

**THE ROLE OF DISTRICT MANAGERS IN THE IMPLEMENTATION OF
A MULTI-SKILLING PROGRAMME**

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Great is the Holy Name, Jesus Christ

DEDICATION

This work is dedicated to my grand mother Mamhlanga, my late father, Themba and my mother, Florah.

It is also dedicated to my sisters, Nomsa, Malashi, Ndondo, Ntuntu, Lindiwe, Thembi, Nozipho and Bongiwé.

SUMMARY

This study deals with the role of the District Managers in the implementation of a multi-skilling programme. In chapter one the emphasis is on the need for the development of skills within the Department of Education.

Chapter two deals with the scope and nature of multi-skilling, where different concepts about developing skills are defined. The importance of multi-skilling, factors impeding its implementing process and how multi-skilling is implemented are pointed out.

The third chapter examines the role of the managers in the implementation of this programme since they are the ones to drive the process. The roles of all levels of management are discussed.

In chapter four, the outline of the empirical research is dealt with. The outline of the results of the survey and the responses are summarised in tabular form.

In chapter five the results are discussed, showing clearly that the multi-skilling programme needs to be clarified to managers so that they take part fully in the implementation process. The whole concept of multi-skilling is still new. More exposure to this process is necessary for the managers to be part of the implementation process.

Chapter six deals with a proposed model for implementing a multi-skilling programme. It points out five phases and the implementation plan to establish the organisation's mode of operation.

A conclusion is drawn and recommendations are made from the results of the survey emphasizing the need for managers to fully support the implementation process and to establish whether resources and capability are available for training and development.

OPSOMMING

Hierdie studie handel oor die rol van kantoor-gebaseerde opvoeders (Streeksbestuurders) in die implementering van 'n veelvaardigheidsontwikkelingsprogram.

In hoofstuk een is die nadruk op die behoefte aan vaardigheidsontwikkeling binne die Onderwysdepartement.

Hoofstuk twee gaan oor die omvang en aard van veelvaardigheidsontwikkeling waar verskillende konsepte van die ontwikkeling van vaardighede gedefinieer word. Die belangrikheid van veelvaardigheidsontwikkeling faktore wat die implementeringsproses daarvan bemoeilik en die manier waarop veelvaardigheidsontwikkeling geïmplementeer word, word aangedui.

Die derde hoofstuk ondersoek die rol van die bestuurders in die implementering van hierdie program, aangesien hulle die proses moet bestuur. Die rolle op alle vlakke van bestuur word bespreek.

In hoofstuk vier word die hooftrekke van die empiriese navorsing bespreek. Die hooftrekke van die uitslag van die ondersoek en die antwoorde word in tabel-vorm opgesom.

In hoofstuk vyf word die uitslag bespreek, wat duidelik aantoon dat die veelvaardigheidsontwikkelingsprogram aan bestuurders verduidelik moet word, sodat hulle volledig kan deelneem aan die implementeringsproses. Die hele konsep van veelvaardigheidsontwikkeling is nog nuut. Meer blootstelling aan hierdie proses is noodsaaklik, sodat die bestuurders deel van die implementeringsproses kan wees.

Hoofstuk ses gaan oor 'n voorgestelde model vir die implementering van 'n veelvaardigheidsontwikkelingsprogram. Dit dui vyf fases aan en die implementeringsplan om die organisasie se werkwyse vas te lê.

'n Gevolgtrekking word gemaak en aanbevelings word gedoen op grond van die uitslag van die ondersoek, wat beklemtoon dat daar 'n behoefte is daaraan dat bestuurders hul volle samewerking aan die implementeringsproses moet gee en bekwaamheid ten opsigte van opleiding en ontwikkeling moet bepaal.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM

Most countries in the world have problems with the way the labour market works. In South Africa, because of the apartheid era, some of these problems were made worse. These problems include discrimination on the basis of gender, race, disability, age and other characteristics. The workplace was divided into segments, such as: management, professionals, semi-skilled artisans and unskilled artisans (Budlender, 2001:9).

There were few links between the education and the skills people needed in the workplace. Only the white males were provided with training. After the termination of past apartheid policies, training was implemented for all racial groups, but gender discrimination still appears to be rampant: men still dominate the managerial, professional and technical fields (SA, 2001b: 22). The lack of women in senior management positions in the education system is testimony to the gender discrimination pervading all levels of public services (SA, 2001a: 21-22).

Budlender (2001:11) points out that with the end of apartheid, some old laws were abolished and the Employment Equity Act and Skills Development Act were introduced. Affirmative action had to be used where necessary to promote those who had been disadvantaged in order to terminate inequity more quickly, but this policy was not successful because many people were unskilled to work for the Department of Education. The Department of Education (SA, 1996: 2. indicated that, in order to achieve the required level of national and global competitiveness, a new approach in the education department was required to adapt to the demands and technical changes, since a democratic society depends largely on its education system.

Van der Wal (2001:1) points out that competitiveness as well as labour legislation and development initiatives all indicate the need for the education department to upgrade skills levels. The education system has to involve a number of changes in the education processes and methods of management where a team of multi-skilled

employees at all levels can be utilized in different areas. In this study, the phrase multi-skilled employees refers to employees who can do more than one job because of their input at work (SA, 2001b:10).

Since the Department of Education is in a period of transformation, actions and steps have already been set into motion to develop a culture that will promote and provide opportunities for the development of skills (SA, 2001b:6). The Department of Education houses other professions that include the human resources manager, customer care and accounting, as well as cognisance of multi-skilling in its employees to extend their role within the departments (Maseko, 2001:1).

Multi-skilling is a new concept that is still under investigation (Unisa, 1999:7). The term multi-skilling has been researched by a number of researchers like Unisa (1999) and Mbiji and Maree (1995). According to Carel, Grobler, Elbert, Mark, Hartfield and Van der Schyf (2000:235), multi-skilling is a process that entails the broadening of employees' skills beyond the bounds of their current jobs.

The Department of Labour (SA, 2001b:1) refers to multi-skilling as wide usability and adaptability of the workers in a workplace, as flexibility in new skills and upgrading. Multi-skilling forms one of the principal blocks in developing a changing country (Unisa, 1999:1). The multi-skilling process is reached through training that is aimed at both horizontal and vertical multi-skilling and development that focuses on skills acquisition (Mbiji & Maree, 1995:12).

In the multi-skilling process, individuals are empowered through the acquisition of competencies that are in demand. It is more about building the capacity of people in order for them to execute the roles and function that will flow from them (Stubbs, 2001:5).

The Department of Labour (SA, 2001b:1) highlights the needs for development of skills for the purpose of being multi-skilled because things have changed and South Africa is ranked last of a league of 47 countries for its education system.

Managers at all levels must be familiar with the implications of new managerial policy and legislation through public discussions about the new approach to management and must be able to understand what it means to manage in a democratic dispensation in which there are full participative conditions under the Department of Education. If

the managers are not trained, they will find it difficult to adapt in a fast changing environment (Van Dyk, Nel, Loedoff & Haasbroek, 2001:3). Life-long learning is still important to equip people for flexibility. South Africa is still facing the problem of its employees not being trained in management skills. Even the Department of Education is affected by this situation.

Managers still need training in workplace literacy skills, knowledge in the area and adaptation to local circumstances. In actual fact, they need a wide range of skills, behaviour and knowledge (Meyer, 1999:216). They need life-long learning that will equip them for complex interaction at work (ABET Provider, 2001:5). The role of managers is thus important in the implementation of multi-skilling since the process of multi-skilling has to be implemented and monitored by them.

This study attempted to answer the following questions:

- What are the nature and scope of multi-skilling?
- What is the role of the District Managers in the implementation of a multi-skilling programme?
- What are the perceptions of District Managers concerning the implementation of a multi-skilling programme?
- Which model can be developed for the implementation of a multi-skilling programme?

1.2 AIM OF THE STUDY

The overall aim of the study was to determine the role of the Regional Managers in the implementation of a multi-skilling programme in the Department of Education, Vryheid District. The specific aim was to guide the District Managers in their role and to provide a model for the successful implementation of multi-skilling.

The overall aim was operationalised by:

- giving an overview of the nature and scope of multi-skilling;
- determining the role of the Regional Managers in the implementation of a multi-skilling programme;

- probing the perceptions of the District Managers concerning the implementation of a multi-skilling programme; and
- developing a model for the implementation of a multi-skilling programme.

1.3 METHOD OF RESEARCH

1.3.1 Literature study

A review of both primary and secondary sources that are available locally and internationally in the libraries and Internet was provided. This was done in order to gather information on multi-skilling.

1.3.2 Empirical research

1.3.2.1 Aim

The aim of this empirical research was to gather information about the role of the Regional Managers in the implementation of a multi-skilling programme in the Department of Education, Vryheid District.

1.3.2.2 Measuring instrument

Based on the information gathered from the literature study, a questionnaire was designed to probe different views towards the aspect of the multi-skilling issue in the Department of Education, Vryheid District.

1.3.2.3 Population and Sampling

Since all the individuals occupying managerial positions in the Administration (managers at the District office) were included in the research, it was not necessary to make use of a sampling technique.

The following table indicates the managers who were involved in the research:

Table 1.1 Research population

Management Level	Total Population
Directors	3
Deputy Directors	2
Assistant Directors	6
Chief Education Specialists	15
Deputy Chief Education Specialists	29
First Education Specialists	38
Supervisors	2
Total Population	95

A total of 95 office-based educators were included in this research.

1.3.2.4 Pilot survey

A pilot survey was done by pre-testing the questionnaire with a selected number of respondents from the target population. This was done for quality measurement, appropriateness and clarity (Vermeulen, 1998: 88).

1.3.2.5 Statistical technique

The Statistical Consultancy Services of the North-West University (Vaal Triangle Campus) was approached for assistance in validating the interpretation of data collected.

The SAS Programme was employed to process the data by computer.

1.4 FEASIBILITY OF THE STUDY

- The research was conducted in the Department of Education, Vryheid Region that was accessible to the researcher.
- The literature resources used for collecting information were sufficient and readily available.

- Dialogue and ERIC searches were done with reference to terms such as: management, staff training and development, affirmative action, capacity building, multi-skilling and gender.
- The research is relevant to the current situation concerning transformation in South African education.

CHAPTER DIVISION

Chapter 1: Orientation

Chapter 2: The nature and scope of multi-skilling

Chapter 3: Managers and the implementation of a multi-skilling programme

Chapter 4: Empirical research

Chapter 5: Data analysis and interpretation

Chapter 6: A model for implementing a multi-skilling programmes

Chapter 7: Summary, findings and recommendations

1.5 SUMMARY

The first chapter gave an overview of the research. Attention was paid to the statement of the problem, the aim of the study, the research method and the chapter division.

Chapter two will focus on the nature and scope of multi-skilling.

CHAPTER 2

THE NATURE AND SCOPE OF MULTI-SKILLING

2.1 INTRODUCTION

South Africa has emerged from the years of struggle against apartheid. Its people are facing the challenge of the transformation that was weakened and corrupted by mismanagement and exploitation, into a vibrant and successful democracy (SA, 1996:11). South Africa is a ten-year-old democracy, where transformation has led to the recognition of words like managing diversity, multi-skilling, affirmative action and capacity building.

Human (1996:45-46) states that the practical experiences and academic needs that were gained during the apartheid period inform the implementation of multi-skilling programmes in the new era. That is why skills and techniques play a major role in the multi-skilling process.

Since the post apartheid era, as Lafferty and Roan (2000:76) put it, government policy-makers in South Africa have emphasised the importance of national skills for competitiveness. This has resulted in workforce training programmes that were introduced as part of restructuring where previously the majority of the population in South Africa were denied access to education or even job opportunities through a rigorous distraction process for many years. Human (1996:8) continues to say that the new era is characterised by the majority of the population expecting the redress of past imbalances, such as the redistribution of power and opportunities, to take place.

Over the past years South African organisations, particularly the Department of Education, have undergone downsizing, redeployment, restructuring and re-organisation. The system needs to ensure that the remaining and still untrained employees are multi-skilled and able to adapt to ongoing changes that must occur. This must be achieved by transforming the Department of Education into a learning organization through training and development (Hyland, Sloan & Barnett, 1998:349).

In view of the above, the following aspects will be discussed in this chapter:

- Definition of concepts
- An overview of multi-skilling
- Human Resource Development
- Factors impeding the implementation process
- Promoting multi-skilling.

2.2 DEFINITION OF CONCEPTS

In order to have a clear understanding of the concepts used in this research, the researcher has consulted various authors for clarification of terms. In the following paragraphs, the key concepts that were used are clarified.

2.2.1 Life-long learning

Du Toit (1997:114) sees life-long learning as the commitment of the employees to learning to develop the organisation. In ABET provider (2001:1) an indication is given that life-long learning is seen as necessary to equip people for more complex interaction with the world of work, to prepare traditional economies for the more competitive global market places.

It is also seen as necessary to foster personal well-being and to provide social inclusion (SA, 2000:3). Organisations need to focus on the need to promote commercial literacy (Hofmeyr, 1996:19).

2.2.2 Multi-skilling

Multi-skilling is a new concept in the Department of Education. Van Eeden (1999:3) explains multi-skilling as the process that achieves performance improvement via capability and skills development. Baker (2002:24) is of the opinion that multi-skilling is a plot to teach employees additional skills.

Akhlaghi and Mahony (1997) present multi-skilling as the programme that is followed when people are trained so that they can perform two or more traditionally separate roles. Multi-skilling also represents the closing of the skills gap and the responses of

the employees as an alternative to full-time education. Effective multi-skilling meets the employer's skills need (Churchill, 1997:230).

Meyer (1999:322) indicates that multi-skilling includes skills development in order to handle a future job, a variety of jobs a flexible workplace and any organizational change.

2.2.3 Human Resource Development

Human Resource Development is seen as all the processes, systems, methods, procedures and programmes an organisation employs to develop and equip its employees to contribute to organization performance (Meyer, 1998:2). It includes both training and non-training intervention.

2.2.4 Training and development

Hyland *et al.* (1998:352) see training as an important tool for employees to acquire the knowledge and skills to do their jobs. Sappey and Sappey (1999:578) continue to say that a new training perspective indicates that employees can transport skills and knowledge throughout the external education setting.

In this study, training refers to the tool used to give employees knowledge and skills to perform their work more effectively, the transfer of specific skills to an employee so that he or she can perform a very specific job or task, as Meyer (1999:2) puts it.

Development is an on going process of learning opportunities created for employees by means of mentoring programmes and career development seminars (Meyer, 1999:7).

Organizational development is the teaching of various skills that contribute towards the quality of work-life such as team building, sensitivity training and behaviour modelling (Gerber, Nel & Van Dyk, 1998:231).

2.2.5 Education and training

Fitzgerald, MacLennan and Munslow (1997:513) say that education and training constitute the foundation for the reconstruction and development of South Africa. They continue to say that education and training are the mechanisms for empowerment: the

basis and prerequisites for the successful achievement of all goals set for development through capacity building and the improvement of people's standards of living and quality of life.

2.3 AN OVERVIEW OF MULTI-SKILLING

International trends in life-long learning, multi-skilling and global competitiveness, including South Africa's labour legislation and development initiatives, all show the urgent need for the upgrading of the skills level of employees in the workplace (Abet Provider, 2001:1). In order that the workplace meet the level of global competitiveness, a new approach to skills development is necessary so as to adapt to change. This demands a major shift in the traditional workplace to a democratic workplace that includes the integration of all the activities so that there can be instant response to change (Van Eeden, 1999:11).

Multi-skilling allows relationships to grow, new roles to be accepted and structures and systems for output to come to the fore (Tyson, 1995:143). In Papalexandris and Nikandrou (2001:391), it is pointed out that the globalisation of educational activities and rapid technological development need a more qualified workplace with multiple skills that result in increasing competitiveness.

Since multi-skilling includes facilitation, group work, active participation and empowerment, organizations have to consider the importance of multi-skilling (Rooth, 1999:13).

2.3.1 Multi skilling strategies

These are percentages of ensuring that employees pose a variety of core skills and guarantee an increased level of organizational flexibility. Internal procedures are gradually evolving, ensuring the sharing of existing skills within an organization such as: job rotation and a formal training manual for each skills area (Anon, 2001:1).

2.3.2 New skills demand

Papalexandris and Nikandrou (2001:7) highlight the new skills demand by saying that change has created great demand for skilled employees: both employers and employees have to identify the required skills. This means that advanced skills must be acquired, including technical skills, human skills and conceptual skills.

2.3.3 Basics of multi-skilling

It is important to touch on the basics of multi-skilling which include on-the-job training. These basics lead to the basis of a skills democratisation in South Africa (Dann, 1996:6).

2.3.4 Basic principles of multi- skilling

Multi-skilling, like other processes, has its basic principles. Action learning through systematic step-by-step action, facilitation by Human Resource Development and coaching by co-workers under the guidance of line management are the basic principles of management (Dann, 1996:6).

The principles guiding multi-skilling include focused learning (learning level by level), incremental learning (learning different modules for each object), portable learning (having learning benchmarks through accreditation) and self-directed learning (self-motivation and self-directedness). Such capacity building is based on understanding global competition, how the country and the organization work and the key success factors (Hofmeyr, 1996:20).

2.3.5 Four dimensions of multi-skilling

The first dimension concerns the performance of a wide range of tasks: the so-called horizontal multi-skilling. The inclusion of skills at a higher level through depth and complexity forms the second dimension: the so-called vertical multi-skilling. The third dimension comprises the development of skills beyond the boundary of the original job: the so-called cross multi-skilling. Engagement in a new role that did not exist before and being developed for new roles, form the fourth dimension: the so-called generic multi-skilling (Meyer, 1999:323).

In the last instance the development of many employees, in other words multi-skilling is important for the organization to be able to face change.

2.3.6 Features of a multi-skilling programme

Unisa (1999:34) proposes that the following key elements be considered in the creation of a multi-skilling programme:

- A reduction in the number of the district job titles by collapsing the existing job classifications to allow employees to move from one work to another.
- The modularisation of a training programme that provides opportunities for employees to acquire a greater ranges of relevant skills needed by the organisation.
- Applying job rotation to encourage the use of different skills and facilitating of training or skilling processes.
- Recognising skills acquired by employees through a compensation system linked to skills acquisition.
- The use of a consultative approach that will include unions.
- Explaining the expectations of the organisation before embarking on multi-skilling.
- Feedback to management and supervisors of results obtained through multi-skilling, as it strengthens the employees' commitment and keeps management informed.

2.3.7 An organizational perspective

Seen from an organizational perspective, Churchill (1997), Akhlaghi and Mahony (1997), Ford (1998) and Unisa (1999), list the following benefits of multi-skilling:

- Multi-skilling helps the organization achieve its goals by adding value to the human factor.
- The organization is able to respond to rapidly changing international educational demands.
- It lays the foundation for a broader management hierarchy.
- Risks are reduced through better communication.
- The unions and employers reach consensus easily because of multi-skilling.
- It brings satisfaction to managers and employees.

- It multiplies flyers (best performers) in the organization.
- There is a vision of a productive South Africa and employees devoting their lives to work.
- The organization becomes engaged in active learning.
- The organization is engaged on continuous training and constant change.
- The superior's performance is embodied.
- Multi-skilling develops a flexible organization to survive change.
- The organizational structure becomes responsible for the multi-skilling process.
- The organization gains experience in multi-skilling while at the same time redressing the skills gap.

2.3.8 An employee perspective

The following listed benefits occur from the employee perspective due to multi-skilling, according to Akhlaghi and Mahony (1997), Churchill (1997), Ford (1998) and Meyer (1999):

- Employees become more confident, productive, motivated and even creative.
- Multi-skilling increases employees' interest and efficiency in their jobs.
- Employees become vital to quality improvement.
- Employees become responsible for their own jobs, discover flaws and solve problems on their own more efficiently.
- Multi-skilling removes demarcations and temporary employment.
- Multi-skilling promotes competitiveness.
- Employees can now do more than one job and can be deployed to do other jobs where fewer employees are responsible for more output.

- Satisfaction is promoted when the employees' employment is given a wider dimension by their gaining new experience.
- Employees are empowered with multiple skills.
- Multi-skilled employees want to know more about management and the investment plan.
- Employees become free to attend to change impediments in the workplace that might prevent progress.
- Hidden staff talents are identified.
- Employees are empowered by wider responsibility, more skills, occasional pay increases and even higher qualifications.

2.3.9 The limitations of multi-skilling

Although multi-skilling is important for skills development, it also has its limitations.

Akhlaghi and Mahony (1997:3) point out that upward multi-skilling is complicated. The financial constraints also set limits to the process, even leading to employees not enjoying their new roles and ending up resisting them.

Meyer (1999:18) says that South Africa is still struggling to align training programmes with social and economic strategies, fails to recognise the importance of training in the new competitive environment, experiences the problem of short programmes that lose meaning, fails to address the more specific skills needs of the organization, is guilty of stereotyping and being prejudiced against people with disabilities, and denies women access to training opportunities.

Having presented an overview of multi-skilling, the research will now focus on Human Resource Development as management tool to promote multi-skilling.

2.4 HUMAN RESOURCE DEVELOPMENT

In Meyer (1999:20) it is reported that the current lack of people development has resulted in becoming a stumbling block for the South African economy to be competent

globally. South Africa's view of Human Resource Development is highly influenced by the Outcomes - Based Education (OBE) perspective.

2.4.1 International and local trends in Human Resource Development

Lafferty and Roan (2000:1) say that since the 1980s, the South African government and policy makers in South Africa have emphasised the importance of the national skills base in attaining international competitiveness through considerable restructuring of workforce training programmes.

The global revolution, which is driven by the information explosion, has changed the nature of work. Moreover, employees' changing needs and aspirations require attention so that the organization can be competitive globally (Meyer, 1999:2). It thus follows that multi-skilling is fast becoming a recognisably important component in the world of international workplaces (Norhayati, 2000:1). The main international Human Resource Development issues are the speed at which things are happening and the establishment of what managers will need to know, do and deliver in their management process (Meyer, 1999:3)

2.4.2 Strategic approach to Human Resource Development

In Van Dyk *et al.* (2001:6), it is indicated that Human Resource Development is a tool to empower management and the workforce through training and development, to secure the goals of the organization in the most efficient and effective manner.

2.4.3 The process of Human Resource Development

In Papalexandis and Nikandrou (2001:14), it is highlighted that there is a clear indication of the increasing professionalism in Human Resource Management within the education system where Human Resource Managers have a place on the board of directors although female directors are still in the minority.

Human Resource Development is seen as all the processes, systems, methods, procedures and programmes an organization employs to develop and equip its employees to contribute to organization performance (Meyer, 1999:2). It includes both training and non-training intervention.

There is a need for putting productive programmes in place to improve personal growth through staff development and in-service training as shared responsibility of several units in an education system in order to develop human resources (Pietse, 1997:31)

The focus in Human Resource Development is on supporting strategic change through modification of the existing staff capabilities (Unisa, 1999:32).

Human Resource Development is done through training and development, thus these two concepts will now be clarified.

2.4.4 New perspective on training and development

The new perspective on training and development is focusing on aligning training with the organizational needs to acquire, develop and remunerate employees according to organization objectives (Sappey & Sappey, 1999:578).

Meyer (1999:6) indicates that the need for training is identified first and then training follows later, that is: when there is a gap in the performance-or the introduction of new technology that requires new skills for dealing with the situation.

2.4.5 The aim of education and training

Meyer (1999:28) highlights the point that education and training aim at preparing people for work, changing employees' competence by focusing more on knowledge and skills, and equipping them for both routine and unpredictable tasks. Rothwell and Kazanas (1994:101) highlight the point that training aims at improving consistency of performance, helps to avoid illegal battles and to cope with opposition.

The other aim of education and training is to give employees training to perform their jobs adequately and to make progress personally and professionally (Heidi, 2001:1).

2.4.6 The need for training and development

Sappey & Sappey (1999:2) highlight the fact that the history of training in South African Department of Education in the post apartheid era is one of gradual evolution. The value of training has become of extreme importance as a response to skills shortages. The problems impeding training included lack of recognition for on-the-job

training, inadequate links between different departments and the structure of the training body.

As pointed out before (see 2.2.4), training is an important tool for employees for acquiring the knowledge and skills to do their jobs. Professional development incorporates education and training opportunities through various forms of in-service training that encourage and support staff development so that the organization keeps in touch with educational trends. In this way, employees have a sense of renewal and inspiration for a meaningful education system (Davidoff & Lazarus, 2002:33).

Rothwell and Kazanas (1994:470) see organizational development as a normative re-education strategy, aiming at influencing value systems and attitudes within the organization to enable it to adapt to an accelerating pace of change in the workplace.

Swanepoel, Van Wyk and Schenk (1998: 739) are for the idea that an organizational development approach is the ability of the organization to solve problems and renew processes by emphasizing formal team work, using the theory and technology of applied behavioural science and doing action research. This includes a variety of organizational development activities to bring about high levels of concern for people and production within the workplace.

Organizational development as Davidoff and Lazarus (2002:42) put it, aims at facilitating the development of people for optimal human fulfilment and an increase in organisational capacity.

Clare (2000:1) says that training and development are needed to empower disadvantaged adults with low self-esteem. Hyland, Sloan and Barnett (1998:352) highlight the point that an effective learning process is to be seen as part of the employees' jobs and management, and that it is also a valuable part of a human resource development plan and of strategy

2.4.7 Barriers in training and development

Papalexandris and Nikandrou (2000:8) state that the following points are the barriers in the training and development of employees: the high cost of training, employees leaving the organization after training and the inconsistency in dealing with training across the organization.

The following aspects are seen to be barriers in training and development (Meyer, 1999:89):

- The failure of training to meet organisational needs resulting in limited impact of the training.
- The lack of support from the managers.
- Failure to implement knowledge and skills gained from training courses because of being overburdened with work.
- Incorrect time allocated where training is done, precluding real learning, for example one week's training done in three days.

2.4.8 Future implications of training and development

In Rothwell and Kazanas (1994:297) it is highlighted that training and development creates a pool of qualified applicants with the right skills for higher level jobs, equipping employees with knowledge, attitudes needed within the organisation and the ability to cope with change. As pointed out before (see 2.4.5), there is also improvement in consistency of performance, helping to avoid legal battles and to cope with opposition.

Once training and development have been accomplished, employees are adequate in performing their jobs and personal and professional advancement.

Having completed Human Resource Development, the research now focuses on South African legislation initiatives that have been taken in the past few years.

2.5 LEGISLATION AND MULTI-SKILLING

South Africa is faced with the challenge of change and post -1994 exposures to the international community. In Fenton (2002:1) it is highlighted that there was a serious skills shortage in some other areas that have been brought about by the current recession. This shortage was caused by economic, political and technological changes. These changes are, among other things, the issues of being competitive in the global market (Bellis, 2001:141).

In the Department of Education (SA, 1996:11), an indication is given that the new Department of Education changed its direction and vision after 1994 when a number of

policy initiatives and new legislation were released. The transformation era comprised more than reconstructing the system and structure, because it was also engaged in a fundamental shift in attitudes, how people relate to one another and their environment and the way resources are utilized for the achievement of the workplace goals.

The skills development legislation is one of the forces used nationally to promote the development of skills among people and address the gap between employment equity and effective implementation (Abet Provider, 2001:1). The Skills Development Act No. 97 of 1998 (hereafter Skills Development Act) is the government's response to the crisis concerning the scarcity of skills (SA, 1998:10).

The purpose of the Skills Development Act was to improve the skills of the people, to improve the quality of life, to increase investment in education and training, to enable people to start their first jobs, provide for those already at work and for disabled people, and to ensure quality training and education for continuous improvement (SA, 1998:20).

Meyer (1999:6) sees skills development legislation as not only applicable to the school situation, but also to the work situation where organisations provide educational opportunities to employees. This prepares employees for life changes related to a work situation.

Human (1996:49) highlights the point that the South African Department of Education has to implement multi-skilling to redress the past imbalances and to provide access to education, since the future prosperity of the country depends on education. There is still a need to clarify the purpose of multi-skilling programmes as government has committed itself through the Department of Labour to the Skills Development Act (SA, 1998) for a new approach to skills development, complementing formal education (Meyer, 1999:18).

The Skills Development Act (SA, 1998) supports the integration of the skills development system that promotes employment growth and social development, focusing on education, training and employment services. The purpose of the Skills Development Act is as follows:

- To develop the skills in the South African workplace.

- To improve the quality of life of the employees, their prospects of life and labour mobility.
- To encourage employees to use the workplace as an active learning environment.
- To assist work-seekers in finding work.
- To provide and regulate employment services.

The Department of Education (SA, 2001b: 1) then highlights the point that skills flexibility has become a crucial determining factor that allows rapid responses and broad skills training strategies as a core feature for Human Resource Development Programmes.

In a document of the Department of Labour (SA, 2001b:4), it is said that the improvement of the skills of employees was brought about by introducing the Skills Development Act (SA, 1998). The aim is to:

- introduce rules, regulations, guidelines and structures that will determine and implement national, sector and workplace skills development strategies;
- provide more training and development programmes that are recognised nationally by the National Qualifications Framework to workers with qualifications;
- provide for learnerships that will teach employees how things are done and understand why things are done in a certain way; and
- provide employment services that will support new employees.

The Skills Development Act (SA, 1998) highlights the point that the skills that need to be developed are determined by the needs of the employees, the economy and communities. A needs analysis should be done to ascertain the priorities for skills development (SA, 2001a: 4). The Skills Development Act also aims at making organizations more productive and efficient by improving skills (SA, 2001a: 4).

Now that the study has looked at the current legislation concerning multi-skilling in South Africa, the focus turns to the factors that impede the implementation of multi-skilling.

2.6 FACTORS IMPEDING THE IMPLEMENTATION PROCESS

South Africa is rated as the poorest in Human Resource Development when compared to other countries. The following points are highlighted as problems inherent in the South African Skills Development system (Meyer, 1999:20-25):

- Poor alignment of training programmes with social and economic strategies.
- The level of structured training in South Africa being lower than that in other countries.
- Failure to recognise the importance of training in the new competitive environment.
- The need for strategic training to be integrated into competitive strategies.
- Programmes not in clear employment framework.
- A deficiency in linking learning programmes and work experience.
- Short programmes that lack meaning.
- A deficiency in linking basic education needs.
- Separation of entrepreneurial training and specialised skills leading to a failure to address more specified skills needs of an enterprise.
- Stereotyping and prejudice against people with disabilities and against women.

Multi-skilling is not a quick fix to reduce problems in the organisation. Instead, multi-skilling principles in South Africa are short of practical implementation. In Van Eeden (1999:19), it is stated that one factor impeding multi-skilling implementation is the lack of a comprehensive vision that is supported by employees and top management. Moreover, the organization's lack of strategic organizational development intervention, techniques and approaches for implementing multi-skilling fall within the human resource function.

Papalexandris and Nikandrou (2001:395) also point out the following factors as impeding multi-skilling implementation:

- The management changes in the organisation affect production and equipment.
- Organizations function according to nationally developed plans where they have to adapt to other changes than just engaging in new product developments.
- Technological developments change the operation of the organization, resulting in restructuring and adaptation to new situations.
- Once managers and employees get too busy to attend to their jobs, ensuring readiness of production in time and dealing with daily problems, the implementation of the multi-skilling process is hindered.
- A lack of required professionalism and motivation on the side of employees also affects the process.
- If the stable training plans are not remarkable, multi-skilling implementation easily fails. This happens because of the inconsistency of multi-skilling and the organization's needs.

Branine (1996:30) mentions the fact that the failure of the organization to implement policies and practices developed by the National Department contributes negatively to the implementation of multi-skilling. According to Van Eeden (1999:19), the lack of a comprehensive vision and lack of management interest in the whole process also have a negative impact on the implementation of the multi-skilling process.

According to Meyer (1999:89), multi-skilling is disturbed by the failure of the training process to meet the organisation's needs and by training people in what they do not really need to know.

Ford (1998:3) says that the other factor that hinders the implementation of multi-skilling is that multi-skilling can be insufficient, costly and self-defeating if not done in moderation.

The difficulty in assessing the value of new skills training for an on going purpose, as Dann (1996:4) puts it, also impedes the multi-skilling implementation process. Lange, Ottens and Taylor (2000:5) are of the opinion that the other impediments to multi-skilling implementation are the lack of awareness, access, and provision of training, and other skills development opportunities.

2.7 PROMOTING MULTI-SKILLING

Considering the following can approach the multi-skilling process: job design, job rotation, job enlargement, job enrichment, alternative work arrangements and career development (Meyer, 1999:326-328). Authors such as Meyer (1999) and Carel *et al.* (2000) provide the motivation to consider the need to promote multi-skilling.

Carel *et al.* (2000: 109) describe job design as the manipulation of the content, functions and relationships of jobs in a way that both accomplishes organisational purposes and satisfies the personal needs of the individual jobholder. Job design is explained as encompassing a variety of tasks to be performed, task routines, task difficulty and the identity of the jobholder. Job designing includes line management, Human Resource professionals and employees.

Meyer (1999:326) sees job design as part of promoting multi-skilling where the employees' needs are identified, frustrating needs are removed and personal satisfaction is enhanced. He continues to say that job design contributes to utilising employees' talents and bridging issues that may hinder effective performance.

Job rotation, as Carel *et al.* (2000:113) put it, is the enhancement of employee motivation by alternating jobs or tasks. They also emphasize the advantage of job rotation by saying that it prevents employees from being engaged in the same routine day by day.

Meyer (1999:326) describes job enlargement as a way of increasing the number of tasks that lead to more variety, lengthening the time cycle of activities and exposing employees to multi-skilling because they are able to do more than one job.

The scope of work is enlarged and the pace of work changes, the quality of production improves, production costs become lower, employees experience job satisfaction and greater efficiency can arise because of reduced material handling, while production standards are met (Carel *et al.*, 2000:14).

Hyland *et al.* (1998:352) point out that once all employees feel the support and active, visible encouragement from management and appreciate the benefits gained from a skilled workforce, multi-skilling is promoted.

2.8 SUMMARY

The process of multi-skilling is a new and demanding one. For the organization to cope with change, it has to implement multi-skilling.

The Department of Education (SA, 1996:32) highlights the need to shift the focus from an old to a new for knowledge is the foundation of transformation (Sappey & Sappey, 1999:13).

The success of the implementation of a multi-skilling programme lies in the hands of the management. Managers have to push the process (Van Eeden, 1999). Meyer (1999:219) points out that when managers have no input in the implementation of a multi-skilling programme, the programme is not going to succeed. It is then important to identify the role of the manager in the implementation process and this is going to be dealt with in the next chapter.

In the following chapter, the focus will be on the role of the managers in implementing a multi-skilling programme.

CHAPTER 3

MANAGERS AND THE IMPLEMENTATION OF MULTI-SKILLING PROGRAMMES

3.1 INTRODUCTION

After the apartheid era, the education reform process needed major changes at different organizational levels. The authority had to be transferred from top management to all management levels to enable managers to be equitable managers (Branine, 1996:25). The same author continues to say that a new breed of managers was needed, managers who would be objective, emphasizing performance and accountability in their employees.

A new type of managerial skill such as Human Resources Management skills was important, since this would lead to skills development. "Managers" in this research refer to people who plan, organize, direct, and control the allocation of human, material, financial and information resources in the pursuit of the organization's goals (Jackson & Straude, 2001:5).

Traditionally, management, which is the group of managers in an organization, was educated in business, and employees at the lower level were trained in job-specific skills. This is no longer practical because of the current shift away from the traditional view (Hofmeyr, 1996:18). Van Eeden (1999:27) sees management as doing things and working with people to make things happen.

In this chapter, the focus will fall on management, education and training.

3.2 MANAGEMENT, EDUCATION AND TRAINING

In Meyer (1999:19), it is stated that managers need to become aware of the rejuvenating effect of new ideas, learning and performance. Managers need to realize that learning is a self-generating, contagious process with direct overall benefits for the organization, creating a learning environment in which everyone learns new methods.

Westcott (1999:30) highlights the fact that managers should demonstrate a skills mix in order to implement multi-skilling, that is: technical and behavioural skills (ability to lead, motivate, build successful and responsive teams, influence behaviour, transform the organization and achieve results), functional skills (providing practical training over and above formal training), generic skills (providing learning such as computer usage training), and basic skills (learning numeracy, literacy, understanding the workplace and the role of the employee).

Managers have to gain perspective, that is knowledge and experience, before they take on the responsibility of guiding the process of the implementation of multi-skilling (Dann, 1996:1). Branine (1996:5) states that the increase in management education and training programmes indicates an urgent need that is highly neglected by the highest authorities.

Jackson and Straude (2001:15) state that the success of the organization lies in the development of management competencies, such as knowledge, skills, behaviour and attitudes that contribute to personal effectiveness. These competencies include communication, planning and administration, teamwork, strategic action, global awareness and self-management. Jackson and Straude (2001:5) continue to indicate the scope of management (that is: supervisors based in the areas of operation) and general managers (that is: the overseers of the functional manager's work).

Van Dyk *et al.* (2001:219) point out that management development dies when managers, no matter what their levels, are not trained and, worse still, are sifted in their efforts to improve the way they do things.

3.2.1 The process of change

In Di Pietro (1997:7) it is stated that real education provides skills and understanding to enable employees' autonomy in performing their duties. Larsen (1997:6) sees quality of management as contributing to goals achievement and to a competitive advantage that is the seed of growth in the organization through education and training.

The aim of education and training, as stated by Meyer (1999:28), is to prepare employees for work that will change the level of competence at work and also to allow people to perform successfully and effectively.

Davidoff and Lazarus (2002:45) highlight the point that the circles of change affect one's daily life, so everyone has a responsibility to engage consciously in changing the chosen old direction, but this will be within the context of knowing that one has the ability to do so.

3.2.2 Scope of management

Jackson and Straude (2001:9) state that there are many types of managers. The scope of activities performed by functional managers (that is: supervisors) is narrower than that of general managers (that is: operational managers). Management is about looking after the employees in the workplace, moving forward when it is time to and ensuring that everybody is on board. It is important to determine all the required skills for each job by listing them "across the top horizontal axis as shaped by technology" (Ford, 1998:1).

The scope of management includes the types of skills the managers need to develop so that they can effectively implement a multi-skilling programme. These skills include communication skills, occupational skills and generic skills (Dench, 1997:190).

3.2.3 The inherited management system

In various education systems, the management system is characterised by authoritarian, hierarchical, non-consultative and non-participative kinds of management, which delay the development of employees according to their identified needs (Fitzgerald *et al.*, 1997:515).

3.3 MANAGEMENT IN THE NEW MILLENNIUM

Motlatla (1997:29) and Du Toit (1997:14) see management in the new millennium as based on scientific principles, which include a change in the basis of power, new knowledge, empowerment of employees by management, and managers being the agents of change.

In Unisa (2002:10), it is argued that recent trends in the workplace have an effect on what must be learnt in the new millennium, global operations and the increased need for employees to learn quickly about political, cultural and language differences. These trends include movement between companies, executive education for talented

individuals and rapid growth in numbers and types of knowledge providers with alliances between universities and corporate vendors.

Tyson (1995:148) points out the need for change in occupational structures where there will be a reduction of staff and rethinking about the role of the divisions. The same author continues to say that this will include the need to involve people in managing their own work through work groups and career management to be handled locally.

3.3.1 Affirmative action in skills management

Carel *et al.* (2000:52) see affirmative action as a governmental initiative, a legally driven effort to change by assessing opportunities based on potential. The goal of affirmative action is to correct the past exclusion of women and minorities in the organization (Robert & Lussier, 1997:73).

Masuku, Finger and Ntombela (2000:15) highlight the point that the concept of women in management is still new and women managers are still surrounded by negativity and misconceptions. The Department of Education is in the process of advancing women managers so that they succeed with the right knowledge and relevant skills in managing. Women's participative style with its strong nurturing, listening and empathy traits can create a productive and healthy work environment when combined with men's assertiveness, delegating and leading skills (Meyer, 1999:13).

Women in management are marginalised by the continuing pervasiveness of heroic masculinism, the traditional and hierachical form of management that implies executives as solitary males who are engaged in unending trials of endurance (Osslon, 2001:1).

Nzimande and Skhosana (1996:182) are of the opinion that there is a need for a committed champion who eats, sleeps and breathes affirmative action to drive the programmes, mentor personnel and oversee liaison and training to meet the challenges of change. Madi (1993:12) states that there will be no dramatic advancement if there is no empowerment of employees, especially black and female managers.

Sherrat (2000:45) says that according to the Employment Equity Act (EEA), organisations must implement affirmative action for the sake of the disadvantaged group, for example women in management, to avoid a shortage in qualified and experienced staff. Nzimande and Skhosana (1996:183) talk about the need for the entire staffing establishment's involvement in the process of affirmative action strategies.

Hayes (1997:1) states that although many organizations are addressing diversity, it is no secret that racism and sexism still exist in the workplace where women managers face insurmountable odds, suffering unfair treatment and discrimination. Osslon (2000:296) indicates that women in management are still marginalized by the continuing pervasiveness of a heroic masculine, traditional and hierarchical form of management.

The stereotyping and prejudice against people with disabilities and against women, as stated by Meyer (1999:20), have disturbed the access to training opportunities. Walker (2002:2) says that motherhood is no longer a liability, but an advanced management programme is needed which makes women management very important in advancing skills development in the workplace. Nzimande and Skhosana (1996:183) point out that women managers need to ensure that all employees, irrespective of their race or gender, have access to the continuous programmes of education training in order to ensure satisfactory training practices.

Branine (1996:29) highlights the point that the increase in management education and training programmes throughout South Africa is a reaction by the managers, as South Africa is indicated as having limited experience of multi-skilling development.

3.3.2 Participative management in the workplace

Managing employees is a complex and confusing job, but participative management leads to information sharing, consensus building and employee empowerment (Meyer, 1999:20). Mothiba (2000:17) says that participative management implies people who are being managed need to have a say concerning the decisions affecting them within the workplace and that managers need to have faith and trust in the employees.

Walker (2002:3) states that managers need to shift from being uncomfortable participants in developing best practices to becoming continuous supporters of change in the workplace. Gerber *et al.* (1998:233) say that managers do not have the

solutions to all problems and therefore employees' ideas are incorporated for problem solving as part of participative management.

Callan (2000:18) points out that the differing strengths of participative management are sharing different ideas and coming up with solutions to problems and creating new conditions that are reasons for employment.

Van Dyk (1997:463) refers to employee involvement as the empowerment and buy-in management that are new techniques for unleashing human potential where the employees' pride, self-respect and responsibility are developed.

3.3.3 International benchmarking

Meyer (1999:221) points out that performance appraisal, the absence of turnover problems, meeting weekly and monthly objectives, a fair distribution of the budget for training and development, teamwork and assessment of employees are what the world's best managers can do to cope with the implementation of a multi-skilling programme. The same author continues to say that managers should empower others through delegation, implement development plans and undergo training for self and staff empowerment.

3.4 CONDITIONS NECESSITATING ORGANIZATIONAL DEVELOPMENT

The transformation period is characterized by an influx of knowledge, skills and development. Pearce and Robinson (2000:13-14) state that once managers are enlightened, they seek to create ways for their organizational development by combining capabilities with a comprehensive, general plan of major actions in order to achieve the organizational long term objectives in a dynamic environment.

Van Dyk (1997:476) is of the opinion that when any programme of change is instituted, there should be some strategic positions in the organization that feel the need for change. Among other needs, there is the need to change the organization, its management strategy, its structure, roles and its culture for more compatibility with the competitive demands of the workplace. Management also needs to be aware of significant gaps in the communication network of the organization.

3.4.1 Modern management within organizational development

Branine (1996:4) sees modern management as using scientific, systematic, quantifiable and operational methods of managing an organization. Management is thus perceived as a science: the methods of training related to the way managers were educated; perform their duties and handle controlling.

Walker (2002:3) states that for modern management to succeed in the leading of organizational development, it needs to support the cause by example, not through some fancy corporate mission statement.

3.4.1.1 Strategic management development

Larsen (1997:4) points out that management development has to deal with authentic management processes, encompassing key people within the organization by involving them in tasks of strategic importance. Fouche (2001:6) explains empowerment as a process of identifying and removing conditions causing emotions of powerlessness by pushing down the power in the organizational development. In this case, management is provided with clear goals, constructive feedback and training. At the same time management development has to include the vision, mission, objectives and corporate strategy for management learning (*Ibid.*).

The success of the organization now depends largely on the quality of its human resources, the working environment and the systems within which it operates. More effective strategic planning from top management and the human resources department is then required (Unisa, 2002:12).

3.4.1.2 Ideal management

Jackson and Straude (2001:5) state that managers have to be honest, open and sincere. Blanchard (1998:1) indicates that managers need to be enthusiastic so that they can bring enthusiasm to the spirit of the employees who, at the end, should be cheering each another. Ngubane, Gumede and Machi (2000:35) point out that managers should be people who are supportive and have a sense of capability implementation so that they can be able to implement policies within their work environment.

Mothiba (2000:44) explains leadership as the translation of a potential for good performance into real productivity where faithfulness, the ability to influence and inspire others in accomplishing certain goals and objectives, the ability to develop leadership styles that suit the organization and being risk-takers and change agents are involved.

According to Dann (1996:40), managers have to be problem-identifiers, problem-solvers and decision-makers.

3.4.2 Management commitment to future development programmes

Fitzgerald *et al.* (1997:522) highlight the fact that it is crucial that management opt for the development of a more democratic, development and service-orientated education, and training management system.

In Branine (1996:7), it is mentioned that the world as a whole is currently entering a new era where both a stimulus and a challenge towards modernization are carried out through a serious continuous commitment to the reforms facing managers in the modern management era.

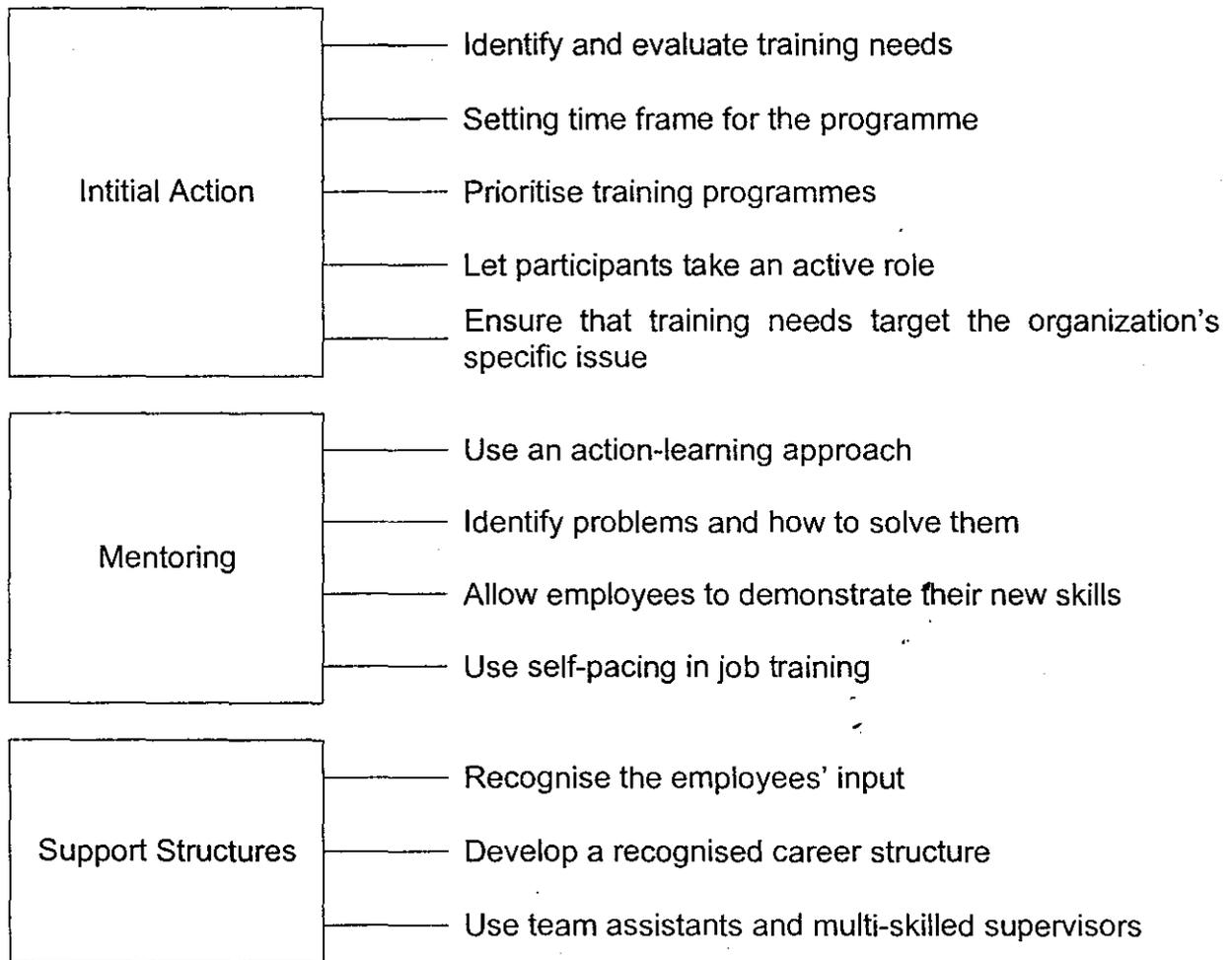
3.5 MANAGERS AND THE IMPLEMENTATION OF A MULTI-SKILLING PROGRAMME

The roles of the managers in the implementation of a multi-skilling programme are highlighted by Van Dyk *et al.* (2001:216) in three dimensions, that is senior managers, middle managers and supervisors. Each dimension has its roles and functions in implementing multi-skilling.

3.5.1 The implementation process

Hyland *et al.* (1998:349) point out the importance of careful planning, understanding how people react to change, keeping an inventory of in-house training capabilities and planning training according to employees' needs. The implementation process is set out in the following plan (*Ibid.*):

Figure 3.1: Management participation plan in the implementation process



3.5.2 What managers should do

The role of managers covers the orientation of managers to accept new ways of thinking and to ensure through sufficient best practices that training is made available to all. A manager refers to a person in a managerial position who works with people to make things happen where everyone is involved in doing things (Van Eeden, 1999:55).

In general, as Walker (2002:2) puts it, managers should strive to retain the employees' talents through multi-skilling by investing in training, providing flexible work solutions, reflecting an understanding of the basic source of fulfilment and encouraging employees to take full responsibility for deciding on the satisfaction of their individual requirements.

Traditionally, management has the role of handing down instructions, supervising the implementation of the instructions and setting problems. Since the 1994 elections, training in South Africa has been in the process of undergoing a long-awaited transformation (Van Dyk *et al.*, 2001:218). Larsen (1997:1) states that the change in demands and expectations of management development has resulted in an emphasis on organizational culture, experiential learning and managerial competence, and has a great impact on the role of the effectiveness of multi-skilling programmes within the organization. Managers need to develop an understanding of skills development that will help all concerned to identify strengths and weaknesses for the purpose of improving things (Davidoff & Lazarus, 2002:46).

Management has the role of spelling out to everyone the direction and importance of achieving goals and also of checking whether those goals are attained (Motlatla, 1997:123). Gerber *et al.* (1998:16) are of the opinion that managers have to play a vital role in the service function that incorporates training and development of the employees within an organization.

Hyland *et al.* (1998:349) highlight the point that for managers to lead the process of the implementation of multi-skilling effectively, they need to respect the difficulty of change, set realistic expectations, and take inventory of the in-house training capabilities and what else is needed to develop employees. However, managers should not bog down employees in mandatory training schedules that may cause an information overload and disrupt operations.

In Meyer (1999:19) it is pointed out that managers have to act as leading role models by displaying excitement towards learning, admitting mistakes, asking questions, challenging conversational wisdom and encouraging innovation. Managers should know that multi-skilling makes a permanent positive impression on an organization.

Unisa (1999:22) states that managers should increase job satisfaction through increased responsibility and variety, and engage the employees in participative, joint decision-making regarding the overall running of the workplace. Branine (1996:33) also highlights the point that managers should come to understanding and appreciate the benefits of modern change so as to accept and fully implement training and development that resulting in multi-skilling.

Transformation must be achieved by focusing on re-skilling by %s of multi-skilling and workforce development. An indication is also given that managers must be informed and prepared to manage multi-skilling since its success lies with the managers (Van Eeden, 1999:5).

Jackson and Straude (2001:7) point out that managers are people who plan, organize, direct and control the allocation of human, material, financial and information resources in pursuit of the organization's goals.

Unisa (1999:12) sees the role of managers bringing about change in an organization for better global competitiveness, bringing about integration of all activities from top management to employees and utilizing of the brainpower and potential of everyone in the organization. It is further said that managers have to enable and empower employees by transferring the tasks and responsibilities to employees, detecting defects and training problems and solving problems immediately.

In Education Mirror (1992:24) the role of managers is described as making provision for appropriate policies, strategies and structures that will support organizational growth. Blanchard (1998:1) states that managers should consider the need for people to have worthwhile work, and realize their importance because as they have control over the organisation's goals, therefore they give the incentive for skills development.

Ngubane *et al.* (2000:35) state that managers have to ensure that effected changes are relevant to learners' needs by first doing needs identification and analysis. Ford (1998:100) indicates the importance of identifying skills appropriate for the organization or programme, to avoid fruitless training.

According to Hofmeyr (1996:18), managers have to create a new educational imperative, provide quality organizational understanding for all levels of staff and lay the foundation by creating a receptive context change.

Heidi (2001:1), like other authors, highlights the point that managers should provide employees with adequate training to perform their duties and be able to advance personally and professionally. Managers have to improve staff morale, put the new systems in place and ensure that the systems are working properly.

Nzimande and Skhosana (1996:183) state that the senior managers have to carry out regular educational development programmes to transform the quality and ethos of the department and to issue regular statements that are accessible to all employees, describing their commitment to the empowerment codes and special programmes to be implemented.

Pietse (1997:31) highlights the point that staff development is often a shared responsibility of the directors where they are involved in in-service training, monitoring and external training support programmes.

3.5.3 Current management challenges

Fitzgerald *et al.* (1997: 325) lists the current management challenges as follows:

- Management has to deliver equal education and training services regardless of inherited institutional relationships that are characterized by a lack of equity in terms of service delivery and institutional development within and outside the system.
- There is still much ineffective bureaucracy in managing and sustaining change.
- Management capacity is limited.
- Another challenge for management in education is clarification of the relationship between national and provincial education departments.

3.5.4 Management competencies

Jackson and Straude (2001:3) define management competencies as sets of knowledge, skills, behaviours and attitudes that are needed for effective performance within the management jobs. They continue to say that the key managerial competencies are communication, planning and administration, teamwork, strategic action, global awareness and self-management.

3.6 REASONS FOR MANAGERS' FAILING TO IMPLEMENT MULTI-SKILLING PROGRAMMES

A number of reasons for the failure of managers to implement a multi-skilling programme are pointed out by various authors. Davidoff and Lazarus (2002:176) are

of the opinion that managers fail to lead the multi-skilling process because of a lack of knowledge of their leadership role, which could be obtained through the development of skills, knowledge, attitudinal changes and particular leadership qualities.

Branine (1996:5) states that the lack of increase in management education and training programmes is an urgent shortcoming that is highly neglected by the highest authorities. The lack of passion in managers when pursuing complex goals, results in managers failing in their intentions (Fullan, 1999:38).

In Hofmeyr (1998:18) it is pointed out that because of change stalemates, managers tend to rush off to the latest seminar which can provide guidance on this issue, but end up finding themselves confronted with a confused, fearing and resistant staff. Hargreaves, Lieberman, Fullan and Hopkins (1998:26) see change as difficult because it is coupled with dilemmas, ambivalences and paradoxes, which include the use of top-down and bottom-up strategies and cause uncertainty and dissatisfaction.

Often the middle managers are given the role of directing (other than counselling and assisting) employees through development programmes, which leads to their failure because of their limited knowledge and understanding of multi-skilling itself (Akhlaghi & Mahony, 1997:4).

Managers are capable of handling their positions, but are not equipped to handle their own new roles without proper skills and support (Hayes, 1997:2).

Larsen (1997:3) states that supervisors, middle managers and top management underestimate the degree of frustration regarding multi-skilling caused by lack of career planning and counselling after the programme, lack of job challenges, lack of job responsibilities and uncertainty regarding job assignments after completing the programme.

3.7 THE NEED FOR A MULTI-SKILLING PROGRAMME FOR MANAGEMENT

The Department of Education is faced with a growing need for multi-skilling, which is caused, by increasing competition and a Total Quality Management change in the workplace.

Tyson (1995:147) highlights the point that there is a need for large-scale change in transforming organizations that must be led by top management. There is a need to

adopt a competency-based approach to de-lineate the knowledge, skills and understanding required for successful programmes. It is the function of the education system to provide continuous professional development for managers.

3.7.1 Why managers need multi-skilling

According to Davidoff and Lazarus (2003:168), development is an ongoing process where certain skills and understanding are necessary and important to managers who must be equipped for the challenge to build leadership and management capacity.

In Dumisa, Mbatha, and Mthembu (2000:41), an indication is given that it is important for managers to develop skills for dealing with different skills like staff development skills, in-service skills and workshopping skills, in order to guide the staff development programmes.

Mbiji and Mandela (1998:40) state that managers as wealth creators and role players in the organization, need to be trained continuously in order to assess the value of new skills training and to receive a broad base education for project management, since training needs are now shifting from the need for facts memorizing and physical skills development to an increased application of understanding needs.

Davidoff and Lazarus (2002:167) add that it is difficult to practise leadership and management skills if managers do not have the marks of good leadership. This emphasizes the need for personal and staff development through commitment to the transformation process, operating with clarity, depth, confidence and integrity.

Most of all, Carel *et al.* (2000:310) emphasize the importance of updating employees' skills by using technological advances that result in the effective functionality of the organization through brainstorming.

Van Dyk *et al.* (2001:216) highlight the fact that many organizations are not yet trained in management skills. Managers still need training in workplace literacy that will enable them to cope with change.

Pearce and Robinson (2000:15) state that the continuous improvement of managers' skills provides managers with a way to provide a form of strategic control that allow the organization to be pro-active and develop rapidly towards success.

3.7.2 The implications of future management development programmes

Hayes (1997:5) points out that, since managing is there to stay, even if managers may disappear, learning self-management skills is one of the future management developments that will always be needed. Larsen (1997:5) rates management development as the requirement of knowledge that is deeply rooted in action and commitment to ongoing learning programmes.

3.7.3 Problems of implementing a multi-skilling programme

Fitzgerald *et al.* (1997:382) are of the opinion that the structural linking of planning and implementation activities (by calling in foreign experts to analyse the needs, and to design and plan the development response) is a problem. Finances, human resources, organizational structure and technical capacity to undertake the process are also regarded as problems.

Management is affected by the budgetary constraints leading to a limited number of managers being trained, affecting their role in the implementation of multi-skilling (Meyer, 1999:216). In any change process, managers have to create the right ambience for change to start taking place.

3.8 THE ROLE OF MANAGERS IN IMPLEMENTING MULTI-SKILLING

Hayes (1997:5) stresses the point of managers changing attitudes to their work and colleagues by taking advantage of training programmes, for knowledge is the key to security and the ability to integrate information to create new systems. Callan (2000:4) says that managers are to let go in order to get the growth they want.

Managers are to communicate frequently with the policy-makers for the sake of accountability, and of response to local circumstances necessary for the development of new skills and a new style of working. Van Eeden (1999:14) states that managers are to engage in shared purposes, goals and a common understanding of change with the employees.

Hyland *et al.* (1999:350) point out that managers must install action to improve multi-skilling by identifying and evaluating training needs, mentoring programmes, setting support structures by developing recognized career structures, team assistants and

multi-skilled operators. Blanchard (1998:14) says that managers are to provide the employees with reasons for skills development before the programme starts.

In Unisa (2002:12), it is stated that managers have to undergo a paradigm shift from a position of power and status to one in which they will be exposed to training in how to shift from the existing methodology of work.

According to Branine (1996:8), management at the top has to come to understand and appreciate the benefits of modern management and then accept and implement training and development. Madi (1993:113) says that management itself has to stop daydreaming and improve skills for effective management.

In Hyland *et al.* (1998:12) it is said that managers have to have a genuine willingness to work together with employees in ensuring the acceptance and success of empowerment as a way of improving their management.

Larsen (1997:4) mentions the point that there is a need for a different concept that takes into account the increasing share of knowledge, bridging the gap between personal growth and organizational learning and incorporating experiential learning as a supplement to formal training. Managers have to provide solutions of flexible working practices to avoid losing people with talents and must consider women's understanding of the basic source (Walker, 2002:3).

Management needs to know how to implement a multi-skilling programme. Hyland *et al.* (1998:349) highlight the importance of careful planning, understanding how people react to change, keeping an inventory of in-house training capabilities and planning training according to employees' needs. Managers should strategize the implementation process in accordance with the plan.

Nzimande and Skhosana (1996:17) support the idea of the provision of regular programmes of an educational nature to increase awareness of multi-skilling. This will improve the role of management in the implementation process.

Managers should recognize the constant evolving of the strategic multi-skilling process and monitor it for significant shifts in all components (Pearce & Robinson, 2000:16). In Department of Education (SA, 1996:25), it is said that the eradication of discriminatory practices based on race, gender and disability will improve management.

The active engagement of the managers in leading change results in new ideas emerging with a change process within them, improving their roles in the implementation of a multi-skilling programme (Hargreaves & Fullan, 1998:221).

Unisa (1999:4) states that managers are faced with change. To improve in the implementation of multi-skilling, they have to implement innovative strategies, adapt to organizational designs that are radically and significantly different from current ones and re-look at and re-design the traditional structures and modes of operation. Managers have to identify problems, solve them and make decisions in leading and managing employees' development programmes within the organization (Dann, 1996:5).

The Department of Education (1996:250) points out that managers have to be motivated through inductions and be provided with leadership, team development, clarification of roles, communication and reflective practices to enable them to meet the challenges

Managers have to coordinate all activities, working closely with the project managers, maintaining records, reporting and reviewing status (Steyn, 1998:83).

Unless the managers submit to and, more importantly, embrace the wider societal changes, they will be left in dust (Wiebe-randeree, 2000:81).

3.9 SUMMARY

In this chapter the focus was on the role of the manager in implementing multi-skilling. The need for multi-skilling managers was included to address factors hindering their role in implementing multi-skilling.

The next chapter focuses on the empirical research where the format of the questionnaire, pilot study, questionnaire distribution, population, sampling, administration procedures and statistical techniques will be dealt with.

CHAPTER 4

EMPIRICAL RESEARCH

4.1 INTRODUCTION

In chapter three, the role of the different management levels was discussed. In this chapter the empirical research design will be discussed - which includes the discussion on the format of the questionnaire, the pilot study, questionnaire distribution, population sampling, target population data, response rates, administrative procedures and statistical techniques.

The empirical research was done for the purpose of collecting data on the role of the District Managers in the implementation of a multi-skilling programme. This was done by designing a questionnaire where the aim of the study was taken into consideration. A total of 23 questions were designed for the pilot study. The final questionnaire consisted of eighteen questions (Annexure A). The questionnaire was sub-divided into two main parts, namely Part A and Part B.

4.2 AIM

The overall aim of the study was to determine the role of the Regional Managers in the implementation of the multi-skilling programme in the education Department of Education, Vryheid Region. The specific aim was to guide the Regional Managers in their role and to provide a model for the successful implementation of multi-skilling.

The overall aim was operationalised by:

- giving an overview of the nature and scope of multi-skilling;
- determining the role of the District Managers in the implementation of a multi-skilling programme; and
- developing a model for the implementation of a multi-skilling programme.

4.3 FORMAT OF THE QUESTIONNAIRE

The questionnaire consisted of Part A that was based on the employee demographic information where the age, gender, division, job title and length of service were included. These aspects were important to this study since their experiences in the role of managers in implementing the multi-skilling programme contributed greatly to achieving the original aims (see 1.2).

In part B questions were asked to determine the understanding of the respondents regarding what multi-skilling implies. These responses guided the development of the model in chapter 6. Each question had a 4-scale response:

- 1 means strongly agree
- 2 means agree
- 3 means disagree
- 4 means strongly disagree

The respondents were asked to tick the appropriate box.

4.4 PILOT STUDY

The designed questionnaire was pre-tested with a sample of District Managers (n=95) who were part of the final population. The participants were asked to respond to questions honestly, take note of unclear and confusing statements and to provide suggestions and comments. Piloting was done, using a first draft of the same questionnaire (Annexure A). The reason behind this was to ensure clarity and appropriateness before the questionnaire was distributed to the respondents. The pilot study participants were encouraged to provide comments and suggestions, using the space provided. The pilot study responses were analysed, and there was no need for effecting changes so the draft questionnaire was used as the final questionnaire (Annexure A).

4.5 QUESTIONNAIRE DISTRIBUTION

The final questionnaire was distributed to all Regional office-based Managers since all Regional office-based Managers were part of the process. The reason for using all the

managers as participants was that, according to the statistics collected from personnel the section, only 95 District Managers (from different divisions) were employed in this region and that is a reasonable number to use for data collection.

A covering letter orientating the respondents to the questionnaire and providing assurance regarding confidentiality and anonymity was included in the final questionnaire.

The questionnaires were distributed by the researcher herself and by contact people within the district offices. The questionnaires were collected personally from the respondents and contact people (that is: the Section Heads).

The above-mentioned distribution and collection of the questionnaires reduced expenses. It also resulted in a high return rate except from those respondents who had been relocated to other places/districts because of restructuring. It was even easier to do a follow-up and collect the questionnaire within a set period of only four and a half weeks.

4.6 POPULATION AND SAMPLING

The research targeted all the Vryheid District Managers at all levels and in all divisions, including the supervisors, (that is: supervisors, First Education Specialists, Deputy Education Specialists, Chief Education Specialists, Assistant Directors, Deputy Directors and Directors). The first step in identifying the target population was to contact the appointment section and EMIS section for statistical data. The data indicated that the target population comprised (n=3) Directors, (n=2) Deputy Directors, (n=6) Assistant Directors, (n=15) Chief Education Specialists, (n=29) Deputy Chief Education Specialists, (n=38) First Education Specialists and (n=2) Supervisors.

Table 4.1 Target Population

Directors	Deputy Directors	Assistant Directors	Chief Education Specialists	Deputy Chief Education Specialists	First Education Specialists	Supervisors
3	2	6	15	29	38	2

The following step was to decide on the target population: all the District managers as indicated in table 4.1 above. The reason for using all the District Managers was that the target group was large enough to ensure that there would be enough representation, that is: homogeneity and heterogeneity of the population (Vermeulen, 1998:52). The guidance from the distribution guidelines for sample size and statistical consultant discussions were used in this regard

4.7 RESPONSE RATE

The questionnaires were distributed to all the Vryheid District Managers (that is: 95 participants). The returns are shown in the table below as per category:

Table 4.2: Sampling

Population category	Questionnaires distributed	Questionnaires received	%
Directors	3	1	33,3%
Deputy Directors	2	2	100%
Assistant Directors	6	5	83,3%
Chief Education Specialists	15	11	73,3%
Deputy Chief Education Specialists	29	24	83%
First Education Specialists	38	31	82%
Supervisors	2	2	100%
Total	95	76	79,3%

The response rate for each category is above 70%: that is very good, with the exception of the first category (Directors), which is 33, 3%. This makes the generalization acceptable (Tsoetsi, 2002:104).

4.8 ADMINISTRATIVE PROCEDURES

4.8.1 Approval from Regional Office

A letter was written to the District Director of the Vryheid District, requesting to be permitted to conduct research by administering questionnaires to the target population.

This letter of request and the questionnaire were both submitted to the District Director for approval (Annexure C).

Permission was granted (that is: the Director signed the letter of request, indicating approval). The questionnaires were accompanied by the signed letter to assure the participants that the research had been approved by the District Director and also to gain the support of the participants. The approved questionnaires were distributed to the participants by the researcher and to some contact people within the District Office.

4.8.2 Follow-up on questionnaires distributed

The follow-up on the questionnaires that had been distributed was done telephonically by the researcher. The contact people also kept on reminding the respondents of the due date to avoid delays. The outstanding responses were followed up, which was easy since the contact people were in the District office.

The completed responses were collected personally from the respondents and also from the contact people as per agreement. Although much was done to collect and follow-up the outstanding responses, not all the distributed questionnaires were returned.

4.9 STATISTICAL TECHNIQUES

The Statistical Consultancy Services of the Vaal Triangle Campus of the North-West University was approached for the analysis and processing of the collected data. This was done by means of the SAS programme to determine the percentage and frequencies.

Descriptive statistics such as means, standard deviations and frequency distributions were used to rank the factors and to describe the respondents. Skewness and kurtosis

were used to determine whether normality assumptions were violated. No violations occurred.

4.10 SUMMARY

This chapter dealt with the research design and the research method, development and pilot study were outlined. The questionnaire was used as an instrument for data collection because it would be easy to collect information provided by respondents on their own, easy to distribute and to collect personally.

The data analysis and interpretation will be dealt with in the next chapter.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

Chapter 4 dealt with the empirical research design. In this chapter the report on the empirical research using a questionnaire (Annexure A) will be presented. This report will reflect on the attitudes of the office-based managers (at all levels) with regard to their roles in the implementation of a multi-skilling programme in the Department of Education.

5.2 GENERAL INFORMATION

5.2.1 Aim

The aim of descriptive data analysis and interpretation is to comment on the respondents' response to each question.

5.2.2 Review of respondents

The research covered all 95 office-based managers (at all levels) in the district. The reason for using all the office-based managers was that random sampling would result in a smaller number of respondents that would be used for the research. A total of 95 questionnaires were distributed to all the managers. A response rate of 79,3%, covering all managers, was achieved (see table 4.2). The reasons for less than a 100% response rate need to be considered.

The response rate could have been affected by the following aspects:

- The process of restructuring where other office-based managers were placed in other Districts far from the one where the research was conducted.
- The level of understanding multi-skilling
- The time factor.

5.3 BIOGRAPHICAL INFORMATION

5.3.1 Age of respondents

Table 5.1: Age of respondents

Age	Frequency	%
25-30 years	4	5,2%
31-40 years	27	35,5%
41-50 years	28	36,8%
51-60 years	17	22,4%
Missing frequency=19		

The pie chart illustrates the distribution of respondents across four age groups. The largest segment is 41-50 years at 37%, followed by 31-40 years at 36%, 51-60 years at 22%, and 25-30 years at 5%.

A total of 76 respondents responded to the questionnaires. Nineteen (19) respondents did not answer or respond. The respondents between the ages of 25-30 comprise only 5,2%. Those between 31-40 years comprise 35,5%. The respondents between 51-60 years of age comprise 22,4%. This indicates that the Department of Education needs to spend time addressing the issue of exposure to multi-skilling. The number of employees employed by the Department of Education in this District could have a bearing on the implementation of a multi-skilling programme in Department of Education reform in South Africa.

The missing frequency nineteen (19) is the percentage of the participants that did not respond to the question.

5.3.2 Gender of respondents

Table 5.2: Gender of the respondents

Gender	Frequency	%
Males	48	64%
Females	27	36%
Missing Frequency=1		

The pie chart shows the gender distribution of respondents, with Males representing 64% and Females representing 36%.

Of the 76 participants who responded, the responses according to gender indicate that males (64%) comprise the largest group, while females comprise 36% of the respondents. The assumption in this case is that the role of the office-based managers in implementing a multi-skilling programme would pose practical challenges to gender equity. This gender equity challenge could have an influence on the implementation of a multi-skilling programme when policies like skills development, gender equity and affirmative action are implemented.

Only 1% of the respondents did not answer the question.

5.3.3 Responses of different divisions

Table 5.3: Responses of different divisions

Division	Frequency	%
Corporate Services	08	11%
Provisioning	33	43%
Support Services	35	46%
Missing Frequency=19		

The pie chart illustrates the distribution of responses across three divisions. Support Services is the largest segment at 46%, followed by Provisioning at 43%, and Corporate Services at 11%. The chart is a 3D pie chart with labels for each segment: 'Support Services 46%' at the top, 'Provisioning 43%' at the bottom left, and 'Corporate Services 11%' at the bottom right.

Seventy-six (76) respondents answered this question. The largest group of respondents is from the Support Services (46%). The Provisioning Section accounts for 43%, while Corporate Services account for 11%.

The division itself could have an influence on the role of the managers in implementing multi-skilling in the Department of Education. The division's influence contributes in the sense that other sections job specifications do not include all the management levels.

5.3.4 Job titles of respondents

Table 5.4: Job titles

JOB TITLE	FREQUENCY	%
Director	01	1,3%
Deputy Director	02	2,6%
Chief Education Specialist	11	14,5%
Deputy Chief Education Specialist	24	31,6%
First Education Specialist	31	40,8%
Assistant Director	05	6,6%
Supervisors	02	2,6%

There are no respondents who did not respond to this question. The largest group in this case are the First Education Specialists (40,8%). The Director, Deputy Director and Chief Education Specialists (Macro Level) combined to an amount of 18,4%. The Deputy Chief Education Specialists account for 31,6% and Assistant Directors together with Supervisors inclusively account for 8,9%.

The job title held by respondents could also influence the role the managers play in implementing multi-skilling because of the management position they hold.

5.3.5 The degree of importance of factors that might influence the implementation of a multi-skilling programme

The number of the respondents who strongly agreed with the role in the implementation of a multi-skilling programme has been ranked in order of importance, that is: from the most to the least occurring. This average ranges from 2,61% (most occurring) to 1,37% (least occurring). The percentages were calculated out of four (4) since a four-point scale was used in the questionnaire (Annexure A). These mean scores were used in Annexure A in the questionnaire.

The responses of the employees to multi-skilling range from strongly agree to strongly disagree. Most responses comprise more than 80% of the scientifically acceptable

return rate of responses. This confirms the findings of the literature survey about the role of managers in implementing a multi-skilling programme.

The different factors that might influence the implementation of a multi-skilling programme were ranked (see table 5.5) according to the percentage of respondents that strongly agreed with one another.

For table 5.5 the assumed scale was the following:

Strongly agree

Strongly disagree

1	2	3	4
75-100%	74-50%	49-25%	<25%
Very important	Important	Not important	Not important at all

Table 5.5: Ranking the importance of multi-skilling items, using the assumed scale

Rank Order	Question Number	Item	%
1.	14	I need more exposure to the multi-skilling concept	64,00
2.	08	Managers have a role in implementing multi-skilling strategies	63,150
3.	07	Multi-skilling will benefit the employee	61,842
4.	15	All levels of management should be involved with the multi-skilling programme	61,182
5.	16	Multi-skilling will significantly improve performance in the Department of Education	55, 263
6.	13	The management of my Department will be much easier once multi-skilling has been implemented	53, 947

7.	02	Multi-skilling will improve productivity	47, 368
8.	03	Multi-skilling is an important program to follow	46, 053
9.	06	I accept the principles of multi-skilling	40, 789
10.	10	Multi-skilling will improve manpower planning in the Department of Education, Vryheid District	40, 541
11.	09	I foresee limitations to the implementation of a multi-skilling strategy within the Department Education, Vryheid District	15, 789
12.	01	I have been introduced to the concept of multi-skilling	13, 158
13.	12	Few organisational levels at Vryheid, Department of Education will lead to more effectiveness	8,108
14.	11	I am satisfied with the way in which the multi-skilling programme has been introduced	7,895
15.	04	Multi-skilling principles are being practised in my District	5,263
16.	05	Multi-skilling principles are being applied in my Department	3,947

The first five highly ranked items have a percentage of between 64,00 and 55,263. This indicates that respondents felt that they would need more exposure to the multi-skilling concept (Question 14). The second most important item is that managers have a role in the implementation of a multi-skilling strategy. This is in line with the finding of the literature study: that the success of multi-skilling lies in the hands of the managers.

In the third place, perceptions are held that multi-skilling will benefit employee productivity (Question 7). The point highlighted is that the employees need multi-skilling programmes. Question 15 is ranked in the fourth place, which indicates that the respondents believe that all levels of management should be involved a multi-skilling programme. The fifth most important factor is that the respondents believe that multi-skilling will significantly improve performance in the Department of Education (Question 16).

An overall analysis of the first five items indicates that the respondents indicate a need for multi-skilling for both employees and the Department, at all levels of management. The most pragmatic factor in the role of the District managers in the implementation process is that managers do not fully accept the principles of multi-skilling (Question 6).

In position 12, in rank order of importance, is the fact that managers have been introduced to the concept of multi-skilling (Question 1). Question 12 shows that few organisational levels will lead to a more effective implementation of a multi-skilling programme and it is placed in position 13 in order of importance. Question 11, which indicates that managers are satisfied with the way in which the multi-skilling programme has been introduced, is ranked in position 14 in order of importance. The second last question, number 4, which is in position 15 in order of importance, indicates that multi-skilling principles are not currently being practised in their District. The last one is question 5, ranked in position 16 in order of importance, indicating that multi-skilling principles are not being applied in their department. Position 16 has an average of 3,947%. The mean score of the last five factors regarding the rank of importance is between 13,158 % and 3,947%.

All these responses indicate a low percentage, which implies the absence of multi-skilling programmes.

5.3.6 Factors perceived to be important for Regional Managers who implement a multi-skilling programme

Table 5.6: Ranking the perceptions of respondents for the occurrence of the items in practice

Rank Order	Question Number	Items	%
1.	11	I am satisfied with the way in which our multi-skilling programme has been introduced	2,592
2.	04	Multi-skilling principles are being practised in my Region	2,408
3.	09	I foresee limitations to the implementation of a multi-skilling programme with the Department of Education, Vryheid Region	2,342

4.	05	Multi-skilling principles are being applied in my Department	2,316
5.	12	Few organizational levels at Vryheid Region, Department of Education will lead the effectiveness	2,257
6.	01	I have been introduced to the concept of multi-skilling	2,132
7.	02	Multi-skilling will improve productivity	1,776
8.	03	Multi-skilling is an important programme to follow	1,750
9.	06	I accept the principle of multi-skilling	1,670
10.	10	Multi-skilling will improve manpower planning in the Department of Education, Vryheid Region	1,649
11.	16	Multi-skilling will significantly improve performance in the Department of Education	1,513
12.	13	The management of my Department will be much easier once multi-skilling has been implemented	1,487
13.	07	Multi-skilling will benefit the employee	1,447
14.	14	I need more exposure to the multi-skilling concept	1,427
15.	15	All levels of management should be involved in a multi-skilling programme	1,408
16.	08	Managers have a role to play in implementing a multi-skilling strategy	1,368

Table 5.6 looked at the degree of perception in practice, whilst table 5.5 looked at the degree of importance in theory.

According to the respondents' perception of factors that are highly important in implementing a multi-skilling programme, the five highly perceived items range between percentage of 2,592 and 2,257. There is a slight difference in the average of the degree of importance factors (Refer to table 5.5).

Question 11 is ranked as the highest item: those managers are satisfied with the way in which the multi-skilling programme has been introduced (percentage of 2.592): The second highest ranked question is question 4 with a percentage of 2,408: they tend to agree that multi-skilling principles are being practised in the District.

In the third position is the fact that one foresees limitations to the implementation of a multi-skilling strategy within the Department of Education (Question 9), with a percentage of 2,342. The fourth position with a percentage of 2,316 (Question 5) is that multi-skilling principles are being applied in the department. Number 12 is ranked as position 5, that is few organization al levels at Vryheid District, Department of Education will lead the effectiveness,with a percentage of 2,257.

5.3.7 A comparison of the percentage of the respondents` reaction to multi-skilling based on their role in the implementation of a multi-skilling programme: theory versus practice

Table 5.7: Exposure to the multi-skilling concept

IMPORTANCE			OCCURRENCE IN PRACTICE	
%	RANK	ITEMS	%	RANK
64,0	01	I need more exposure to the multi-skilling concept	1,427	14

In this table (5.7), the depiction of the rank of importance and the rank of perception of occurrence of question 14, there is a need for more exposure to the multi-skilling concept. This item was viewed by most respondents as very important, therefore ranked as position 1 with a percentage of 64,0. The very same item was perceived to be almost least occurring in the experiences of the respondents with a percentage of 1, 427.

This indicates that the managers need to be more exposed to the concept of multi-skilling. These figures show a general view and perception of all the respondents across age and gender.

Table 5.8: Managerial roles in implementing a multi-skilling strategy

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
63,15	02	Managers have a role in implementing a multi-skilling strategy	1,368	16

Table 5.8 shows that by ranking question 8 as second in importance, managers have an important role to play in implementing a multi-skilling strategy, is ranked in position 2 in order of importance, with the average of 63,2% and ranked position 16 in the perception rank order, with the percentage of 1,368. The implication is that this statement is perceived to be less important in practice.

Table 5.9: Multi-skilling will benefit the employee

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
61,8	03	Multi-skilling will benefit the employee	1,447	13

Table 5.9 is about the benefit of multi-skilling to the employee because (Question 14) which is ranked in third position in order of importance with an average of 61,8%, as indicated in the above table. The perception of the respondents about multi-skilling benefiting the employee in practice is ranked in position 13 with a percentage of 1,447. This shows that although the occurrence in practice is low, by implementing a multi-skilling programme, the employee will benefit.

Table 5.10: Levels of management involved in the multi-skilling programme

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
61,2	04	All levels of management should be involved	1,408	15

		in the multi-skilling programme		
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From table 5.10, it can be calculated that all levels of management should be involved in the multi-skilling programme. This item is ranked in position 4 in order of importance with the average of 61,2%. The respondents perceived this as not given full attention in practice as it is ranked in position 15 with the average score of 1,408%.

Table 5.11: Improving performance in the Department of Education

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
55,3	05	Multi-skilling will significantly improve performance in the Department of Education	1,513	11

Table 5.11 indicates that multi-skilling will significantly improve performance in the Department of Education. This item is ranked in position five in order of importance with an average of 55,3%. The perception of the participants shows that this item has not received enough attention in practice so far.

Table 5.12: Managing a department easier

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
54,0	06	The management of my department will be much easier once multi-skilling has been implemented.	1,671	12

Table 5.12 shows that management of a department will be much easier once multi-skilling have been implemented. This item is ranked in position six in order of importance with an average of 54,0%. Occurrences in practice indicate that management has not yet benefited a lot by the implementation of multi-skilling programmes.

Table 5.13: Improve productivity

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
47,4	07	Multi-skilling will improve productivity.	1,776	07

Table 5.13 indicates the rank order position of question 2, that multi-skilling will improve productivity. This item is ranked in position seven in order of the importance with an average of 47,4%. The ranked position and average score of participants' perception of the occurrence in practice is 7 and 1,776% respectively. This implies a precise relation between the views of importance and the occurrence in practice.

Table 5.14: The need for multi-skilling

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
46,0	08	Multi-skilling is an important programme to follow.	1,750	08

Table 5.14 highlights the ranking of question 3, that multi-skilling is an important programme to follow. This item is ranked in position eight in order of importance with an average of 46,0%, and in the order of perception it is also ranked in position 8 and the average is 1,750%. Yet again this implies an exact relation between the view of importance and the occurrence in practice.

This contradicts the findings of the literature study that the multi-skilling programme is important. This implies that more convincing regarding the importance of a multi-skilling programme is needed.

Table 5.15: The principles of multi-skilling

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
40,8	09	I accept the principles of multi-skilling.	1,671	9

Table 5.15 shows that question 6, which are: "I accept the principle of multi-skilling" is ranked in position 9 in order of importance, with an average of 40,8% and also ranked in position 9 in perception rank order, with an average of 1,670%.

Table 5.16: Improve manpower planning in the Vryheid District

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
40,5	10	Multi-skilling will improve manpower planning in the Education Department, Vryheid District	1,694	10

Table 5.16 depicts the ranking of question 10, that multi-skilling will improve manpower planning in the Department of Education, Vryheid District. This item is ranked in position 10 in order of importance and the average is 40,5%, while the perception position of occurrence in practice is 11 and the average is 1,6495%.

Table 5.17: Limitations to the implementation of a multi-skilling strategy

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
15,79	11	I foresee limitations to the implementation of a multi-skilling strategy	2,342	03

Table 5.17 shows the ranking of question 9, that one foresees limitations to the implementation of a multi-skilling strategy within the Department of Education, Vryheid District. The item is ranked in position 11 in order of importance, with an average of 7,9%. The perception of occurrence is in position 3.

The implication is that in practice the respondents actually perceive limitations to the implementation of a multi-skilling strategy.

Table 5.18: Introducing the concept of multi-skilling

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
13,2	12	I have been introduced to the concept of multi-skilling	2,132	07

Table 5.18 shows the rankings of question 1 which is: "I have been introduced to the concept of multi-skilling". This factor is ranked in position 12 in order of importance, with an average of 13,2% and the perception rank position is 7 in order of importance, with an average of 2,132%. This implies that managers have been introduced to the concept of multi-skilling in practice.

Table 5.19: Few organizational levels versus more effectiveness

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
8,1	13	Few organizational levels at Vryheid District, Department of Education will lead to more effectiveness	2,257	05

Table 5.19 shows that the factor of few organisational levels at Vryheid District, Department of Education leading to effectiveness is ranked in position 13 in order of importance, with a percentage score of 8,1. This item is not regarded as important to consider

The perception position is 5, with an average of 2,257%, which implies that respondents perceive the importance as high.

Table 5.20: Satisfaction with multi-skilling programme

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK

%	RANK		%	RANK
7,9	14	I am satisfied with the way in which multi-skilling has been introduced	2,592	01

Table 5.20 reveals the ranking of question 11 that people are satisfied with the way in which a multi-skilling programme has been introduced. This item is regarded by respondents as an important obstruction to the introduction of multi-skilling, since it is ranked in position 14 in order of importance, with an average score of 7,9%. The perception is that there is still a gap in the way a multi-skilling programme has been introduced. However, this is depicted in the rank order of position 1 and average score of 2,592% in perceiving the occurrence in practice.

The literature study supports the finding that the concept is new and still under investigation. The implication above, however, is that means to expose and introduce a multi-skilling programme have been accelerated to the extent that the respondents feel satisfied.

Table 5.21: Practising multi-skilling principles

IMPORTANCE		ITEM	OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
5,3	15	Multi-skilling principles are being practised in my district	2,408	02

The factor "Multi-skilling principles are being practised in my district" is ranked in position 15 of order of importance, with a mean score of 5,3%. The rank position of the same factor about perception of the occurrence in practice is 2 with an average of 2,408%

The implication is that this factor is not regarded as very important since it is perceived to be catered for anyway by some divisions within the region.

Table 5.22: Applying multi-skilling principles

IMPORTANCE			OCCURRENCE IN PRACTICE	
%	RANK		%	RANK
3,947	16	Multi-skilling principles are being applied in my department	2,316	04

Table 5.22 shows that the factor “Multi-skilling principles are being practised in my Department” is ranked in position 16 (which is the last factor) in order of importance, with a percentage of 3,947. This factor is regarded by the respondents to be of minimal importance. The perception of the occurrence in practice is that the factor is occurring strongly and is ranked in position 4 in order of importance with an average of 2,316%

The implication is that it is not important to apply multi-skilling principles in the Department of Education. This finding is in contrast with the literature study, which determined that multi-skilling principles have to be applied, directing managers in their roles in the implementation of a multi- skilling programme.

5.4 SUMMARY

In this chapter the empirical investigation’s findings were outlined. This resulted in determining the role of the District Managers in the implementation of a multi-skilling programme in the Department of Education, Vryheid District. This is a mechanism by which this system can be transformed.

In the next chapter, a model for implementing a multi-skilling programme will be dealt with.

CHAPTER 6

A MODEL FOR IMPLEMENTING A MULTI-SKILLING PROGRAMME

6.1 INTRODUCTION

Once the organization has made the decision to adopt multi-skilling as a strategy to counteract right-sizing in order to create a lean organization with the capacity to meet changing circumstances, it then needs to develop an approach to introducing multi-skilling into the organization and assessing progress made in this regard (Unisa: 1999:30).

Unisa (1999:25-30) points out that, if organizations wish to become competitive, they will be required to adapt to changing market demands. Coupled with the change process, is the need to increase the skill levels of the enterprise's employees. Increased skills are needed in order to create a flexible workforce who can be utilized with increased efficiency for both organizational as well as individual gain.

Management plays a vital role in this process as they should support the interventions and the multi-skilling training programmes, as well as be well informed and positive with respect to multi-skilling objectives. Evaluating the multi-skilling process is essential in identifying shortfalls and taking corrective action where necessary.

The purpose of this study is to analyse the views of management on the multi-skilling process in order to guide organizations towards the successful implementation of a multi-skilling strategy.

Based on the literature review, the researcher proposes that the multi-skilling implementation process consists of five phases, namely: starting the process, laying the foundation, designing the new mode of operation, experimenting and testing, and growth and expansion.

The researcher thus suggests the following model for implementing a multi-skilling programme:

6.2 PHASE 1: STARTING THE PROCESS

The aim of phase one is to provide four steps that could be taken when starting the multi-skilling process.

STEP 1: An initial presentation on the concept to the top management team, with the handing out of literature on the topic for their perusal

STEP 2: If the top management is interested, a group discussion two to three weeks later to discuss the literature, test their understanding of the concept, identify possible strategic operational reasons why multi-skilling may be advantageous to their organization, and brainstorm around possible applications and the feasibility of the approach in their organization.

STEP 3: The green light should be given by the top management team to conduct a pilot study within the organization. This should be aimed at discovering especially short-comings and problem areas.

STEP 4: The setting up of a multi-disciplinary team to undertake the pilot study. Human Resources, Line Management as well as external consultants need to be involved in the whole process.

6.3 PHASE 2: LAYING THE FOUNDATION

The aim of this phase is to establish the organization's current mode of operation and define the future desired state regarding multi-skilling within the organization. This phase is made up of the following three steps:

STEP 1: Acquisition of in-depth knowledge on multi-skilling by the project team by attending presentations, perusing literature and visiting other organizations active in the field; generation of a working document on multi-skilling which serves as a "theoretical framework" for the project.

STEP 2: Creation of a vision by the project team of what the organization would be like when multi-skilling has been fully and successfully implemented; formulation of the reasons why multi-skilling is needed by the organization with its supporting rationale; approval by top management of this vision; thorough communication of this vision throughout the organization.

STEP 3: Diagnosis through group discussions, interviews and observations of the current mode of operation within the organization with its related activities and jobs, i.e. establishing the current "organisational logic". As much involvement and consultation as possible with the parties that would be affected by the introduction of multi-skilling is imperative at this stage.

6.4 PHASE 3: DESIGNING THE NEW MODE OF OPERATION

During this phase the future desired state regarding multi-skilling within the organization is operationalized and concretised in the form of a new organizational logic.

The following steps form part of this phase:

STEP 1: Designing a multi-skilled operation for a particular area of work based on the understanding of the current mode of operation, using the theoretical framework as guided by the vision.

STEP 2: Assessing the impact of the new mode of operation on the supporting and interfacing systems and redesigning such systems and procedures so as to ensure their congruence with and reinforcement of the new mode of operation. In particular, attention must be given to:

- Changes in supervisory rates and training
- Selection
- Job grading / categories
- Manpower allocation / control
- Training and development
- Performance appraisal and reward systems
- Inter-departmental interfaces
- Management style

STEP 3: Selecting and designing "rewards" that can be used as leverage to overcome resistance to change.

6.5 PHASE 4: EXPERIMENTING AND TESTING

The objective of this phase is to try out the new organizational logic under conducive, limited conditions. This phase contains the following seven steps:

STEP 1: Choosing an enabling site where multi-skilling can be tried out.

STEP 2: Briefing the involved employees on the vision, rationale, blueprint and benefits.

STEP 3: Detailed operationalisation of a multi-skilling blueprint for actual implementation on experimental site. Possibly the setting up of a "local area" team to do operationalisation.

STEP 4: Preparation for the pilot study.

STEP 5: Commencement and running of the pilot study.

STEP 6: Monitoring and assessment of the pilot study, initially in terms of vision and blueprint, and only later in terms of hard performance criteria.

STEP 7: Communication of success and progress to external parties.

6.6 PHASE 5: GROWTH AND EXPANSION

During this phase, multi-skilling is introduced across multiple areas of the organisation. Only one step makes up this phase, namely the introduction of the concept and approach into other work areas of the organization if the pilot study proved successful.

During the execution of the above process, a number of key questions that guide the process, need to be asked and answered positively if one wishes to increase the probability of a successful outcome. The questions can be related to a lesser or greater extent to the five phases discussed above. The questions are as follows:

- Does a vision of multi-skilling with a supporting rationale for its introduction exist?

- Is this vision of multi-skilling holistic in nature and is this vision integrated into and consistent with the overall strategic direction of the organization?
- Has the vision with its key characteristics and supporting rationale been thoroughly communicated throughout the organization?
- Has an appropriate organizational structure, that is: a steering group and project team been set up to turn the vision into an everyday organizational modus operandi?
- Does an adequate knowledge base concerning the concept and approach exist within the organisation?
- Have individuals in key positions been identified who have the leadership ability to assist in transforming the organization from its current mode of operation to the new desired mode?
- Has a thorough analysis / diagnosis been conducted into the current mode of operation in order to determine what needs to be changed relative to the vision?
- Have incentives / rewards / benefits been identified and introduced to make it attractive for persons to adopt this new mode of operation?
- Has a pilot study been conducted to test the feasibility of multi-skilling and to avoid the repetition of mistakes?
- Are people at all levels constantly being kept informed of success and progress?
- Is the introduction of the new mode of operation perceived to be an evolving experiment, an adapting and flexible process, and not the implementation of a pre-defined recipe, that is: is constructive organizational learning allowed to occur?
- Is the experimental site being opened up as a showcase to outsiders in order to reinforce success and give recognition?

These questions could be used to guide the enterprise in applying the suggested process correctly. For organizations to succeed at introducing a multi-skilling strategy,

they need to develop a process of introducing multi-skilling, as well as to know which critical questions to ask along the route to increase their probability of success.

Hyland *et al.* (1998:349) highlight the importance of careful planning; understanding how people react to change, keeping an inventory of in-house training capabilities and planning training according to employees' needs.

6.7 SUMMARY

This chapter was dedicated to suggesting a model for implementing a multi-skilling programme.

In the final chapter, the findings, recommendations, and conclusion will be dealt with.

CHAPTER 7

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

In chapter six, the focus was on suggesting a model for implementing a multi-skilling programme. In this chapter, recommendations and guidelines for the role of the office-based managers in the implementation of a multi-skilling programme will be provided.

This study's general aim was to investigate the various aspects in the implementation of a multi-skilling programme. The specific aims of the study were to investigate the role of the office-based managers in the implementation of a multi-skilling programme. The specific aims of this study were to:

- determine an overview of the nature and scope of multi-skilling;
- determine the role of the regional managers in the implementation of the multi-skilling programme; and
- probing the perceptions of the District Managers concerning the implementation of a multi-skilling programme; and
- develop a model for the implementation of a multi-skilling programme.

This chapter focuses on an overview of the study, summaries of the key findings and suggestions for further research.

7.2 AN OVERVIEW OF THE STUDY

Chapter one provided a comprehensive orientation to the research. A brief discussion on the aims of the research design and methodology, the research demarcation and a definition of concepts were provided. The questions embodying the research problems were formulated as follows:

- What is the nature and scope of multi-skilling?

- What is the role of the District Managers in the implementation of a multi-skilling programme?
- What are the perceptions of the District Managers concerning the implementation of a multi-skilling programme?
- Which model should be developed for the implementation of a multi-skilling programme?

In chapter two, a review of the literature on multi-skilling in the Department of Education was presented. The concept of multi-skilling was discussed. The important distinction between education, training and multi-skilling was highlighted.

Chapter three mainly dealt with the role of the managers in the implementation process. The reasons for their failure in implementing it, the need for them to be multi-skilled and how they could improve were also highlighted.

Chapter four focused on the overview of the research design, methodology and how data were collected. The qualitative approach to research and the sampling method were discussed.

Chapter five was dedicated to the analysis and interpretation of empirical data. The data collected was classified categorically and conclusions drawn from research findings were provided. The views of the office-based managers regarding multi-skilling were analysed. Problems facing the implementation of multi-skilling were also analysed, as well as the involvement of all managers in the planning and implementation of multi-skilling.

Chapter six attempted to provide a model for the implementation of a multi-skilling programme. Five phases were discussed in this chapter.

7.3 FINDINGS

The research having been conducted, various findings were made from both the literature review and the empirical study.

7.3.1 Important findings from literature

The literature study highlighted the following points:

- Effective multi-skilling implementation depends on sound management at all management levels.
- The empowerment of managers in their roles and their responsibility in planning for effective implementation of multi-skilling is of great importance.
- The Skills Development Act highlights the need for the implementation of multi-skilling programmes for the benefit of both the employer and the employee.

In the next section, important empirical findings will be discussed.

7.3.2 Important empirical findings

Based on the empirical research finding, the following points emerged:

- There is a feeling among the respondents that the concept of multi-skilling is not well understood, although they have been introduced to it.
- Most respondents are not clear on what their roles and responsibilities are concerning the implementation of a multi-skilling programme.
- The management is the driving force behind the multi-skilling implementation, but most respondents indicate that they are not part of the planning process.
- The respondents foresee limitations in the implementation of a multi-skilling programme, yet they are satisfied with the way in which multi-skilling has been introduced.

7.4 RECOMMENDATIONS

Recommendation 1

It is strongly recommended that the management be formally introduced to the concept of multi-skilling for the sake of better understanding and to support the implementation process fully.

Motivation

The level of ignorance in management with respect to the multi-skilling concept is high. The managers need to support the implementation process fully, through extensive

education programmes where the concept of multi-skilling should be explained. The participants' responses to this clearly indicate the need.

Recommendation 2

The managers have to work according to the plan, identifying the available resources and capabilities in order to avoid unnecessary training sessions.

Motivation

The managers need to establish whether the resources and the capacity are available for training and development that is aligned with multi-skilling. This includes the empowerment of managers in their roles and responsibilities concerning the implementation process.

Recommendation 3

The managers must ensure that the unions are part of the multi-skilling strategy development process through negotiation, education and consultation management.

Motivation

The involvement of the unions in the whole process will make it easier for the organisation to implement the multi-skilling programme. The unions have access to the employees and also have influence over them. The explanation by both the unions and the employer will be better understood and accepted.

Recommendation 4

Effective communication should be implemented among all managers and the employees in education. All employees involved need to be informed of the changes and implications for their jobs well in advance.

Motivation

Proper communication regarding changes and implications for employees' jobs makes the flow of information easy and accessible to everyone to be on board concerning the developments within the organization.

Recommendation 5

Clear career paths within the Department of Education need to be identified, using a competency model.

Motivation

Clear career paths, using a competency model, will make it easier for the managers to implement the multi-skilling programme and the employees will be more motivated and fully engaged in the multi-skilling process.

7.5 SUGGESTIONS FOR FURTHER RESEARCH

The following topics are suggested for future research:

- The District Managers' involvement in the implementation of multi-skilling programmes.
- The impact of the involvement of the unions in the multi-skilling implementation process.

7.6 CONCLUDING REMARKS

This study has attempted to provide an overview of the role of the managers in the implementation of the multi-skilling programme in the Department of Education.

The theoretical form of the process was undertaken as point of departure for the empirical research.

The study has revealed that exposure to multi-skilling is needed in order to do away with the stigma attached to the lack of skills in employees, employers, unions and in the social, political and economic sections of society at large. This must include the involvement of all concerned stakeholders in education, which will remedy the situation

of the implementation of multi-skilling and ensure its correct management within the organizations.

This research has hopefully contributed towards empowering especially the Regional Managers to implement a multi-skilling programme successfully.

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ANNEXURE A

Department of Education and Culture

Vryheid District Office

CONFIDENTIAL

PART A – Employee Demographic Information

PLEASE TICK THE APPROPRIATE BOX:

Age	25 – 30 years	31 – 40 years	41 – 50 years	51 – 60 years
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Gender	Male	Female
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Division

Human Resources	Personnel	Support Services	Provisioning	Corporate Services	Labour
Elits	PGSES	Examinations	Curriculum	ABET/ECD	School Management
Circuit/Districts Management	Sports, Youth and Culture	EMD	Skills Development	Gender Equity	Other

Job Title

Manager/Director	Deputy Manager/Director	Chief Education Specialist	Deputy Chief Education Specialist
First Education Specialist	Assistant Director/Manager	Supervisor	Other

Length of service

_____ years _____ months

PART B - QUESTIONNAIRE

1.	I have been introduced to the concept of multi-skilling.	Strongly agree	Agree	Disagree	Strongly disagree
2.	Multi-skilling will improve productivity.	Strongly agree	Agree	Disagree	Strongly disagree
3.	Multi-skilling is an important programme to follow.	Strongly agree	Agree	Disagree	Strongly disagree
4.	Multi-skilling principles are being practised in my region.	Strongly agree	Agree	Disagree	Strongly disagree
5.	Multi-skilling principles are being applied in my department.	Strongly agree	Agree	Disagree	Strongly disagree
6.	I accept the principles of multi-skilling.	Strongly agree	Agree	Disagree	Strongly disagree
7.	Multi-skilling will benefit the employee.	Strongly agree	Agree	Disagree	Strongly disagree
8.	Managers have a roll in implementing a multi-skilling strategy.	Strongly agree	Agree	Disagree	Strongly disagree
9.	I foresee limitations to the implementation of a multi-skilling strategy within the Department of Education, Vryheid District.	Strongly agree	Agree	Disagree	Strongly disagree
10.	Multi-skilling will improve manpower planning in the Education Department, Vryheid District.	Strongly agree	Agree	Disagree	Strongly disagree
11.	I am satisfied with the way in which the multi-skilling program has been introduced in the Vryheid Region, Department of Education.	Strongly agree	Agree	Disagree	Strongly disagree
12.	Few organizational levels at Vryheid District, Department of Education will lead to more effectiveness.	Strongly agree	Agree	Disagree	Strongly disagree
13.	The management of my department will be much easier once multi-skilling has been implemented.	Strongly agree	Agree	Disagree	Strongly disagree
14.	I need more exposure to the multi-skilling concepts.	Strongly agree	Agree	Disagree	Strongly disagree
15.	All levels of management should be involved with the multi-skilling program.	Strongly agree	Agree	Disagree	Strongly disagree

16.	Multi-skilling will significantly improve performance in the Department of Education.	Strongly agree	Agree	Disagree	Strongly disagree
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ANNEXURE B

P/Bag x 9330

Vryheid

3100

13 March 2003

The District Director

Vryheid District

P/Bag X 9330

VRYHEID

Sir

A REQUEST TO CONDUCT RESEARCH IN THIS DISTRICT

I am currently in the process of completing my Masters Degree in Management. The topic under consideration is "The role of the District office-based managers in the implementation of a multi-skilling programme, Department of Education: Vryheid District". When we talk about multi-skilling, we refer to the process of increasing the skills repertoire of the employees to enable them to work in more than one narrowly defined occupational specialisation area. This subject has particular relevance to the Department of Education at this point in time.

I therefore humbly request permission to conduct a research project on the topic mentioned above. The research will be conducted by %s of questionnaires that will be distributed to the participants. Enclosed is a copy of the questionnaire and a covering letter to the participants.

I hope my request will be considered.

Yours sincerely

.....

N.Y. Mbatha ABET/ECD-DCES

ANNEXURE C

COVERING LETTER

13 MARCH 2003

Dear Sir/ Madam

I am currently in the process of completing my Masters Degree in Management. The topic under consideration is "The role of the District office-based managers in the implementation of a multi-skilling programme, Department of Education: Vryheid District". When we talk about multi-skilling, we refer to the process of increasing the skills repertoire of the employees to enable them to work in more than one narrowly defined occupational specialisation area. This subject has particular relevance to the Department of Education at this point in time.

Enclosed is the questionnaire to which you are requested to respond by just placing a tick in the appropriate box and comment where necessary. Your personal questionnaire will remain strictly confidential. I will provide feedback on the results once the project is complete. I would appreciate it if you could complete the questionnaire by 4 April 2003. I will personally collect the completed document.

If you have any queries or are unable to complete this questionnaire, please contact me at this number: 0723002694.

Yours sincerely

.....

N.Y. Mbatha (ABET/ECD-DCES)