what we do at this mine or this bank'. They don't really see the HR person coming in and say – this is an HR*

person who can operate across fields. Who can work in any – in any company according to a national curriculum." R4 linked the Candidateship programme with the HR standards and competency models (see Section 4.3.6) by stating: *"That has been a – a gap in the past. So I think the fact that there is now work that has been done around the competency model and the standards. It gives a national professional body perspective on raising the quality of - HR work and getting rid of the inconsistencies* (see Section 4.3.13) *that we currently see."*

4.3.5   Other professionals working as HR practitioners

R1 said that *"we have to take account to the fact that many industrial psychologists work in HR.....Many industrial, social workers that work in HR.... So one would have to take into account, because they come in through their profession and then move into HR...So I think one should take into account their, uhm existing PITM."*

4.3.6   Need for an HR standards and competencies setting and CPD

R1 mentioned the importance of standard setting when stating that: *"And, I think as I said, if we want to be taken seriously as a profession, then we have to up our game in terms of laying down the standards and holding people to it."*

R2 stated that: *"I also believe that the model should attain things like, what SABPP already have right now. It's what we call HR standards. If we use the HR standards and using levels of work as a parameter, and that will clearly give us an indicating to say – when you are at this strategic level, you should be operating at that underpinning thinking and skills. If the learner or the HR manager does not have the skills, it means there's an opportunity for, for the learning.... If further learning means it has to be institutional driven, fine. If it is a continuous professional developmental route, fine, if it is a conference, it's fine. So you allowed a wide range within which the person can also develop. So I believe that there sure is a need for this model."*

Following the perspective of R2, the following suggestions are valuable to note:
- The importance of HR standards in the model, this includes the work execution or operational levels, and the role of underpinning thinking and skills.
- The importance of the role-players in such a model, which includes the learners and the HR managers in the workplace.

- The role CPD plays in career of an HR professional, and that CPD will possibly also form a part of the model.

R3 referred to the concept of an HR *"professional"* and integrated it with HR standards by stating that: *"The word means that uhh- there are standards that you believe in or you--- subscribe to.....I'm always thinking of ways of improving and protecting the profession..."* From the feedback of R3 it is noted that the HR *"professional"* will form a part of the PITM model, and that HR professional must be competent and that their years in service will vary. HR industry standards must be available and form part of the model. R3 went a step further by stating: *"So that's why I'm saying – for me the--- minimum that I will expect is a basic understanding of the standards and, uhmm the be able to measure yourself in terms of the competency model to say – these I mean, can you – can you meet any of these minimums."* R3 referred to meeting the minimum requirements of HR standards and competencies. This means that the model must look at the value of HR standards and HR competencies.

4.3.7   Summary of need for PITM by R1

R1 highlighted the importance of the following aspects when investigating the content of a PITM:
- The existence of training models within governance bodies as part of a PITM for a profession. It is valuable to ensure that, for example, the Candidateship programme will form part of the eventual suggested PITM for the HR profession.
- The viewpoint on *"what is a professional",* the important of theoretical knowledge and proof of competence to peers in the industry.
- The fact that other types of professionals may be involved in, and execute functions/ standards related to, the field of HR. The professional status and background of these professionals cannot be ignored and the PITMs of their fields, if available, must be investigated.
- A profession must have work-related standards and the individual must be monitored to see if he/she meets the standard.

4.3.8   Legislation and compliance examinations

R2 referred to the fact that *"we also need to keep in mind the legislations we've got....We've got all the labour relations, the basic conditions of employment and all that should be*

considered in this intended model.... I think what we are missing right now, and I hope that comes through in King 4, that's when we get to that level, well, once HR becomes one of the underpinning criteria for people to appreciate HR as a profession, I do believe what should follow directly thereafter, is compliance examination." By taking the before-mentioned statement into consideration, this author has to include or take into account the role of legislation applicable to HR, and possibly input that into the model. Legislation could also have an effect on the view of HR as a profession. Interesting is the reference to the possibility of compliance examinations for HR.

4.3.9   Reference to need for entry into, and levels of progression in, the PITM

There must be various routes to obtain HR qualifications, including a route for those who have no relevant HR qualification and have HR experience. This also includes opportunities for those who have the relevant qualifications but no experience.

R3 confirmed the essence of what an entry level into the model is by stating that: *"It's just a – a basic introduction of everything that will be like amongst the specialities.... So is like I-I need to know what is ehh L&D, I need to know what is OD, need to know the basic.... before I move up..... So, I think that once you can call it an introduction, like basic introduction to - introduction to HR......"* R3 then asked this author the following question: *"When you are talking about a model – are you talking about a-a model that--- shows stages of advancement towards being a professional? Is that the model that you are talking about, as in where do you start as- an individual who is young and fresh – who wants to be somewhere? Is that the model that you are talking about?"* This shows that the content of the model must not be biased towards a specific qualification or group of HR practitioners.

R3 stated that: *"I'm just saying once you got your qualification, you build on that..... But I look at someone who is focused and say – ok, I chose to study HR, what do I wanna do with HR? You pursue your qualification..... Once you get your qualification you then want to advance to say with that qualification that I've got and the knowledge that I've all already accumulated, what do I wanna do with it.... to make it work?... It must make sense to you.... It's easy to study a book and leave and that is it. But the moment you put your book into the workplace, you realise it's not always black and white".*

R3's statements highlight various lessons to be learnt and applied to the model:

- The model must not be biased to a specific group,

- It is important to build on qualifications with experience and additional training programmes as part of the CPD process.

- It is important to ensure that theory and practice are integrated into a whole and reflected in the model.

- There may be difference between reading the theory and implementing it. The findings, in practice, may be what has been expected, it may also not be the case and leads to having to the deal with gray areas. This may also be experienced by individuals or groups in the model who, in practice, find an area of application as a gray area. This where the content of the model as well as the governance thereof is crucial.

- The entry level of the model must provide opportunities for the HR graduates to see the progression possibilities in the beginning, and align the development of their career accordingly.

- It should be considered whether the content of the model will provide a marketing or career opportunity overview for Grade 12 learners who are deciding on a career. Especially so, if it is done under the supervision of an HR professional at, for example, career displays.

4.3.10 The need for RPL and NQF as part of the PITM

When asked if there is a need for a PITM model for the HR profession, R3 referred to the role a lack of HR qualification plays when HR professionalism is discussed. This highlihgts the fact that there should be an investigation or research conducted to determine if someone in HR, without a formal HR qualification, could also form part of the model. The route of RPL comes to mind. R3 provided information on the impact of HR exposure on the younger generation and the role of RPL.

R3 linked the PITM for the HR profession and various NQF levels by drawing a figure on a flipchart during the interview and explaining the meaning thereof. R3 stated that: *"my sense is that you are not disregarding ..... prior uhm learning if it is there. You are not disregarding prior uhh training if it is there. Remember at the end - from the definition of a 'professional', be used both for theory and practice.... So in other words, all that I am saying – in terms of*

this, if we were to look at somebody at NQF level 4, what....whether they've just completed their matric uhm or they completed their matric two years ago... or three years ago, they might have started gaining experience, but they haven't uhh gained qualification. Whereas somebody coming out maybe at a degree level at 6 or 7, or-or whatever qualification, is coming at this level, but with no experience. So for me the model then say is, if- it is inclusive, it will say... for someone with a degree eh--- the model will say you will need to cover 'ABCD', that deals more with experience.......I mean because someone might come with a degree, but that degree is more a theoretical thing that has nothing to do with HR, as we will want the model to cover. So may be uhh- then that's the model can then say – 'if you are coming with a degree that is from a non-accredited university then maybe you are not going to take 3 years.....But you still have to write a Board exam', something like that"

R3's statement provides the following interesting points to consider:

- Do not disregard previous learning in the model – provide opportunities for the matriculant with experience and no formal HR qualification.
- The NQF levels could form a part of the model.
- The model could provide opportunities for graduates with little HR experience.
- Provides opportunities for HR staff with non HR-related qualifications to obtain formal recognition and proceed in the model.

The following perspective of R3 is noted: *"Whereas, in mostly, in- your generation, you entered because it was possible. You advanced because well the way people looked at HR – was everybody can do it and they advanced in HR and that's where you get your RPL. So, it's from a different perspective because of a younger generation who sees these things and partially experience some of them, because I have, is just that I took the route where I had to go get a qualification."* The role of RPL must not be neglected. R3 referred to the South African context by stating: *"The sad reality is that less than 10% of--- our youth are getting a degree. So we cannot live in the privileged 10%....I mean what is happening? I mean how many matriculantes are writing matric this year.... How many are going to have an opportunity to go through a-a university...?"*

4.3.11 The need to determine the lifespan of the PITM

During the interview when the need for a PITM was discussed, R3 asked: *"One question that I'm I just want you to clarify for me, because it will affect all the other questions I answer, is....in your mind this uhh – this professional-in-training model – do you see it as a once off? As a one year or as a lifelong?"*

The model will cover various generations. This means that the model must provide for all generations affected by the model. R3 also referred to the reality of different generations by stating *"maybe because we come from two different generations."* Various generations are exposed to the field of HR. Individuals in the same generation may experience the same situation in a completely different manner. Much can be learnt from the younger generation, but the opposite is also true. Whilst developing this model, the author became aware that one must be careful not to assume that everyone is aware of something or that it is general knowledge. These aspects introduce the importance of mentorship and coaching to the model.

4.3.12 Need of a PITM from the government's point of view

R3 referred to addressing the expectancy of the government by stating that *"the Minister of Higher Education will also be happy to say, you are accommodating everyone."* The statement indicates that the government is also a partner in the process. R3 also referred to the impact of this model on the problem of unemployment by stating *"It is a lifelong learning.... And you know what, it also– blows down to the market out there.... If- we're gonna to look at the stats of unemployment, I think this model will come in handy."*

4.3.13 Inconsistencies to be addressed by the PITM

R4 referred to need for the model by stating *"I would say the--- current gap in the market is that people exit uhm learning institutions and universities. They go and work in practice uhm and there's inconsistencies uhm between learning providers and personal preferences of individuals and preferences of the employers.... and given that variance you- get different approaches to how this person should behave and operate in the working environment."* The need of the various types of stakeholder, as demonstrated by learning providers, individuals and the workplace, is interesting to note. Behaviour is a factor that cannot be ignored in the

PITM. R4 states that *"if the purpose could be to standardise and create a consistent model for developing them, I think it would be fantastic".*

4.3.14 <u>Examples by other professions on how to act professionally</u>

R4 referred to the examples of other professions in South Africa from which the HR profession could learn valuable lessons. The respondent stated: *"If we look at other fields uhh like accounting and law and psychology I think those professions have evolved and developed tremendously. Because of that clear candidateship or prof – professionalism model of preparing this person.... I mean a lawyer, a law firm would never let loose a young lawyer with a good degree, just to say go and do – go and do a court case. They would never do that until they are 100 % sure that that professional, despite his fantastic law knowledge is ready to practice.." .And bridging that gap between theory and practice for me is what professionalism is - is all about that - the ability to operate to thinks strategically, to master your – your professional knowledge and contents of your subject field is what professionalism is all about.... from that perspective, you can't have inconsistencies. We can't have different levels of competence that is currently the case.... Uhm, so, from that perspective I- I think there is definitely a very strong need uhm for--- this type of model."*

The various comments from R4 need to be taken into account with reference to the development of a PITM for the HR profession. This means that a consistent and standard PITM has to be developed in order to prevent inconsistencies. There are valuable positive lessons that could be learnt from other professions with regard to the integration of theoretical knowledge and practical skills in the work context. The preparation of inexperienced practitioners could be addressed through clear candidateship or professional models. Professionalism is thus an individual's ability to operate strategically in the field of HR, and to master him- or herself, his/her professional knowledge and the content of the subject field; as well as having competence.

4.3.15 <u>Other nationally available PITMs for the HR profession in South Africa?</u>

R4 stated: *"No, there are – there are no models there are only approaches.... So, for instance, the government may have an approach in which they induct people coming to the workplace..... and some of the private sector companies would have also their own approach. But that's the problem - is inconsistency and different approaches....So company*

'A' may get it right, company 'B' would not get it right. It's because the–- fact that in the past there has not been clear guidance in terms where to go to, makes it – makes it difficult..."

The problem of inconsistency led the SABPP to develop the SABPP Candidateship programme, HR standards and HR Competency Models to address inconsistency within the profession.

4.3.16 Summary

From the interview answers provided by R4, this author learnt the following lessons with regard to the PITM:

- The possibility of a difference between a model and an approach and the implications thereof.
- That the public as well as the private sector are involved in this model.
- That within these sectors the development of a standard model is required.
- Lessons are learnt from the past and the work lies in the future.
- R4 confirms the importance of determining how the existing programs such as the Candidateship programme – on a governance level – could form a partnership with a new required model.
- The importance of national governance to ensure standard application in a specific industry.
- The ability of professionals to establish, manage and improve the field of HR in any type of industry at all levels of business.
- To assist employers to ensure that their HR professionals conduct themselves professionally by applying correct HR practice standards.
- That a professional HR body helps to govern HR in the industry, especially to detect and prevent inconsistencies.

4.3.17 Do not *"disregard what is on the table"*

R4 further indicated that *"there's definitely a – a need, yes – 'ja'* [Afrikaans for 'yes']. *Although I just feel one must not discard what is on the table...Uhm like the file that we have on the Candidateship programme* (see Section 4.3.4). *I mean this thing…"* [R4 showed this author the Candidateship programme file on the table].

R4 stated the value of integrating *"what is on the table"* [what is already developed and used in practice] with reference, explaining the value of the Candidateship programme and the importance of developing the PITM and this study. The respondent stated that *"you can - you can take it* [Candidateship programme] *in any organisation and take any organisation and say – look here, there is your current development program, whether it is a mine or a bank or factory or government for that matter or municipality.... The way in which it has been developed, I mean it's clearly – it's clearly worked out according to the competency model how you need to develop. Uhm it has tools, measurements instruments, gives a clear process. It tells the company what to do. It tells the candidate what to do. There's a sign off uhm—point. There's from a governance perspective - this is about governing - such an approach. So developing this or converting this into a model that can truly become a national model is, I think where the – where the opportunity in this research is and to strengthening uhm, this from a governance and a strategy perspective, is I think, the value of - of this type of research."*

The following valuable points need to be taken into account:
- There is a need for the development and implementation of a national HR PITM model.
- It is important to investigate "what is already the table" such as the Candidateship program, HR standards and competencies, and don't ignore this reality.
- The current development programmes that various governance bodies have could be valuable to the potential new model. It is important not to ignore the programmes as they could form the foundation or an entry-level "gate" or exit level "qualifier/ certification" component. These existing models may already provide clear processes, industry-related standard actions and many more activities.
- The type of research conducted in this study may be valuable to the industry.

4.3.18 Conclusion

From the above perspectives, it is clear that there is a need to develop a substantive PITM for the HR profession. The research question has thus been addressed. Lastly, in the development of such a model, it will be important to remember that other types of professional are also involved in HR.

4.4   THEME 2: FUNDAMENTAL NATURE/ CONTENT OF THE PITM

See Annexure "B". This specific theme focuses on perspectives of the content of a HR PITM. It was discovered during coding that the previous theme acted as a key to unlock the following data bundle. There is no point to the content had there not been a need for a PITM. The need opens the theme of the nature/ content of a PITM.

4.4.1   <u>Nature/ content of the PITM: Summary of encoding</u>

Theme 1 indicated the need for a national substantive PITM for the HR profession in South Africa. This section will focus on the content or framework for such a PITM.

4.4.2   <u>PITM framework</u>

In the previous theme, various aspects making up the model were identified. Figure 35 shows the various aspects found in Theme 1 regarding the explanation for the need of a PITM. The framework will consist of clear routes or options to follow from entry up to permanent exit from the profession.
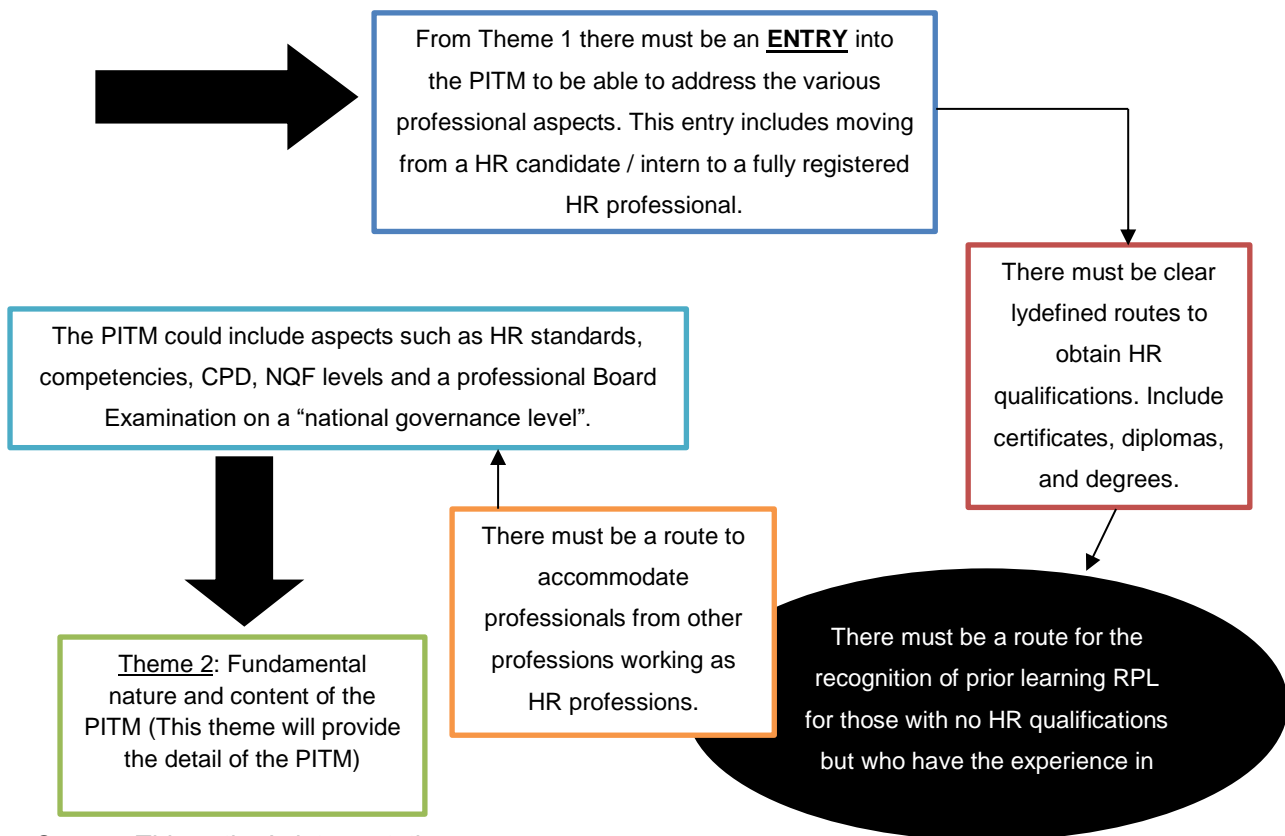
Source: This author's interpretation

Figure 35: PITM framework from Theme 1

4.4.3   The SABPP and the content of the PITM

R1 refers to the fact that the SABPP already have various programmes and models in place which could assist to structure the PITM. One reference is the availability of the Candidateship programme, when R1 stated: *"Well, it's what we've already laid down."*

4.4.4   SABPP Candidateship programme and employing graduates in a practical programme

R1 referred to the SABPP Candidateship programme when referring to the entry into the program. R1 stated: *"So you got to go into it with a certificate, a diploma or a degree. Because if we look into the entrance to the profession, I don't have the specific figures, but there are a lot of FET or TVET students coming out with HRs...and going in the administration level. There are a lot of diploma students coming out, and obviously there a lot of degree students coming out. So somehow, we have to be able to get those, all of those through some sort of program, which is appropriate to their level, which then delivers a competent professional at appropriate levels."*

From this perspective of R1, it is valuable to note that the Candidateship programme provides opportunities to graduates, from certificate to post-graduate levels, to obtain practical experience. Even more so when entering into a profession. It may be interpreted that in the field of HR there are various types of qualifications which provide different levels of theoretical knowledge. It is not a "one-type-fits-all" theory and practical application within the profession. This must be taken into account during the development of a PITM for the HR profession. A clear professional registration process needs to indicate the qualification, experience and job position/ level as it may be required.

R1 stated the following regarding postgraduate qualifications: *"If they have got a higher degree with no work exposure, then they have got to go through the same program..... You know it's task based, it's not time based. So, I mean, if lets say you've got a masters degree and no work exposure, it is possible that you might be able to tick of some of the tasks, you might be able to meet some of the outcomes quicker. .... But I rather doubt it."*

R1 also referred to the role of the portfolio of evidence as part of the Candidateship programme: *"So, we're actually saying you got to do all those planned work exposures with an assessable product..And that goes into a portfolio."* When the portfolio is compiled in the workplace, various stakeholders are actively involved to ensure the correct process is followed and signed off. Stakeholders include the candidates, workplaces to obtain experience, and the governance body as part of the content prescription, verification and quality assurance. The content of the Candidateship programme is based on the HR Competency Model.

R3 also referred to the Candidateship programme to assist with gaining experience, and the impact thereof on the PITM. The respondent also referred to unemployment and the impact thereof on the Candidateship programme. To be able to enter the Candidateship programme, the graduate must be employed or be able to execute the programme content in the workplace. But what about unemployed HR graduates? The respondent stated: *"what about graduates who still have no jobs?.... Do we then say 'no' because you are not working.....I mean then there is the reality, there is unemployment even for graduates. So do we say for 5 years you just wait?"*

This indicates that each process within the PITM will have possibilities as well as difficulties that must be dealt with by the stakeholders. Clear role clarification will be required to address practical implications, when the model is applied on a national level. It is important to ensure that inventors' "dreams" do not become a "nightmare" for those who must execute it.

R4 explained in more detail the content of the Candidateship programme and how the various sections apply to the industry. R4 said that the success of the model will be the ability to *"achieve almost the perfect balance and integration of theory in practice..."* The respondent refers to various examples to prove this statement: *"Uhmm. I mean there is no way in which I can be a good- I can be good in labour relations if I don't know the labour laws...... So far as I am concerned, the labour laws and pieces of legislation, that's the theory....So, I must really know the theory where the gap is and this is why I say the integration between the university and--- us as well as the employers are so important."*

If the graduate enters the workplace and is not able to satisfy the needs of the organisation regarding the expected professionalism, there could be negative consequences. R4 said this could lead to a situation where the graduate says: *"But - I thought I knew everything, came into this organisation, now I realise I actually know nothing or I know not as much as I thought I knew. Because they want me to be competent, but my lectures didn't-didn't teach me about these things.'"* R4 stated that the other side is also true. The respondent remarked: *"So, taking it over to practice, is-is what will determine whether this person is really competent....The moment a CEO ask a young HR person – 'listen come and tell me about these things' and the person say that 'I haven't studied this at the University.' That is the moment of truth, then that person appears incompetent. The perspective of the CEO that this person is incompetent.....'Why didn't the university teach this person this particular law?' And sometimes it is maybe unfair. Uhmm, but the reality is, it's also of the bigger picture for me is the credibility and-and the status of the HR profession. If our HR people don't have all the answers for the management of the factory, then we are appear to be incompetent. Then the management would say, 'Ok, but perhaps we should outsource this whole HR function. My HR person, this person can't deliver.'"* The design of the PITM model aim to prevent this from happening. These examples confirm the importance of the processes within the PITM

to prepare the HR candidate to become a professional. It is therefore important that to address competence in both a theoretical and practical manner.

4.4.5 Candidateship programme and the HR Competency Model

This author found during the literature review process that there is a constant reference to HR Competency Models. The importance and value of theory will never be diregarded, but the question is, how important is the practical component in governance? R4 was requested to dicusses the completeness of the competency profile – including the Candidateship programme - as part of a PITM. Here candidate entry points were referred to.

R4 stated that *"all the skills and the behavioural dimensions, all of it has already been infused...Into this whole process. And, and with this, uhm - because here, I mean it-- covers the whole process regarding the competence model. Exactly what the person must be able to--- do and we've got supporting things like 360 assessments. So in all the, all the technical tools to empower the individual, as well as the employer, to deliver on competence.....is in place."* From a governance point of view, R4 stated that there are clear *"sign off points. So uhh - decision points, in terms, from the beginning through to the exit of the person at the end of – of the day. So we've got the project plan for that - also in place. We developed clear FAQ's, typical questions that we get, what's the role of the supervisor, what's the – what's the line of, of responsibility, the role of the different role players, typical questions that came from the field, uhm. And then the details regarding the competency profile. Exactly what the person must be able to – uhmm – to do in the work place. Ok, Uhm So, all the details are here. I mean there is spaces where people will write as you go through the process of applying the particular uhm competence. And there must be evidence and the supervisor must write here....So, if the supervisor says, I--- haven't see this person operating in strategy, then you can't write anything there.....So, so it is a matter of, is it evidence based approach to competence at the end of the day. So, if I, if the competence is presentation skills, and you've never seen me doing a presentation, I cannot rate, rate you on it. So, so the-the onus is then on the supervisor to-to create uhm, an environment where this person can do presentations. Even if it simply means – ok tell me what have you done over the last month? Put your learning points together and come and present something for me.....That then creates an opportunity for this person to show what – what he's worth - his presentation skills are. Uhm, it is a total of 70 weeks, so throughout this process with the 70 weeks, you*

go through his-his plan. I mean, let's face it, 13 competencies is quite a tall order....uhmm sorry 14 competencies."

R4 then presented arguments for the young professionals in the programme by stating the following: *"And, and for-for this youngster, I mean you're not born with these things, you have to develop...And some of them will, some of them, I mean strategy is something that will probably take you 10 - 15 – 20 years to really master it....But we don't expect a 20 year old to be a strategist. So think- uhmm, and that's where the level of work in the 'Competency Library' is so useful."* The challenge then is *"to ensure that the person really gets good exposure to all the different areas. And for the supervisor to guide and to say – How do I? I see now I've been through now the 70 weeks, may be after 60 weeks you realise, Ok, but now this person hasn't done much about organisation development, how do I create an opportunity, for that person to show me competence... in that particular area. What type of exposure can I give this person regarding O... May be there is a team building session running somewhere and I can send him to just observe how this team building in a particular department is working. Then at least he can come back and report back and say, this I've – I've noticed that. There is a restructuring in another department, he sits in restructuring meeting, and say Ok, now I see there is a different organisation design, new structure that-that emerges from that process......That type of exposure that you – that you really give the-the person. I think the commitment is very important. So-so this type of approach I think it's-it's structured, it makes it clear that the roles of this – of the different stakeholders are – are clearly outlined. Uhm, and that the governance of all of this is---very clear..."* It is therefore important not to disregard what has already been developed.

4.4.6   RPL and professional registration as part of the content of the PITM

R1 also referred to an aspect of RPL, by stating that the SABPP's view is as follows: *" the view we are taking at the moment, is... and this all a work in progress, but the view at the moment is, we advising employers who have uhm people with no qualifications...To RPL them for a certificate or a diploma... Because they can get a 100% RPL recognition...Once they done that, they could then, well, because they got 20, 30, 10 years experience, then they would'nt need to go through the candidate programme....So they have been RPL at that level, that gives them the qualification. They can then show work that they have done. So they [are] actually eligible for registration on the ladder anyway. So that is the RPL route*

to registration." This approach supports the intention of SAQA to provide opportunities for RPL and is of value to the PITM.

This means that in the PITM model the role of RPL will have to be acknowledged as part of an industry and an opportunity to go into the HR profession. R1 stated that when RPL is conducted, the following effects will be applicable to the Candidateship programme: *"No, they- don't need to go into the program, because the programme is planned work exposures- they already had those work exposures.....Unless, for some reason they are very underexposed in certain areas...but in the, the process for RPLing for qualification, will indicate gaps, which the RPL provider will then remediate....So, we then know that they've got the theoretical knowledge, which they've gained through experience...But it has been assessed against the education qualification..So they get their certificate, or get their diploma...And then as I say they got the work experience, so they, they're actually already eligible for registration."*

R2 also provided information on the role of RPL in the PITM by stating: *"There will be an RPL model because you've got people already in have the-- years of experience. RPL is the way to go....because uhh, that's-- one way of redressing people who has work experience, and never had academic qualification.....So maybe, that's the right way to go.... I think RPL's the way to go."* It is clear that R2 also supports the RPL process.

4.4.7   An explanation of the concept of HR professional

Regarding this question, R4 responded as follows: *" Ok uhm in a nutshell for me it's-- about competence and work readiness. So, for this individual to-- function as a competent practitioner.... professional in the workplace...would be my vision to ensure that-- you can almost throw any problem at the individual and he will be able to handle it because the competencies are there."* Interesting aspects emerge from this. The HR practitioner is competent, work ready, able to deal with any problem encountered. This means there will be expected service delivery and satisfaction. This is essential to ensure that the PITM will deliver HR professionals to the industry. The PITM content will be based on competence, work readiness, problemsolving and individual levels.

4.4.8 HR standards (workplace) model, HR Competency Model (HR practitioner) and CPD as part of the PITM content

Difference between the concepts

R1 clarified the difference in application of the HR standards and the HR competencies by stating: *"Ok. The, the way the two things work together, ... The HR standards express what an organisation should have in place to manage the people properly, to get the best out of their human capital. It's not only an HR thing, it's an HR plus line management.....If you don't have one, you can't, if you don't neither of those two things, then you can not meet the standard. Because you can have the most brilliant HR department, if the line managers are not playing their part, then it doesn't work, it doesn't deliver in terms of human capital being best used in that organisation. So, standards say what the organisation needs to have in place. The competency model says what do the HR people, not the line people, what the HR people need to be able to do in order to play their part in delivering the standard."* These statements confirm the value of the Candidateship programme, RPL, and the roles the HR standards and competencies play in practice and in the PITM.

HR professional and the HR Competency Model as basis for practice

R2 stated: *"I believe what should be in this model, in this supposed model is – this person should think strategic, should understand governance and risk...should understand where talent management falls at different levels. I also believe this person should be a business partner...in keeping the leadership model and all the underpinning soft skills scenario should support the process..."*

R2 reflected on the role of the competency model, stating that the SABPP started looking at the current SABPP Competency Model *"in 2010 – 2011 with the thought of saying 'let's try HR competencies for HR profession' .....So, I think if I look at that landscape of saying, 'if I have now written the competency, we believe these are the minimum levels at which these competency need to fit in. We – believe every HR practitioner should be having that, whether it is a training manager or whatever. We are saying...the competency model can make a difference. And then said having written the competency, we then saying - how will it fit if*

you happen to write an intended standard around that?...And having the standard written...."
This feedback states that the HR standards and competency models could form a part of the PITM. That inclusion could prevent uncertainty on what is expected in the workplace and speed the process to ensure uniformity in practice.

HR professionals, education, CPD and career progression

R2 stated: *"Now, I think the challenge we are sitting with right now, is that we have academic model that covers m.. (unclear) various models of learning, but the learners don't know how to apply that.... So if I see, if you take this going as a profession, you need to then say – 'here is a HR SABPP competency standard model, we have got a model. Ahh, in terms of that these are the standards, these are the competencies. Fit that in an intended curriculum for progression.'*

R2 emphasised the importance of entry into a PITM and then the value of career progression in the form of a career path. This reference of R2 also confirms the possible length of the PITM to be developed in this study. R2 stated: *"Now, if progression means you take to say you start at exact...* (unclear) *or bottom and move all the way to executive. I believe these learning components will add to this supposed profession....I believe this profession should have continuous growth and development. I, ahh- one thing that is important for me is that this profession should, ahh-encourage a person to do maybe two models of mandatory of year on year, it's ethics...And the other one is understanding the concept of business partner.... So if those two models become a, a must learning. And if a person say I come at an entry level at this, what does ethics means to me here and what does professionalism and business know - knowledge mean to me here. And as they progress, we find that the ethics become much more critical... thinking strategic wise.... That's where I see it."*

From the response of R2 the following aspects could be interpreted with regard to the PITM:

- The model must apply or be relevant to both graduates and HR personeel in practice when they undergo, for example, a CPD process. The respondent confirmed the inclusion of the CPD process.
- The model provides a pathway for entry and moving onto the next level of progress, moving from entry as a new HR candidate to being an HR executive. This implies that the model will possibly have a lifespan or career path intention.

- Movement for professionals in both academia and business - leadership models, and learning to apply both, and the support role of, for example, the SABPP HR Competency Model in the learning and application processes.
- The role integration of theory and practice. This aspect refers to the importance of a concept such as the WIL approach, to align intended curriculum with practice that will ensure progression for the HR professional.

R3 referred to CPD in the PITM as a process to address exit management issues. The respondent stated that a solution to this problem may be the process of CPD: *"What that is saying – remember the proposal is then to say there should be exit points. Should exit here and then you stay here for 20 years...... this model must uhh be build in CPD, continuous professional development....for me to remain relevant....as a compulsory thing to say – yes you have--- met the requirements. Yes, you have met both practice and knowledge. I mean uhh yes but to remain in there is not automatic. You need to attend a certain number of accredited uhh workshops and maybe contribute.... depending on what you are doing, maybe write articles or do something, speak in conferences – that makes you remain relevant..."* R3 addressed the role of a professional body in the process by stating *"that is one thing that as a professional body we are now driving - from next year it is going to be compulsory to all our members..."*. The respondent provided various suggestions of the types of activities that could form part of the CPD process.

R4 stated that the PITM must be flexible and accommodate practitioners: *"at--- one level you also need to be flexible, in terms of realising that people will come in from different streams. So, having a--- almost a young talent perspective, in other words your typical 20 year....who will leave a university."*

4.4.9   Line management, supervisors, mentors and PITM content

In the previous Section, R1 indicated the important role of line managers in the assistance or partnership with the HR profession. R1 clearly stated that: *"it's an HR plus line management.....If you don't have one, you can't - meet the standard. Because you can have the most brilliant HR department, if the line managers are not playing their part, then it doesn't work, it doesn't deliver in terms of human capital being best used in that organisation."* Line managers and supervisors must therefore also form part in the PITM.

On this code, R2 stated the importance of the role of the supervisors in HR workplace. R2 stated: *"Ok, let's just start with the supervisor itself. I believe the supervisor has been selected should always be one notch above, or two notches above the current jobs, job brand so, or job level. So, it should be both workplace, as well as academic..... Because I, if I advance taken an intern who is supposed to be at, I'm using NQF jargon, at an NQF level 5 or 6, this person should be at least at Honours or Masters level...."* R2 then said the following with regard to the PITM: *"So maybe that's what the model should be saying. To say, whoever is gonna to be the intended supervisor, should be at least minimum one or two notches above the current grade.... So I believe, all stakeholders from supervisor, to assessor to moderators will play a critical role. I believe then, if the Board's intention or the model's intention is that the Board will be the final certifying process, then the Board will then say 'this--- person meets the minimum criteria. We have sufficient evidence that the learner can demonstrate 'ABC'.... and sign off.' And that sign off will mean to the industry that this person has a professional designation and is ready delivering that quality of work or that standard of work."*

From the statements provided by R2, this author sees the following potential components that could be added to the PITM:

- The RPL process followed in a professional manner could assist in preventing retraining of students or learners in aspects they are already familiar with. This will assist in saving time and costs.
- The minimum HR standards content and assessment criteria must be based on industry needs and the users accustomed in the content and application thereof.
- This could mean that where users are unfamiliar with the content and intent of the HR standards and competencies, an institution such as the "HR Academy" could play a vital role in presenting the required content in the form of workshops or learning programs.
- The PITM must include the role of workplace supervisors, assessors, moderators and finally the governance and national certification agency – an HR Board.

R4 referred to the importance of mentors in the PITM. The role of mentorship was explored during the interview. Will the supervisor be a mentor? The supervisor of the HR professional

will form part of the PITM. R4 stated the following on the availability of the supervisor: *"It is key – it's absolutely key. Uhm, we cannot uhmm, we cannot have a situation where the supervisor is never available....Or where the supervisor is not at the right level.... So-so, typically getting the selection is---critical."*

Regarding the role of the supervisor – the question must be asked if whether the supervisor must be a "registered mentor at a professional HR governance body"? R4 replied as follows: *"Not necessarily, but it is highly – it's likely, it's highly likely. Yes. Because a, for-for, what is important for us here is – is of course seniority is important. But it is not only about seniority. Sometimes you get a person who is a little bit more junior, but just absolutely passionate about the staff development. Who would – would probably give better support to an individual than a very high level HR Director - who's probably too busy......So, I think the balance in terms of time, attitude that commitment is--- absolutely key... Uhm, typically, a person who works in learning and development is more likely to understand the importance of internships and candidateship's and really helping this – the – the person to be successful - than an HR Director who only sits in high-level meetings. I think that's...that, that balance is quite. So sometimes, a more junior person, who's more commitment and works full time in L&D, is sometimes a better person. Uhm, because that person works in training every day. So, we-we balance all – all of this. But, but as you can see, very structured - clear what happens – there's an agreement, governance...."*

4.4.10 <u>Entry levels into the PITM and academic qualifications provided by ETD learning institutions</u>

Regarding a probe question to clarify the entry levels within a PITM for the HR profession, R2 replied (with reference to academic qualifications that can add value and support the PITM): *"Well, currently from my current scope... remember, because I'm also quality assurance for almost 25 qualifications... I do believe that academic qualifications that can add to this model.... We believe that this model...Sch-- that should support the process....We also need to keep in mind, there are academic qualifications that should also be supporting this, this professional model."*

Curriculums and professional registration as part of the content of the PITM

R2 made an interesting statement with regard to curriculums to ensure that HR practitioners are well educated to ensure practical application of knowledge. R2 stated: *"I believe that the current curriculum that we have within the CHE, DHE and QCT and SAQA, should support that mechanism. I also believe that in this whole mechanism, there should be real application of theory.... And if that shows that, If you've attained that level of competency, but with knowledge, skills and ability, you should be able to have that much of practical exposure".* It is valuable to ensure that the qualification is linked to professional registration to motivate the professional to study further.

Professional bodies for the various professions provide registration opportunities for their members. It will be valuable to investigate the importance of professional registration as part of the PITM. The professional registration may also be connected with a national authorities' frameworks such as the NQF. The integration of, for example, the NQF levels with professional registration levels will ease the process of validating the application to register. R2 stated that *"if you look at the SABP* (presumed to be SABPP) *uhh- professional model for registering people, I think that's a perfect way of looking. You start of as a HR technician, you can move to a HR practitioner, you can move up to associate practitioner. So that already supports the model to say – if you've got that many years of experience and if you've got minimum that qualification, that will support it. So there's already an existing professional registration model which I believe can support that thinking."* The availability of a registration process for the HR profession contributes to the development of a PITM - especially if the professional body is actively involved and appointed as a statutory quality assuror for the specific profession in a country.

From the above feedback of R2, the following interpretations are made to support the PITM:
- Academic qualifications have a place in the model, keeping in mind the real-world application of theory.
- That authorities such as CHE, DHE, QCT and SAQA can also be effected by this model and that their support will be required
- Practical exposure cannot be ignored
- The value and importance of an already existing professional registration process by a HR governance body, to support and influence the levels of professionals in the model. This registration process is an example of the integration opportunity of

qualifications obtained and relevant experience; and how it could lead to enhancement of a next level of professionalism.

- The value of an HR governance opportunity already available.

Internship programs – statutory professions in South Africa

Various statutory professions in South Africa require that their interns or candidates must successfully complete an internship programme in the workplace, prior to professional registration. Depending on the statutory requirements, it may be required that these interns/ candidates must write a Board examination after the successful completion of their internship period. After successful completion, they can then be registered as professionals. The literature review and interviews illustrate that the content of the SABPP Candidateship programme intends to deliver a similar purpose with reference to internship programs used by statutory professional bodies. Provide opportunities for graduates with prescribed qualifications to obtain practical exposure, prior to being registered as a *"professional".*

R2 provided information on the importance of postgraduate qualifications, professional registration, the HR Competency Model of the SABPP by stating: *"You see, then again you are saying - you're sitting with an academic qualification... and I believe then that that person should be placed on what they call a a job internship programme or what you would say, workplace exp... exposure.... I believe this person should be placed with minimum two years or 18 months on a- programme. And at the end of the program, if you would then want to register as an academic profession, then go for an interview.... Let the panel make a judgement to say are you worthy of that level.... I think that's where the gap is right now."* R2 stated that regarding specific operational or appointment levels for HR practitioners you should *"be interviewing.... and use the HR Competency Model and use it as a questionnaire to say – are you really thinking strategic, are you really thinking talent management, are you really understanding governance and risk?"* It is valuable to note that the model must provide opportunities for graduates and support the need of the industry. Also, the value of professional HR governance bodies regarding the provision of professional registration, and how they could assist in the provision of models.

HR academics with little to no experience

R2 made a suggestion to academics with little workplace exposure: *"they may have done research and that is as for as it goes. But the question is – we are saying if you now have honours, we now believe over the next 18 months, this should be what I would use the word, Candidateship programme, put them through this motion."* From this statement, it seems that academics with little to no experience could also be included in the Candidateship programme of the SABPP, to assist them with obtaining the required practical experience. R2 suggested that they could also be upskilled and at the end: *"...do an exit interview...and see whether they meet the re- the intended criteria.* The respondent stated that the academic is then at a specific entry level of professional registration and that *"in progression that person can move up."* R2 stated that this intervention of assisting academics to obtain HR workplace experience will also have a positive impact on, for example, the marks the students obtain in class: *"Because on a paper-based exercise, I can give you 60 – 70 % as a pass...but do you really know how it applies in the workplace?"*

IHRM and curriculum – the need for experienced HR lecturers as part of the PITM

R2 asked the question: *"...are we a global player or just a national player?".* According to the R2 there are businesses with *"...a national and international footprint – what happens in that case?".* In this situation, the provision of theory and practice is essential. Why? R2 replied by stating: *"Because you need to understand the culture of that country...So where does cul....culture diversity gets in place? And I think, theory is good. I believe a- structured internship programme or a structured candidate programme will make a big difference."*

It is interesting that the HR academics with HR qualifications will also be included in the PITM. This means that it is valuable to identify, recruit, select and use academics who are registered HR professionals. This will mean the academics will have HR experience, required HR qualifications and HR exposure in the workplace to integrate theory and practice.

R3 stated that the PITM must further lead to acknowledgement of the model's role into the emotional and psychological aspects of the human. R3 stated: *"Uhm I'm gonna view it from internal. I'm not going to look it from entry or whoever has whatever, and has whatever to*

get wherever. I wanna look at it from a point of once you entered there is this – this uhm training that's been done or formulated and there is a plan for it. It needs to be something that covers a-a broader spectrum of HR. It needs to uhm allow an individual to-to probe deeper. I think I am one of those people who-- likes integrating the theory to-to get a broader understanding of what it intends. Because in the real world you need to think outside the box. So I think my vision is that this journey should allow anyone entering or anyone who--- wishes to progress to think beyond what will be given on that particular paper, booklet or whatever plan that there is. That's just what independent thinking is the vision in terms of that."

The above comment by R3 opens a few realities to assist the PITM. This includes:
- The inner being of the HR professional as a professional in a model application and work context.
- Once entered into the model, the individual will still have needs. Do not neglect the individual already in the model.
- The model must not neglect the broader spectrum of internal and external influences on a model.
- A model that could be used by the individual to do, for example, introspection, to do a personal needs analysis and from the outcomes develop a personal development plan for the future.
- That this model could be viewed as a "journey".

4.4.11 Professional registration levels or progression – CPD (candidate to professional) and PITM content

What is the impact of professional registration on applied competence demonstration in the PITM? R4 referred to the impact of professional registration and how it links to demonstrated competence: *"...when we talk about HR candidate we must – we must have the mindset of thinking accounting candidate or law candidate. That person is not recognised as an accountant yet...not be registered as a chartered accountant if you haven't completed your honours ....and if you – if you haven't done your articles....Uhm, so you must have that applied competence....professional registration depends on your qualification, your level of working experience...".* It is noted that registration is linked to the CPD process.

As a professional, the individual has have proof of their professional registration level, obtained qualification and work experience (competence) gained, when measured against specific criteria, to move on to next level of registration. R4 stated: *"because your professional registration depends on your qualification, your level of working experience...those [7]three criteria."* For an HR graduate (candidate) who has little to no HR experience and who is completing the HR Candidateship programme, the following could happen: *"So coming with your BCom* [Bachelors of Commerce]*, you've got – you've got the qualification part....at – at that point...but you've got zero experience....Ok, so, and that's where we start this process of helping this person to get the experience... yes-yes. In-in a certain way, we almost accelerate the development, because now, in the past if you're not part of this, you wait your two years or whatever...But this almost says to you -   I'm part of the body already - I am going to register anyhow, but I'm still accumulating my experience...".* Regarding the quality of the Candidateship programme the respondent stated: *"Uhm, but we believe, because of the fact that it is so structured and that the governance around it is so good that, that it will give you a better quality HR product. Uhmm, if you compare this to the person who has not gone through it....we believe we develop and almost accelerate the thinking regarding that...because very-very few, I mean if I have to guess I would say the average person on this is probably 24 – 25...If you---would, if you would not have had this, let me bet you at age 25... you would not have been exposed, be exposed to things like strategy....to talent management...to HR risk, so-so. The competency model as the foundation really makes it so easy for you....to know what are the things that they really need to do in order to get this thing, because you will get exposed....."*

From the above feedback provided by R4, the following valuable interpretations could be used in the PITM:

- Demonstrated competence, backed up with the relevant HR qualification, will contribute towards the professional registration process. When the professional registration process is well governed, it could be a valuable asset to the PITM.
- From candidate to professional the professional registration process must contain levels or categories of advancement as the individual obtains more qualifications and their competence improves.

---

[7] Three: Qualification, experience and job level in the organisation (the level of work)

- This professional registration process must be fair and governed by experienced staff or an appointed committee responsible for the process;

- It must provide an attraction to the participants as well as those who are not registered to become part of the registration process.

- The registration process must be applicable or relevant to all industries where HR is practiced, both national and internationally.

- The registration process must result in demonstrated competence at the various levels. In other words, if a professional is a registered MHRP as a 'generalist', this person must be competent to provide guidance and support in HR functions to organisation management on the similar level and even higher. This person must be able to successfully establish and manage HR departments, be able to deal with confidence in senior management staff including directors and CEOs. The size of the organisation and its infrastructure will not be problematic for such a practitioner.

4.4.12 <u>Instructional design as a blended facilitating learning approach and PITM content</u>

R2 referred to the impact instructional design may have on the content of the PITM: *"the instructional designer around this kind of model should be, should allow lateral... (unclear) blended learning approach....multi ways of creating this, this model to work....We also believe the instructional design around this, to say – you--don't lecture, you facilitate learning.....Allow hands on and work experience to be displayed in the whole instructional design. It should be case study based, it should be saying here's some underpinning theory - go and do some research and come back. I believe that will make a difference....may be this instructional design should allow different methods, methods and theory to be added to it. Keeping in mind, and I am using the word, SABP* (presumed SABPP) *has also written what we called, professional practitioner standards.... And with professional practitioner standards we are saying – 'can I use this, these minimum standards to support the way we facilitate this instructional design?' What are the minimum standards we need to keep in mind?"*

Regarding the above feedback presented by R2, the following ideas need to be kept in mind when designing the new PITM:

- The instructional design of learning institutions could support the new model by implementing a theoretical and practical approach in their complete curriculum.

- Without the support of the instructionally designed process aligned to HR standards and competency content, the model will struggle to sustain its purpose.

- Creativity in instructional design will be required, at times, to lecture and to facilitate learning.

- The outcome of the instructional design must demonstrate a hands-on approach.

- Academic qualification levels must be investigated to ensure that undergraduate and postgraduate levels are covered.

- The content of the instructional design products (curriculums) must be able to change.

- The content of professional practitioner standards must be incorporated into curriculums.

Role of ETD learning institutions and industry in partnership, as part of the design process, in order to address economic expectations

Regarding the role of and approach to current learning institutions, R2 stated: *"I believe there's multiple blend approach. One is that we can use our current academic institutions. Let them- become part of this curriculum design. Let us then use an academic hat as part of the process. I also believe we need to invite the industry.... to say, if we are gonna meet this kind of criteria, what do you think you want for workplace exposure? So, I think that's where it should be."* R2 stated: *"I also believe that while we're putting this curriculum in place, we must start using the way South Africa and the...*(unclear) *current economy is moving. We need to allow this curriculum to be multi-blend approach, it can be using, let's use the E-platform.... I believe there should be journals and articles made available for publication for them to read...I believe that learning can also be done both face to face where possible, but it can also be done distance learning.... Because, if I am in a foreign country and I want to participate in this curriculum, why can I not do it? So, if I use the institution called* [distance learning institution name] *has a wonderful blended approach. They are saying - these are small models of learning...and as you complete your assignment and projects, we can assess and give you continuous feedback...and maybe the concept of webinars kicks in place..."*

From the above feedback provided by R2, the following aspects come to mind regarding the new PITM:

- Use current learning institutions as part of the model. Where change is required, identify the areas and assist them in changing in due course. Their inputs on the content could be valuable. This includes listening to them and including them in partnerships could follow.

- Include the academics in the process. If the academics lack experience, find ways to assist them in gaining experience, without causing unnecessary conflict.

- Include industry in this model.

- Use publications such as journals to explore the intent of the model.

- HR professionals from South Africa may be working overseas. This model could also provide opportunities for them to form part of the model.

- Not all students affected by this model are fulltime students with little to no experience in HR. This means that HR students may already be working, gaining valuable HR experience and may be involved in distance learning.

- The CPD process could form a core function of the model.

R2 suggested that learning institutions could investigate the following learning delivery option: *"We need to then say, if we are moving this model going forward, we need to allow – many years ago...we had the artisan concept. You do six months of theory and six months of practical – why can't we bring in that kind of thing? It doesn't have to be 50/50...call it 70 percent in the first year - 30 percent practical, and progressively, as you move up into the years of academic learning, you said giving more practical exposure...".* This concept as stated by R2 will require intensive governance to, for example, find suitable workplaces for full-time students, especially if there are large numbers of students in HR.

R2 asked: *"Will this practical learning means I have to be the corporate organisation, or will this practical means I need to get some form of experience? Where it's assignment-based or project-based, where an activity book has been scheduled to say – you've learned these theories in this first semester...go and see in the three weeks vacation period, or four weeks, or five weeks vacation period, we call it vacation, maybe let's call it 'assignment time' ....where the learner virtually will go and source a corporate company. And will try, and, and I think what is important, here then is that corporate companies need to come to the party*

here.... We'd like your support in the process, but the way we're gonna to do is academic institution, is that we will tell you what the curriculums are. We will tell you what are your minimum expectations. And they also get briefed in the mechanism.... We also then tell them at the end of this program, these learners can eventually be employed back...if--- that's the way to go. But if I am already an employed person, that's the other - other scenario, you already have the workplace experience.... So, I think progression should again take place. 70 % first year, 30% theo-practical... and as you move up, at the end, by the time call it a degree or Honours stage, we should virtually have a 50 – 50 kind of thinking.... When a portfolio is submitted for assessment, you've got a genuine work place portfolio while academic will say, here is theory marks...that supports the workplace application... Let's turn it the other way around, in the first year and second year, and progressively once the industry starts buying into the mechanism...you see we might have better HR professions coming out than just theory."

The above statements from R2 could be useful for the PITM. As this author was coding the content, the following came to mind:

- The recruitment and selection of available organisations could be a project worthwhile to consider, after screening their HR possibilities to assist learners, provide an ROI programme for them to ensure that they will also benefit from their effort in assisting. This will be a similar process as has been followed with the South African SAQA learnership intention.
- The reference to the old artisanal system used in South Africa years ago is quite interesting. The respondent refers to 50%/ 50% theory and practice. The suggestion of 70% theory and 30% practice in the first year, and then moving toward, for example, 30% theory in the last year or in the postgraduate phase is interesting.
- It will be important to remember the role of students who are already employed in HR when constructing the PITM. It may also be true that an HR student is working in a field outside HR. If so, what then? Future studies could be made valuable to the industry in future.

During the interview, R4 referred to the effect of instructional design as part of the PITM for the HR profession. R4 stated instructional design *"must focus on professional practice...a student must --never, if he – if he –if he gets exposure in the workplace, he must not get*

exposed to theory in the work place, not at all.... So, it must be a practical problem or issue that relates to what the competency model is saying he should be doing...Then we would say to them, and now you come and work for this bank, here is the bank strategy. Now you tell me how the bank strategy links to your knowledge of-of business strategy....And whether you feel there are gaps and do you think we've aligned HR appropriately to the business strategy. Then I think we will achieve a lot. Uhm, so, that professional practice part, what the person will do in practice is-is absolutely key." R4 confirmed the importance of work exposure for students in a manner where the work place *"curriculum"* is linked with HR professional practice HR. The feedback also confirmed the importance of the availability of an HR Competency Model.

4.4.13   Governance and PITM content

Regarding the governance side of models, R2 referred to the valuable roles of assessors, moderators and the SABPP as a Board of certification by stating: *"I believe, if SABPP uses a word called "having an HR academy". So, if the academy plays the critical role in saying that these are the minimum standards a person needs to deliver, we are saying there should be a specific assessment questions to be laid out.... We are saying, in order to demonstrate the skills, these are the minimum assessment questions we should be asking...so the assessment strategy should allow multi-blend approach. It can be in any way in which the learner can demonstrate the currency of application and sufficiency of content. We also need to make sure that whoever is gonna be the intended assessor or assessors, must also be subject matter experts, but also open.... It should be open to allow the learner to share their views, and I believe, then this model shall allow, uhmm, even from the academic point of view, or from the board's point of view, should allow that this panel should be very open, but should be structured. In say...'in order to achieve this profession, these are the minimum criteria's a person should be able to demonstrate.' If there is a gap, the learner must go and do the learning, relearning and learning or unlearning, relearning whatever, and then come back for re-assessment. I believe learners should be, and this profession should be given an opportunity to say 'if you don't make this grade', I believe you can mentor and coach them, and maybe that is the road."*

From the above statement from R2, the following aspects that could form part of the PITM should be noted:

- Learning institutions are important to present professionals to the industry.
- There must be a minimum assessment and moderation strategies to ensure compliance to minimum acceptable theory and workplace standards and structures.
- The multi-blend approach is essential to the PITM processes.
- Competence must be demonstrated.
- Clear remedial policies and procedures must be available.

4.4.14 Other statutory professions as an example and how they link to the PITM

R3 referred to the PITM and the role of the youth by stating that: *"With that model, I see a--- lot of interest from the young ones."* R3 continued: *"look at the CA model to say – when someone is a chartered accountant, whether the 1st degree was done at the* [name of university]*, or whether the degree was done at* [name of university]*, makes no difference.....whether I went via matric* [National Senior Certificate] *or I went via a-- degree or a masters, if I mean, the--- vision for me is to say when the market sees a person who we called whatever the term we call – HR professional, is somebody who will have gone through that rigid thing.... So in other words, the model that we must come up with must say, in the end there is respect."* This author found it is interesting that R3 stated that to be a professional is not like being given *"a certificate of attendance.."*.

Respect and the HR professional

R3 then referred to another example from a profession by stating when we *"hear somebody saying 'I am an actuary'* [people will say] *WOW- Sjoe! You went through all that difficult stuff? Then there is respect. So, for me if this model can mean anything, it must mean that anybody who successfully goes through is respected by the market as a true professional."* This passage demonstrates the dream of R3, the need for HR professionals be recognised and acknowledge by industry, on the same level as for example a CA or an actuary, no matter which learning institution they were at.

R4 stated that the HR professionals can learn from other professions: *"As far as that, I mean when an - when someone signs off on a industrial psychologist, there's no-- argument on whether that person really deserves it.... I think that - that is the opportunity where we need to learn from other professions. Where we need to say – 'how do we take HR to that particular level that when that sign off is there.... then we know that we are really talking*

about competence.'". This argument confirms the perspective of the HR community with regard to various other professions, when the individuals working in other fields are professionally registered to enter and do their duty in the community, it is not normally question if they deserve it.

4.4.15 HR professionals and PITM content

R3 indicated the importance of the PITM to empower people, to empower individuals to work, to lead to continuous learning and to prevent stagnation. R3 stated: *"I'm a- pro empowerment fan. So- I like knowing I'll leave you with something that will help you to help yourself and help others. So I think a model like this should be an enabler. It should enable you to enable someone. So let's say someone goes through this whole process, they should be able to help someone to go through that process and that person – must, so, it should be, ja* [meaning 'yes'] *like you should be an enabler afterwards."*

R3 highlighted the value of empowerment by further stating that: *"There is no point in going to university or whatever doing a four year degree...and you stagnate. Keep on learning, help people like, I think that's especially in HR, because you are the one who should help enable your employees. Like you should go through this intensive training because you are the one who is in control of your employee's training.... So ja, I think a model like this should enable the person who goes through it to enable the next person...become self sustainable as well."* It will be excellent if the HR professionals could reach this stage of working with confidence and move to the stage where the profession is known as the 'enablers' in the industry.

4.4.16 Exit management and CPD, and the content of the PITM

Completion/ termination of HR studies to become HR professional and PITM content – PITM exit management

R3 stated that the PITM ought to address the following aspects with regard to exit management. R3 stated that this model should consider *"...exit points. In other words – uhh can I only be a professional if I've gonna to the highest stage...can I say I have gone a certain level and I am tired, I don't want to continue on the years I have been training...what*

happens if a CA is half way done and leaves?.... Is he a professional? Is he half professional and can they get some exit?" After working through this aspect or perspective, this author realised that it may happen that a practitioner may leave the specific intervention or the model prior to completion of a specific stage. After a period of time, they may re-enter the model. If so, then what? Is there an opportunity to re-enter and continue? When is a practitioner seen as a *"professional"* and when not? Is there a 'half-way' in the professional scenario? These are questions that must be considered during the development of a model. This is also why the in-depth understanding of concepts is so important. This perspective or questions cannot be ignored, but have to be answered.

4.4.17 Employment and unemployment of HR practitioners, and the PITM content

Employment of HR graduates after completion of studies.
Not all students are employed during their studies. Many HR students study full-time at universities, colleges, academies and training centres or institutions and must search for work opportunities some time during their studies or after graduation.

R4 refers to this reality by stating that assisting with placements in the workplace (to prevent unemployment) is a demonstration that learning providers care about students after they have completed their studies. R4 indicated that there are a few institutions involved in this process and that it is appreciated. R4 stated: *"I am not convinced that all the learning providers provide their learning provision according to a clear professional approach. The – they, the attitude is almost, our – our goal is to help this person to walk out with his BCom* [Bachelors of Commerce]*....or his diploma or whatever. That's the – that's the attitude and – and once that person has that certificate, whether he gets a job or not, we don't care too much about that, our job is to do exams. Once exams are done and the person grads, then, whether he is employed or unemployed, or whatever he does after, we don't care about that...I think that to me is the is---the gap. There are a few institutions who make a point of it to ensure that this person gets workplace exposure....Uhm and we appreciate that."* This statement emphasises the importance of the PITM to guide and assist the stakeholders of the HR profession to work towards the ensuring that every HR graduate, (whether he/she receives a HR certificate, diploma or degree) has employment opportunities.

Employment and the WIL approach

What is solution to the problem of unemployment? R4 provided the following suggestion: *"And there's different models from work-integrated learning perspective where you can accommodate that...."* The detail of this suggestion is further discussed in the next section.

4.4.18 <u>WIL – closing gaps between theory and practice</u>

Professional approach from entering the ETD learning institution

R4 saw the student as part of the PITM by stating that their studies are *"definitely part of it. But I even see as part of the studies, there's three years. Uhm, because this is also where I – I see a lot of international approaches to be useful, is – is that I think in South Africa, we think about the student too late. We only start thinking about the student in his 3rd year before his exam....And then we start worrying about next year. That to me, is too late. We need to build infuse the notion of professionalism, on day one - 1st years, one-on-one."* This means the PITM could be presented to the 1st year students during their induction/ introduction training. It could be presented to the students through a WIL approach in partnership with the learning institution, industry (work place) and the governance body. This could mean that on the 3rd year level of studies, and during postgraduate studies, the full-time student has been presented to the industry.

Role of learning institutions

R4 suggested that HR learning institutions need to integrate more practice into their graduate programs. R4 stated that: *"There are a few institutions who make a point of it to ensure that this person gets workplace exposure... and we appreciate that."* In general, R4 suggested the following with regard to bridging the gap between theory and practical experience during HR studies:

- The aim must be the provision of graduates who are competent and work ready: *"Ok, uhm in a nutshell for me it's- it's about competence and work readiness."*
- That as well as learning theoretical information during their education, the students must also have practical exposure in order to close the gap between theory and practice: "*My view is the universities focus too much on the theories and not - not enough about the practice."*

- Students must be prepared to do professional presentations that would stand in practice: *"So things I mean a basic thing like decision-making, yes they do some decision making theories and stuff at varsity, but to think as professional, I have to make a decision.... How do I make a decision? How do I way up alternatives? How do I prepare if I know I'm going to the CCMA* [Commission for Conciliation, Mediation and Arbitration]*? What is my level of preparation and analysis I do upfront?...the quality of my presentation...".*

- That learning institutions must create a model that will deliver competent HR graduates for the industry, this will prevent retraining when the students enter the workplace: *"Those skills for me from a – from a providing university perspective is lack...Uhm and- therefore my vision would be the-- to create a model that will deliver competence...That has clear phases...good governance as part of it, and sign off... So whoever- signs off on- to say this professional – I declare this professional to be competent. That- there must be a process that you follow in order to get there.... It must not be a thumb suck or a guess, uhmm, it must have credibility... ".*

WIL and preventing unemployment

As mentioned under Section 4.1.15, the WIL programme approach could be implemented by ETD institutions to address the gap between theory and practice, and to assist with employment. R4 stated the following: *"So one institution will go out of his way – out of their way to ensure that the student is placed, another institution will do the bare minimum and just deliver the--- degree....."* The respondent stated that: *"For me, that is not applied competence.... I want to be able to say, I'm not preparing a person to prove to me he can replicate Maslow.... I want – I want a person who can say to me – give me any HR work, I'm competent, I can do HR work, not giving me a theory of Maslow.... And that's the difference as far as universities are concerned. I think there's variance. There's – there's excellent practice, but there is also very poor practice and there's a level of mediocrity almost, or, and- there is reason for it. Sometimes the universities get pressed just to put – to put up numbers.... So then the priority is numbers....Umm, and the more students you have, the more difficult it is to really oversee this type of approach, to – to really make it work. So, I think that there are practical limitations. Uhm, but the reality is - I don't yet see enough higher education institutions really taking full responsibility to go out of their way to ensure that the students are true professionals and that you – you get almost a 100% employment rate at*

the end of the day.... And with employers being very satisfied....because I may have a 100% employment rate, but employers are not satisfied..."

Employers as customers

R4 asserted that: *"You see, because at the end the employer is, is for me, is the <u>customer</u>.... In terms of saying – what do I do with this graduates coming out of the university? Can they do, or do I have to now, after the BCom* [Bachelors of Commerce]*, I have to retrain this person? Employer must orientate, but employer must not teach an HR person HR.... He must teach the HR person about company procedures and business strategy and those things. He must not – he must not train a student how to do recruitment...".*

This author realised that it is also important that the employers must not have unrealistic expectations of the graduate who enters the workplace. But it may happen that some HR graduates enter the workplace and be uncertain on what they should be doing on the first day in the workplace. This uncertainty must be addressed in the PITM to prevent employer frustration due to the graduates' incompetence in the application of HR functions. R4 further stated that if the employer must teach the graduate HR theory and practice *"the system* [has] *failed …to produce a competent HR person who can do HR work."* This statement confirms the value and importance of candidateship/ internship programme attendance when there is a lack of practical experience.

From the content provided by R4 the following interpretations are important for the PITM:
- The WIL approach should to be investigated by learning institutions as a possible solution to provide theory and practical experience.
- The WIL approach could assist institutions and their students to address the problem of unemployment after graduation.
- Learning institutions have customers waiting for their products or end results of their services provided.

Examples from other countries to address graduate unemployment

The way other countries deal with the problem of graduate unemployment may, according to R4, be a way to approach the problem: *"I believe South Africa must go the UK route. Uhh, the UK has now decided that – that uhm the employment rates of the students are-- published...per faculty....UK government is very smart now....Now they even award*

subsidies based on that....So if a university 'A' comes with a 90% employment rate, he gets a good subsidy. University 'B' comes with a 60%, he gets a bad subsidy. So the university is punished or rewarded on a positive side on employment rate. Now, if that is the case in a – in a 1ˢᵗ world country with a fairly low unemployment rate...for us, it is even more important. Because I don't think our system can afford to have unemployed graduates. Society - from a socio-economic perspective, we cannot have that. So, so I would – I would really like to see that we really take this – this uhm professionalism more seriously and think from a socio-economic perspective employment."

From these statements, various valuable learning points can be applied to the PITM:

- Interaction between the government and learning institutions to address aspects such as unemployment.
- Incentives or subsidy managed on a national model per faculty.
- South Africa has various educational areas in which development is still required.

R4 stated the importance of setting goals: *"Employment must be - almost the 1ˢᵗ goal must be employment. The 2ⁿᵈ goal must be high performance in employment.... Because then – then I think the university have succeeded in ensuring that they have provided this person for the – for the market."*

The role of professional HR governance and multi stakeholder balance

R4 also referred to the role of, for example, the SABPP as professional body in the process: *"And of course us, as the professional body, we must steer that process, because if – if we are not happy with the quality of that whole process, and this is where governance once again comes in....Then we – then we as pro..(unclear) ... have also failed. So I think getting this – a – really multi, it's-- a multi stakeholder approach. Almost to say there's different stakeholders here. There's the student, there's the university, there's the work place and the HR managers there. It's the professional body, it's government from a higher education perspective. So there's different role- players and we need to ensure that that value chain, is- works optimally for all these different stake holders. So that you don't have a situation of winners and losers...I think currently we have a situation where, uhm there isn't balance between the needs and expectation and interests of all these stakeholders. And getting that balance right, is-is so important."* R4 then stressed the following: *"So I think, clearly*

demarcating the – the needs of the different stakeholders and getting this system to function, that's where the model is used for."

The PITM for the HR profession has many challenges to overcome. The challenges could be debated from various perspectives. The above-mentioned statements highlight that the challenge is to table practical solutions to areas of concern and to build on identified positive areas. It will not only be important to provide job opportunities for HR graduates, but to fill those positions with competent graduates; the above statements providing warnings to graduates.

R4 referred to the role of education – from the 1st year of undergraduate studies and the professional governance body by stating: *"and throughout these three years, really exposing to industry and the HR profession. And that's the reason why we've launched all these 'student chapters' as well. To get the student to – to realise, I need to think like a professional from 18 year old.... Not only at 21. Because then already you have wasted three years.... And the sooner we can get that thinking and mindset from the student right. So I would – I would say definitely, one entry is definitely the 20 – the 20 year old, leaving varsity. But I think from 18 till 20, we must use those three years and see how much professional exposure can we really give this person. So if the competency model says you must have competence in HR risk management, we've got – we've got that window period of three years. Lets insure that we really build competence.... And expose this person to HR risk during the, and whatever form it takes. If even - if it means we bring in HR managers from outside to come and lecture as part of it, that's useful as well.... But it could also mean we take the student out into practice. We give him a mentor, we – we use the Candidateship programme and other things where we really build particular competence as part of the process....Uhm, so, there will be different entry points.... not the model of letting loose..... that's what currently happening is - honours students exit varsity and we let-- them loose in the market and they do what they want to do. And some employers would be very good - giving the right exposure. Other - other employers will be terrible and not giving them the right exposure - or make them – let them do photocopies for the next five years."*

The above statements of R4 bring to mind the following interesting interpretation points:

- Do not waste time focusing young minds on the essence of professionalism, start from day one when they enter the learning institution.
- Use opportunities to develop the foundation of professional conduct, to be launched fully on the 1st day of employment.
- The main focus of the learning period is to build competence and systematic supervised exposure to the workplace in partnership with a governance body.
- Use resources available from industry to assist the learning institutions, the provision of available experienced HR professionals to assist with the presentation of lectures, and the provision of workplace exposure opportunities.
- With the coordination of the SABPP, integrate the Candidateship programme into the curriculum of the learning institutions, request the assistance of workplace mentors and then assess these opportunities. Possible certification opportunities could also be negotiated with governance bodies to equip the students with competencies to ensure that they will be market ready.

4.4.19 Life cycle/ span of the PITM and HR professional career path justification

Long-term thinking – professional governance bodies

R4 forecasted the following with regard to the lifespan of the model: *"Because a model you have to think systemically about. About the different stakeholder and what they need to do if we want to deliver competence and-and eventually career growth. 'Cause that is the next thing for the student to see. Now I've started my first job, now I move to the next job, and in ten years I'm a HR manager and in twenty years I am a HR director and then I am going to retire. So, its almost thinking from a 40-year career cycle, from this 18-year old, 40-year to 50-year career cycle until that person eventually retires. That's-that's I think is the thinking we should have if we really want to get uhm this thing right over the long term..."*

R4 stated: *"...absolutely. I - I think the--- current gap in the market is short-term thinking. So, you know – student short term – I just want a job.... First want - I want to finish my study, I want a job. Employers now look at - ok, if I do youth employment, I can score subsidy and stuff. Universities short term, I need subsidy.... So, and that's where I think the role of professionalism and the professional body is simple, because we've got this 45 to 50-year thinking."*

Role of mentors and long-term HR talent pipeline investment approach

R4 highlighted the importance of the role of, for example, mentors in the long-term approach by stating that a *"mentor is - is a person who brings experience.... And the mentor can accelerate the development of this person. And giving a student, or a youngster access to someone who already had 20 to 30 years' experience, I mean - it just accelerate. And it ensures that you get competence at the end of the day.Then that's the value of really looking systemically uhm, and have a full life cycle view of, because then we also thi - look at talent pipeline almost for HR...I mean, what would you do in analysis of the HR market and we find out, let's say we find out that the average HR person is currently 57? Now, within 10 years those people retired. Do we then have a pipeline of 40-year olds and 45-year old and youngsters coming in who will take over these HR managers and HR director's jobs? Do we have that or not? So I think a labour - almost a labour market perspective for HR as a profession would be absolutely key, because then the different stakeholders will deliver on what the market really needs."*

From the above statement by R4, the following interpretations can be made:
- The PITM for the HR profession has potential that could span over a lifetime, a 40 to 50-year career professional HR cycle.
- From this perspective, a young HR professional could see the potential the HR career could provide for them.
- It includes short-, medium- and long-term thinking and planning.
- After completion of a specific phase, the participant moves on to the following phase.
- If full-time employment may be problematic at any stage, the participant can ask for advice from mentors and coaches and then eventually work as a independent consultant in HR.
- The model will then assist to clarify the roles of the industry, learning institutions, governance bodies and each HR professional in the HR field.
- Could be used as a visual model for other professions to develop their own PITMs or verify their current models. This model will also provide to them an overview of the HR field and the role of the HR professional within the field.

- Assist the HR field to provide more attention to employment opportunities based on the development of HR talent to ensure a 'pipeline' of available professionals to follow in the footsteps of the professionals who exit the HR field.

- Provide to industry a picture that reality is part of an individual's existence. That there is a time to start and a time to end. Plan and prepare to follow-up with available professionals to ensure that the organisation's HR functions never stop.

- For the retired individuals, the model will provide opportunities to invest valuable experience in mentorship/ coaching programs or still to act as an independent consultant during retirement.

- Think labour – labour market perspective for HR, deliver what the market really needs.

4.4.20 Boundaries in the HR profession and 'HR intelligence' and PITM content

When looking at the concept *"abuse"*, Cambridge (2008, p. 6-7) describes the concept as *"to use or treat someone or something wrongly or badly, especially in a way that is to your own advantage."* This includes *"using rude and offensive words".* Cambridge (2008, p. 914) refers to 'misuse' to *"use something in an unsuitable way or in a way that was not intended."* From these concepts, valuable lessons are learnt for the PITM content. Structured feedback could prevent the abuse or misuse of HR practitioners and students.

Partnerships with industry and the help of governance bodies will contribute to that students and graduates are not misused in the workplace. This is where professional governance and constant feedback between the various stakeholders forms part of the process. R4 suggested that *"as part of this – model, because this a, it should be a multi-stakeholder approach. I think there must be – there must be conti-continuous process of feeding information back.... Whether this person is starting to work in practice - that information must come back. Uhm but that's why with this – this type of a structured model it is very clear what the reporting lines are – their sign off."*

R4 was questioned if this refers to the SABPP Candidateship programme. The respondent stated: *"That is a Candidateship programme as well... But even before that, if you – if you send a student to go and spend a few days in practice, it must be written up. It must be signed off. It must be – it must be part of his portfolio to be added to his CV. But – but coming back to the professional model, that we also know what is happening, and giving us*

statistics, management information where we can – we can compare institutions, we can compare industries. In other words we almost create HR intelligence..."

This PITM could ensure and assist with the creation of an industry *"HR intelligence system"* available for all HR stakeholders. Regarding this, R4 stated the following: *"....because that's needs analysis for me.....That it – provides you with an opportunity to find out exactly what are the, what are the, let's say we-we send 100 students up – what's the feedback from industry on those 100 students? The students may come.... The-the employers may come back and say – listen as far as the competency model is concern, with these five competencies, the students are doing very well.... But with these five competencies, all students are underperformed. What's wrong?.... Then we know – let's target those five areas. Or let's re-look the model and see what is missing in terms of the way in which we instruct the student. Sometimes the content is right, but the approach is not right..... So, I think getting the balance right between the different components of that – of that uhmm professional-in-training, I think will be absolutely key."*

From the above statement by R4, the following aspects are interpreted for the PITM model:
- When planned and piloted correctly, this approach could be implemented.
- There a possibility that students could work during their vacation at various industry workplaces to enrich their personal portfolio of evidence.The structure of the portfolio of evidence could be aligned with the HR standards/ competencies in partnership with advice/ guidance from the governance authorities.
- If this approach is presented to industry, it would lead to the creation of opportunities as professionals and not as 'cheap labour'. When an organisation discovers HR talent and they require their services, service level agreements could pave the way to ensure that the student completes their studies and has an opportunity to be employed in the latter part of their studies.
- This would mean that students will study and they will require lecturing in line with industry standards. This could lead to the creation of learning environments in organisation where full-time employees could also start to study part-time or apply for RPL.
- The PITM is a life-long learning adventure, and as the respondent stated: *"would be absolutely key."*

4.4.21 HR Competency Library and PITM content

R4 introduced the Competency Library by referring to the partnership with the HR Intelligence System. Both the two ideas could form part of the new PITM. R4 stated *"the – value of the competency model, I mean the-the fact is, now that we've got a full Competency Library on - on all the competencies. Makes it very clear exactly what the person must be able to do. And critical thinking – that, those things are – are written in there, so there's – there's stuff on strategy, there's things about compliance, there's things about people skills, business strategy. Uhmm, so I think – that, because that we have done already, the breakdown of the full competency model. According to the Competency Library, that should be the curriculum and not the subject of the university. I think that's the – where – there is content from the – the theory must help you to be competent.... Ok, in terms of your knowledge base.... But when it comes to that workplace exposure, that is where the-the competency model is the curriculum, because that is where--- the person can show his competence. And if there is then still a gap in competence, send the person back and say 'the competence was writing. You've – you've written a document, the document is poorly written, go back, redo it, come back, show me you can write a proper report on a disciplinary case', whatever the issue is..."*

Development of the competencies and standards

R4 replied: *"Very, very wide. Uhmm, it was developed by all major HR representative associations in the country* [referring to South Africa]*, 21 – all 21 of them....Uhmm, so it was very consultative, but it was, at the end it was practitioner driven. So, our members, as well as several non-members.....participated in this – in this particular process. So essence, the competency model and the standards were-- developed and consulted and with inputs at the end of the day, more than a thousand HR managers....So, that's why – that's why my– confidence in the competency model and the standards is really – it's- really there. Because it comes from the field already....and therefore it's not necessary at this stage to go and do intensive instructional design, in terms of what the student needs. So the needs analysis was done already....The, the challenge now is just to convert what is there on the table in terms of the standards and the competencies, to convert that for the purpose of professional development."*

Results of consultation products (standards and competencies) and theoretical and practical curriculum

R4 stated regarding the application of the standards and competencies and how it relates to the PITM: *"The theory and the practice, yes,. absolutely. Uhm, and because if you – if you look at the process with the – with the candidateship model, because it – it's using the competency model at the theory as the foundation. Uhmm, so that works – so and that's why, even on the first page* [the respondent showed the SABPP Candidateship programme file to this author], *this is the, this is..should be the curriculum of – of any professional-in-training....Uhmm model. Uhmm, so the 13 standards, the 14 compt, and they are also integrated. Uhmm, so, the practice of HR, the field of HR, will wherever you are going to work, whether it is government or municipality or a mine, or insurance company, this is what the professional is expected to – do. And yes, while there may be a level of flexibility according to your industry....I mean surely safety will be a bigger issue in a mine than in a bank.... But it doesn't mean that the bank can neglect safety. So, when we have the competency on – on governments risk and compliance, you'll have a different level of risk according to the context of the business.... But the competency is still very important.... Ok, so, this curriculum, then – it just forms in a very practical way, a – good framework for – for any professional in training type of model. Because we already, I want to go as far as to say there is no need for needs analysis, needs analysis was done already.... Now, it is a matter of structuring, taking this, converting it to a professional-in-training model, with a clear approach as far as how you'd apply this."*

R4's statement shows that the content could be applied in any industry in a practical way. And that the environment the industry is functioning in, could adapt the level of intensity according to the industry environment. This needs to form part of the PITM.

4.4.22 <u>HR students in the workplace and PITM content</u>

This model will definitely have to build in or look at, for example, evaluation of the level of education contents based on practical requirements. The PITM must include full-time students working to obtain practical experience. Feedback from students to learning institutions and professional bodies on such situations are valuable to enhance the profession and provide opportunities to the students to come across as *"professional".*

R4 provided the following response to this question: *"feedback loops is very important here. Its even - I even foresee a situation, where in particular, the smaller organisations....where a student will walk in then and he will ask a company for something. And the company says - no we don't have it..... And the student thought 'WOW, Ok... Then I really know more than the company....' So – we must be able to have foot - feedback loops to all sides. So if-if the student for instance say 'Ok, now I come here with the- with-with Employment Equity Act, I tried to implement and the employer say we know nothing about it or we don't care about it' - that student must be able to influence the company.....Real success would be if that student walks away and say 'I walked in there and there was no Employment Equity Plan and now that I left, now they have got – have an Employment Equity Plan.' Then that student even added value to the organisation. But once again, then going back to the university and say to - Guys, this is fantastic stuff that you taught me actually helped me to add value.... So I think it's-it – goes both ways.... But because at the end, that's why the HR profession must be at the centre.... Because that is the, almost the knowledge hub, the knowledge and professional hub.... In terms of-of what is the theory, but what is the competence in practical information that you need to make, to-to show that level of – competence."*

From the above examples given by R4, the following interpretation follows:

- Formal feedback processes with students who attended the workplace during their studies to determine further guidance and provide help.
- Feedback could be crucial for improving the learning institution curriculum design.
- These actions will enhance the image of HR being a profession, and may even be an example to other professions.
- It will be example for the HR stakeholders that those in the field care about one another.

4.4.23 Ethics (Whistle-blowing system)

In Chapter 2 of this study, attention was focused on the importance of ethics in the HR profession. R4 also commented on the role of ethics and training in ethics. R4 referred to the value and importance of theoretical training and practical exposure in the workplace. R4 stated that *"...universities are very good to train ethics. So the ethic modules....I don't have any problems with the content - when it comes to the philosophy of ethics. Uhmm, but the student at that point, does not have the practical guidance.....As far, ok, now I sit in the*

workplace.... How do I see practical examples of ethics? Ok, and that's where the student needs a little bit of guidance. And there they need to be able to say – 'Ok, is there ethics policy in the company? Is there a whistle-blowing system?....Is there - is there a culture of ethics in the work?'".

4.4.24 Conclusion

In conclusion to this theme, this author wants to motivate HR candidates and professionals not to stop CPD opportunities. It is also true that a person may be satisfied to do a specific job for the rest of their HR career. R4 commented on CPD. R4 motivated the HR practitioners to study further and gain experience as they progress. R4 adviced not to stop with a qualification – but to carry on with higher education as far as possible. R4 stated: *"You see, our-our message to-to uhmm the market is that this is about professionalism.... And we want to say to a person who – if your if your ambition is to stay in payroll, or in HR administration for the next 20 years, that's fine.... And you've – you've came here with your* [name of institution] *certificate and we've registered you as a technician, you'll stay there.....So, from our side, we also want to pressurise people, say to them, you can be fine with that. But realise you're losing out on salary and you're losing out on pension."*

R4 stated that one *"*[does not] *stop with your certificate from* [name of institution]*, continue with the next thing, move to your next qualify..., go and do your two year diploma, eventually go and do your national diploma or your degree, so that people don't stay where they are....."* It is understood why there is motivation for the HR professionals to think about further education. R4 stated that *"the reality is somewhere in their career you are going to sit in an office and your CFO will sit there. That guy will have an honours degree....And if I sit with my certificate, let's face the facts, you will be seen as inferior to the CFO with the honours degree and yet you want to have the same salaries.....You see so-so, we definitely, that's why I say we have to have the 40-year view. We definitely want to encourage people and say – go for, go for your qualification, move-move up. Don't stay with the with the – uhm the certificate."*

R4 addressed the value of the CPD process as part of the PITM. The respondent stated that: *"that's where CPD kicks in.....we would say to people yes, now you've got your degree from* [name of university]*, but now cont* [continue]*, use your CPD in order to develop yourself*

continuously." R4 stated that CPD is: *"part of the 40-year model now. Cause now we say –* *yes, you've delivered at-at university, but what about - what about the next 40 years?"* R4 further advised that it is valuable to *"*[get] *that balance right between realistic expectations* *about yourself....is also very important for – people and that is why a lot of people, a lot of* *HR managers they even go for MBA degrees - cause now they realise – oh this, this* *qualification can actually help me...to have more better financial skills, better decision* *making. 'Cause all those skills really help you to say - but now I really deserve to sit on* *Exco...".* The above information indicates that the CPD process will also form part of the PITM for HR professionals.

4.5   THEME 3: GOVERNANCE OF THE PITM

Various perspectives on governance have been provided in the previous sections. From a governance point of view, it is important that there are HR standards and competencies available to ensure that the HR functions are implemented, and that the HR professionals are competent. The standards and competencies models are the building blocks for the governance of a PITM. Without standards and competencies, it will be difficult to govern the outcomes. An account of the perspective of an HR professional body, and the outcomes thereof, will be provided in the following sections.

4.5.1   <u>Governance of the PITM: Summary of encoding</u>

Annexure "C" provides an overview of the codes identified during this theme.

4.5.2   <u>Governance building blocks and involvement of the workplace in the PITM</u>

Without the engagement of line managers in the workplace, governance and to implementation of HR standards will be difficult. Governance of the PITM will also be difficult. With reference to the importance of line managers and the difference between HR standards and HR competencies, R1 stated: *"Because you can have the most brilliant HR* *department, if the line managers are not playing their part, then it doesn't work. It doesn't* *deliver in terms of human capital being best used in that organisation. So, standards say* *what the organisation needs to have in place. The competency model says what the HR* *people, not the line people, what the HR people need to be able to do, in order to play their*

part in delivering the standard." When this is implemented, governance will be easier and more effective.

Regarding the building blocks and governance, R1 noted: *"Well in terms of governance...It is an interesting question. We've got uhh, we got some building blocks. Obviously we've got the Board, we've got the registration committee and we've got the mentorship committee and the Candidate Programme is one of the activities of the mentorship committee."* R1 referred to reviewing the terms of reference of the governance building blocks by stating: *"We are currently relooking at the terms of reference of the mentorship committee, to make sure that they cover the governance duties in terms of the candidate programme...then we've got the functions at the LQA. So, what we are currently doing, is just, uhm, looking at the, if you like the, the next level down governance, just to make sure that, that's all in place."* This means that during the governance of the PITM for HR, committees may be used to manage the infrastructure of the PITM. It will be of value to have a process in place to formally review the terms of reference or scope of practice.

From the feedback from R1, the following interpretation for the PITM is noted:
- If the candidateship is managed by the governance body, the model may also be managed by a professional registration HR body.
- The availability of committees will ease the governance due to established infrastructure. The new model could form part of the committees' responsibility or a new committee could be appointed to govern the final model.
- It is essential to ensure that a professional body, which governs such a model, has HR knowledge, as well as an established partnership with government and industry – to ensure involvement and practice.

4.5.3 <u>Governance on a Board level – example of elected Board members from industry</u>

R4 clarified the role of the SABPP Board in governance by stating: *"Ok, the role of the Board is of course to approve the overall governance."* The Board will approve all new products presented to them. R4 summarised the role of the Board by referring to the SABPP Candidateship programme files on the table during the interview. R4 stated: *"Yes, so – they look at the quality of the – uhm the programmes. But we – first use the committee to*

recommend to the Board.... So the Board is responsible for – for approvals and governance. And of course just ask challenging questions...from a strategy perspective. Uhm, so that's the role they play, but that's why we – don't go to the Board with half-baked stories.... So I won't give them an idea of a 'candidate". They would – not appreciate that. But the moment we've got a sound product that's properly researched like this [referring to the Candidateship programme file on the table]*, I feel comfortable to go to them because they want to see what is the level of – of engagement, what was the quality of the homework that you have done in order to get that. So, looking at the overall governance and strategising going forward.... Is particularly what the Board is - is responsible for."*

From the perspective from R4, it is worth noting that a new PITM must also be well researched and possibly piloted prior to submission to a Board for approval for use in the industry. Once finalised, such a new model will probably use by an HR Board in their governance and strategy initiatives to the benefit of the industry.

4.5.4   Consistent standard monitoring by stakeholders as part of the PITM

R2 referred to the governance content of the PITM by stating: *"So, if this model is to be of such nature, where all stakeholders are engaged – academic institutions, work place..."* During the monitoring process *"all the stakeholders should be interviewed".* The result of this should be *" an evaluated report to say – this is what we've picked up. If there is a gap...it gets reported and the remediation needs to be put in place.... If there is good work, then best practices needs to be shared.... We believe there is non-compliance. In – totally, I believe the non-compliant should be dealt with on an individual base – that is where the quality kicks in place – the quality should be very structured to say 'in the quality we should be seeing ABCD'".*

From the feedback from R2, the following is applicable to the PITM:
- The involvement of all stakeholders and the impact they may have on the model.
- The stakeholders need one other and have valuable roles to play to ensure that HR will be successful on a local, national and international level.
- The success of HR will depend on the actual contributions and engagement from all relevant role-players. The research shows that each role-player is valued and

has a specific role to play in industry – to make the HR work in business and the economy as a whole.

- Quality assurance must be incorporated in the governance of the model.
- When non-compliances prevails, introduce and share best practices with the industry.

R2 stated that: *"We are then saying the 'governance' should be saying: 'these are the minimum criteria everybody should be working along. If you deviate from the minimum standard, we need to then say, wha - what are the consequences?'"* R2 asked: *"…and what are the risks that kicks in place? All the stakeholders need to understand that this is the code of conduct I will work along. And to me, that – that will al – already – say, these are the minimum standards everybody should be working..... that's where the word 'governance' kicks in place..."*

R2's statement on governance leads to the following interpretation applicable to the PITM:

- There must be clear criteria for all operations, systems and processes involved.
- It will be necessary for all HR role-players to communicate with each other.
- Ethical conduct must be included in the model. This includes ways to communicate on HR ethical conduct in public. It is the professional body for HR that will address unethical conduct, communicate with the media and raise concerns with regard to corruption, fraud, theft, etc., on a national platform.
- Governance includes risks and the risks must be known. This is where further studies could be of value. Risk cannot be ignored or overlooked.
- The new model must includde a code of conduct to ensure professionalism in the field of HR. Valuable lessons are learnt from the SABPP publications on ethics. This author believes that the HR profession in South Africa could set the example of professionalism to the global business community – including governments.

4.5.5   Governance of the CPD process within the PITM

Regarding the governance of CPD, R2 stated that it *"…will play a critical role. So for me, this learner will come in, this intended professional member will say 'ok', in order to be re-assessed and to meet the new criteria and the new standards, I believe, and based on a needs analysis, we can clearly see the kind of intervention that will support this person to*

get to their new thinking." From this point of view, assessment of HR professionals on the CDP path could ensure that they stay on the cutting edge of development and changes in the HR field.

4.5.6   WIL and governance

Regarding the governance of the PITM, R4 stated: *"I think one must look at all the different hybrids of the bigger model....So, and the bigger picture here is probably WIL.... And then with sub-modules underneath that - to support it. Ok and the learnership could be one. So candidateship is one option, a learnership is one option, an internship is another option. Uhm service learning is another option. I think there are- there's-there's-there's probably an hybrid of four or five different options...that – that one could explore and see which going to work. I mean, the government is currently very good when it comes to internships, in terms of giving opportunities..... So – for them I think they would prefer something like – like internships. The SETA's of course will always drive learnerships..... So I think there are – there are currently different needs....The problem I have is the absence of a model still."*

From the feedback of the R4, it appears that the absence of a model could lead to some role players in industry *"...[doing]* things sometimes for the wrong reason, or to chase a subsidy or a levy. They sometimes do the wrong thing for the wrong reason....."* R4 then stated that the role of the professional body is key *"because, we have only one goal – advancing the profession....And whatever model we can work out, or whatever models we need to combine, to make it work at the end of the day, the better.... And I think the different models must learn from one another.... Perhaps there is an – is an internship model that really works effectively, perhaps this professional-in-training model will be the overall arching framework... onto get it right with variations for internships – for so different options may emerge. It could even different studies...coming from this bigger project.... So I think one must have an open mind, but as a prof – as a professional body, as a profession - we put the profession first and we advance the HR profession...Whatever-- it takes, but that's what I say – the impact studies are also important.... Because the impact study will tell you - does it work?.... If so, what are the critical success factor, if it doesn't work, why is it not working?"*

4.5.7   Working groups and committees

Using working groups / committees to do initial research

R4 referred to several of levels of governance which could be used as an example for the PITM. These are good examples to build the future PITM for the HR profession. Initial ideas must be developed from identified needs through the use of a working group concept. R4 stated: *"Yes, uhmm, ok, I think that the reality is that a lot of – a lot of this is – is work in progress and it is evolving as we move on.... So – so we prioritise in terms of what the – what the different needs are at the time. So typically, for instance, when we develop a competency model – there is a working group. When you develop the standards – there is a working group. So first of all there are the working groups who deliver it....and then – and then it is signed off by the Board eventually."*

R4 referred to the importance of using committees as part of the investigation or research process regarding governance. The outcomes of these committees' work may be included as final products in the PITM. Examples of various committees will follow.

Mentorship Committee – example of a short-term 70-week life cycle

Regarding the committees, R4 first referred to the Candidateship programme, and then other types of committees: *"What we feel very strongly about, I think this thing* [referring during the interview to Candidateship programme file on the table] *is co-signed by the Chair of the Mentoring Committee.......so this work, the – office start doing some of the operational planning work. Then it go to mentoring committee – they work on it until they feel it's ready to come to the Board. Ok...and then of course, it is signed off by the Board.... It's approved by the Board eventually. Yes....so-so from a governing perspective, if we – now only have the short-term view, which is the 70-week view.... Ok, mentoring committee and Board are the two governing structures."*

CPD Committee – example of 40-year life-cycle project – interaction with other governance committees

R4 provided an example of a committee with a long-term view of 40 years or more. R4 indicated that there are other committees with a similar long-term view. R4 responded: *".... Ok, but bearing in mind what we have discussed early in – as far as the 40-year cycle is – concerned, uhm, there's – there's a variety of other governance committees who – who are*

affected.... So the next, after this is signed of the next priority for us is CPD. And there the CPD Committee looks after that particular. Uhm but, but the value chain perspective is, is we also-we also want the CPD process to – to come back to the Mentoring Committee and say - listen, now we suddenly see all people go for CPD on talent management - why is that? Haven't you done talent management there? Ok see, so we can pick up trends and we can develop management information. That will help us to-to even have from a governance perspective, relationship between committees. Uhm, so that we really take the 40-year view as far as taking certain things forward. So the-the CPD Committee then plays a role.

Higher Education Committee – consistency

R4 referred to one of governance committees that will influence the PITM: *"..the Higher Education Committee as well....'Cause we need to go back to the universities and when the Higher Education Committee sits and say to them – ok, take note of what happened here, take note at your curriculum, take note at the latest accreditation visit to your university...Uhm and then we will ask questions...."* Any questions related to higher education or learning institutions governance could be addressed by such a committee in the PITM . This includes aspects related to:

- Scope of governance practices related to the type of ETD learning institutions.
- The compilation/ representation at such a governance committee will ensure that the needs and expectations of the learning institutions could be researched on a national level.
- Such a committee could ensure that the nationally accepted HR standards and competencies are implemented, managed and reviewed in under- and postgraduate curriculums (ranging from a certificate qualification to doctoral level qualification) – based on consistency and industry needs.
- Being consistent in applying HR standards and competencies can be a global example to other countries.
- This could all be done under the framework of a national PITM for the HR profession.

These committees are vital to governing models. R4 referred to an example when the SABPP execute an accreditation visit at, for example, higher education institutions. R4

stated that they did an accreditation on-site visit to a university: *"Once again, we sent in the academics, we also sent in HR managers..... So if any of those HR managers turn around and say - Guys - your textbook looks fantastic, but there are things that's missing... they have to - because those companies will be people who say - Will I employ students from your university or not?"* This example demonstrates the role of needs identification, the establishment of when required working groups need to analyse the content and provide a final product to the Board for approval.

This suggests that as the PITM grows, different needs may be identified and should be addressed. It will be essential to compile workgroups with competent subject matter experts (theory and practice) to investigate and deliver research outcomes to the final authority for approval. The respondent uses the example of the SABPP Candidateship programme to demonstrate the governance interaction between the various committees.

From the above information provided by R4, the following interpretations can be applied to the PITM:

- Due to the possibility that the PITM could have a life cycle of 40 to 50 years, various committees may need to be established to ensure that the content or purpose of the model stays relevant.
- Shorter programmes such as the Candidateship programme may form a part of the overall PITM.
- That these various committees could be referred to also as 'governance' committees for the HR profession.
- The committees will be managed on an integration-based approach to provide cross-committee information and assisting one another.
- The committees' results of investigation or research will ensure that the outcomes will not only be the perspective of a professional HR governance body. The members' representation will ensure that the voice of the industry is heard.
- When managed properly, the new model could assure that academics and, for examples, HR managers work together during research and audit interventions. This practice will provide a good example to other professions to show unity within a profession. It will be important that such partnership successes will be reported and made known to the industry.

Research Committee – Market intelligence example of governance preparation

In governance of a model, this author investigated the role of 'research' on the new model, but also the role of future *"research"* in the implementation of the model. R4 stated the following on the role of research within the SABPP which is also applicable to the PITM. For the SABPP research is *"key, but we – use research for the purpose of doing our homework. So that's for me is-is almost your – needs analysis....Uhm, so, so and its reflecting on the practice and to see what are the gaps in the - in the market, uhm, And therefore sometimes we even ....compare different universities as far as the employment of the HR graduates are concerned. Now, those things give you very interesting information and almost like market intelligence....To see where can we improve on – certain cases."*

R4 further stated that: *"Definitely, because all the – models that we have developed was based on research......it was based on a very high level of practitioner involvement."* From this statement it is clear that research plays a role in the development of models, including the involvement of available HR professionals as part of the research team. This highlights the importance and value of academic as well as operational involvement in development of HR models. Research will definitely play a crucial role in the governance of the PITM.

Working relationship between various committees

R4 highlighted the importance of sharing of knowledge and information between the various governing committees. R4 referred to an example where the SABPP Audit Unit will identify a area of concern and address the problem area as required. R4 stated that they work to *"see overlap and integration between committees where relevant...sometimes our – audit, uhm, the HR Audit Unit when they pick up things while they do audits.... I always tell them – come and tell me about it.... If you say, if you come back and say to me all companies labour relations we score them 2 out of 10, but talent is 8 out of 10 - then I know labour relations is a problem..... And then I want to be able to come back to Higher Education and say to them look at-look at it. I want to come back to Mentoring Committee and say – yes, here you haven't said anything about this or you've covered it here. But the feedback from the audits is, the companies are failing....in this particular area. Then we know something in the bigger system is not-is not working uhm effectively. Uhm – uhm, the Labour Market Committee may also be relevant because they deal with specific labour...*(unclear) *the discussion we*

had earlier about employment, they-they study employment trends, and, and where there are gaps as far as employment, uhm unemployment, and miss match between supply and demand and things like that." R4 then stated the reason for their efforts: *"So, that is also uhm, very important, uhm so- so I think from-from what we're really trying to do is to, to see- to see the extend to which we can almost tap into the knowledge areas of the committees, but from a governance perspective infuse that knowledge and give feedback to the different committees to take certain things forward."*

The information volunteered by R4 can be interpreted and applied to the PITM as follows:

- Specific units within a governance body such as the Audit Unit could provide valuable feedback to HR within the boundaries of confidentiality or with the consent from the organisations being audited.

- Those results from these audit operations must be communicated within the specific governance body.

- The various committees, when managed properly, could act as a national source of information to the HR industry.

4.5.8   Statutory appointment and governance

Regarding the point of a statutory profession versus voluntary profession, as well as the impact on the PITM, interesting feedback was provided by the various respondents. R1 stated that: *"The official position of the Board at the moment, which* [title of person in organisation] *will confirm to you.....is that the question of whether HR should be a statutory profession, needs to be properly researched."* It is important that research should be done to help solve identified problems.

This author is of the opinion that a professional HR governance body/ board must be able to provide credible historical evidence that it will be able to govern the statutory appointment, requirements and responsibilities with professional credibility on national and international levels.

R4 asserts that statutory recognition is part of governance, which will also have an impact the PITM. The following became clear:

- Statutory recognition is important.

- Statutory recognition must be earned through an honest and ethically respectful contribution to its industry. According to R4, the statutory body must have *"its house in order"*.... R4 further stated that: *"Credibility is key...."* R4 referred to the credibility of some of the other statutory professions in South Africa, and that their credibility is not easily challenge due to their solid foundation in their respective professions. It may also happen that a professional statutory body may be under investigation for possible wrong conduct. When this is reported in the media the profession's image may be at risk.

- As already mentioned, R4 referred to the solid and strong foundation of other professions: *"The credibility is there that no-one challenges an accountant because the foundation is strong. Currently for me, we are building getting to that level where the foundation becomes strong. So if the business case is very clear, then I think the argument for statutory recognition is so much - and then it has credibility."*

- Statutory recognition must be suitably governed.

- Statutory body must register HR professionals based on accepted criteria. It must also be able to provide further support to its members in aspects such as CPD initiatives, mentorship and coaching.

- Statutory recognition for HR in South Africa must be founded on industry proven standards, competencies and a professional track record of governance and intentions.

- The statutory expectations must be thoroughly research and understood.

- The statutory body must have a track record of education, training and development impact with, for example, institutions registered with the CHE and SAQA.

- This includes a history of industry involvement in accrediting HR qualifications. This also includes practical aspects such as offering to register HR professionals as a "Commisioner of Oath" due to their governance capability.

- It is one thing to be known as a statutory body, and another to demonstrate governance competence in order to build a professionally acknowledged industry.

R4 stated the following with regard to statutory recognition: *"But it is important...my top priority is what can I influence next week-next month and that's competence…. The priority number one is-is to improve the quality of HR practice with good standards and competencies.... The moment I can prove to the public and government and the broader*

market that HR professions are truly professional in what they do, and they really adding value.... Only then do I feel we are 100% ready to go for statutory. Ok, so at this stage it is a matter of getting our house in order.... Uhmm, so that is a separate research project."

From the above feedback of R4, the following lessons can be applied to the PITM:

- The South African Government must be respected when they enforce a law. But, for that to happen, the governance body must have the historical credibility to apply the expectations of government and the sector. It is interesting to note that it is important to ensure that the *"house is in order"*, as well as that the individuals and the organisation have the criteria for professional conduct in the standards and competencies.

- A matter such as statutory appointment can be registered as a research project in a governance body, and be suitably investigated to ensure understanding of statutory expectations.

- The value of having priorities and direction during a model building process. The use of the right components that will eventually lead to a desired final vision or dream. The knowledge that the correct infrastructure will be implemented and managed during the statutory process. Following a strategic and step-by-step process.

- The value of reaching *"...small milestones like Commissioner of Oaths...."* All of these small milestones give a professional to have a strong and solid foundation.

Example from other statutory professions in South Africa

Regarding the aspect of statutory appointment of a professional governing HR body, R2 stated: *"let's go to the statutory. Remember, if you look at the medical field – it's has got its own compliance requirements. We are also then saying, if this model will become yes, but I, I believe if this model a supposed, a statutory thinking, I think the HR in its totally must be a compliance issue. HR must be recognised by the industry.."* R2 referred to an example dealing with CCMA [Commission for Conciliation, Mediation and Arbitration] cases and the role HR played during such cases. R2 referred to the role of a statutory governance board by stating that this is where the *"...statutory board comes in place. If HR becomes part of mandatory of corporate governance, it will kick in place.... I still believe then, and this is my wish, that this model should say that every HR practitioner, even a training and development practitioner in this whole model, must do minimum compliance examination based on the*

respective Acts...Skills Development Act, Labour Relations Act... compliance examinations should then be based in terms of scenario and not just a theory..."

From the previous statements, the following interpretation of information could assist the PITM:

- Various other professional fields in South Africa are already statutory governance bodies responsible to govern and protect their professions.
- That in practice – using the example of the Commission for Conciliation, Mediation and Arbitration cases – statutory governance could play a role in ensuring professional conduct prior to dealing with cases being taken to labour courts. From the above, it is assumed that there may be situations where HR professional possibly neglected their roles and responsibilities. A statutory body in HR could investigate the matter and deal with the outcome.
- Adequately dealing with HR functions could lead to cost saving for corporate businesses.
- The implementation of Board examinations to register as a HR professional could be an option for statutory boards. An example already mentioned are the Board examinations the Industrial and Organisational Psychology interns have to successfully complete at the end of their internship - prior to registering as practitioners.

R3 responded by asking a question: "...*Number one is, uhh how do you enforce this unless, and until uhh we move maybe to a statutory body where we make it compulsory? Like now – the psychologist – you can't even think of being a registered psychologist if you have not done internship.... But you can be an HR manager without having done this."* R3 then stated: *"So, it is a matter of saying uhm how do we – how do we as a Board answer the question to say 'do we want to continue being a voluntary body or do we want to move to be a statutory body'?'"* The respondent referred to professions in South Africa where one cannot practice a profession without the prescribed qualification, experience and professional registration at a statutory professional body.

From the remarks by R3, the following comes to mind for the PITM:

- South African Government will have to decide if they will appoint a specific professional HR governance body or Board as the HR statutory body.

- This body will be responsible for compliance with statutory requirements to register HR professionals in South Africa. The statutory requirements will determine if it is required for all South African HR practitioners to be professionally registered prior to practicing and what the criteria for registration will be.

- This decision will have a major impact on the industry in South Africa, including the new model.

4.5.9 <u>Government intention – community service for HR and governance</u>

The first question that comes to mind *is "who are the possible stakeholders involvde in the PITM?"* Regarding the governance aspects related to the model, the respondents referred to the use of *"monitoring agents"* who would be responsible for application of HR in the workplace. From Theme 1, 2, 3 and the literature review (Chapter 2) the following multi-stakeholders have been identified to form part of the governance aspects related to the PITM:

- Government.

- HR professional governance bodies.

- HR agencies/associations/ authorities in practice.

- ETD providers – universities, colleges, academies, training/ learning centres, training departments, schools, etc.

- Workplaces in industry – macro, medium and small business enterprises in the community, private sector, non-government organisations, etc.

- Professions and services working in partnership with the HR profession.

The following individuals or bodies could also be involved in the governance aspects of the PITM:

- Owners / shareholders of businesses.

- Various levels of management.

- Staff members (Full-time and part time employed).

- Consultants, advisors and contractors.

- Professionals from other professions working in, and closely with, HR.

- HR (HRM and HRD) practitioners (registered and non-registered members).

- Assessors, moderators and verifiers (auditors).
- Students/ learners/ candidates or interns.

R2 commented on the intention of the South African Government to implement a community service year for all graduates in future. R2 reacted as follows: *"To me it as a blessing in disguise, I have been asking this for many-many years...."* R2 suggested an 18 month to 2 year practical-based programme and also the completion of a *"Board exam.....A Board exam like we're doing currently in SICA and, and at law firms....We can then say 'you need to pass the relevant Board exam'. When that is passed, you can then call this person an HR professional member."* The respondent also mentioned that incentives for the organisation who is willing to assist HR learners with opportunities could be explored.

4.5.10 Governance of new HR qualifications that may impact the PITM

In the PITM for the HR profession the submission, approval, registration and governance of new HR qualifications will be implemented. Various governance institutions are involved in South Africa in the registering of new HR qualifications prior to accreditation as a nationally acknowledged qualification. This also means that through this accreditation international acknowledgement may also be of the outcomes of the qualification. It may also involve adapting foreign HR qualifications to be accepted in South Africa. Accreditation authorities include bodies such as the Department of Higher Education (DHE), CHE and SAQA.

R2 referred to the impact this may have on the new model: *"Good. Let's - let's start with the DHE* [presumed to be DHET]*, and etc. We are saying that when new qualifications, or a design qualification comes in - we should say 'we want the blessings of the HR', we want the professional body to validate and verify the content..... What it means from CHE point of view, or any SAQA's governance point of view, is that, that they got the blessing from, from the professional body, as well as the industry.....it would mean that the level of examination, the exam...output, will be of such nature that when a learner completes this intended qualification, we know they are able to deliver at whatever level...Call it from certificate to diploma, to that of honours, to that of doctorate".* R2 then said that with the professional body such as the SABPP *"we have got a Higher Education Committee - they will play the most critical role in all process."*

From R2 the following interpretations could be made to assist the governance of the PITM:

- In South Africa there is qualification acknowledge authorities who can't be excluded when it comes to approval or accreditation of qualifications;

- This includes qualifications for HR such as certificates, diplomas and various levels of degrees;

- That various types of learning institutions are involve in the development and presentation of HR content to industry – partnership approach;

- That a statutory professional HR body could play an important role to ensure that the new qualification or older qualification properly be reviewed prior to presentation for accreditation. This review process at for example the SABPP will ensure that the statutory body as well as the industry are satisfied with the theoretical and practical level of content.

- The SABPP Higher Education Committee is presented by academics as well as industry representatives that will be verifying the content.

4.5.11 Governance and impact studies

This section refers to the importance and value of impact studies on PITM. R4 stated: *"for instance, I would like to see on – this particular thing* [referring to the SABPP Candidateship programme file] *I would like to see an impact study. I would like to say that this looks very smart, but what is the impact?"* When this new PITM is completed in future, the impact study will test the practical impact and success of the PITM.

R4 referred to the value of impact studies in the following statement: *"The candidate development...does it really make a difference? Are certain sectors more advanced than others? Does it work better in banking than in mining? And if so, why? So that – we ask the right questions in order to get the right type of – answers. Maybe your mining people are better in labour relations because they really deal with strong unions – than your banks would be. Or things like that, that we really see what the differences are and what further research is needed in order to take it to a, to a new level."* It is clear that the PITM must undergo various impact studies to ensure that it can be called a *"PITM for the HR profession"*.

4.5.12 <u>Conclusion</u>

This author wants to use the example provided by R4 to close the theme on governance of the PITM. From the inputs of the various respondents in this section, it becomes clear that governance must be founded on cedibility.

Regarding the aspect of credibility, R4 refers to the example set by aircraft pilots. Thousands of flights are conducted per day on a global basis, and the passengers trust the pilots**.** When aircrafts do crash or undertake emergency landings, such events are reported and investigated. Thorough investigations are implemented in order to detect the cause of such an event. These investigations contribute to protecting the lives of millions of people and the reputation of the aviation industry. R4 stated: *"I mean no one would ever argue again against the professionalism of a pilot....You said yourself this guy really knows. The-- moment planes start to fall today – we start worrying about it again, and you say 'What's really happening?' But when you get on that plane, you really trust that you are going to end on the other, because you trust that profession.... And I don't think we've yet there for HR to say – 'HR, as the pilot, that we really trust this HR person to get us where we – where we should be getting.' And I think that's what we still need to-to get".*

In conclusion, the following can be summised R4's statement:
- To fully build and pilot this new model is going to take time.
- Credibility building will follow when the model is applicable, and partnership and involvement obtained from all HR role-players.
- The goal of model must be clear.
- There must not be an expectation that the result will come before the goal.

The following statement R4 provided, regarding statutory recognition, is something to reflect on. R4 stated that *"when statutory recognition comes, statutory recognition must not be the goal it must be the result."* This authors found this statement to be a valuable lesson for this study. The statement led to introspection to ensure that this author stayed focused on the research questions and objectives.

4.6 THEME 4: CONSTRAINTS AND RESPONDENT SUGGESTIONS/ IMPROVEMENTS/ EXAMPLES RELATED TO PITM

This theme refers to constraints and suggestions that may influence the PITM. This section starts with a summary of the identified codes and then provides a more detailed discussion of some of the most important aspects, as referred to by the various respondents.

4.6.1 Constraints and suggestions for the PITM: Summary of encoding Table 49

Annexure "D" provides an overview of the codes identified per theme. This theme focuses on the overall limitations (obstacles) and respondent suggestions (recommendations) that could affect the development and implementation of a PITM for the HR profession.

An interesting statement was made by R4 with regard to the limitations: *"What I just want to state upfront is, up until now people have used these obstacles as excuses for not doing anything about it.... And I want to make it clear that's not my--view. So, I will say I recognise there are limitations or things that could make it difficult for you, but I don't think we must keep on using them as excuses....So I think they – one must be mindful around it – about it, but one must develop solutions according to – to it."* This suggestion to do something about limitations is the aim of this section – to provide a PITM that could form the basis to be professional and address problems.

4.6.2 Do not use limitations as an excuse to do nothing

R4 started the interview by stating that a few perspectives from the respondent are available but that *"…I just want to state upfront…up until now people have used these obstacles as excuses for not doing anything about it. And I want to make it clear that's not my – my view. So, I will say I recognise there are limitations or things that could make it difficult for you, but I don't think we must keep on using them as excuses....So I think they – one must be mind full around it – about it. But one must develop solutions according to –to , to it."* This approach is useful to help the PITM to address limitations in its growth.

From the above statements by R4, the following interpretations are made for the PITM:

- It is valuable to identify and investigate limitations for the content of the PITM. And then to work towards solving the limitations.

- Do not use limitations as excuses.
- Investigate the exact nature or type of exposure required to prevent or solve the limitation.
- Involve stakeholders if needs be, to prevent or solve the limitations and then to do impact studies.

4.6.3   Lessons from other professions and finding role models in the workplace

R1 referred to the availability of resources and role models to help facilitate learning and possibly implementing the model. The PITM will need available resources and role models to be successful. R1 used the example of a medical intern. If the medical intern is placed at a rural hospital with no equipment and only sees a qualified doctor once a week, then what will the consequences of that be? R1 applied it to HR by stating: *" So it's about role modelling...So, I think the role modelling is a problem, in terms of suitability of a work place....."* In HR public or private company, HR role models will be required in the workplace to make a success of the PITM. These role models could also be mentors and coaches.

4.6.4   The appointment of HR professionals

Keeping in mind the theoretical and practical requirements to be an HR professional (who should be able to operate in national and international HRM), it is obvious that one cannot recruit, select and appoint any type of person. Is it be possible to appoint the wrong person in HR? R2 referred to the placement of staff in HR who are not HR professionals. R2 stated: *"If staff are not performing in a department, don't put them in HR. What we are saying 'Hold on - HR is an profession. You need to meet minimum entry criteria to get to that level'".* This message from R2 is simple, clear and dynamic, and shows how one can to protect the HR profession and the PITM. There must be legal or statutory requirements to prevent this from happening on a global basis. When potential HR professionals in other departments in an organisation are identified, a suitable process should be followed to assist such persons in a manner that is ethical and protects the HR profession. The PITM could be used as a life-long career path for such professionals.

4.6.5   Funding limitations

R3 said that *"maybe funding it"* could be problematic. R3 referred to various examples of possible role players who will be involved in contributing financially to the PITM. R3 stated

that *"the question is whether government will subsidise those things or all professional bodies or whoever would have to be responsible for it. Then the question is 'where is the funding going to come from?' ...may be alignment with the universities could be another issue."* After referring to universities, the respondent said that this reference includes *"training providers, because whether you are a training provider who go through* [name of institution] *and give people a national certificate in HR, which is NQF level 4, or you give that diploma which is NQF level 5 or you give the higher diploma or BTech* [Bachelor of Technology]*..."* The main factor is that funding for the model will be required, someone must be available to assist financially, and this could become problematic.

The issue of funding was also presented by R3. This aspect highlights ownership in HR to ensure that all HR stakeholders contribute to making the HR profession a success, by addressing the issue of funding. R4 stated that *"funding could be an issue in certain sectors. Uhmm, but once again I believe, uhmm, that is not - that shouldn't be an excuse for not doing it."*

4.6.6 Impact of government and media in South Africa

R2 referred to the important role government plays in acknowledging the field HR in public. R2 stated: *"this is my personal opinion, if---HR is not – is not part of King 4, going forward, I think it will somehow, will place HR at the back bone again."* For the PITM to be known to the industry the acknowledgement of HR by government on every relevant platform is crucial. This includes reprimanding HR when they act incorrectly.

4.6.7 Marketing and recognition of the HR Profession

In general – school and open days

R2 stated that: *" I also believe that we need to, on a regular base, via academic institutions and journals and articles, we need to start recognising HR profession. On – a regular base, whichever way – via all mediums. Via uhh career-career drives and school days and opening days. So we need to keep all that in mind. I don't think it's adequately sold."*

This statement by R2 raises a few questions this author thought could be investigated for the PITM. These include:

- How regular is HR promoted to the general public? This includes exhibitions in local town malls, billboards, newspapers, etc. In this sense, a professional body could assist with the minimum standards to such advertisements.
- Does HR use all available media channels/ sources to promote the profession? Or is the cost factor the major obstacle to using mass media channels?
- How many learners know about the HR profession as an option for a life-long career on a national and international level?
- Do HR professionals know of the possible marketing strategies they could use or contribute to?

4.6.8 Important role players

R2 referred to the critical role various stakeholders play in the professional governance of HR. It is a mistake to exclude stakeholders/ role players from the PITM. R2 stated: *"I think the professional body will play a critical role."* R2 also stated that *"legislation should drive the mechanism...that the respective government departments can play this critical role.... We need to have all these role players to say 'This is the academic career, this is the professional body that will guide you, this is how the professional body sees certain things....call in the – the directors and corporate organisations ...how can we all work together?'"*

4.6.9 Size of organisation (Small and medium)

It is important not to forget the impact and role of small and medium businesses or organisations on the economy of South Africa. R2 stated that organisations can network and share skills among one another: *"You know you don't always need to have an HR director for one corporate organisation. The HR director could be there, and could sit on various boards.... I also believe, that so we should allow portability of skills and staff to be, I'm using the word, they should be permanent, but also semi-permanent in other organisations."*

Career progression, multi-skilling and available professionals database

R2 suggested that the following could be useful: *"But we also need to have a lot of career progression. We need to have capacity being built at different levels. So, we can allow multi-skilling, maybe that's what's important for me. I also believe that uhm-uhm specialisation will kick in place. So you got then a very good ER* [Employment Relations] *and HR practitioner*

in whatever, then we are saying – you know what, here is a pool of 1 000 HR practitioners, you can pick.... They should be available at the Board's database.... So the Board can play the role as services.... I also believe the HR profession and HR person should be the neutral person.... We are supposed to be supporting both employee and employer...".

From the above feedback from R2 various aspects can to assist the PITM:

- The exclusion of medium and small businesses could lead to various limitations.
- The absence of available HR professionals could be problematic. As suggested, organisations should share their expertise with one another in an organised manner.
- The ability of a model to provide career progression opportunities could also prevent limitations.
- Ensuring multi-skilling opportunities could also be a critical factor.
- The absence of a governing HR professional Board in the PITM will lead to an assortment of limitations in HR – this would lead to the absence of professional registration, application of ethical codes, etc.
- The absence of valuable HR information systems could be a serious limitation.

4.6.10 <u>Organisational and job structures</u>

R2 stated that *"the current job structure say 'HR is second'."* Further that, people should stop saying *"...HR is second, we don't need them. They are a support structure and they can't – they don't add value...".* If HR is downgraded as a profession, it will imply that the PITM will also be downgraded. Efforts must be made to prevent these type of remarks, the PITM could assist in this regard.

R2 stated that organisations need to acknowledge the HR profession as a whole. R2 stated that HR fulfils many roles in organisation and that: *"We are almost their OD* [Organisational Development]*..... We are also their LND* [presumed could also be L&D] [Learning and Development]*. We are also the ER* [Employment Relations]*....the occupational health and safety. So – HR in – total picture must be recognised by the organisation."* This parapgraph shows that the HR professionals are involved in many specialities and that the role of general HR knowledge and practice is essential. This is a challenge for the PITM.

4.6.11 Problematic exposure and placement opportunities for HR students

R4 referred to the problem of finding exposure and placement opportunities for HR students by stating: *"I think there's definitely an issue regarding exposure opportunities and placement opportunities as well for-for students.... Uhmm, but I believe it's easy to - it can be overcome. Uhmm, but I think it will be used as an excuse by – many people as well."* This limitation must be addressed. Further research will have to be done on how to address this problem in the PITM.

4.6.12 Intolerance demonstrated, at times, by employers

R4 refers to the limitation experienced when: *"sometimes the employers are impatient. Employers expect miracles from 20-year olds...sometimes unrealistic in terms of what they expect. You must realise a 20-year old does not know everything.... Give him the chance – mentor, coach, support, exposure, development, I – sometimes, I just have to sense they expect this miracle HR person walking out with a BCom* [Bachelors of Commerce]. *Knowing everything – changing the world overnight.....And I think employers must also be realistic...not be impatient with the-with the youngster...You need to realise it takes years and decades to...become an HR director. It does not - it does not happen uhmm overnight."* This limitation is noted and need to be addressed.

From the feedback of R4 the following interpretations are made:

- This aspect highlights the importance of, for example, the WIL programme. Where employers are also involved in the education process of HR under- and postgraduate students. The above statement confirms the important role of learning institutions to ensure that they provide to the industry an HR graduate who has entry-level HR work experience, obtained through a process similar to WIL.

- It is important that employers must be fair. It is also important that HR must ensure employers are well informed of the realistic expectations towards students (as they accumulate HR experience) and graduates entering the workplace. Employers must be well briefed of the functions, standards and competencies required for HR professionals responsible for serving them. HR must help ensure employers are well informed of HR professionalism.

4.6.13 Unity problems in the HR profession

R4 stated that *"the profession is not currently not as united as it should be....So I think it there's some level of fragmentation in the profession. Different standard, different approaches, different universities, different models, different industries."* R4 indicated that they are in the process as a professional governance body *"working very hard with the standards in order to overcome that. And I think we've – we've – we've – we've made an inroad. But still more awareness needs to be done in order to deal with the issue of – of fragmentation".*

Regarding the statements made by R4, the following interpretations are made for the PITM:

- Unity is important in HR.
- Unity includes stakeholders' involvement.
- Unity refers to standard application of practices – the customising of a standard in the correct manner to address a particular need through competent HR professionals.
- In unity, awareness is crucial.

4.6.14 Lacking HR ability in the profession

This problem of incompetence must be addressed within the PITM. Various paths must be made available to assist with the upgrading of knowledge, skills and abilities. R4 stated that *"the other reality is unfortunately is incompetent HR managers. There are HR managers out there, if you send the student to them, they're not going to get very good guidance. Ok, so I think, but that's why the bigger picture for me is competent professionalism.... If you send a good student to a poor HR manager, unfortunately that student will be disadvantaged... So the competence level of your HR managers is – is very important."*

From the above information provided by R4, the following interpretation for the PITM is regarded as crucial:

- HR standards must require at least a minimum competence level for the workplace and the HR Competency Model.
- This level of competence must be applicable to the job title in practice. When the public refer to an HR manager, they must have a correct clear picture of the professional competence expected of such as person – the title must have credibility and there must

be respect demonstrated (by the public) towards the job title – general correct perception.

- Entry into HR must be governed to ensure professionalism. R4 referred to the serious matter regarding the competence levels of HR Managers. The opposite is also true, that the wrong person in a position may negatively impact business. South Africa can be the example of competent HR professionals.

4.6.15 Centres of excellence and academics presenting HR

R4 clearly stated that: *"some universities are really centres of excellence."* But R4 *"still* [feels] *the majority of – of academics in particular, uhmm, are not at the level of competence where they should be as far as the HR profession is concerned....I'm not doubting their technical knowledge in...as far as theories are concerned. I'm challenging their competence as far as HR professionals. And I'm not doubting their research, and class ability to teach.... I'm – I'm challenging their competence as having really experience."*

From the following statement, it could be interpreted that appointing HR academics is important as it affects whether or not HR knowledge and practice are integrated with the presentation of the required HR curriculum. R4 stated that it is important to ensure appointed HR academics have HR experience, have worked in HR departments and are able demonstrate HR professionalism to their students.

From the feedback from R4, the following interpretations are noted for the PITM:

- HR academics must be able to demonstrate and provide evidence of their professional level. This includes HR lecturers/ training officers from learning institutions.
- The PITM must provide opportunities for the HR academics are provided with opportunities to practice HR standards through CPD. This includes opportunities to study further and obtain further qualifications.
- These HR academics must be professionally registered.

4.6.16 Education levels may be problematic

R4 referred to *"the other problem* [that] *is the poor education of the students.... Uhmm, some of them do come from very poor educational backgrounds.... Uhmm, it – from primary and secondary school. So I think that exacerbate the problem. Uhhm, because they – not exactly at the level where they – where they should be.... I mean – if you take the simple thing like*

work – work ethic. Some people have got it, other people don't have it, or don't have the exposure to that aspect. While you may pass exams, to walk in a business and to be professional as a professional is, is different to...passing an exam. I make it 80% in my exam, but I make it zero when I have to do my first Workplace Skills Plan."

From the feedback of R4, the following interpretations are made for the PITM:

- The processes that lead up to entry into the PITM may be influenced by the National Senior Certificate (Grade 12) levels. It may be that various students come from schools with acceptable education levels, while others still need more attention after completion of their school learning to be able to enter higher education institutions.
- What is the expected entry level for entrants to enter HR learning institutions? Is there consistency on national HR standards or requirements for all the qualification levels? (R4)

4.6.17 **Unrealistic expectations of students entering into the field of HR**

R4 referred to unrealistic expectations from students when *"some students also have unrealistic expectation.....They also impatient. Students want to become an HR director in two years. It does not take 2 years....You don't walk in there and there is your company car. They--- they've got unrealistic expectations..."* It may also be that some students enter the field of HR because: *"my accounting marks were not good enough, and my father said studied HR, that's why I'm in HR. Or it's easier to pass of whatever the reasons are. So we've got sometimes the wrong people in the field.....Who are not passionate professionals. Uhmm, it's because their marks were low in accounting that's why, or mathematics that's why – that's why they're in HR and not in – in the other fields. Uhmm, and I think that exacerbate the uhmm, the – the problems as well."*

From this feedback presented by R4, the following interpretations are made for the PITM:

- Beware of unrealistic expectations. This includes expectations of individuals entering the field of HR. There must be strategies to address these limitations.
- Students must be educated on their expectations regarding an acceptable HR career path. They must be informed by experienced HR professionals of the road ahead.
- The various HR ranks (positions – registration categories, etc) must be known to them. They must be educated in HR professionalism.

- A culture of passionate HR professionals must be created.
- Individuals' entering into the HR profession must be investigated to possibly develop recruitment and selection tools, in order to prevent individuals from entering the field because of wrong motives.

4.6.18 Impact Studies

R4 concluded the interview with reference to the high importance of impact studies as part of the PITM. R4 referred to *"the importance of impact studies.... I mean sometimes we – in HR we're very guilty of it - we have fantastic initiatives. I mean this is a fantastic initiative.... But the question is, what difference does it make?... So if – you come up with the model and the model is implemented, and it's-it's changing the profession. Then you have an impact. Uhmm, and – and I know it's not the-the specific purpose of your study here is to focus on necessarily on the impact. But I definitely need as part of the way going forward, impact studies are – are needed. Where it is mini-case studies or more uhmm extensive evaluation studies. The need, we have to proof to the market this thing is going to work.... And it's going to make a major difference.... I will feel I have arrived if the employers sends me a letter and says listen 'this person comes from this university is being through this programme, busy in the process with professional-in-training, and I can't believe my eyes to see the quality of this person'. Then, then I would feel we've arrived..... As far as achieving the level of profession credibility that there – that we really need. That's why, that's what I – that's what I feel."*

The closing comments made by R4 are welcomed. An impact study on the results of this study could form part of future studies or projects.

From the commetns made by R4, the following aspects are interpreted for the PITM:
- This new PITM for the HR profession must in future be evaluated by utilising applicable impact studies.
- These impact studies could form part of further studies on this topic after the perspectives of other HR role-players have been selected and applied in practice.
- HR initiatives must be concluded with an appropriate impact study to determine actual impact. This could be linked with actual ROI. This includes ROI for HR students and their parents or sponsors to ensure employability on graduation.

- The idea of conducting impact studies highlihgts the importance of sharing and providing feedback on successful HR cases (best practice), as well as cases which could be used for examples of poor professional conduct. It also shows the importance of industry sharing their cases with the HR professional governance body. It is also imporrtant for ETD institutions to share their cases with the industry and with the governance body.

4.6.19 Conclusion

The appointment of professional registered HR lecturers or trainers are vital. This includes education students with unrealistic expectations in industry.

4.7 FINDINGS

4.7.1 Continuous feedback

Within this chapter, constant feedback was provided with regard to interpretation of content. Valuable information was identified from this feedback for future use.

4.7.2 Summary of main findings

From the content of Chapter 2 (literature review) and Chapter 4 (perspectives of the respondents) in this study, the following findings are provided:

There is a need for the development of a substantive PITM for the HR profession in South Africa.

- There is no national PITM for the HR profession in South Africa.
- There is a need for a PITM for the HR profession in South Africa.

The vision of the HR professional body on the content of such a model became clear from the interpretation of the feedback.

- The content of the PITM for the HR profession must be founded on HR standards and a HR Competency Model.
- The HR profession must be executed by HR professionals with relevant HR-related qualifications, work experience and relevant job levels in the organisation.
- The role of other professions executing HR functions is important.

- In ETD WIL is important to ensure graduates are work ready on completion of their qualification. This includes the use of HR lecturers or training staff with relevant HR-related qualifications and experience. The accepted HR standards and competency models form part of the curriculums.

- This PITM will cover an HR career lifespan of between 40 and 50 years. This includes suitable entry points into the model and possibilities for graduates with or without workplace experience (including alternatives for inexperienced graduates). The model includes professional registration levels and CPD.

The PITM cannot be executed without suitable governance infrastructure on a national level.

- The PITM must be investigated further to determine the perspectives of all HR role-players.

- The intention of the PITM for the HR profession must be governed by professional HR governance body to ensure impact and ethical conduct.

- Fairness and ethical conduct will form part of the governance cornerstone of the model. This could be done by using a Board and/ or a suitable committee and administration governance infrastructure to ensure integration of research findings on a national level.

- The governance includes guidance, assistance and monitoring of education, and training and development infrastructures to ensure the provision of HR professionals. This must be done in partnership with government structures such as CHE, SAQA, Department of Education, etc.

- Governance outcomes must address inconsistencies in the HR profession.

- Partnerships with other professional bodies must be formed.

- Statutory recognition must be earned – only then will the professional body be able to govern the HR industry professionally.

Possible limitations (obstacles), from the perspective of the HR professional body, identified and noted.

- Availability of resources, including funding.

- Availability of role models.

- Minimum media promotion of HR.

- Publications of academic institutions journals and articles.

- Downgrading of HR.

- HR staff not able to execute HR functions as *"generalists".*

- The absence of a statutory HR body.

- Ignoring the impact of small and medium business enterprises.

- Absence of national databases with information of available HR professionals.

- Individuals use obstacles as excuses.

- Employers who are impatient with graduates.

- Absence of unity in the HR profession - fragmentation.

- Incompetent HR managers.

- Appointment of HR academics with no HR workplace experience to lecture/ train.

- Actual education levels of National Senior Certificate holders (Matriculants) entering higher education institutions.

- Absence of impact studies.

4.7.3   Characteristics of the PITM for the HR profession

From the coding process, the following characteristics of the model have been highlighted. The characteristics were mainly compiled from feedback from R4 during the interview:

- **Perfect balance:** Integration of theory (provision of learning) and practice (provision of work) – [8]Lines 997 and 1009.

- **HR profession:** Centre of knowledge and profession – Lines 11109 and 1113.

- **Competent HR professionals:** Applied competence – Line 2246.

- **Consistency:** Standards – Line 56.

- **Professionalism:** Line 63.

- **Point of departures:** Content on HR must be clear, national – prevent isolated mindsets – Lines 118, 122 and 123.

- **Deliver competence:** Line 208.

- **Governance evidence:** Line 217.

- **Process-based:** Line 222.

---

[8] "Lines" refers to the passage location from the transacription of the interview with R4.

- **Credibility:** Credibility and status of the HR profession – Lines 227, 1051, 2015 and 2093.

- **Evidence approach to competence:** Line 817.

- **Quality governance:** Line 1714.

- **40-year view:** Motivate and encourage people to obtain qualifications and experience to move up – Line 1409.

- **Value chain and multi-stakeholder approach:** Line 397.

- **Impact study approach:** Line 2380.

- **Auditing:** Line 2390.

4.7.4   Important aspects discovered during the coding process

Interesting key aspects were, at various occasions, referred to during the interview with R4. Key aspects related to the PITM for the HR profession are as follows:

- **Employment and unemployment:** South Africa cannot afford unemployed graduates – Line 351 & 379.

- **United Kingdom route:** Publish employment rate of graduates per faculty – award subsidies – Line 359 and 367.

- **Impact study approach:** Line 1868.

- **Selection of supervisors:** Line 876.

- **Governance body with one goal:** Advance the profession (SABPP) – Line 1944.

- **Appointment of HR Lecturers:** In learning institutions who have demonstrated professional competence – Line 2311.

- **HR talent pipeline:** Labour market perspective for HR (Line 475).

- **Stakeholder's delivery:** Different HR stakeholders able to deliver on expectations based on market needs – Line 476; Balance in stakeholder components – Line 610.

- **Consultation partnerships:** Between learning institutions and workplaces during studies and provision of feedback (Line 1075).

- **Practice expectations:** Be clear on what is required in practice (Line 642).

- **Credibility:** Credibility is key to professional conduct – Line 2015.

- **Research:** Doing initial research, needs analysis (Line 1839), identification of gaps, market approach, practitioners involvement (Line 1855) and continuous (Line 1862).

From the above characteristics and key aspects valuable lessons is learnt. From all the aspect of professionalism stands out as a concept which entails more than words.

4.7.5   Suggested substantive PITM for the HR profession

From the literature study (Chapter 2) and analysis of the interviews (Chapter 4) of this study, the following substantive PITM starts to emerge. Figure 36 provides an overview of the possible PITM for the HR profession. Figures 36, 37 and 38 provide a flowchart overview of the proposed substantive PITM for the HR profession in South Africa. This model starts in Figure 37 with the entry into the HR profession and continues in Figure 38 with the professional movement. It is important to note that a HR practitioner may choose to remain in a professional category for the rest of their career path in HR. No prescription is added to the model with regard to the age of HR professionals during a specific life phase of the model. Figure 38 provides the outline of part 2 AND 3 of the PITM with the various registration levels and the exit out of the PITM. The outline of the PITM will be discussed more in detail in Section 4.8.

Professional-in-training model founded on characteristics of a profession & Multi-stakeholder partnerships

Credibility

National governance by Professional HR Body in partnership with all stake-holders

National HR Standards / functions (workplace) & Competency models (HR professional)

ENTRY

Profession

Work-integrated-learning (WIL) approach in education, training & development

Building professional workplace HR talent pipeline & prevent unemployment

Professional

HR Professional (Generalist & Specialist)

Ethical conduct & Whistle blowing

Environment forces & cultural aspects

Entry & 1 st Professional Registration

Enhance in the HR profession

PITM Step 1
Positioning in the profession & job creation

Entry into the Professional-in-training Model for HR profession. 1 st professional registration proposed as well as activation of the Continuous Professional Development (CPD) process

PITM Step 2
HR career path / Ladder

Professional registration development process and CPD

Impact Studies approach

PITM Step 3

Permanent exit from the HR profession

On a national level retirement support plan for retired HR professionals who served to enhance the HR profession – Use as Mentors, coaches & researchers

Impact Studies approach

Temporary exit from active HR career life cycle. Re-entry will depend on compliance to profession re-entry criteria

EXIT

Permanent exit from profession

Professional-in-training model life expectancy = 40 years+

Consistancy

HR working in industry

Involvement of line managers

Enhancing Small business approach

Enhancing Medium business approach

Enhancing macro/large business approach

Provision for Disabilities

Global (International HR)

HR working in partnership with other professions

National (South-Africa)

Foreign HR professionals

National Qualification Framework approach

Higher Education Qualifications Framework

Role modeling

Marketing HR

Professional-in-training model founded on intention of Constitution of Republic of South : To develop the potential of each citizen & assist to address critical community issues of concern in partnership with governement

Figure 36: PITM framework

START

FOREIGN QUALIFICATIONS:
* Contact SAQA for verification of qualifications.
* Then contact the Professional Body for assistance / guidance into the PITM

PITM STEP 1 ENTRY PHASE

Candidateship or Internship program governed by HR professional body (Applied competency based – Portfolio of Evidence) 1-1½ years at approved employer.

Yes

Professional registration at appropriate level with HR professional body & start CPD

Completed?

No

Professional registration at appropriate level with HR professional body

Members with qualifications from other professions already working in HR – contact Professional Body for advice / guidance into the PITM

Execute RPL process

Completed RPL?

No

Relevant HR qualification?

Yes

Relevant HR work experience ?

Yes

Yes

RPL route?

Yes

Relevant HR work experience?

Professional registration at appropriate level with HR professional body

No

Professional registration at appropriate level with HR professional body & start CPD

Yes

Route of Higher Education Training?

Learnership Route

Unemployed: HR **Learnership** – National Qualification (Work integrated learning – WIL approach)

Profession registered ? Updated professional registration?

No

Terminate intentions (Optional)

No

Completed your studies?

Yes

Yes

University / College/ Academy, etc Route

Employed / Unemployed: Full time / part-time student at Tertiary Institution eg. **University, College, Academy, etc** (Work integrated learning - WIL approach) NQF levels 5-10

PITM STEP 2 CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) & PROFESSIONAL REGISTRATION LADDER (NEXT PAGE.....)

Next page

Figure 37: PITM for HR profession – PITM Step 1 (Entry)

NEXT PAGE

Figure 38: PITM for HR profession – PITM Step 2 (Active life cycle) and PITM Step 3 (Exit from the model)

START

NQF LEVEL 5
Professional
Registration

SABPP example:
HR Technician
Registration
(Certificate & 1
Year experience)

PITM STEP 2
CONTINUOUS
PROFESSIONAL
DEVELOPMENT (CPD) &
PROFESSIONAL
REGISTRATION LADDER

PITM STEP 2

CPD

NQF LEVEL 6
Professional Registration

SABPP example:
HR Associate
Registration (2 Years
Diploma / Advanced
Certificate & 2 Years
junior level experience)

Entry into specific professional registration level depends on the HR professional bodies criteria. May register in "Generalist and / or Specialist" categories.

CPD

NQF LEVEL 7
Professional Registration

SABPP example:
HR Professional
Registration (3 Years
middle management
experience or completion
of Candidateship
program)

Professional Board examination to proceed to next levels of professional registration (Based on HR standards & competency models & Ethics – Integrated assessment)

Board examination to be completed on 1st appointments HR Professional Registration Levels (NQF Level 7 - 10). Once off examination to enter

CPD

NQF LEVEL 8
Professional Registration

SABPP example:
Charted HR
Professional
Registration (4 Years
senior experience-
Senior management)

HR practitioner may proceed in specific professional registration level on life-long basis

CPD

NQF LEVEL 9
Professional
Registration

SABPP example:
Masters HR Professional
Registration (6 Years top
level experience –
Executive level

May temporary exit specific Registration level and re-enter according to re-admittance criteria

CPD

NQF LEVEL 10
Professional
Registration

CPD

PITM STEP 3
PERMANENT EXIT FROM
PITM

PITM LIFE-SPAN 40 TO 50 YEARS

END

- 306 -

4.8   SUMMARY

The PITM has three major phases. Figure 36 provides an overview of the process.

PITM Phase 1

In Figure 36 this phase refers to step 1. Phase 1 of the process refers to the period where the HR candidate or intern establish the foundation to become an acknowledge HR professional through the route of education and obtaining HR experience on an entry level of professionalism. Various routes are then demonstrated in Figure 37. These include routes or options of RPL, learnerships or studies at an ETD learning institution to obtain an acknowledged HR qualification and experience. Figure 38 also provides the route of candidateship/ internship training for those who have the qualifications but not the experience in HR. This route means an 18 to 24 month portfolio of evidence-based programme where RPL may be provided for specific experience levels already demonstrated.

It will be important to incorporate the issue of foreign qualifications and experience during the entry phase. It will also be important to professionally register with an appropriate HR professional body during this phase.   The literature review content provided the global requirements for this type of model. The results from the interviews provided the basis of relating to the South African context without compromising global expectations.

PITM Phase 2

In Figure 36 this phase refers to step 2. The research outcomes in the previous chapters of this study showed how to advance in professional HR by obtaining various HR qualifications and experience whilst on specific job levels. The literature review process provided essential information regarding the integration of NQF levels, through professional registration, into the progression path of *"HR professionals".* This will lead to professional registration at various levels linked to the NQF. At the level of an HR professional registration (NQF level 7) and with the HR professional having the required experience level, the PITM indicates that the HR professional will have to show a compliance demonstration by writing a professional Board examination in order to further progress. This examination will be

managed by the HR professional body. After successful completion of the examination, it will not be required for the HR professional to write it again.

The PITM allows an HR professional to move, through CPD progress, through the model until the HR professional exits the profession. This means that a HR professional could exit temporarily or permanently. When the exit is temporary, the HR professional will have to comply with the requirement of a professional body/ statutory in order to re-enter the model.

PITM Phase 3

In Figure 36 this phase refers to step 3. Within Phase 3, the process of permanent exit management comes into place. This could range from one year of employment in HR to more than 40 years. In the literature review, various reasons were given that could contribute to permanent exit management. The PITM could provide opportunities for individuals who retired from full-time employment to be of value as contractors, mentors, coaches or as researchers for the industry. This governance could be provided by the HR professional body on a national level. A complete database with available HR professionals who have retired could be of high value for the industry.

This chapter provides an overview of the information obtained from the individual and group interviews. As the various research questions have been investigated, this author provided remarks on the findings. This author then provided an overview of the suggested PITM. This was done from the lessons learnt in the literature review (Chapter 2) as well as the content of the interviews.

4.9   REFLECTION OF OWN EXPERIENCE

Many lessons have been learnt within this study. This includes lessons that started at the preliminary research and continued after the approval of the research proposal – the actual conducting of the interviews and the noting of outcomes. The main lesson learnt is that scientific research is an in-depth process of many hours of dedication and hard work. A process of making mistakes and learning from them. A lonely road, but in partnership with the study supervisor.

The PITM is more than one perspective. It is the hope that the content of this thesis will be the start of other research studies to explore the perspectives of the whole HR industry. This

author noted that the concepts of *"profession"* and *"professional"* are used freely by many individuals. Such individuals do not have any real understanding of the content of the terms, and do not have any knowledge of the hard work done by the pioneers (many of whom have passed away) who left a legacy of hard work and consistent endurance.

HR is a profession. The HR professional needs to follow a clear road from entrance until exit. The criteria of development must be clear and fair. The core of professionalism is clear, industry acknowledged standards and competencies – earned and conducted in an ethical manner, accommodating HR professionals of all ages. Without suitable, evidence-based governance knowledge, skills and teamwork in unity, credibility and professionalism will not be possible.

The following chapter will provide the recommendations and conclusions.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

Mouton (2001, p. 124-125) refers to this chapter as the *"Conclusions and recommendations"* and states that: *"Your concluding chapter is perhaps the most important in your thesis because it presents the end product of your endeavour."*

In this chapter, the main findings from the study (the results of the previous chapters) will be discussed. This includes a conclusion on the outline of the research process to determine if the research problem, topic, statement, questions and objectives were suitably addressed. This author will show how the results and conclusions of the study relate to the literature study (Chapter 2) and the findings from interviews (Chapter 4). Reference will be provided to any anomalies and surprising results, and if the expectations of the study were achieved. This author will show the relevance and value of the study and indicate any gaps and opportunities for further study (Mouton, 2001, p. 124-125).

5.2 OUTLINE OF THE RESEARCH PROCESS

In Chapter 1, this author referred to the research topic, objectives and questions. The application of the research process in the rest of the chapters lead to the development of the PITM. The research process followed will be discussed in more detail.

5.2.1 <u>Research problem</u>

As indicated in Chapter 1, the challenge for this study *"involves transforming of an interesting research idea into a feasible, research problem."* (Mouton, 2001, p. 48). The outcome of this study shows that the research idea was worth formulating and investigating. Both main features in HR, namely HRM and HRD will benefit from the final model.

It is believed that the PITM could benefit both public and private international corporate institutions. Consistency is required in the South African HR profession; this will only be possible if acceptable stakeholder involvement and participation in application of HR standards and competencies is conducted. This would not have been possible without the

information obtained from the preliminary research process. It is believed that the research problem was addressed successfully. From the research question, the research topic followed.

5.2.2 <u>Research topic</u>

A member of staff at UP, Dr Paul Smit, consistently motivated this author by stating *'keep to the golden line'* in the studies. This author will always be thankful towards Dr Smit for his advice on this matter. This motivation assisted in consistently focusing on the purpose of the study – the research topic. What was the role of the research topic in this study?

The research topic of the study followed on from the research problem and preliminary research process. The purpose of this study is contained within the content of the research topic: "Towards the development of a substantive PITM for the HR profession." The concepts contained in the research topic are as follows:

- *"Towards"* refers to a qualitative research process that was followed.
- *"Development"* refers to the fact that no national model from the perspective of a professional governance body in South Africa is available.
- The understanding of the concepts *"profession"* and *"professional"* lead to an in-depth investigation and understanding of the foundation of a profession on a global basis.
- The concept of *"in-training"* provided direction for the investigation of the entry and exit levels of professionals' training. This study include South African education frameworks and current in-training systems. Referring to aspects such as RPL, learnerships, candidateships, and education provided by learning institutions to obtain certificates, diplomas and degrees. This concept opened the door to integrate the value of CPD.
- The concept of *"HR profession"* provided direction to establish the meaning, including aspects such as governance of the profession by a HR professional body, professional registration and entrance and exit aspects which will eventually form part of the model. It is further then possible to investigate limitations and suggestions to ensure success of such a model.

By following the sequence of the research topic the model, outlined in Chapter 4, was finalised.

5.2.3 Purpose statement

This study focused on the perspective of an HR professional body registered with the SAQA and who are statutory appointed learning and quality assurors for the HR profession. The body provided their assistance in many ways and proved their ability to provide answers to the research study topic. At various stages, the body indicated that the PITM from this study could have the potential to change HR in South Africa. This author believes that this study will eventually influence the work life of *"HR professionals"* in South Africa and provide answers to the meaning of HR professionalism.

During this study the aspects related to HR qualifications and experience were addressed. This means that the CPD process is also included into the PITM. Provision was made to give entrance opportunities into the PITM to those who have no relevant HR qualifications and have years of experience through the process of RPL.

Critical success factors such as effectiveness, development, competencies and the role of HR managers (when referring to HR standards and competencies in the workplace) have been addressed in this study. It is hoped that the outcomes of this study will deliver purpose to employees and deliver consumer satisfaction. This could only be possible if the study addressed aspects related to a *"life-span approach for HR professionals"* in the work they execute on a daily basis.

In summary, the primary purpose of this study was to investigate and develop a substantive PITM for HR in South Africa.

5.2.4 Problem statement

This author transformed ideas into research problems or questions (Mouton, 2001, p. 51). From the perspective of a HR professional body there is no national accepted PITM for the HR profession in South Africa. The developed PITM could be used as a tool to assist in highlighting the fact that South Africa needs to acknowledge the importance and value of HR as a profession. This author wants to state, again, that South Africa cannot survive

without the services of lawyers, accountants and medical professionals, and at the end of this study, this author is still of the opinion that this could also be said of HR.

The HR profession must prevent any form of unprofessional conduct that could be published by the media. The media have the right to publish information as news. The HR profession could work in partnership with the media to enhance the image of HR *"professionalism"* in South Africa. HR cannot expect leniency from the media if the field/ profession acts unprofessionally.

The provision of HR students, candidates and professionals through accepted WIL has also been addressed in this study. The study revealed that the absence of the PITM implies the absence of a professional career path ensuring fair and equal treatment of industry acknowledged qualifications, experience and intentions of lifelong scholarship. The value and impact of obtaining relevant qualifications and experience in the various stages and categories of professional registration levels were indicated. The PITM, within this investigation, also addressed the problem statement regarding the need for HR industry partnerships between the operational workplace and academic establishments. It also referred to the importance of having experienced HR professionals at various registration levels to lecture on the field of HR and mentor students, graduates and employees.

This author is still of the opinion that by addressing the problem statement of this study, the outcomes will assist the South African Government, and a professional governance body, with valuable information to how implement a mandatory community service programme for HR in South Africa.

5.2.5   Research questions and objectives

Mouton (2001: p. 50) states that it is important to: *"Be clear about the objectives of your research."* It was also the intention of this study to answer through application of the research process the various research questions.

Research questions of this study

The main research question was answered – From the perspective of the professional body, no nationally accepted PITM for the HR profession in South Africa exists. There are various

approaches available and followed to educate, train and develop HR candidates/ interns and professionals. The end product is a demonstration of a PITM that has been compiled and was made available.

The secondary research questions were all answered in the study:

- There is a need for a PITM.
- Models, tools and processes that are already available must not be ignored.
- The content of the PITM was determined and based on the literature review and the coding of the interviews.
- Enough content is now available to build the PITM in the industry. This means that for future studies the focus could be on obtaining the perspectives of the rest of the HR industry.
- The content must be founded on true industry HR standards, competencies and principles.
- Valuable information was gathered on the governance of the PITM.
- The PITM must be governed from a national level of governance.

The aspect of statutory recognition was also investigated to ensure full compliance from all HR candidates/ interns and professionals in the PITM. But, regarding the issue of statutory recognition by government, it became clear that statutory recognition of a professional HR body must be earned. The appointment must be the result of true professional work done by the respective professional body on all levels/ fields of HR professionalism. Lastly, a proven track record and evidence that the professional body's "house is in order" is very important prior to appointment by government. This includes evidence of contributions to the HR community of all aspects of governance with regard to national governance ability, impact on education, training and development (including statutory appointments), stakeholder involvement, protection of the profession, ethical conduct and scientific research impact. There may be more pre-requirements for statutory appointment not mentioned here.

Lastly, the various limitations (and suggestions) were also investigated and incorporated in the PITM. It is believed that the outcomes of the research questions will eventually determine the success of the substantive PITM for the HR profession.

Research objectives

Specific research objectives assisted this author in staying focused throughout the study. It is believed that the main objective "To investigate whether a significant PITM for the HR profession exists in South Africa." was dealt with. The answer to the objective was already provided in the previous section. Information to address the secondary objectives was also gathered and the objectives researched in line with the research questions. The outcomes of the objectives highlighted the roles of concepts such as expectations, potential, focused impact, proper measurement and demonstrated competence, and were introduced to the PITM structure.

The intention or objective to understand the perspective of a professional HR body with regard to the research topic, research questions and objectives was accomplished. The objective of understanding concepts or definitions related to the PITM was identified, and the interpretation of the concepts was provided. The objective to understand the fields of *"profession"* and *"professionalism"* were also accomplished.

5.3 SALIENT POINTS AND INTERPRETATION OF THE RESULTS

5.3.1 <u>The PITM</u>

This section will discuss the main findings that the author obtained in this study by drawing together the results from the previous chapters. Within the discussion, this author will strive to summarise the results from the literature review and the interviews.

The content of the PITM was created from the outcomes of the research design and methods followed. Without the results of the study, it would not have been possible to create the content of the PITM. This is where the value of scientific research and personal industry experience as partners become evident. When thinking of the road travelled up to now, the feelings experienced by this author at the end of this study will be difficult to explain to anyone.

The literature review provided the foundation to understand the main concepts that were used during the various phases. The results from the interviews through the coding process confirmed the content and also provided additional information to be used.

The detail of each sub-process within the PITM were discussed in more detail within the literature review (Chapter 2) and the results (Chapter 4) of this study.

The PITM in general

It is important to understand that the PITM is founded on a subject field acknowledged as a profession – based on industry standards, governed by a professional body and executed by competent registered professionals. It is a model reflecting a lifespan that could stretch for up to 40 or 50 years of service.

As indicated in Figure 36, it is obvious that the PITM is based on suggested characteristics and key elements. The basis of the model is the provision of professional HR service delivery on a national and international basis, to any size and type of industry or business. The PITM will be based on the Constitution of South Africa to enhance the potential of its people as well as important frameworks such as the NQF and HEQF.

The PITM indicates the importance of professional credibility, consistency, marketing and being a role model. The PITM further refers to importance of:
- National governance by a HR professional body in partnership with the industry stakeholders.
- National standards and competencies application.
- WIL within ETD as part of the HR standards and competencies.
- Building a professional workplace HR talent pipeline and prevention of unemployment.
- Partnerships with government agencies, small, medium and large organisations within public and private sectors on a national and global basis.
- Working in partnership with other professions.
- Dealing with professionals nationally and internationally.

For the PITM to be successful it will be important to demonstrate applied HR competence as indicated in Figure 36 as:
- HR must also be seen as a profession.
- Keeping to the characteristics of a *"professional"*.
- Demonstrating *"competence"* a HR professionals.

- Ensuring ethical conduct and voice unethical conduct awareness through the *"whistle-blowing".*
- Being aware of the various environmental and legal forces affecting the HR profession, and the importance of global cultural aspects and how they impact on the profession.

The findings of this study provided a clear path of entry and growth into various levels of professionalism. Various examples in this study from other acknowledged professions provide valuable lessons . Ethical conduct in the PITM for the HR profession must never be compromised.

5.3.2   Work-integrated Learning (WIL)

The results from the literature review and the interviews confirmed the value and importance of the concept of WIL. The results showed the value of formal working partnerships regarding the education of professionals starting on their first day at a learning institution or the workplace. The importance of using HR professionals as academics/ lecturers, workplace learning facilitators, mentors and coaches. The interviews confirmed the need for this and that the various HR stakeholders need to unite to ensure that HR will be recognised as a statutory profession in South Africa. The following paragraphs will provide an overview of the main findings on the WIL approach.

WIL forms a central part within all the steps/ phases of the PITM. It was suggested that it will be of value to introduce the concept of *"professionalism"* to entrants from the first day that they arrive to start their career path HR. The ETD environment in South Africa provides a basis for HR graduates to enter and be active in the PITM and the HR profession. This study testifies of the importance of the HR *"professional"* and the intention of lifelong learning through CPD opportunities.

This means that the ETD providers could form the academic foundation of HR practice by means of a WIL approach. For this to come to pass, HR curriculums must be aligned with content related to HR standards, competencies and business practices to ensure employability during studies or as soon as possible after graduation. A multi-stakeholder approach will be required to involve the HR industry with guiding/ forming graduates as of

their first year of study. The study shows that this could be done if learning institutions are prepared to make a change and use professionally registered HR academics as lecturers. It is therefore recommended that the aspect of the WIL for the HR profession be further researched.

5.4 RECOMMENDATIONS FOR IMPLEMENTATION OF THE PITM FOR THE HR PROFESSION

In Chapter 1, the author indicated that specific recommendations will be provided in the last chapter of this study. These recommendations could also be used as guidelines for implementation of the PITM by government or a professional HR body. These recommendations are based on the findings from the study, especially the literature review (Chapter 2) and the results (Chapter 4).

In order to successfully implement the PITM for the HR profession the following recommendations have to be followed:

Foundation work in the PITM for the HR profession

The following aspects result from the literature review and the interviews, and are recommended as important when working with the PITM:

- Body of PITM knowledge (theory) must be collected and kept by the HR professional body for future research and use by industry stakeholders.
- Build effective relationships and networks with other Soutrh African and international legal appointed statutory professions. Support and learn from one another and to build a knowledge hub for professionals to use.
- Establish a national media focus on HR and getting the HR profession's "house in order" where it may be required. Do not disregard what is already done by various HR governance bodies and institutions in South Africa. To build the profession on the industry HR standards and competency models to ensure consistency and credibility.
- Support the Constitution of the Republic of South Africa at all costs. This is done to ensure that the potential of each HR candidate/ intern and professional will be maximised through strict but fair criteria when professional registration and the CPD process are conducted (these form part of the PITM). This includes ensuring that

each person in the field of HR – students, graduates, academics, senior appointed HR professionals – will demonstrate practical competence. Other important legislation must be respected and where appropriate imparted into the PITM. This includes prescribed national frameworks such as the NQF.

- Implement the WIL approach in the ETD (from the learning institutions through to the workplaces) for under- and postgraduates studying to become HR professionals.

- Legal appointment of an HR statutory professional body by the South African Government based on professional track record of professional governance on a national and international basis. This HR statutory professional body must be the voice for HR professionals.

- To implement a process in South Africa to ensure that all practitioners of HR are professionally registered – *"generalists"* and *"specialists"* – according to national criteria (which will also be acceptable on a global basis). This professional registration will also accommodate foreign HR professionals (see Section 2.4.7

- Adhere to the characteristics and ethical conduct of a profession that form an integral part of the PITM (as referred to in Chapter 2 and 4).

- The incorporation of International HRM into the PITM.

- This PITM must provide a foundation of practice for all types of small to large organisations in all types of industries on a global level. This is due to the fact that HR professionals operate from South Africa on an international platform of business.

- The governance of the HR profession through the professional body with a strong infrastructure of working groups and committees is essential for a PITM to exist.

- The PITM must be aim to prevent the unemployment of HR graduates and HR professionals at all costs. The PITM must include a job creation possibility. And

- Lastly, establish a professional registration criteria to accommodate current HR practitioners such as laywers and pshychologists to be able to register as HR professionals.

Execution of the PITM for the HR profession

The following aspects result from the literature review and the interviews, and are recommended as important when executing the PITM:

- If HR graduates who enter the workplace for the first time know exactly what to do, then Phases 1 and 2 of the PITM may be regarded as a success. The employers do

not have to retrain the graduates, and the HR graguates do not have to unlearn what was learnt in the HR learning institutions.

- The PITM can be regarded as a success if HR graduates are sought by workplaces and are not unemployed or struggling to find opportunities to gain experience.

- The PITM must be executed in partnership with business industry, including learning institutions. While the PITM supports WIL based learning on the HR standards and HR competencies, the learning pathways of the various learning institutions must then be strategically adapted to include the intent of the PITM. The PITM cannot exist without a multi-stakeholder approach.

- The PITM must support intentions of the South African Government such as the Skills Development Act, Act 97 of 1998. There may be other legislation requirements that need to be investigated and incorporated during the time the PITM may be used.

- During the execution of the PITM, the model must provide CPD opportunities for the registered members.

- The professional body will have a responsibility to ensure the consistent involvement of ETD learning institutions in the PITM. This could be done through the execution of compulsory institution audits and the application of the WIL approach in curriculums and professionalism.

- During its execution, the PITM could also be used to enhance the education levels of HR academics, lecturers and trainers. The curriculums of HR under- and postgraduates must be acknowledged in the PITM. This includes the curriculums for full-time and distance education students.

- The implementation and management of PITM committees and workgroups will be essential to review the impact of application.

- The role of workplace line managers in the PITM cannot be ignored. As indicated in the literature, the line managers cannot be pushed aside, and that they fulfil many HR-related functions while managing their staff.

- Various South African and internationally acknowledged HR associations must form part of the PITM. This includes consultation opportunities to present the PITM for the HR profession outside the South Africa borders.

Review content of the PITM

The following aspects result from the literature review and the interviews, and are recommended as important when executing the PITM:

- Consistent execution of in-depth impact studies on the sub-processes involved in the PITM.

- Conduct research on HR professional data collected globally to enrich professional knowledge. The retrieved data could be included into the PITM as it may be required within the respective channels of reference and intellectual property ownership.

- It is recommended that the various opportunities be explored to involve more post-graduate HR students to conduct research in the areas of the PITM which will enhance work identity and HR professionalism.

General results from the literature study and interviews

In this study, from the findings a PITM for HR profession in South Africa is developed. This study proves that HR governance forms an important part of the PITM. That HR governance on a national basis cannot be ignored and that statutory appointment needs attention in the future. During the encoding of the data a respondent (R4) stated that statutory appointment of a HR national governance body must be earned. This includes the capability to lead by example and to be able to audit HR compliance to standards and competencies.

An advantage during the research was the availability of the SABPP as the HR professional body. The availability of the SABPP and their willingness to share intellectual property of the industry-researched HR standards, HR competency and Candidateship models/ programmes was a great help and is humbly appreciated. Their track record within the HR industry and ETD field of practice in South Africa is advantageous to the profession and serves an example to be incorporated into the PITM. Their professionally registration infrastructure, and the fact that their registered HR professionals on specific levels are acknowledged as Commissioner of Oaths, eased the research process

Qualitative data was collected by means of conducting semi-structured individual interviews and a group interview. Company documents including HR standards and the HR Competency Models were analysed. The encoding was analysed per research question due to the nature of establishing a substantive PITM. This author strived to apply the grounded theory guidelines. Many valuable lessons were learned from these experiences.

5.5 LARGER SIGNIFICANCE OF THE RESULTS – MANAGEMENT 'FAD'

According to Mouton (2001, p. 124): *"It is essential that you now show how your results and conclusions relate to the literature and theory in this domain"*. As already mentioned, based on the findings in Chapters 2 and 4, it appears that from the perspective of a professional body there is no existing national acknowledged PITM for the HR profession in South Africa.

The literature review in Chapter 2 provided segments of information that led to the final draft of the PITM for the HR profession. The theory from Chapters 2 and 4 led to the final outline of the proposed model. This includes valuable data which could be used in future research to compile the final model.

From the literature identified HR practices based on HR standards and competencies acknowledge that HR is a profession. From the theory presented in this study the HR professionals have clear guidelines on:

- What a *"profession"* entails.
- The impact of the South African environment on work practices.
- The role of the South African Government to ensure that HR professionals in South Africa register with a HR statutory appointed body.
- A national appointed HR statutory body should be able to demonstrate competence to work in partnership with the industry to contribute to the governance of education, training and development components by means of auditing and quality assurance evidence.
- Lastly, this governance body could provide valuable contributions to the HR industry.

Rasmussen and Ulrich (2015, p. 236) explain learning from practice *"how HR analytics avoids being a management fad"*, the importance and worth of providing theory and models with a long life-value, that HR professionals need to provide guidance, with powerful insights in business, to managers. It is imperative to realise *"management fads"*, especially unrealistic promises, expectations and costs involve could harm the professional status of HR. For this PITM valuable lessons could be learnt when reflecting on the content of information provided by Rasmussen and Ulrich (2015, p. 236-342) refering to the important aspects related to the PITM. This includes that data used in models must be correct, relevant

and useable. Further that HR professionals must demonstrate *"a clear business focus"* and a *"deep business understanding".*

5.6 GAPS, ANOMALIES AND/OR DEVIATIONS IN THE DATA

Mouton (2001, p. 124) refers to this section as discussing *"any anomalies and surprising results."* When reflecting on the research process followed during this study, it becomes clear that there is no formal industry acknowledged PITM for the HR profession in South Africa. Regarding the topics of *"profession", "professional-in-training"* books and articles provided a foundation to argue the value of the theoretical concepts.

During the research process, the grounded theory was confirmed by the importance and availability of, for example, HR standards and competencies. The theory suggested HR governance and practice, with the results from the semi-structured interviews confirming the practical side of the theory. These results confirmed the expectations of this author.

The results of research data on the *"HR profession"* was confirmed, as expected, by international and local data. The content of the substantive PITM for the HR profession contains more processes than originally thought. This means that:

- The PITM is a model that may last the entire working life of an HR professional, and may last more than 40 to 50 years.

  - HR professionals enter the model the moment their HR studies commence at accredited ETD institutions. They should be referred to as *"HR candidates/ interns/ students".*
  - Various HR learnership or internship programmes could be incorporated into the model without conflict of interest.
  - The contribution of WIL to the model to ensure theoretical and practical exposure and to ensure an educational ROI.
  - The value of the SABPP Candidateship programme to provide exclusive practical exposure in the workplace to inexperienced HR graduates.
  - An HR professional must partake in the CPD process as long as HR is practiced.

- If the HR professional must temporarily exit the model, they must be able re-enter if they comply with the requirements of re-entry.
- The model provides the opportunity for an HR professional to complete a qualification, gain experience and stay on the professional level in the model for as long as they wish.
- The model has the potential and the intent to be governed by a statutory body for the HR profession.
- Credibility, consistency and ethical conduct are essential in this PITM.

Process approach in the PITM

With these findings in mind, this author thought of the future for this model. After reading the previous paragraph, the reader may wonder what the route will follow after the this study has been completed. Rasmussen and Ulrich (2015, p. 238-239) provide the following suggestions for future intentions to investigate the content of the model. Rasmussen and Ulrich (2015, p. 238-239) state that one must start with business problems. The PITM must adopt a WIL approach which will assist in producing HR professionals able to address business problems. The PITM must assist the HR professionals in addressing value-adding issues and being able to contribute to organisations. It is important to ensure HR governance and that it guides this support process on a national level.

5.7   REFLECTION ON THE QUALITY AND RIGOUR OF THE RESEARCH

The research process followed during the proved that many valuable lessons were learnt. Each of the chapters had a clear purpose and could thus not be excluded.

Abstract of the study

The abstract provided at the end of the study is a reflection of all the chapters. As the various chapters were completed, the content of the final abstract was inserted in order to have complete picture.

Preliminary research and the research proposal

The preliminary research process of obtaining information, prior to compiling and handing in the research proposal, assisted in laying the foundation of this study. Without the research,

it would not have been possible to develop the research proposal. During this process, the contribution of the study outcomes and the need for such a model were established. The process of compiling and presenting a research proposal contributed to research value and paved the way for the implementation of the research design and methods.

Rest of the study

The guidance provided by the research proposal assisted in completing the various required chapters of the study. Reading and studying encoding resulted in this author revisiting the concept of encoding interpretation. This coding process in partnership with the literature review process ensured the substantive development of the PITM for the HR profession as outlined in Figures 36-38.

5.8 KEY CONTRIBUTIONS AND LIMITATIONS OF THE RESEARCH

5.8.1 <u>Contributions of this study</u>

This study aimed to develop a substantive PITM for the HR profession in South Africa. The development of the model was based on the perspective of a professional HR body in South Africa. This study has shown the following:

- HR is a profession.
- There is lots of HR data available in South Africa. The model demonstrates the potential to unite these available information paths into a dynamic HR intelligence hub.
- HR must be based on industry-accepted standards for the workplace and competencies for the professional.
- The development of this model could lead to a nationally governed and WIL-based PITM. It must be an example for a global arena.
- This model can prevent inconsistancies from occurring that could potentially harm the credibility of the profession.
- This could be the first over arching PITM for the HR profession in South Africa researched and presented at this academic level.
- This model respects and integrates current approaches applied in HR South Africa. The model includes valuable ETD approaches from entry to exit over a HR career lifespan of up to 50 years. Approaches refer to ETD interventions for the employed

as well as the unemployed and include approaches such as higher education studies, learnerships, candidateship programmes, internship programmes and on the job training and skills development.

- This model considerd the importance of all HR multi-stakeholders from entry into the profession up to exit.

- The model provides hope. That there is a future in HR and that HR is to be valued in all types of industries, no matter the size and the location of the organisation.

- The model follows a clear and day-to-day realistic systematic process.

- The model is an example for other professions to follow in their respective domains of practice.

- The secret of the model is its simplicity. It allows HR professionals to understand the flow and know exactly the progress of a career they could follow.

- The model is founded on clear HR standards and competency models.

- The model provides a realistic professional progress path to prevent unrealistic expectations.

- The model provides answers to the industry on *"professionalism",* bringing together respected contributions of many HR professionals in the past.

- The model acknowledges the value and importance of ETD learning institution, governance body and the industry.

- The model emphasis the importance of HR in the workplace and that the retraining of HR graduates needs to be prevented.

- The model shows the need for a statutory and nationally governed HR professional body to develop, implement and manage it.

- The model provides an overview or synopsis of many potential future research studies that could be launced from its content.

- This model could be integrated in the curriculums of learning institutions from HR certificate levels up to doctoral studies.

- The model demonstrates the potential to change and develop. It has the potential to grow in future and adapt to changes in the world of globalisation and technology.

5.8.2   <u>Limitations of the study</u>

It would have been of value to integrate the perspectives of other stakeholders in the industry. But this limitation can be turned into an advantage if further scientific research

studies follow in order to develop this model and include all the stakeholders. The development of a new model will be open to criticism and the content will be valued against current approaches.

The absence of statutory requested professional registration could limit the intention of the study. This author agrees with the arguments of the respondents that statutory appointment of a governance body must be earned through credibility in order to sustain the value of the profession. Credible national statutory governance will close many gaps and inconsistencies and contribute to the acknowledgement by other professions.

5.9 RECOMMENDATIONS FOR FUTURE RESEARCH

This study was completed from the perspective of an HR professional body on a national governance level. This PITM for the HR profession could be used in the future recommended studies:

- Obtain the perspectives of a selection of other industry stakeholders and apply this PITM in practice. This includes perspectives from ETD providers, students, HR organisations from various sizes and HR professionals active in the field of practice.
- The development of a WIL programme model for HR graduates in South Africa. The outcomes of this study could ensure that HR graduates will be prepared for the first day of work.
- The development of a PITM to assist people with disabilities in professions. Especially those in industry who are hearing- and sight-impaired.
- The development of HR professionals in the industry through CPD.
- Study on the impact of HR standards and competencies in the preparation of HR professionals (Local and global perspectives).
- The HR voice of professionals: HRM and HRD – alliances and innovation that could lead to business excellence.
- The impact of ethical conduct on the HR profession in South Africa.
- The impact of ecological and environmental forces on the conduct of HR professionals with reference to universal aspects of culture.
- The impact of professional registration of HR professionals' employability and job creation within the industry.

- Human development and HR professional lifespan learning.
- Impact of using foreign HR professionals on the South African industry.
- The development of a workplace partnership model to connect line managers with the HR profession.
- Enhancing HR governance throughout the industry to ensure applied competence.

5.10 PERSONAL RESEARCH EXPERIENCE

Throughout this study, the author referred to lessons that have been learnt from the requirements stated in each chapter. The author wants to conclude by providing an overall summary of personal experience from this research.

General personal experience outside the research design processes
- This research adventure proved to the author that he is not too old to learn or study. This study created the desire to enrol for further studies on successful completion of this study.
- There must be a balance between personal, work and study life. This is why the author planned his study as a project. For this type of study a project plan approach is highly recommended.
- Help is available. Within each stage of the study, someone was available to motivate and help with a specific input. During the next study, the author will do some things differently.

The research project
This author found the **research proposal** to function as a tool to guide and constantly verify the focus. This author learnt many lessons regarding the process of grounded theory. The content of research articles and books are better understood. The theory assisted with the interpretation of data and the development of the PITM.

5.11 DEVELOPMENT OF NEW MODELS OR PRESENTATIONS DURING THIS STUDY

During this study the author was fortunate to develop a few new models or presentations (indicated as own interpretations). The information for the content came from combining the content of the research findings with personal experience in the workplace.

The following examples are a demonstration of these developments:
- Evaluation of HR professional practice needs in Chapter 2.
- Various figures on the possible application of ETD in the HR profession in Chapter 2.
- Partnership checklist between learning institutions and workplaces in Chapter 2.
- Foundation figure to combine PITM for the HR profession – theory and practice.
- PITM framework from Theme 1 in Chapter 4.

CONCLUSION

To be a professional-in-training is important. The professional must utilise the knowledge that has been gained and the skills that have been accumulated to the advantage of the global community. There is a future in HR. If the individual treats HR as a profession, HR will treat the individual as a professional.

In this chapter, the main findings from the previous chapters were discussed. The conclusion of the outline of the research process was presented to indicate whether the research problem, topic, statement, questions and objectives were suitably addressed during the study. This author provided the outline of how the results and conclusions of the study related to the literature study (Chapter 2) and the results (Chapter 4). Reference was made to any anomalies and surprising results, and whether the expectations of the study were achieved. This author indicated the relevance and value of the study and indicated any gaps and opportunities for further study, as suggested by Mouton (2001, p. 124-125)

Although the PITM of this study does not include the perspectives of all the HR stakeholders in South Africa, this author hopes that future studies will address this matter and that the final PITM will be subjected to a proper impact study.

LIST OF REFERENCES

Abbot, P., & Meyer, M. (2014). *SABPP Research Report - HR Student Employability*. Johannesburg: SABPP. 1-54

Abbott, P., Goosen, X., & Coetzee, J. (2013). The Human Resource function contribution to human development in South Africa. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 11*(1), Art.#408. 14 pages. http://dx.doi.org/10.4102/sajhrm.v11i1.408

Abeysekera, I. (2006). Issues relating to designing a Work-Integrated Learning (WIL) program in an undergraduate accounting degree program and its implications for the curriculum. *Asia-Pacific Journal of Cooperative Education, 7*(1), 1–38.

Asessment Centre Study Group. (ACSG). (March 2015). Bridging the GAP - Assessment centres in emerging markets. *Registration Information Pamphlet retrieved from the 35th annual South African ACSG Conference.* Somerset West, South Africa.

Aldcroft, D. H. (1998). Education and development: the experience of rich and poor nations. *History of Education: Journal of the History of Education Society, 27*(3), 235–254. DOI: 10.1080/0046760980270304, http://dx.doi.org/10.1080/0046760980270304. Downloaded: 03 August 2015 (23h58)

Anderson, V. (2009). *Research methods in Human Resource Management* (2nd ed.). London: Charted Institute of Personnel and Development. ISBN: 978 1 84398 227 2

Banfield, P., & Kay, R. (2012). *Introduction to Human Resource Management* (2nd ed.). New York, NY: Oxford University Press Inc. ISBN: 978-0-19-958108-5

Barney, J. B., & Clifford, T. G. (2010). *What I didn't learn in Business School. How startegy works in the real world.* Brighton, MA: Harvard Business Review Press.ISBN: 978-1-4221-5763-3

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. (pp. 93-323), London: SAGE Publications Ltd. ISBN: 978-1-84920-302-9

Bergh, Z. (2014). Fields of study/ practice areas in pshychology, and industrial and organisational (I-O) pshychology. Chapter 1 in Psychology in the work context. (5th ed.) 1-19. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

Bergh, Z. (2014a). Personality recognised in traits. Chapter 16 in Psychology in the work context. (5th ed.) 351-374. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

Bergh, Z. (2014b). The nature of personality and fundamental assumptions in personality

study. Chapter 13 in Psychology in the work context. (5th ed.) 290-315. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

Bergh, Z. (2014c). Human development across the lifespan. Chapter 4 in Psychology in the work context. (5th ed.) 65-92. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

Bergh, Z. (2014d). Research and other methods in psychology. Chapter 22 in Psychology in the work context. (5th ed.) 500-529. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

Bezuidenhout, M., Grobler, A., & Rudolph, E.C. (2013). The utilisation of a career conversation framework based on Schein's career anchors model. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 11*(1), Art.#491, 10 pages. http://dx.doi.org/10.4102/sajhrm.v11i1.491

Boselie, P. (2010). *Strategic Human Resource Management - A balanced approach*. Berkshire: McGraw-Hill Education. 1-317, ISBN: 13 9780077119980 & 10 0077119983

Botha, A., Bussin, M., & De Swardt, L. (2011). An employer brand predictive model for talent attraction and retention. *SA Journal of Human Resource Management/SA Tydskrif Vir Menslikehulpbronbestuur, 9*(1), Art.#388, 12 pages. http://dx.doi.org/10.4102/sajhrm.v9i1.388

Botha, J., & Coetzee, M. (2013). Conducting a training and development needs analysis. Chapter 4 in Practicing Training and Development (2nd ed., p. 259). Cape Town: Juta. ISBN: 978-0-70219-784-0

Brink, H. (2006). *Fundamentals of research methodology for health care professionals -* (2nd ed.). Cape Town: Juta. ISBN: 078 0 7021 6680 8

Brits, D. W., & Veldsman, T. H. (2014). A global central banker competency model. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 12*(1), Art.#575, 14 pages. http://dx.doi.org/10.4102/sajhrm.v12i1.575

Brock, D.M., Leblebici, H., & Muzio, D. (2014). Understanding professionals and their workplaces : The mission of the Journal of Professions and Organization. *Journal of Professions and Organization*, 1–15. doi: 10.1093/jpo/jot006, http://jpo.oxfordjournals.org/ at University of Pretoria August 26, 2015

Brooks, M. R., & Cullinane, K. (2007). Governance models defined. Devolution, Port Governance and Port Performance. Chapter 18. *Research in Transportation*

Economics, *17*(6), pp. 405–435. ISSN: 0739-8859/doi:10.1016/S0739-8859(06)17018-3 (Elsevier Ltd.)

Bryman, A., & Bell, E. (2015). *Business Research Methods.* (International 4th ed.) Oxford: Oxford University Press. (pp.1-584), ISBN: 978-0-19-874758-1

Brynard, P. A., & Hanekom, S.X. (2006). *Introduction to research in management-related fields* (2nd ed.). 1-89. Pretoria: Van Schaik Publishers. ISBN: 0 627 02639 7

Byars, L., & Rue, L. (2000). *Human Resource Management.* (6th ed.). Columbus, OH: The McGraw-Hill Companies, Inc. 1-512, ISBN: 0-07-116938-5

Cambridge. (2008). Cambridge Advanced Learner's Dictionary (3rd ed.). New York, NY: Cambridge University Press.ISBN: 978-0-521-73652-7

Cameron, S., & Price, D. (2009). *Business research methods - A practical approach.* London: Charted Institute of Personnel and Development. pp. 1-610. ISBN: 978 1 84398 228 9

CapDev. (2013). Capacity and Development Services: Junior Professionals in Training. 1-4. Pretoria: Exxaro. http://www.aeecenter.org/i4a/pages/index.cfm?pageid=4046

Coetzee, M., Ferreira, N., & Potgieter, I.L. (2015). Assessing employability capacities and career adaptability in a sample of human resource professionals. *SA Journal of Human Resource Management/SA Tydskrif Vir Menslikehulpbronbestuur*, *13*(1), Art.#682, 9 pages. http://dx.doi.org/10.4102/sajhrm.v13i1.682

Creswell, J.W. (2009). *Research design: Qualitative, Quantitative and Mixed Methods approaches* (3rd ed.). 1-260. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1-4129-6556-9

D'Abate, C. (2010). Developmental interactions for Business Students: Do they make a difference? *Journal of Leadership & Organizational Studies 2010*, *17*(2), pp.143–155. DOI: 10.1177/1548051810370795

Davis, J. (n.d.). *PPL - A Practical Book about Flying Safely.* 1-490. JD Publications

De Bruyn, L., & Roodt, G. (2009). Applying the criteria of Ulrich and Brockbank for the assessment of the role of human resources as a strategic business partner in a mining company. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur 7*(1), Art. #200, 11 pages. DOI: 10.4102/sajhrm.v7i1.200

Els, H. (1993). *Acculturation: Theory and practice - The theoretical principles of the process of Acculturation.* (1st ed.). Pretoria: H. Els. ISBN: 0-620-17692-X , [UP: VT 303.482 ELS]

Erasmus, B.J., Loedolff, P.v.Z., MDA, T.V., & Nel, P.S. (2010). *Managing training and development.* (5th ed.) pp.1-356. Cape Town: Oxford University Press. ISBN: 978 0 19 598984 7

Erasmus, B.J., Loedolff, P.v.Z., MDA, T.V., & Nel, P.S. (2014). The education, training and development environment in South Africa. In J. Loedolff (Ed.), *Managing training and development.* (6th ed.) pp. 46–85). Cape Town: Oxford University Press. ISBN: 978 0 19 904403 0

FlightSafety. (2016). FlightSafety: A world leader in aviation training and training technology. Global Aviator for all certified and uncertified aircraft, training, charter & travel, military and business. (March 2016), *8(3)*, 6–8.

Foundation, W. (2016). South African Qualifications Authority. In *Wikipedia* (pp. 1–5). Retrieved from http://en.wikipedia.org/wiki/South_African_Qualifications_Authority dated 13 July 2017

Fox, W., & Bayat, M. S. (2007). *A Guide to Managing Research.* 1-180. Cape Town: Juta. ISBN: 978 0 7021 7684 5

Geldenhuys, D., & Ngokha, G. (2014). Learning. Chapter 5 in Psychology in the work context. (5th ed.) 93-113. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

 Psychology in the work context (5th ed., pp. 93–113). Cape Town: Oxford University Press.

Gordon, J. (1986). *Human Resource Management - A practical approach.* Boston, MA: Allyn and Bacon, Inc. ISBN: 0-205-08604-7 , EDP: 0886041

Henning, E., Van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research.* Pretoria: Van Schaik Publishers. (pp. 1-179), ISBN: 0 627 02545 5

Health Professions Council of South Africa (HPCSA). (2011). The Professional Board for Psychology - Policy regarding Intern Psychologists: Guidelines for Universities, Internship Training Institutions and Intern Psychologists. Glossary of Terms. Form 160. 1-14. Pretoria: Education Committee of the Board (HPCSA)

Islam, T., Khan, S.U.R., Ahmad, U.N.U., & Ahmed, I. (2012). Does organisational commitment enhance the relationship between job involvement and in-role performance? *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 10*(2), Art. #460, 9 Pages. http://dx.doi.org/10.4102/sajhrm.v10i2.460

Janse van Rensburg, A. H. (2009). *Human Resource Management as a profession in South Africa.* (Masters thesis). University of Pretoria.

Kelly, K. (2006). From encounter to text: collecting data in qualitative research. Chapter 13 in Research in Practice - *Applied methods for the social sciences.* (2nd ed., pp. 286-319). Cape Town: University of Cape Town. ISBN: 978 19197 1369 4

Kotzé, T. (2010) *Study notes for Research Methodology EBW 801: Theme 9: Writing the "Research design and methods" section of a research proposal.* Pretoria: University of Pretoria.

Louw, L., Pearse, N. J., & Dhaya, J. (2012). The role of experience in the development of social competencies. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 10*(1), Art. #376, 9 pages. http://dx.doi.org/10.4102/sajhrm.v10i1.376

McLennan, B., & Keating, S. (2008). *Work-integrated learning (WIL) in Australian universities: The challenges of mainstreaming WIL.* (June 2008). Paper presented at the ALTC NAGCAS National Symposium, Melbourne, Australia.

Meyer, M. (2014). *National SABPP HR Standards journey: Key success stories from the last year (2013-2014).* Retrieved from https://www.slideshare.net/SABPP/sabpp-hr-standards-journey

Meyer, M., & Orpen, M. (2012). *Occupationally-directed ETD Practices.* (2nd ed.). Durban: Lexis Nexis.ISBN: 978 0 409 051 46 9

Mfikoe, M. (2015). Electrical contractors take on technical vocational education, training. *Vector Journal of the Electrical Contractors Association of South Africa. Journal of the Institution of Certificated Mechanical and Electrical Engineers. Journal of the Illumination Engineering Society of South Africa. Pages 3-6.*

Mouton, J. (2001). *How to succeed in your Master's & Doctoral studies - A South African guide and resource book* (16th impression 2012). Pretoria: Van Schaik Publishers. ISBN 978 0 627 02484 9

Mulenga, C.N., & Van Lill, B. (2007). Recruitment and selection of foreign professionals in the South African job market: Procedures and processes. *SA Journal of Human Resource Management/SA Tydskrif Vir Menslikehulpbronbestuur, 5*(3), 7 pages.

Olckers, C., & Du Plessis, Y. (2012). The role of psychological ownership in retaining talent: A systematic literature review. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 10*(2), Art.#415, 18 pages.

http://dx.doi.org/10.4102/sajhrm.v10i2.415

Ponterotto, J.G., & Grieger, I. (2007). Effectively communicating qualitative research. *The Counseling Psychologist 2007*, *35*(3) (May 2007), pp.404–430. DOI:10.1177/0011000006287443. http://tcp.sagepub.com/content/35/3/404

Rademeyer, A. (2014, Maart) Diensjaar vir almal - Afgestudeerdes sal só ervaring kry. *Die Beeld*, p. 2.

Rasmussen, T., & Ulrich, D. (2015). Learning from practice: How HR analytics avoids being a management fad. *Organizational Dynamics*, *44*(3), 236–242. http://doi.org/10.1016/j.orgdyn.2015.05.008

Reay, T. (2014). Publishing Qualitative Research. *Family Business Review*, *27(2)*, 95–102. DOI: 10.1177/0894486514529209, http://doi.org/10.1177/0894486514529209

Roberts, L.M. (2005). Changing Faces : Professional image construction in diverse organizational settings. *Academy of Management Review*, *30*(4), 685–711.

Rugg, G., & Petre, M. (2007). *A Gentle Guide to Research Methods*. Berkshire: Open University Press. (pp. 1-238). ISBN: 0-335-21927-6

Sapp, D.A. & Zhang, Q. (2009). Trends in industry supervisors' feedback on business communication internships. *Business Communication Quarterly*, *72*(3), September 2009, pp.274–288. DOI: 10.1177/1080569909336450, http://doi.org/10.1177/1080569909336450

Schoenfelt, E.L., Kottke, J.L., & Stone, N. (2012). Master's and Undergraduate industrial/ organizational Internships: Data-based recommendations for successful experiences. *Teaching of Psychology 2012*, *39(2)*, (pp.100-106), DOI: 10.1177/0098628312437724

Schreuder, D., & Coetzee, M. (2012). A review of four decades of research in organisational career psychology by academia in South Africa. *SA Journal of Human Resource Management/SA Tydskrif Vir Menslikehulpbronbestuur*, *10*(2), Art. #474, 10 pages. http://dx.doi.org/10.4102/sajhrm.v10i2.474

Schreuder, A.M.G., & Coetzee, M. (2013). *Careers an organisational perspective*. (4th ed.). Cape Town: Juta.1-402. ISNB: 978-0-70217-806-1

Schultz, C.M. (2010). HR competencies at a merged Higher Education Institution. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur*, *8*(1), Art.#225, 8 pages. DOI: 10.4102/sajhrm.v8i1.225

Schutte, N., Barkhuizen, N., & Van der Sluis, L. (2015). Exploring the current application of professional competencies in human resource management in the South African

context. *SA Journal of Human Resource Management/SA Tydskrif Vir Menslikehulpbronbestuur, 13*(1), Art.#724, 9 pages. http://dx.doi.org/10.4102/sajhrm.v13i1.724

Smith, C., Ferns, S., Russel, L., & Cretchley, P. (2014). *The impact of work-intergrated learning on students work-readiness.* Final Report 2014. Work Integrated Learning: Australian Government and Office for Learning & Teaching. 1-78. ISBN: 978-1-74361-907-0

Smith, R. A., Crafford, A., & Schurink, W. J. (2015). Reflections on shifts in the work identity of research team members. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 13*(1), Art.#664, 12 pages. http://dx.doi.org/10.4102/sajhrm.v13i1.664

South Africa. (1996). *Constitution of the Republic of South Africa Act 108 of 1996: Preamble*. Pretoria: Government Printer.

South Africa. (1998). *Skills Development Act 97 of 1998*. Pretoria: Government Printer.

South Africa. (2007). *The Higher Education Qualifications Framework. Higher Education Act 101 of 1997 (Act No. 101 of 1997).* Department of Education. *Government Gazette , 30353, (October 2007)* Pretoria: Government Printer.

South Africa. (2012). Independent Communications Authority of South Africa (2012, November 27) Guidelines on Strategy and Priorities for the National Qualifications Framework (NQF), *Government Gazette, 35915*, pp. 1–24 Pretoria: Government Printer

South Africa. (2013). Independent Communications Authority of South Africa. (2013, August 30). 891 National Qualifications Framework Act (67/2008): Amendment to the determination of the sub-frameworks that Comprise the National Qualifications Framework. (General Notice 891) *Government Gazette, 36803,* pp. 1-8. Pretoria: Government Printer.

South Africa. (2014). *Act No: 28 of 2014: Legal Practice Act 28 of 2014. Government Gazette, 38022,* pp.1-132 Pretoria: Government Printer.

South Africa. (2015). Independent Communications Authority of South Africa. (2015, February 23) Designation of Commissioners of Oaths Under Section 6 of the Justices of the Peace and Commissioners of Oaths Act 16 of 1963. *Government Gazette, 38498*, pp. 1-7. Pretoria: Government Printer.

South African Board For People Practices (SABPP). (n.d.-a). *HRRI- Human Resource*

Research Initiative for SABPP. Johannesburg: SABPP.

South African Board For People Practices (SABPP). (n.d.-b). *HR Candidate Development Programme* [Pamphlet]. Johannesburg: SABPP.

South African Board For People Practices (SABPP). (n.d.-c). *Learning and quality assurance* [Pamphlet]. Johannesburg: SABPP.

South African Board For People Practices (SABPP). (n.d.-d). *National HRM Standards and Competencies* [Pamphlet]. Johannesburg: SABPP.

South African Board For People Practices (SABPP). (2011). *Frequently asked questions about the national HR Standards project.* Johannesburg: SABPP. pp.1-12

South African Board For People Practices (SABPP). (2012). VIP Payroll: Pilot Mentoring Programme - Guide for Mentees. (April 2012). (pp. 1-28). Johannesburg: SABPP. pp.1-12

South African Board For People Practices (SABPP). (2013a , January). *SABPP Candidate Programme.* [Slides]. Johannesburg: SABPP.

South African Board For People Practices (SABPP). (2013b). *SABPP FACT SHEET: Gaining qualifications in the HR Profession. Number 1, January 2013*. 10 pages. Retrieved from http://www.workinfo.org/images/Attachments/SABPP/SABPP-FACT-SHEET-no-1-JANUAY-2013.pdf

South African Board For People Practices (SABPP), & Bosch, A. (2014). *Collection of research papers - The SABPP Women's Report 2014: Work and women's reproductive health. (August 2014).* (pp. 1-45) Parktown, South Africa: SABPP.

South African Board For People Practices (SABPP). (2014a). *Depends, right way, wrong way : HR Ethics SABPP Ethics Committee* [Pamphlet]. Johannesburg: SABPP.

South African Board For People Practices (SABPP). (2014b). *HR professional practice standards - Introduction to HR Professional Practice Standards for South Africa: Phase 3 of National HR Standards Initiative.* Johannesburg: SABPP.

South African Board For People Practices (SABPP). (2014c). *HR standards assessment tool - Providing external assurance on HR standards.* Johannesburg: SABPP

South African Board For People Practices (SABPP). (2014d). *SABPP Professional Guideline Internships – A Guide for Employers.* 1-17. Johannesburg: SABPP. Retrieved from http://www.workinfo.org/images/Attachments/SABPP/Internships-A-Guide-for-Employers-June2014.pdf

South African Board For People Practices (SABPP). (2014e). *SABPP FACT SHEET:*

Work-Integrated Learning. 1-12. Number 2014/4. Johannesburg: SABPP.

South African Board For People Practices (SABPP). (2015a). *Deskpad: South African Board for People Practices (SABPP) HR Systems Standards model - Concepts, definitions, objectives & process flow charts.* Johannesburg: SABPP.

South African Board For People Practices (SABPP). (2015b). *Ethical competence in HR management practice.* 1-297. Johannesburg: SABPP. ISBN: 978-0-620-63049-8

South African Board For People Practices (SABPP). (2016). *Frequently asked questions about registration of HR Professionals with SABPP.* Johannesburg: SABPP

South African Board For People Practices (SABPP). (2016b). *HR Learnerships.* 1-2. Johannesburg:SABPP. Retrieved from http://sabpp.co.za/the-sabpp-learnership-process (Verified on 13 July 2017 11h49 on Website)

South African Board For People Practices (SABPP). (2016d). *A brief historic overview of the SABPP.* Retrieved from http://sabpp.co.za/about-us/our-history (22 Dec 2016 - 09h23)

South African Board For People Practices (SABPP) & Van Vuuren, L. (n.d.). *Ethical decision making - [Quick test bookmark].* Johannesburg: SABPP.

South African Qualifications Authority (SAQA). (2005). *Criteria and guidelines for the generation and evaluation of qualifications and standards within the National Qualifications Framework (NQF).* Policy Document (SAQA 1340/00 - Revision 4 - 23 August 2005). Pretoria: SAQA.

South African Qualifications Authority (SAQA). (2012). *South African Qualifications Authority - Professional Body: SABPP - South African Board for People Practices (Professional Body Recognition and Professional Designation Regisatration.)* Pretoria: SAQA. 1-2. Retrieved from www.saqa.org.za/docs/webcontent/2014/registration.html

South African Qualifications Authority (SAQA). (2014). *What is a learnership?* 1-5. Retrieved from www.saqa.org.za/docs/webcontent/2014/web0310.html (20 Dec2016_15h48) Pretoria: SAQA

South African Qualifications Authority (SAQA). (2015). *South African Qualifications Authority glossary of terms.* 1-4. Retrieved from www.saqa.org.za/docs/webcontent/2014/web0255.html

Stanz, K. (2015). UP HRM learning pathways: University of Pretoria. (Unpublished handout). University of Pretoria, Pretoria.

Stanz, K., & Greyling, J. (2010). Turnover of nursing employees in a Gauteng hospital group. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, *36*(1), Art.#850, 11 pages. DOI: 10.4102/sajip.v36i1.850

Steyl, B., & Koekemoer, E. (2011). Conflict between work and nonwork roles of employees in the mining industry: Prevalence and differences between demographic groups. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 9*(1), Art.#277, 14 pages. doi:10.40102/sajhrm.v9i1.277

Swanepoel, S., Botha, P.A., & Mangonyane, N.B. (2014). Politicisation of performance appraisals. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 12*(1), Art. #525, 9 pages. http://dx. doi.org/10.4102/sajhrm.v12i1.525

Sykes, C., & Dean, B.A. (2013). A practice-based approach to student reflection in the workplace during a Work-Integrated Learning placement. *Studies in Continuing Education*, *35*(2), 179–192. DOI: 10.1080/0158037X.2012.736379, http://doi.org/10.1080/0158037X.2012.736379

Takawira, N., Coetzee, M., & Schreuder, D. (2014). Job embeddedness, work engagement and turnover intention of staff in a higher education institution: An exploratory study. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 12*(1), Art.#524, 10 pages. http://dx.doi.org/10.4102/sajhrm.v12i1.524

Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice - Applied methods for the social sciences*. (2nd ed.). Cape Town: University of Cape Town., pp. 1-594. Press. ISBN: 978 19197 1369 4

Theron, A., & Louw, L. (2014). The biological basis of behaviour. Chapter 3 in Psychology in the work context. (5th ed.) 46-64. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

Truman, K., & Coetzee, M. (2013). Assessment and moderation in training and development. Chapter 7 in Practicing Training and Development in South African Organisations (2nd ed., pp. 402-440). Cape Town: Juta. ISBN: 978-0-70219-784-0

Tshilongamulenzhe, M. (2013). The South African occupational learning system. In G. Younge (Ed.), Chapter 2 in Practicing Training and Development in South African Organisations (2nd ed., pp. 115–196). Cape Town: Juta. ISBN: 978-0-70219-784-0

Tshilongamulenzhe, M., & Coetzee, M. (2013a). Training and development in the South

African context. Chapter 1 in Practising Training and Development in South African Organisastions. (2nd ed.) 1-114). Cape Town: Juta. ISBN: 978-0-70219-784-0

Ulrich, D. (2014). The future targets or outcomes of HR work: Individuals, organizations and leadership. *Human Resource Development International, 17:1*, 1–9. DOI:10.1080/13678868.2013.825144, http://./dx.doi.org/10.1080/13678868.2013.825144

Ulrich, D. (2016). HR at a crossroads. *Asia Pacific Journal of Human Resources, 54*, 1-17. doi:10.1111/1744-7941.12104

Ulrich, D., & Smallwood, N. (2013). Leadership sustainability - What's next for leadership improvements efforts. Executive Forum*, Leader to Leader.* 32–38.

Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M, D. (2013). The state of the HR Professional. *Human Resource Management, 52*(3), 457–471. DOI:10.1002/hrm.21536

Van Aswegen, A.S., & Engelbrecht, A.S. (2009). The relationship between transformation leadership, integrity and an ethical climate in organisations. *SA Journal of Human Resource Management/SA Tydskrif Vir Menslikehulpbronbestuur, 7*(1), Art. #175, 9 Pages. DOI: 10.4102/sajhrm.v7i1.175

Van Eeden, R., Van Deventer, V., Erasmus, H. (2016). The relevance of the psychometrist category as a professional resource : Training-related issues. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde, 42*(1), a1307. http:dx.doi.org/10.4102/sajip.v42i1.1307

Van Rensburg, H., Basson, J. S., & Carrim, N. (2011). Human resource management as a profession in South Africa. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 9*(1), Art. #336, 15 Pages. doi:10.4102/sajhrm.v9i1.336

Van Vuuren, L., & Eiselen, R. (2006). A role for HR in corporate ethics? South African practitioners' perspectives. *SA Journal of Human Resource Management, 4*(3), 22–28.

Veldsman, T.H. (2014). Exploring the methatheory of Industrial and Organisational Psychology. Chapter 2 in Psychology in the work context. (5th ed.) 20-44. Cape Town: Oxford University Press. ISBN: 978 0 19 904806 9

Verrier, D., & Smith, D. (2005). A Personal, Interpersonal and Professional Leadership (PIPL) Model of executive facilitation. *SA Journal of Human Resource Management/SA Tydskrif Vir Menslikehulpbronbestuur, 3*(1), 51–60.

Wärnich, S., Carrell, M.R., Elbert, N.F., & Hatfield, R.D. (2015). *Human Resource Management in South Africa.*(5th ed.). United Kingdom: Cengage Learning. pp.1-695

Whitehead, T., & Kotze, M. E. (2003). Career and life balance of professional women : A South African study. *Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 1*(3), 77–84.

Wright, M. (2015, March). Massive skills shortage in South African aviation. *Global Aviator for Civil and Military Aircraft, Space, Airlines, Ground forces, Navy and Intelligence worldwide, 7*(3), 1–66.

ANNEXURES

ANNEXURE "A"

THE NEED FOR A HR PROFESSIONAL-IN-TRAINING MODEL (THEME 1)

Annexure "A" provides an overview of the codes identified during this theme.

As the interviews progressed, various probing questions assisted in clarifying any questions the respondents had about the questions asked. During the coding process, this author realised that it was not possible to list and discuss all the points made during the interviews.

Open coding – Theme 1 codes identified – Need for PITM

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
Respondents 1-4	Is there a need for a HR PITM? Converting HR into a regular profession.	• Yes (R1 – 4) • Don't know where to start (R1) • Adding value (R1) • Do not disregard what is already on the table (R4)
R1 R2 R3 R4	HR professional	• Person, sufficient – theoretical background – understand the work (R1) • Apply theory in practice (R1) • Must know where to start (R2) • Five to ten years' experience in various types of learning and application theory, and must understand various models (R2) • Using models of application theory – understand corporate organisation – HR as business partner (R2) • Not self governance on own mission (R2) • Not working in silos (R2) • Be competent and act professionally (R3) • Possess other skills of professionalism (R3) • Individualy trained and skilled in HR (R3) • Has undergone a process obtain HR qualification, add work experience, service in business, ethical and has respect for the fundamental concepts of HR (R3) • Beyond theory and practice (R3) • Professional - there is a standard (R3) • HR professional - HR standards - like the Constitution of South Africa- believes-theory and practice - defend and protecting the profession (R3)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• National thinking (R4)
		• Cross-field operation – can work in any type of organisation (R4)
		• Against a national curriculum (R4)
R1 R2	Application of practice	• Acceptable to peers in profession (R1) • Must know where to start (R2)
R1 R2	PITM in South Africa	• SABPP Candidateship programme (R1) • Couple competency models – Ulrich model – South African context model (R2)
R1	Other professions working in HR	• Industrial and organisational psychologists (R1) • Industrial social workers (R1)
R1	Other professions PITM impact HR	• General reference (R1)
R1 R4	SABPP Candidateship programme	• Part of professional registration (R1) • Curriculum for practice (R4) • Clear framework (R4) • Point of departure (R4) • Apply in any type of organisation (R4) • Integrated approach (R4) • Current development program (R4) • Competency model based – how the individual should develop (R4) • Have tools, measurements, instruments (R4) • Clear process – guide organisations on what to do (R4) • Guide individuals (R4) • Sign-off points (R4) • Governance approach (R4) • National model (R4) • Strategy perspective (R4) • Value of this type of research (R4)
R1 R2	Increasing recognition of HR as profession	• General reference to (R1) • More than to be graduated ((R1) • Must know where to start (R2)
R1	Needs assessment / Evaluation	• Not only a paper exercise (R1)
R1 R2	HR Competency-based structure program	• Need for such a program (R1) • SABPP HR Competency Model (R1) • Must know where to start (R2)
R1 R2	HR Competence	• Assessment to apply theories (R1) • Years of service mode – HR manager – CPD and competence based (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R1	SABPP national HR Competency Model	• Available (R1)
R1	HR reputation	• Bad - Sometimes undeserved and sometimes deserved (R1)
R1 R2	HR as a profession	• Want to be taken seriously (R1) • King 4 Report needs to indicate HR – people to appreciate HR as profession (R2) • Part of business – EXCO make corporate decisions (R2)
R1 R3	Lift HR Standards	• Laying down standards – hold people accountable (R1) • Standards foundation and competency model, minimum for HR professional - must understand standards & measure self to the required level of competency (R3)
R2	Academic students	• General reference – they are graduated (R2)
R2	Workplace	• Graduates needs a workplace (R2) • Where to start? Unknown to student & industry (R2) • Workplace models for career progression (R2)
R2	CPD	• Unknown – years of service & development (R2) • PITM must be linked – CPD must be part of the PITM (R2) • Must include wide personal development opportunities (R2)
R2	PITM content	• SABPP must have content for model – HR standards (R2) • Integrate work levels as parameters with HR standards – gaps (R2) • Clear entry levels – start (R2) • Legislation applicable included in model (R2)
R2	Compliance exam for HR	• General reference to (R2) • To follow direct after HRM King 4 Report appreciation (R2)
R4	Professionalism	• Requires consistent model (R4) • Prevent inconsistency (R4) • Applicable and accepted approaches (R4) • Applied accepted knowledge application processes (R4) • Acceptable level of competence (R4) • Clean guidelines of where to go (R4)
R4	"GAPS" closure	• Gaps in the market (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Inconsistencies – different approaches GAPS (R4)
		• Readiness to practice (R4)
		• Theory and practice (R4)
		• No clear guidelines where to go (R4)
R4	"GAPS" of the past	• Competency model (R4)
		• Standards (R4)
R4	National professional body perspective	• HR Competency Model (R4)
		• HR standards (R4)
		• Quality of HR (R4)
		• Remove current inconsistencies (R4)
R4	Challenges	• What is on the table? (R4)

ANNEXURE "B"

THE FUNDAMENTAL NATURE OR CONTENT FOR THE
HR PROFESSIONAL-IN-TRAINING MODEL (THEME 2)

Annexure "B" provides an overview of the codes identified during this theme.

As the interviews progressed, various probing questions assisted in clarifying any questions the respondents had about the questions asked. During the coding process, this author realised that it was not possible to list and discuss all the points made during the interviews.

Open coding – Theme 2 codes identified – Fundamental nature/ content for PITM

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R1 R2	The SABPP	• Provided content to assist the PITM (R1) • Has an HR SABPP Competency Model for profession (R1) • SABPP is LQA for 25 qualifications (R2) • Board (SABPP) guide, coach, service to all HR role-players (R2) • Board final certification in PITM (R2) • Certify according to sufficient evidence criteria (R2) • Sign-off means professional designation (R2)
R1 R2 R3	SABPP Candidateship programme	• Entry requirements relevant to HR qualification (R1) • Candidate current employed in HR Department (R1) • Because 10 to 30 years work experience – no need for Candidateship programme (R1) • Programme is planned work exposure (R1) • Higher degree (Postgraduate), but no work exposure. Individual must undergo the same programme (R1) • Programme does not have timelines (R1) • Task-based – not time based – Tick tasks – some quicker (R1) • Based on SABPP HR competency-based model (R1) • HR standards and competencies work together (R1) • Assessed by registered assessor according to specific outcomes (R1) • Behavioural indicators at levels – assessment (R1)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Signed off by assessor/ supervisor – present to Registration Committee (R1)
		• Probably give certificate (R1)
		• Assessors / moderators registered with SABPP – trained assessors (R1)
		• Quality assurance – use assessors / moderators (SABPP LQA process) (R1)
		• Quality assurance – supervisors – 90% employed by employer (R1)
		• Action review between SABPP, employer and supervisor (R1)
		• Impact of program – research phase – QA difference? (R1)
		• Employee nominate candidate (R1)
		• Eligible criteria (R1)
		• Joint process (R1)
		• Supervisor identification by employer and SABPP – agree – eligible process (R1)
		• Supervisor training and monitoring – briefs candidate and has contact sessions throughout the year (R1)
		• Employer not able to provide learning – notify SABPP for help (R1)
		• Established HR department works best (R1)
		• Activities in the program (R1)
		• Up skill at end – do exit interview (R2)
		• Will make a difference (R2)
		• Person has got very little to no experience (R2)
		• Will form part of the PITM - HR-standard based (R3)
		• After successful completion - register in category "HR professional" with theory (qualification) and practice (Candidateship programme) in HR (R3)
R1 R2	Job levels	• Administration (R1)
R1 R2	Types of graduates / students in HR	• Diploma and degree (R1) • Masters degree (R1)
R1 R2	Employ graduates in practical programme	• All –same programme appropriate to their level (R1) • Planned work exposure with an assessable product (R1) • Portfolio of evidence (R1) • Persons ability to deliver (R1) • Convert standards into checklist (R1)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Work together with SABPP – Candidateship programme and other HR institutions (R1)
		• Hybrid model – learner seeks a specific organisation to do practical at (R1)
		• Compare activities – to the SABPP Candidateship programme (R1)
		• Same outcomes as SABPP Candidateship programme (R1)
		• RPL partnership between the percentage theory and the percentage practice; and address gaps (R2)
R1 R3	Competent HR professional at appropriate level	• Practical program delivers this intention – graduates (R1)
		• Definition of *"professional"* - both theory and practice (R3)
R1 R2 R3 R4	Professional registration (Example: SABPP registration which links to the PITM) Build on applied competence (R4)	• End point of practical program for graduates on professional registration (R1)
		• RPL route to registration (R1)
		• Professional ladder of entry, movement linked to experience and minimum qualifications (R2)
		• CPD covers all levels of professional registration (R3)
		• Not registered as professional without theory and practice (R4)
		• Charted HR professional - HR Manager level (R4)
		• Charted Accountant (CA) must have CA qualifications and articles (applied competence) (R4)
		• HR candidate same as law/ accountant candidate registration level (R4)
		• SABPP Candidateship programme can assist to obtain HR experience (R4)
		• Further qualification approach to proceed to specific professional registration level (R4)
		• Based on portfolio of evidence – sign-off competence (R4)
		• Qualification, experience and job position in organisation – governance is important (R4)
R1 R2 R3	RPL as process	• SABPP advises employers to let employees without HR qualifications receive RPL (R1)
		• RPL to obtain certificate or diploma (R1)
		• Can get 100% RPL (R1)
		• Gives them a qualification (R1)
		• They already had work exposure (R1)
		• RPL may indicate under exposure in certain areas (R1)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• RPL for qualifications – identify gaps – RPL Provider remediate (R1)
		• Know what was gained through theory and what was gained through experience (R1)
		• Assessed according to an educational qualification (R1)
		• There is a need for RPL (R1)
		• Academic institutions to apply RPL (R2)
		• Readiness – people have work experience – never had the academic qualification (R2)
		• Both full time students and RPL will work (R2)
		• RPL process must be piloted (R2)
		• RPL opportunity for those with work experience - no HR graduation qualifications (R3)
		• Have matric (Grade 12) - after work experience apply for RPL if no applicable qualification is present (R3)
		• Can start career without degree - go RPL route (R3)
		• RPL route available for people with non-relevant HR qualification practicing HR (R3)
		• The RPL could be difficult (R3)
		• RPL accommodates various generations (R3)
R1 R3	SABPP RPL process	• Work in progress (R1)
		• Access through RPL (R3)
		• SABPP (Legal appointed LQA for HR in SA) appoint RPL training providers (R3)
		• Appointed RPL training provider provides RPL (SABPP evaluation of them - can't be referee and player) (R3)
		• Matric (Grade 12) qualification in HR via RPL (R3)
R1 R2 R4	SABPP HR standards model (Respondents, at times, referred to both standards and competency models)	• Express what organisation should have – HR – manage human capital and line management (R1)
		• Voice for HR industry and South Africa (R2)
		• Could be used in other regions (countries) (R2)
		• Can make a difference (R2)
		• Develop in partnership with 21 HR representative associations in South Africa (R4)
		• Developed in partnership with more than 1000 HR managers (R4)
		• Convert into professional development (R4)
		• Practitioner driven (R4)
		• Theory as foundation (R4)
		• Competence is very important (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Standards and competencies integrated for any workplace (R4)
		• Include technical tools, support structures, 360 degree assessments – come from the field of practice (R4)
		• Skills and behaviour dimensions included (done) (R4)
R1 R2 R4	Line management and supervision as part of PITM	• Part of HR systems standards application – practice with HR (R1)
		• Assessors/ moderators/ supervisors should be registered (R2)
		• Create environments (R4)
		• Learning providers (R4)
		• Candidate must demonstrate competence to supervisor (R4)
		• Create opportunities (R4)
		• Assist to create 10 to 20 year development span (R4)
		• Action plan driven (R4)
		• Must be available – must not be too busy to help (R4)
		• Supervisor at correct level to be able to supervise (R4)
		• Supervisor selection is critical (R4)
		• Can use junior as supervisor – able to demonstrate competence and passion in field (R4)
		• Challenge – good exposure (R4)
		• Governance structures – structure and agreement (R4)
		• Balance time, attitude and commitment (R4)
		• Use supervisors good in specific areas (R4)
		• Supervisor creates opportunities to observe and provide feedback – sign-off. (excluding team building and specific meetings) (R4)
		• Use competency library (R4)
		• Strategic exposure to all competencies and standards (R4)
		• Understand definitions/ concepts (R4)
R1 R2 R4	SABPP national HR Competency Model	• Behaviour indicators in the model (R1)
		• General reference to (R2)
		• HR Competency Model tools – questionnaire for the workplace (R2)
		• For all HR positions regardless HRM / HRD – for all minimum levels (R2)
		• Can make a difference (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Write intentional standard around competency (R2)
		• Voice for HR industry and South Africa (R2)
		• Value (R4)
		• Competency library (R4)
		• Theory as foundation (R4)
R4	Competency library (SABPP)	• Critical thinking (R4)
		• Strategy (R4)
		• Compliance (R4)
		• People skills (R4)
		• Business strategy (R4)
		• Should be curriculum of universities (R4)
		• Supervisors use competency library (R4)
		• Theory helps you to be competent (R4)
R1 R4	SABPP mentorship programme, and mentorship in general	• Supervise in Candidateship programme in workplace – not an externally appointed mentor (R1)
		• Brings experience (R4)
		• Accelerate development of person (R4)
		• Mentor person has 20-30 years' experience (R4)
		• Ensure competence at end of the day (R4)
R1 R2	Mentorship and supervision	• Two different roles in SABPP Candidateship programme (R1)
		• Supervisor needs to assess in Candidateship programme (R1)
		• Supervisor nominated by organisation & could be Head of HR (R1)
		• Supervisor could be senior manager in HR (R1)
		• Supervisor SABPP Candidateship programme HR professional and registered assessor – Quality assurance in workplace (R1)
		• Opportunity to coach and mentor learners who are not competent yet (R2)
		• Supervisor selected must be one to two levels above job of learner (workplace and academic) (R2)
		• Supervisor NQF levels link two to three levels above the intern (R2)
		• Supervisor capacitated in structured curriculum content and PITM work (R2)
		• Mentor could be the line manager (R2)
		• Board [SABPP] guide, coach, supervise all role players (R2)
		• Assessor/ moderator/ supervisor should be registered (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R1 R4	Workplace and learning environment	• Assess organisation according to HR standards (R1) • Role model in work environment (R1) • Employer agreements (R1) • Satisfaction from employer (R4) • Employer responsible to orientate new person on company procedures/ business strategy - not to retrain in HR (R4)
R1	Audits	• General reference to audits (R1)
R1	Role modelling in organisations	• General reference to role modelling (R1)
R1 R2	Concepts used to describe learners in organisations	• Interns (R1) • Students (R1) • Candidate (R1) • Learners (R2)
R1 R2	Concepts used for HR in PITM	• HR *"profession"* (R1) • *"Profession"* (R1) • HR *"professional"* (R1) • Professionals (R1) • Job internship program (R2)
R1	Assessment of students in programs	• General reference to assessment of students (R1)
R1 R3	SABPP Learnerships	• Research alignment with HR standards and how organisations position themselves, and the outcomes thereof (R1) • General reference to training provider working with learnerships (R1) • Align training with competency model (R1) • Structure learnership with competency model and unit standards (R1) • Unit standard competency model (R1)
R2 R3	Cognitive levels of HR *"Professionals"*	• Strategic thinking, governance and risk (R2) • Levels of business understanding (R2) • Keeping leadership and underpinning soft skills scenario (R2) • Link with appointment practices (R2) • HR Competency Model questionnaire to determine how people think (R2) • Academics/ higher education – very little work experience (R2) • Able to compare HR models and systems to various sizes of organisations (R2) • Able to be a national and international player (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R2	Academic models of learning	• Learners do not know how to apply them (R2) • Add standards and competencies to curriculum (R2) • Link learning components with career levels progression of profession (R2) • Should be real application of theory (R2) • Knowledge, skills, abilities levels linked to practical exposure (competency) (R2) • Academics/ higher education - very little work experience (R2) • Applicable to any size of organisation (R2) • Application of theory on national and international basis (R2) • Need to understand the culture of the country (R2)
R2 R3	Challenges	• Current academic model (R2) • Academic institutions to apply RPL (R2) • Inexperienced graduate - unemployed - cannot participate in Candidateship programme - must have workplace (R3)
R2 R3	CPD	• Profession should have continuous growth and development (R2) • Mandatory modules must apply at each level of professional ladder entry (R2) • Prevention of stagnation - exit to next level (R3) • CPD: Accredited workshops, writing articles, conference speaking - stay relevant (R3) • Governed by professional body - compulsory for all registered members (R3) • CPD covers all levels of professional registration (R3) • CPD must cover also lowest level of professional registration (R3) • Based on portfolio of evidence (R4) • Add to CV (R4) • Competency model is curriculum – people show competence (R4) • HR standards and competency models foundation – curriculum of any PITM (example SABPP Candidateship programme) (R4) • Recording of formal and informal CPD actions and sign-offs (R4) • Continuous development approach built on qualifications already obtained (R4) • Training to move up (R4) • Confidence part of progress (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• CPD efforts based on evidence provision and promotion part of process (R4)
		• Arrogance not part of CPD (R4)
		• Realistic expectations (R4)
		• Study relevant and required qualifications (R4)
R2 R4	PITM	• Add academic qualifications to model (R2)
		• Model must be supported by curriculums within CHE, DHE, QTC and SAQA - application of theory (R2)
		• Professional registration (R2)
		• Job internship programme (R2)
		• Can make a difference (standards-based) (R2)
		• Assessors, moderators, and supervisors all form part of hierarchy (R2)
		• Systematic model approach (R4)
		• Structured model (R4)
		• Stakeholders (R4)
		• Competence delivery (R4)
		• Career growth path (R4)
		• 1st job through to retirement (R4)
		• Long-term thinking (R4)
		• Clear reporting lines (R4)
		• Sign-offs (R4)
		• Full lifecycle (R4)
		• Talent pipeline for HR (R4)
		• Bring experience/ use mentors (professionalism) (R4)
R2	Internship	• Referred to as job internship programme - workplace exposure (R2)
		• Minimum 18 months to 2 years programme - then register as academic professional (R2)
		• Interview part of the process (R2)
		• Panel judgement of professional level (R2)
		• May have academic qualification, go for 6 -12 months internship - application theory come into place (R2)
		• Structured internship programme will make a difference (R2)
R2	Current gaps	• Panel judgement - internship programme (R2)
		• Recruitment based on only CV (R2)
		• Identification tools - HR Competency Model questionnaire (R2)
		• *"We don't know - we have not tested* [these] *waters"* (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R2	Appointment of staff	• CV, interview, use competency model, questionnaire to determine level of understanding (R2)
R2 R3 R4	Governance rules in content	• HR profession - minimum requirements with regard to years of service - exposure - type of organisations (R2) • Academic institutions accredited by professional body - institutions acknowledge each other- acknowledgement profession must be based on rigid criteria (R3) • Sign-off points (example: SABPP Candidateship programme) (R4) • Decision points from entry to exit (R4) • Project plan (R4) • Clear questions and answers (R4) • Supervisor roles (R4) • Different stakeholders roles (R4) • Competency profile – clear expectations what to do (R4) • Evidence provision on delivery (R4)
R2	Academics/ higher education	• Academics/ higher education - very little work experience (R2) • Doing paper exercise (R2) • Candidateship programme to gain experience (R2) • To determine entry levels into profession (R2) • Provide progression opportunities (R2) • Learning provided by academic to student - student must be able to apply in workplace (R2)
R2 R4	PITM and needs analysis	• A written standard, minimum competencies - career progression and development route (example: SABPP model) (R2) • It will make a difference (R2) • Done: HR standards and HR Competency Models (SABPP) (R4) • Multi-stakeholder approach (R4) • Includes continuous feedback to each other (R4) • Clear milestones and sign-offs (R4) • Correct and right exposure (R4) • Compare industries and institutions (R4) • Feedback on competency model and impact on workplace (R4) • Target specific areas to improve (R4) • Report under performance (R4) • Create HR intelligence (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R2	Research done	• SABPP started in 2010-2011 in partnership with industry (R2) • International PITM research – unknown (R2)
R2	Instructional design on PITM	• Blended approach (R2) • Multi ways of creating (R2) • Not lecture - facilitate learning (R2) • Hands-on, work experience - case study (R2) • Underpinning theory - research (including an academic qualification and experience) (R2) • Include various methods and theory - including SABPP professional practitioners standards (R2) • Professional practitioners standards minimum - theory and practice (R2)
R2	Role of South African Government	Challenge to academic institutions to apply RPL (R2)
R2	Assessment / evaluation startegy of a PITM	• SABPP HR academy - these are minimum standards person must deliver- provide assessment questions layout (R2) • Skills demonstration - minimum assessment questions - range of evidence, could be anything (R2) • Multi-blend assessment strategy approach (R2) • Learner demonstrates application; and assessors/ moderators must be subject matter experts (R2) • Panel assessment, learners share views - open approach – structured (R2) • Profession approach - criteria to demonstrate - identify gaps - go learn, relearn and/ or unlearn - return for reassessment (R2) • Assessors, moderators and supervisors should be registered (R2)
R2	Re-learning, unlearning	• Professional approach - critical to demonstrate - identify gaps - go learn, relearn - unlearn and assess (R2)
R2 R3	Workplace - integrated learning	• General reference (R2) • Definition of professional - both theory and practice (R3)
R2 R4	Academic institutions	• Role-player in PITM (R2) • Satisfy employers (R4) • Not only to obtain qualification (R4) • Employment approach for students – prevent unemployment (R4) • Workplace exposure (WIL) perspective (R4) • Competency model must be part of curriculum (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Main output not *"number of students"* (R4)
		• Applied competence approach (R4)
		• HR work focus (R4)
		• Clear professional approach (R4)
R2	Assessors and moderators	• Subject matter experts - Moderator (fair/ judgement correct) (R2)
		• Ensure good quality of work (R2)
		• Assessors, moderators and supervisors should be registered (R2)
R2	PITM role models	• Supervisors, assessors, moderators, Board (final certification) (R2)
R2	Professional standard / practice	• Sign-off by Board – Professionals (R2)
		• Focus for students in workplace is practical (R4)
		• Workplace strategy (R4)
		• Identify gaps in conduct (R4)
		• Align HR to business (R4)
R2	Certification, monitoring (PITM)	• General reference (R2)
		• Academic institutions should be audited / monitored at least one a year (R2)
		• Monitoring standards should be fair, valid and applicable - all stakeholders should be interviewed (R2)
		• Obtain the views of all role-players on the process (R2)
		• Formal evaluation report to indicate status (R2)
		• Reporting followed up by remediation (R2)
R2	Best practices	• Must be shared (R2)
R2	Non- compliance	• Individual attention - Governance and risk by professional Board or institution (R2)
		• Quality and very structured - questions based – everybody must adhere (R2)
R3 R4	Boundaries of the HR profession	• HR profession is wide (R3)
		• Be mindful of functions within HR
		• Basic understanding accross functions- do not create silos (R3)
		• Prevent duplication - know what other professional is doing - foundation basic understanding of all HR concepts/functions, then specialise - include all HR functions (R3)
		• There is basic foundation in HR (R3)
		• PITM not to create a *"jack of all trades"* (R3)
		• Create specialist who understands (R3)
		• For the young and *"fresh"* (R3)
		• Life-long (R3)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• National Senior Certificate holder (Matriculant) seen as graduate? (R3)
		• When does person start to be professional-in-training? (R3)
		• Obtain qualification - build on that (R3)
		• You must choose to focus and study HR (R3)
		• Further advancement after obtaining qualification (R3)
		• Study book - put it into practise in workplace - realise that things are not always *"black and white"* (R3)
		• As time progresses - professional move towards particular interest - general to specific (R3)
		• Monitor own progression - support from mentors and supervisors - guide towards ultimate destination (R3)
		• Need to be accommodating (R3)
		• Fundamentals of knowledge is important (R3)
		• HR respected by industry - true criteria as professional standard (R3)
		• Be sensitive when forcing someone (R3)
		• Entry and facilitate process up to exit (R4)
		• Ensure completion – Portfolio of evidence approach (R4)
R3 R4	Entry and exit levels (PITM)	• Must be entry level (R3)
		• Each level has basic information for that level (R3)
		• Model showing stages of advancement towards being professional (R3)
		• SABPP - model start as Candidate (R3)
		• Responsibility to ensure open access – an example is the RPL route (R3)
		• Entry level is more than a National Senior Certificate (Grade 12) (R3)
		• Between entry and exit- appropriate training (formulated and planned - covers broad HR spectrum) (R3)
		• Exit levels - only professionals at highest level to exit (R3)
		• Clear criteria for entry and exit levels (R3)
		• People come from different streams (R4)
		• Young talent perspective (R4)
		• Leave university and become part of PITM (R4)
		• During graduate studies become part from the 1st year of studies (R4)
		• Do not wait until student is 3rd/ final year (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Different entry points (R4)
R3	HR Qualifications	• Includes NQF HR related qualifications and HR certificates, diplomas and degrees (R3)
		• Definition of professional - both theory and practice (R3)
		• Founded on accredited academic institution and type of qualification (relevant or non-relevant) (R3)
		• HR qualifications not same level as "Certificate of Attendance" (R3)
R4	HR Undergraduate students at Learning Institutions (Approach)	• International approach (R4)
		• HR standards and HR Competency Models foundation learning (R4)
		• South Africa – do not start in 3rd year practical – start in 1st year (R4)
		• Professionalism – start 1st day of 1st year's entry (R4)
		• Start age 18 – not wait to 21 years of age (students) (R4)
		• Evidence (competence) trail basis (R4)
		• SABPP student chapters at Learning Institutions – part of window period (R4)
		• SABPP Competency Model exposure (R4)
		• Good professional development part of 3-year exposure (R4)
		• Use HR managers to lecture (R4)
		• Students out into practice (R4)
		• Give mentor (R4)
R4	HR students at workplace (Approach)	• Be able to influence company (R4)
		• Student able to identify and close gaps (R4)
		• Able to identify practices of excellence in organisation and add value (R4)
		• Student leaves institution and gets workplace exposure (R4)
		• Student (without experience) not yet registered as "professional" until theory and practice obtained (R4)
		• Do not know everything on age of 21 years (R4)
		• Realise person may have 30 years experience on the topic (R4)
		• Stay balanced (R4)
R3	Difference between a National Senior Certificate (Grade 12) and an HR Graduate	• National Senior Certificates (Grade 12) follow RPL or learnership route and graduate with no experience; SABPP Candidateship route (R3)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R3	Unemployment/ employment and PITM	• PITM comes in handy to address unemployment (R3)
R3	Need for PITM after current theme?	• Yes (R3) • Yes – keep in mind interest from the young ones (R3)
R3 R4	Other professions as examples	• CA (R3) • Industrial psychologists – sign off – agreements (R4) • Learn from others (R4) • In law – must prove competence (R4) • The individual is centre – determine own progress (R4) • If the individual wants to stay behind – they will stay behind (R4) • Accountants (In South Africa) – took 60 years to build credibility – now they have it for the future (R4) • Learning attitude (R4) • Pilots (Aviation) example of professionalism – trusted profession (R4)
R3	Pillars of PITM	• CA as example (R3) • Respect from industry (R3) • Empowerment of professional (R3) • Enables next person and self sustainable (R3) • Real world - need think *"outside the box"* (R3) • Independent thinking (R3)
R4	Content approach	• Competence (R4) • Work readiness (R4)
R4	Individual approach	• Individual – function as competent practitioner (R4) • Professional in the workplace (R4) • Handle any problem (R4)
R4	Academic institution approach	• Must bridge gaps between theory and practice (R4) • Balance theory and practice approach (R4) • Preparation and analysis approach (R4) • Quality approach (R4)
R4	Workplace approach	• Exposure (R4) • Identify gaps (R4) • Current frame module curriculum (R4)
R4	Limitations in content	• The more students there are – the more difficult to oversee (R4) • Practical limitations (R4) • Reality (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Institutional responsibility to ensure students are true professionals (R4)
		• To ensure 100% employment rate (R4)
		• System failed to produce competent HR person (R4)
		• Retrain of person in workplace (R4)
		• Employer must re-teach graduate on what the learning snstitutions had to teach them (R4)
R4	Socio – economic perspective	• Goal 1: Employment (R4)
		• Goal 2: High performance in employment (R4)
		• University enables person to enter the market (R4)
		• Professional body steer the process (governance and quality) (R4)
		• Serious professionalism (R4)
R4	Multi-stakeholder (Value chain" approach	• Balance needs and expectations and interests between stakeholders (R4)
		• Students – not only aim to get a job – really want to be competent (R4)
		• Universities (learning institutions) – subsidy aim not only based on numbers of students (R4)
		• Workplace (R4)
		• Systematic model approach – different stakeholders (R4)
		• HR Managers (R4)
		• Government (higher education perspectives) (R4)
		• Problem: Stakeholders achieve own goals (R4)
		• Prevent situations of *"winners and losers"* (R4)
		• Talent pipeline approach – stakeholders deliver what market needs (R4)
		• Professional body steers process (governance and Quality) (R4)
R4	"Not letting loose" model	• Learning institutions deliver graduates (What happens to them after graduation?) (R4)
		• Good employers – good exposure to graduates (R4)
		• Terrible employers – not good exposure (R4)
		• Model and structure is important (R4)
R4	HR inteligence	• Statistics (R4)
		• Management info (R4)
		• Compare industries (R4)
		• Feedback from industries on student performance in workplace (R4)
		• Competency model part to identify gaps (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Content may be right – approach may be wrong (R4)
		• Based on portfolio of evidence (R4)
R4	Ethics	• Universities (learning institutions) normally good at this (R4)
		• Practical application guideline in workplace on ethics – could be problem (R4)
		• Ethics policy and whistle-blowing system in workplace important (R4)
		• Culture workplace ethics (R4)
R4	Perceptions	• Determined by ability to integrate theory and practice (R4)
		• CEO request answers from HR, if HR is unable to answer, HR creates a perception (R4)
		• Management of factory want answers from HR – determine perception of HR competence (R4)
		• Exco meetings (example) – perception when attending with certificate/ diploma versus MBA qualification – professions compared to qualifications and experience (R4)
		• Feedback loop (R4)
		• Determine by content levels of curriculum and application (R4)

ANNEXURE "C"

GOVERNANCE OF THE PITM WITHIN THE PROFESSIONAL-IN-TRAINING MODEL
(THEME 3)

Annexure "C" provides an overview of the codes identified during this theme.

Governance of the PITM: Summary of encoding

Various perspectives on governance have been provided in the previous sections. From a governance point of view, it is important that there are HR standards and competencies available to ensure that the HR functions are implemented, and that the HR professionals are competent. The standards and competencies models are the building blocks for the governance of a PITM. Without standards and competencies, it will be difficult to govern the outcomes. An account of the perspective of an HR professional body, and the outcomes thereof, will be provided in the following sections.

Open coding – Theme 3 codes identified – Governance of the PITM

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R1 R2 R4	Governance building blocks *(Reference to SABPP perspective on governance)*	• Board and various committees (R1) • Partnership with DHE in governance (R2) • Protect interest of industry by Board - QA and approve curriculum (R2) • Qualification system approval (CHE / SAQA / professional body/ industry – comply to minimum requirements (R2) • Examination level linked to qualification system (R2) • Industry do quality assurance, internship, workplace, integrated learning, incentive and RPL (R2) • SABPP initiatives – work in progress (R4) • Prioritise various needs (R4) • Establish working groups (R4) • Committees to drive governance responsibility – recommend to Board (R4) • Relationship between committees (R4) • Signed-off by Board and do governance (R4) • Board strategise future (R4) • Knowledge hub for others (R4) • Feedback continuous on findings (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Monitor trends in industry (R4)
		• Value chain perspective – stakeholders (R4)
		• Balanced academic/ practice perspective (R4)
		• Important for 40-year model (R4)
R1 R2	Content of programmes - governance	• Reference to SABPP Candidateship programme (R1)
		• Reference to good practices provided by employers to interns (R1)
		• Programme of rotation of tasks (R1)
		• Basically full-time job (R1)
		• Have SABPP learning outcomes to do (R1)
		• Merge SABPP Candidateship programme with employers programme – make it one thing (R1)
		• Graduates programme (R1)
		• Programme content - SABPP Competency Model and sector-based needs (R1)
		• Government also involved in needs analysis per sector (R1)
		• Current institutional learning - 100% theory (R2)
		• Current institutional learning case study driven (R2)
		• Use artisan concept - years ago (R2)
		• Six months theory and six months practical (It does not have to be 50:50) (R2)
		• Pilot phase - year one: 70% methodology and 30% practical (R2)
		• As student progresses - less theory and more practical (R2)
		• Pilot programmes (R2)
		• Practical learning means - Must be corporate organisation or assignment/ project based (R2)
		• Corporate companies (R2)
		• Postgraduate degree such as honours, 50% theory and 50% practical - final assessment (R2)
		• Assessment - Portfolio based theory (Institution) and practice (Workplace) (R2)
		• Theory must support workplace application (R2)
		• Learnership provides theory/ workplace model (Based on portfolio of evidence) (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• 30% to 70% model (Practical/ theory) : Curriculum states percentage in each study year (R2)
		• Learning accepted or acknowledged between institutions (HR strategy) (R2)
		• Better HR curriculum - better HR profession (R2)
		• Elective component as part qualification (choose) (R2)
R1	Terms of reference of committees	• Constant review to ensure governance duties (R1)
R1	Mentorship programme	• Govern SABPP Candidateship programme (R1)
		• Committee of employers (R1)
R1 R2	Registration committee	• General reference (R1)
		• Criteria professional registration (Factors) - qualification and experience - members in industry and CPD (R2)
R1 R2	LQA	• General reference to functions - review functions (Next level governance) (R1)
		• Theory and workplace application (Success of learnerships) (R2)
		• SABPP LQA registered learnerships on HR qualification - ensure enough theory and practical in process (R2)
R1 R3	Governance on workplace level	• Signed agreement - Have interns (R1)
		• Good idea - Committee of employers (R1)
		• Good practical experience provided for interns (R1)
		• Some employers not good governance (R1)
		• Employer - map SABPP learning outcomes - existing programme (R1)
		• Employer's perception matters at end of day (R3)
R1	Research	• No research done globally on PITM (R1)
		• Modelled more on psychology (R1)
		• Mixed psychology and learning texts (Blooms learning taxonomy) - rather than complete model (R1)
		• Mixed approach lead to structure of learning programme (R1)
		• Self regulation - refers to Janse Van Rensburg's research (R1)
R1 R2 R3	Statutory appointment	• Statutory appointment without standards? What happens? Credibility? Grow into it. (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
R4		• Position of SABPP - referred to CEO for input (R1)
		• Needs to be researched (R1); separate research project (R4)
		• Two other countries in world HR statutory appointments (R1)
		• Uncertain if good idea or not - needs to be researched (R1)
		• *"Statutory recognition"* must not manage profession (R1). Must have standards and competencies in the profession – applied competence (R4)
		• Statutory recognition – professional body must get act together (R1)
		• SABPP is getting its act together (R1)
		• Getting the house in order (R4)
		• Statutory compliance requirements - known (example: the medical field) (R2)
		• Statutory board in place - mandatory of corporate governance (R2)
		• Every HR practitioner, T&D practitioner must do minimum compliance examination (R2)
		• 1st priority: To improve quality of HR practice in South Africa with good standards and competencies (R4)
		• 1st prove to public, government and broader market that HR is professional in what we do – adding value – then ready for statutory application (R4)
		• Have small milestones like become a *"Commissioner of Oaths"* (R4)
R1 R2	South African Government announcement – all graduates one year community service	• Unknown (R1)
		• Presumably under auspices of the Public Service Commission - partnership work with professional body (R1)
		• Ready-made model provided by professional body will be recommended (R1)
		• Must also be suitable for government service (R1)
		• Government involvement/ governance - prescribe type of graduates required (R1)
		• Research/ needs analysis by sector required (R1)
		• Blessing - been asking for years (R2)
		• Could be internship, candidateship - length depends on academic qualification, part of

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• for example 4-year academic qualification (R2)
		• Internship = 18 months to 2 years and compliance examination at end (R2)
R1 R2	SABPP Candidateship programme	• Probably review for public service - outcomes possibly the same (R1)
		• Has its role - good vehicle - part of PITM (R2)
		• Have academic qualification - 18 months experience competency based to be added - re-taught standard of work (R2)
R1	Reference to spesific organisations as good examples	• Standard bank (R1)
		• Margie Harrington interns 600 FET students - to public schools (R1)
R1	Governance of attitudes of HR role-players	• FET students good attitudes (R1)
		• Students with degrees attitude needs attention (R1)
R1 R2 R3	Other professions	• Job expectations are clear (esuch as with a pharmacist/ doctor) (R1)
		• Statutory compliance requirements - known (such as the medical field) (R2)
		• Reference to Board Examinations written by law firms (R2)
		• Commend HR curriculum to simular as CA route (R2)
		• All universities - minimum core-competency in accounting, auditing and tax (R2)
		• HR could do similar (R2)
		• Example of psychologists - if they did not done internship - no professional registration (R3)
		• SICA general reference (R3)
		• CA cannot be registered without a relevant academic qualification (R3)
R2	Implementation "How"	• Multi-blended approach (R2)
		• Use academic institutions (R2)
		• Use industry (work exposure) (R2)
		• Put curriculum in place – South African economy movement way -multi-blended approach (R2)
		• Use E-platform - journals articles available (read and publication) facilitate learning (R2)
		• Face-to-face and distance learning (R2)
		• Foreign country - distance learning curriculum (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Foreign country - distance learning curriculum - small models of learning - assignments and projects – assess and give feedback – example: UNISA (R2)
		• Face-to-face and distance learning (One institution to do both at - why not?) (R2)
		• No classes - use webinars (R2)
		• Internet discussions (R2)
		• Distance learning - infront of camera and lectures (R2)
		• Use artisan concept - years ago (R2)
		• At end of studies learners could be employed (R2)
		• Accommodate learners already employed and who have experience (R2)
		• Theory- and practice-based HR professionals are better (R2)
		• Direct correlation PITM and apprenticeships, internships, learnerships (R2)
		• Industry quality assure content of internship, workplace, integrated learning, incentives and RPL (R2)
R2	Challenges	• HR must be recognised by industry (R2)
		• New HR curriculum over 3 - 4 years - role of professional body in (R2)
R2	Governance rules and structures	• Governance and risk must be continuous monitored throughout whole process (R2)
		• Minimum criteria applicable to all - with consequences (R2)
		• Code of conduct (R2)
		• Compliance exams based on legislation. (R2)
		• Compliance exams based on law - scenario and not just theory (R2)
		• Ownership is part of individuals responsibility (R2)
		• Professional body validates and verifies content of new HR qualifications and include industry (R2)
		• Must pass Board examinations, only then called professional member (R2)
R2 R4	Professional bodies - governance	• General reference (R2)
		• Be open-minded (R4)
		• Put the profession first (R4)
		• Advance HR profession (R4)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• Impact studies are important (R4)
		• Priority one: Improve the quality of HR practice with good standards and competencies (R4)
		• What can the individual influence next week, next month? That is competence (Top-priority) (R4)
		• Credibility (R4)
		• Professional body is key – One goal to advancing the profession (SABPP) (R4)
R2	Ethical conduct	• All understand code of conduct - minimum standards (R2)
R2	RPL	• Industry test and apply internship, workplace, integrated learning, incentives and RPL (R2)
		• RPL via learnership route (R2)
R2 R3	Skilled HR professional	• Intended academic qualification and/ or demonstrated skills (R2)
		• Better HR curriculum - better HR profession (R2)
		• Qualification is linked to perception of industry with reference to profession (R3)
R2	Learnership versus SABPP Candidateship programme *(Model combination approach)*	• Candidateship programme - have academic qualification -18 months in practice to obtain experience/ learnership work towards a qualification (R2)
		• Learnership prior to Candidateship (R2)
		• Learnership entry - no qualification (R2)
		• Include postgraduate with no experience (Candidateship programme) (R2)
		• Candidateship programme - must end with interview - prove relevant competency - register professional at specific level (R2)
		• Learnership includes workplace experience (R2)
		• Learnership includes academic curriculum and practical (R2)
		• Learnership linked to NQF levels and credits (R2)
		• Learnership structured percentage ratio theory and practical (R2)
		• SABPP LQA registered learnerships on HR qualification - ensure enough theory and practical in process (R2)
		• Completed learnership and Candidateship lead to professional registration at specific level (R2)

INTERVIEW	FOCUS AREA	RESPONSE SUMMARY
		• HR standards - must form part of both (R2)
		• Hybrids of the bigger picture (R4)
		• WIL (R4)
		• Explore what will work the best – best opportunity (R4)
		• Combination of various available HR models – the better (R4)
		• Models must learn from each other (R4)
R2	CPD	• Development of professional registered members (R2)
		• CPD will play critical role in PITM (R2)
		• Entry of learner - intended professional member-reassess - new criteria - new standards - based on needs analysis - new thinking (R2)
		• Route - academic learning as well as CPD (R2)
		• CPD - individual focus - new thinking (R2)
R3	Best practice - governance	• Governed by a Board (reference to SABPP) - show benefits - take serious lead - supported by registered members (R3)
R4	Limitations mentioned in governance	• Inexperienced students arrive at workplace (R4)
		• HR managers exclude the employment of students from specific universities (learning institutions) (R4)
		• Students embarrassed to have to relearn concepts in workplace (R4)
		• Absence of model leads to doing wrong things for the wrong reasons (R4)
R4	Impact study approach	• May look smart, what is the impact? (R4)
		• Can it really make a difference? (R4)
		• Certain sectors more advanced than others? (R4)
		• Right questions to obtain right answers (R4)
		• Determine future research (R4)
		• Governance perspective – impact studies (R4)

ANNEXURE "D"

CONSTRAINTS AND RESPONDENT SUGGESTIONS/ IMPROVEMENTS/ EXAMPLES RELATED TO THE PROFESSIONAL-IN-TRAINING MODEL

(THEME 4)

This theme refers to constraints and suggestions that may influence the PITM. This section starts with a summary of the identified codes and then provides a more detailed discussion of some of the most important aspects, as referred to by the various respondents.

Constraints and suggestions for the PITM: Summary of encoding

This annexure provides an overview of the codes identified per theme. This theme focuses on the overall limitations (obstacles) and respondent suggestions (recommendations) that could affect the development and implementation of a PITM for the HR profession.

Open coding – Theme 4 codes identified – Constraints and improvements/ suggestions/ examples to follow in PITM

INTERVIEW	2nd ORDER CODES	1ST ORDER CODES
R1 R3	Lessons from other professions	• Example of medical intern placed in rural area - requires constant supervision from peers (R1) • Example of good practice - SICA (South African Institute for Charted Accountants) - guides (prescribes) curriculums of universities - including lecturers responsible to lecture CA - lesson for HR in South Africa - Statutory recognition important (R3)
R1	Role modelling	• General reference (R1) • Some interns only learn wrong behaviour in workplace (R1)
R1 R2 R4	Workplace	• Suitability (R1) • Some government departments need to provide attention prior to internship placement (R1) • Where HR is regarded as a dumping ground in staff appointments within corporate companies – must be prevented (R2) • Exposure opportunities and placement of students (problem) (R4)

		•	Sometimes employers are impatient with students - unrealistic with expectations from 20-year old (R4)
R2 R3 R4	Learning institutions (Academic institutions)	•	When referring to universities - also refer to academic institutions in general (Colleges, academies, training centres, etc.) (R3)
		•	Via academic institutions , journals, articles - need to recognise HR as profession (R2)
		•	HR is a academic career - professional body will guide you (R2)
		•	Unity problem in HR profession – fragmentation – different approaches, different universities, different models different industries – HR standards used to overcome this (R4)
		•	That HR professionals need to have more than a National Senior Certificate (Grade 12) to be acknowledged as professionals (Challenge to industry) (R3)
		•	Alignment (PITM) with universities (Academic institutions) - including curriculum alignment (R3)
		•	Some universities are *"centres of excellence"* – other universities academics lecturing HR lack HR professional competence levels (R4)
		•	The technical knowledge of some academics as far as theoretical knowledge goes is accepted – HR competence in practice is lacking (R4) (Example: Take best person Bachelors of Commerce 3rd year level – does honours and is offered a "junior lectureship" – person has not worked one day in practice – never worked in HR department – how are they able to teach Workplace Skills Plan?) (R4)
		•	Poor educational backgrounds may contribute – from primary and secondary schools (R4)
		•	Keep universities part of model (R3)
		•	Wrong students ends up in HR (Example: low marks in subjects and change to HR – wrongly advised (R4)
R2	Impact of South African media	•	If HR not part of King 4 report - somehow place HR at back bone [low priority] (R2)
		•	Academic institutions , journals, articles - need to recognise HR as profession (R2)
		•	Must use all mediums on regular basis (R2)
R2 R4	HR as strategic role-player and HR managers	•	If HR not seen as strategic role-player in the corporate field – problematic for HR profession (R2)

		• Having an incompetent HR manager may be a reality – cannot send student to the person to mentor or coach (R4)
R2	Marketing of HR profession	• Career drives, school days, open days (R2)
		• HR not adequately sold (R2)
R2 R4	HR as profession image and unity	• HR is profession - need to meet minimum entry criteria (R2)
		• Current job structures HR is 2nd - not seen as support structure and does not add value - in mean time HR add multiple values (R2)
		• Total picture of HR functions needs to be recognised in organisations (R2)
		• Need for career progression at various levels - allow multi-skilling - specialisation kicks in place (R2)
		• Database with HR professionals available to assist - any time (R2)
		• Board database - HR professionals available for service delivery (R2)
		• Person needs to be neutral (R2)
		• HR support both employee and employer (R2)
		• Unity problem in HR profession – fragmentation – different approaches, different universities, different models different industries – HR standards used to overcome this (R4)
R2 R3	Challenges	• Organisations to acknowledge HR as profession (R2)
		• Leave opportunities for amendments (R3)
		• HR professionals need to have more than a National Senior Certificate (Grade 12) to be acknowledged as professionals (Challenge to industry) (R3)
		• SABPP learns from other professional bodies such as SICA on academic institutions governance on subject matter field (R3)
R2 R4	Important role-players	• Most critical role-player to be the professional body (R2)
		• Legislation - Department of Labour (R2)
		• Government departments, CHE, directors and corporate organisations, professional body (R2)
		• Stakeholders will play a critical role in PITM (R2)
		• Students with unrealistic expectations – impatient – cannot become a HR director in

		two years – must build career – work through ranks (R4)
R2 R3	Size of organisation	• PITM to work - interchange skills within all sizes of organisation (small, medium and large - corporate) (R2) • One HR director - could sit on various boards in various organisations to assist (R2) • Permanent HR staff in one organisation - able to assist semi-permanent in other organisations (R2) • PITM will provide opportunities for lower HR job categories (R3)
R2 R4	Organisations infrastructure	• Current structures – organisational departments tend to work in silos (R2) • Wrong appointment in HR of staff (R4) • Entry into HR because person messed up in line of business – end up with wrong person in HR (R4)
R2 R3	Additional remarks	• Auditing questions available on professional body website (R2) • Auditing - constant verification of application and identify gaps (R2) • Compliance way to go, not only paper based exercise. Be accountable - responsible - done the exam. (R2) • Be realistic - idealistic - implementation going to be difficult to accommodate all - to get right people - will take time - complicated to implement (R3) • Going to be big challenge - criteria for companies looking for interns (R3)
R3 R4	General limitations referred to	• Funding of PITM (R3) Funding – could be problematic in certain sectors (R4) • Uncertainty about government funding/ subsidy or if professional body will fund the model (R3) • Concern that even someone with an honours in HR struggles to get work opportunities (R3)