

**Guidelines for the development of an induction programme for  
the Education Management Development Centre,  
Metropole South District**

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## **Declaration**

I, the undersigned, hereby declare that this thesis is my own original work, that all sources have been accurately reported and acknowledged, and that this document has not previously in its entirety or in part been submitted at any university to obtain an academic qualification.

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Date: .....

## **ABSTRACT**

South African government employees are under extreme pressure to deliver quality and effective service to the public. They are also under extreme pressure to develop leadership and skills and to set high standards for quality service delivery. The Government therefore has a duty to ensure that employees are well equipped to render services needed by the public. The Department of Education is under scrutiny and pressure to address the skills shortage in the country and such skills must be of a globally acceptable standard. It is therefore most essential that new employees of the Department of Education at district level be well aware of the Department's vision and mission and what the Department of Education stands for. The new employee needs to be well aware of the micro, macro and meso objectives of the Department.

Employees at the district level of the Department of Education are there to provide guidance, governance and leadership to the leadership in the schools. This is a huge responsibility that needs employees who are aware of the Department of Education. By induction, the new employee can be made fully aware of what the organisation stands for. Through induction, the objectives, vision, mission, challenges, strengths and culture of the organisation can be transferred and emphasised. What the organisation believes and its objectives must be transferred by means of communication from the starting phase of the employee's entry. This makes induction one of the important aspects of organisational development. It is important for each new employee in the South African public sector to be exposed to a sound induction programme.

This research was undertaken with the aim of providing guidelines for the development of the induction programme of the Education Management Development Centre (EMDC) South. Data for empirical study was collected by means of focus groups discussions unstructured interviews and case study

## OPSOMMING

Werknemers van die Suid-Afrikaanse regering is onder geweldige druk om kwaliteit en effektiewe diens aan die publiek te lewer. Hulle is ook onder geweldige druk om leierskap en vaardighede te ontwikkel en om 'n hoë standaard vir kwaliteit dienslewering daar te stel. Die Suid-Afrikaanse regering het dus 'n plig teenoor sy werknemers om te verseker dat hulle goed toegerus is om die nodige dienste aan die publiek te lewer. Die Onderwysdepartement is ook onder die vergrootglas en onder druk om die vaardigheidstekort in die land aan te spreek en op 'n manier wat voldoen aan globale aanvaarbare standaarde. Dit is daarom baie belangrik dat nuwe werknemers op die distriksvlak van die Onderwys Departement bewus moet wees van sy visie en missie, en wat die Onderwys Departement se stand van sake is met betrekking tot die bogenoemde kwessie. Die nuwe werknemers moet bewus wees van die mikro, makro en meso doelwitte van die Departement.

Werknemers op distriksvlak van die Onderwys is daar om leiding, beheer en ondersteuning te bied aan die leierskap van die skole. Hierdie is 'n baie groot verantwoordelikheid wat 'n werknemer benodig bewus is van die operationele prosedures van die Onderwys Departement. Dit is deur induksie dat die nuwe werknemer ten volle bewus gemaak kan word van waarvoor die organisasie staan. Dit is deur induksie dat die doelwitte, visie, missie, uitdagings, sterk punte en kultuur van die organisasie oorgedra en beklemtoon kan word. Dit waarin die organisasie glo en sy doelwitte moet deur middel van kommunikasie vanaf die intree fase aan die werknemer in die organisasie oorgedra word. Induksie is daarom een van die belangrike aspekte van organisasie-ontwikkeling. Dit is belangrik dat elke nuwe werknemer in ons Suid-Afrikaanse publieke sektor aan 'n goeie induksieprogram blootgestel word. Hierdie navorsing beoog om riglyne te gee vir die ontwikkeling van die induksieprogram vir die OBOS Suid. Die data vir die empiriese studie was ingesamel deur middel van fokusgroep besprekings, ongestruktureerde onderhoude en 'n gevallestudie.

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## **LIST OF ABBREVIATIONS**

DPSA	Department of Public Service Administration
EMDC	Education Management Development Centre
MIP	Massified induction programme
SALGA	South African Local Government Association
SLES	Specialised Learner Education Support

SBM	School-based Management
IMG	Institutional Management and Governance
WCED	Western Cape Education Department
CS Educators	Corporate Service Educators

# CHAPTER 1

## 1.1 RATIONALE FOR THE STUDY

Personnel induction is one of the most crucial processes that any organisation can offer its employees. It does not only give a new employee a sense of belonging in the organisation, but also gives direction concerning what one's job entails. It gives the employee the full idea of what the organisation looks like, as well as the channels of communication within the organisation. According to the Code of Good Practice on Integration of Employment Equity (2005:12) the induction process is a compulsory process. The (Code of Good Practice on Integration of Employment Equity (2005:12) defines induction as the process that is supposed to familiarise new employees with the vision, mission, values, job requirements, policies and practices, as well as colleagues and the workplace environment. The Code of Good Practice on Integration of Employment Equity (2005:12) states that a well-planned and implemented induction process will ensure that all new employees are effectively integrated. The Education Management Development Centre South (EMDC) has been chosen as the unit of analysis based on the significant work trusted by the Government of South Africa to the EMDC.

The Education Management Development Centre (EMDC) South has a mandate from the Western Cape Education Department to ensure that there is excellent governance in the schools and that the schools address the skills shortage in the country through quality and effective service delivery. Therefore the personnel at the EMDC need to be well aware of the goals, mission and objectives of the EMDC so as to be able to work towards achieving the goals. Personnel at the EMDC need to be well aware of their role, and of legislation and processes as the EMDC role is to develop and enable the schools. There is an induction and orientation for the Provincial Western Cape Education Department which caters for the specific needs of the Department of Education Provincially. There is a general national induction programme for civil servants. The EMDC South though it is the part of the Western Cape Education Department has its own specific needs and unique environment, this induction programme is not sufficient in addressing its specific

environment. It is the responsibility of the individual managers in sub- components of the respective EMDC's to develop induction programmes that addresses the specific induction needs of the new employees. EMDC South was chosen as the unit of analysis based on the significant mandate given to the EMDC by government. This research aims to address this gap by considering the general Western Cape Education Department and the national induction programme currently offered within the province and then proposes an induction programme that addresses the unique needs of the EMDC South

## **1.2 RESEARCH OBJECTIVES**

This research was undertaken with the following objectives in mind:

To identify the components of a good induction programme based on a thorough review of local and international literature.

To analyse the format and focus of induction currently provided at the EMDC South.

To analyse other organisational induction programmes in order to obtain practical guidelines for induction of the EMDC South.

To identify guidelines based on the findings of the research, for the format and focus of the formal induction programme for the EMDC South specifically as a sub unit within the Western Cape Education Department.

## **1.3 RESEARCH QUESTION**

The research question was formulated to be: What should be the format and focus of an induction programme for the EMDC South?

## **1.4 CHAPTER OUTLINE**

### Chapter 1 – Introduction

This chapter one commences with an explanation of the background of and rationale for the study. The rationale for the study provides a brief explanation of why the subject is worth researching. The research objectives are explained in the chapter and the chapter outline is articulated to assist the reader and guide the researcher through the main contents of each chapter of this research paper.

### Chapter 2 - Literature Review

This allows for a critical analysis of the research literature. It gives understanding of the role of the induction process within the organisation at large. It gives the reader the in depth understanding of different approaches to induction. Induction is contextualised as a human resources process and therefore it is vital that different authors are reviewed for a full discussion of induction as part of human resources interventions. The legislative framework for good human resources in South Africa is discussed. Precise definition of the concept of induction is presented, followed by a discussion of the objectives of induction and approaches to induction. Benefits of effective induction are discussed under sub topics in order to clarify the benefits of having an induction programme within the organisation. The literature review goes further in discussing and analysing the reasons behind organisational failure to induct new employees, followed by the conclusion to the chapter.

### Chapter 3 – Research Design and Methodology

Chapter 3 outlines the methodology and data collection methods utilised for collecting primary data from the detailed case study. The research design served as the map that guided the research process. The research study was based on the qualitative research method. Qualitative research tries to explain and interpret social phenomena in terms of the meaning people find in phenomena and is often referred to as interpretative research, Bheki (2002:120).

The research design was based on the case study method. Sharan (1998:19) believes case study design leads to a researcher gaining in-depth understanding of the situation. A thorough review of two case studies is presented. The EMDC South and SALGA induction processes were reviewed and a comparison is made so as to be able to answer the research question. Massified induction programme and the WCED generic induction programme is also reviewed as part of the EMDC South induction programme. EMDC South and SALGA are distinctive in nature. EMDC South and SALGA were utilised only for the purpose of comparing induction programme. Focus group discussions with the EMDC South staff were conducted to gain in-depth knowledge of the current induction process within the EMDC South. Unstructured interviews with SALGA employees, Western Cape Education Department and other relevant participants were conducted. This assisted in understanding of the induction processes in SALGA and the EMDC South. The internet was selected as the best tool for trying to gain comprehensive knowledge of the current status of induction in the two organisations. Internet information derived from both organisations was not initially designed for the induction programme; the researcher did not contact the webmaster. The researcher felt that the internet can also inform the new employee about the organisation. The detailed research design and methodology will be fully discussed in Chapter 3.

#### Chapter 4 – Case Study Analysis

This chapter consists of in-depth analysis of the EMDC South and a review of the induction programme at the EMDC South. The chapter also presents a review of legislation, policies and the current situation of the implementation of the induction programme at the EMDC and a comparison of this with the induction policies of SALGA. The massified induction programme and the WCED induction programme is well presented within the chapter. The systematic study and analysis of the documents and internet data pertaining to induction processes in both organisations are illustrated within this chapter. An intensive study of the experiences of the EMDC South personnel was conducted through focus group discussions. Unstructured interviews with SALGA personnel were conducted in a detailed manner and a comparison is given to conclude the chapter.

## Chapter 5 – Data Analysis and Results

The introduction to the chapter is followed by discussion of the data analysis procedure. Case studies are analysed. The EMDC South and SALGA induction programmes were used as case studies. Information on the massified induction programme and Western Cape Education Department form part of the EMDC South case study. Focus group discussions and unstructured interviews were part of the case studies and the reflective notes of the researcher, interviewer records and transcriptions of the tapes that were used during focus groups discussion are analysed according to themes utilised to classify and interpret data.

A comparison is made between two organisations SALGA and the EMDC South and the strengths and weaknesses of the two organisations are discussed in the chapter. The follow up findings about the Western Cape induction programme and massified induction programme is also included within the chapter and the benefit of the programmes to the EMDC South is considered. The last part of the chapter is a summary that gives the reader a full perspective and deeper insight of the organisations and an overall view of the research.

## Chapter 6 – Recommendation and Conclusion

The chapter starts with an introduction and an overview of the research. Detailed recommendations based on the focus group discussions, unstructured interviews, the case studies of SALGA, massified induction programme and WCED induction programme and the EMDC South[ being part of the WCED] and the views of different authors on induction serve as solid background for the guidelines and format of the induction process recommended for the EMDC South. Recommendations for further research are presented and the limitations of the study are discussed.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

Chapter two will review the literature related to induction of new employees. It will focus on providing a detailed description of the concept of induction and how it can impact on the organisation. The literature review comprises the contextualisation, legislative framework for a good human resource development in South Africa, definition, objectives, approaches and benefit of induction programme. Chapter two further explain the reasons for the organisation failure to induct new employees, criteria for a successful induction programme, characteristics of good induction programme and conclusion. Creswell (2003:29) believes that literature review shares with the reader the results of other studies that are closely related to the literature. It related a study to the larger ongoing dialogue in the literature about a topic filling in gaps and extending prior studies.

Haasbroek, Nel, Poisat, Schultz, Sono and Werner (2008:261) believe that starting a new job is considered to be most stressful life experience and proper induction process that is sensitive to the anxieties, uncertainties and needs of the new employee is of the utmost importance. Davenport, cited by Martel (2002:168) strongly believes that orientation is one of the most crucial processes in any company. He believes that a well-orientated employee can contribute to increased productivity of a company. A number of questions come to mind most of the time, to the new employee it is the organisation that can ease the fears of a newcomer through answering the questions. According to Carrell, Grobler, Hartfield, Norbert and Warnic (2006:206), the process of induction is closely related to recruitment and selection but it is a much neglected area of human resources management. Induction is one of the most crucial processes within the organisation as it increases the commitment level within the organisation. Wyatt, who is cited by Martel, (2002:168-169), states that there is a correlation between early education in the company and performance. In his 1998 study of competencies and the competitive edge, Wyatt concludes that seventy

percent of companies with average financial performance see employee early development, including induction, as a building block of future success. Martel (2002:182) uses the concept of orientation and explores why different best companies feel orientation is the best tool to ensure productivity and retention of employees. He studied different well-known business companies and states that these companies started with the orientation process from the first day that the employee started the job. These companies feel that orientation is the assimilation process; information is shared and this makes new employees feel good. The orientation programme promotes the qualities and culture that result in a company being a market leader.

According to Martel (2002:182), a well-executed orientation programme is not only critical in preparing workers for their new jobs in the new company but also fosters employee commitment to the organisation by demonstrating employer commitment to the success of new employees from the outset. Gong (2002:242) believes that it is very important for any employer to look at an employee life cycle. This means that it is crucial to check ways of keeping employees in the organisation from the time they are recruited, to help them to speedily fulfil their roles and contribute to the organisation's development. Gong (2002:242) also adds that organisations management must do a reality check. In this reality check, organisation management must reflect on factors like 'Are they clear about their employees' role and responsibilities?' 'Do new employees know the company's priorities and how they fit in?' She concludes by saying it is vital to communicate with employees because they must know that the employer cares and checks the turnover rate. High turnover rate can be avoided through interacting and inducting employees well. Erasmus, Schenk, Swanepoel and Van Wyk (2000:329) conclude this by stating that, if a person is negatively disposed towards the organization during his or her first days or weeks in its employ, this may have a long-lasting influence on the attitude of the employee towards the organisation in the long term. It is therefore essential that the newly appointed employee be positively disposed towards the organisation and towards the section that they are part of, as well as towards other employees. It is therefore clear that induction is one of the tools to use in order to achieve quality and sustainability in the organisation.

## 2.2 CONTEXTUALISATION

It is crucial to understand the concept of the organisation, as the induction process occurs within the organisation. Without the existence of the organisation there will not be any employees, therefore it is of crucial importance that an understanding of the organisation is discussed and how induction processes feature within the organisation is explained. Human resources management is part of the organisational processes; hence this chapter will view the bigger picture of the human resources process of induction within the organisation. Barnwell and Robbins (2002:6) explain that an organisation is a consciously co-ordinated social entity, with a relatively identifiable boundary, that functions on a relatively continuous basis to achieve a common goal or set of goals. Beardwell and Holden (1994:36) believe that an organisation comes into existence when efforts of two or more people are pooled to achieve an objective. The achievement of these objectives calls for the completion of a number of tasks. Depending on their complexity, the availability of appropriate technology and the skills of the people involved, these tasks may be subdivided into a number of subtasks and other people may be employed help carry them out. Barnwell and Robbins (2002:6) articulate this clearly by stating that the fact that an organisation is consciously co-ordinated implies an action of the management. There is a social entity within the organisation, meaning that the unit is composed of people or groups who interact with each other. The interaction patterns within the organisation are not deliberately derived but are established. Armstrong (1999:144) believes that all organisations have some form of less or more formalised structure which comprises all the tangible and regularly occurring features which help to shape the members' behaviour. The structure incorporates a network of roles and relationships and is there to help the process of ensuring that collective effort is explicitly organised to achieve specified ends.

According to Armstrong (1999:144) the structure of the organisation can be regarded as a framework for getting things done. An organisation according to Ristow and Ristow (2004:3), is an open system; it does not exist in isolation but is part of the environment. System therefore consists of a set of interrelated subsystems and elements. An open system is one that interacts with the environment, which ensures that the body functions.

Within an organisation, the human resources management function is one of the subsystems. Ristow and Ristow (2004:3) further clarify the above systems theory by saying that the external environment of the organisation, both in South Africa and internationally, is characterised by rapid change and the uncertainty of global ultra-competitive markets. The environment and its potential influence on the organisation need to be understood by management, so that the organisation can be positioned to meet challenges and take up opportunities that are presented Ristow and Ristow, (2004:3). It is therefore of crucial importance that induction be viewed as one of the significant aspects of human resources management within the organisation. Armstrong (1993:3) defines human resources management as a distinctive approach to employment management that seeks to obtain competitive advantage through the strategic deployment of a highly committed and skilled workforce, using an array of cultural, structural and personnel techniques.

Tracey (1994:4) defines human resources management as the organisational function that focuses on the effective management, direction and utilisation of people – both those people who produce, manage market and sell the products and services of an organisation and those who support their organisational activities. It deals with the human element in an organisation – people as individuals and groups, their recruitment, selection, assignment, motivation, empowerment, compensation, utilisation, services, training, development, promotion, termination and retirement.

To McKenna and Beech (1995:1) human resources management subscribes to the notion that it is important to communicate well with the employees; to involve them in what is going on in the organisation to foster their commitment and identification with the organisation. Armstrong (1999:42) adds to the above authors by stating that the role of human resources management is to enable the organisation to attain its objectives by taking the initiative and providing guidance and support on all matters relating to its employees. The key role for the human resources function is to play a major part in the creation of an environment which enables people to make the best use of their capacities and to realise their potential to the benefit of both the organisation and themselves. Bernadin and Russell (1998:2) strongly argue that a growing number of organisations

look at the human resources management functions and systems as major contributors to accomplishing the organisation's mission. The human resources management also needs to be well aware of and be prepared for global technological changes that have an impact on the organisation. Mello (2006:4) believes that human resources management in large part involves considering employees as human assets and therefore need to develop appropriate policies and programmes as investment in these assets, to increase value to the organisation and the market place. One of the programmes mentioned by Mello in trying to invest in human assets is induction. Mello (2006:581) believes that a new employee's earliest impression can have a significant impact on retention.

According to Greer (1995: 60), induction is closely linked to the human resources aspect of recruitment and selection. Greer believes that an induction programme provides the first real work contact within the company and the first opportunity for new employees to develop an understanding of the company's norms, values and culture. It is therefore clear that the induction process is closely linked to human resources process management. It needs to be considered as part of the human resources. Code of Good Practice on Integration of Employment Equity (2005:13), expects every public sector unit, organisations and institutions to implement induction to ensure that no one is discriminated against. Each workplace is expected to develop policy on induction and staff development. South Africa has suffered under the laws of apartheid, which have led to inequalities; this is an opportunity to convey the employer's expectations and values so as to be able to indicate the level of commitment to equity and diversity. Code of Good practice on integration of employment equity (2005:13-14) continues stating that, the induction process can be useful in demonstrating the leadership's commitment to employment equity by creating an opportunity to convey the message of zero tolerance of harassment and discrimination, as well as support for affirmative action. It ensures proper integration of new employees from designated groups in the workplace.

According to Nzimande and Sikhosana (1996:75) affirmative action is aimed at redressing the inequalities of the past. Employment Equity policies can impact positively on the reduction of racial and sexual discrimination in the recruitment, selection and other practices of accession. Given the history of inequality and injustice resulting from

apartheid in the labour force, the Code of Good Practice on Integration of Employment Equity (2005:13) concerned with the integration of employment equity voices a strong need for induction in South Africa. It emphasises that those who were previously disadvantaged in terms of gender, race and disability must be given a chance to be equal to their counterparts who were favoured by the laws of apartheid. It is therefore believed that well-designed induction can assist in the integration of the designated group within the workplace.

Tracey (1994:986) add by stating that the early period in a person's employment is critical. It is in brief span of time that attitudes are formed, habits are established and groundwork laid for future personal effectiveness. It is therefore crucial that careful attention be paid to the introduction of the new employee. Robbins (1996:702) concludes by stating that organisations have a unique culture and rituals, therefore it is crucial for new employees to adapt to that in order to fit well within the organisation. As mentioned above Kleynhans, Markharm, Meyer, Pilbeam and Van Aswgen (2006:106) has stated that new employees fit into the organisation more rapidly and will definitely experience fewer problems. Carrell et al (2006:209) has also indicated that there is faster learning and quicker productivity if employees are helped to fit in quickly.

### **2.3 LEGISLATIVE FRAMEWORK FOR GOOD HUMAN RESOURCES IN SOUTH AFRICA**

It has been stated that induction is part of human resources development. Carrell et al. (2006:12) believe that legislation and policies are very crucial with regard to human resources as these guide management thinking and assist in achieving all goals. Carrell et al. (2006:15) continue to say that the human resources staff is usually the first point contact of new employees when they come on board. human resources staff needs to explain critical policies and legislation. The researcher will mention some of the human resource policies. The following policies have to be acknowledged in the workplace in South Africa as they inform some of the human resource department's decisions.

### **2.3.1. The Constitution**

The Constitution (1996:3) of South Africa is the supreme law of the Republic; laws or conduct inconsistent with it is invalid and the obligations imposed by it must be fulfilled. It is therefore crucial for any employer and employee within the South African organisations to be aware of this legal framework. The preamble to the Constitution (1996:1) of South Africa acknowledges that constitution is there to ensure that the divisions of the past are healed, and a unified diverse society is built. Chapter 10 of the Constitution emphasises that public administration career development practices to maximise human potential must be activated.

### **2.3.2. The South African Employment Equity Act, No. 55 of 1998**

The South African Employment Equity Act, No 55 of 1998 (1998:11) eloquently expresses the need for induction in every employment in order to ensure equal opportunities. It goes further, stating that the employer must ensure reasonable accommodation for people from designated groups in order to ensure that they enjoy equal opportunities and are equitably represented in the workplace. The employer is expected to retain and develop people from designated groups and to implement appropriate training measures, including measures in terms of an act of parliament providing for skills development.

Sender, Standing and Weeks (1996:389) stress that South Africa has been marked by apartheid laws for many years. Under apartheid, job discrimination was institutionalised by the job reservation clauses of the Industrial Conciliation Act of 1956. Following the recommendations of the Wiehahn Commission in 1979 these laws were abolished for the most part. After their abandonment, recruitment practices remained overtly discriminatory. One mechanism of discrimination was the escalation of screening criteria in recruitment, imposition discrimination coupled with what we call workforce induced discrimination. Nzimande and Sikhosana (1996:11) believe that employment equity was based on the realisation that the historical deprivation of opportunities for Blacks and women under apartheid is not only a serious challenge facing the new democratic state, but also creates difficulties in the democratisation process. A South African Code of

Good Practice on Integration of Employment Equity (2005:12) encourages induction as part of employment equity. The Code of Good Practice on Integration of Employment equity eloquently states that a carefully planned and implemented induction process will ensure that all new employees, in particular from designated groups, are effectively integrated into the workplace from the commencement of their employment. Proper induction can also function as a retention measure, since an employee who is properly inducted is less likely to be marginalised. The South African Code of Good Practice on Integration of Employment Equity (2005:13-14) continues by saying that the induction process is an opportunity to convey the employer's expectations and values so as to be able to indicate the level of commitment to equity and diversity. It ensures the proper integration into the workplace of new employees from designated groups.

### **2.3.3. The Basic Conditions of Employment Act, No. 75 of 1997**

The Basic Conditions of Employment, Act No 75 of 1997 (1997:7) states that the purpose of the act is to advance economical development and social justice by regulating the right to fair labour practices. The act has two primary goals to establish and enforce basic conditions of employment and regulating the variation of basic conditions of employment. Chapter two of the Basic Conditions of Employment Act, No 75 of 1997 (1997: 7) regulate working time. Hours of employment per week, agreement of overtime, meal intervals, night work and other regulations regarding working times. The act further look at administration of types of leave. It regulates conditions of granting leave and specifies employees that are entitled to take or not to take leave. It further clarifies types of leave that can be granted to employees. The act goes further and covers employment and remuneration regulations. The Basic Conditions of Employment Act, No 75 of 1997 (1997:18) stipulates the conditions of terminating employment. It clarifies the conditions of terminating employment of all employees whether employed permanently or contractual. To Gerber, Haasbroek, Nel, Schultz, Sono, van Dyk and Werner (2001:98) the further focus of the act is to promote regulatory flexibility which is an attempt to balance the protection of minimum standards and the requirements of labour market flexibility. Gerber et al. (2001:102) believes that important matters which need to be



considered are the impact of labour legislation on job security, job creation and related issues.

#### **2.3.4. The Labour Relations Act, No. 66 of 1995**

The Labour Relations Act, No 66 of 1995 (1995:2) stipulates the rights and duties of the employees. Section 1 of the Act provides the highlights in the aims of the Act. The purpose of the act is to change the law governing labour relations for the purpose of giving effect to section 27 of the Constitution; to regulate the al rights of trade unions; to promote and facilitate collective bargaining at the workplace and sectoral level; to regulate the right to strike and recourse to lock-out in conformity with the constitution; to promote employee participation in decision-making through the establishment of workplace forums; and to also provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration and through independent alternative disputes resolution services accredited for that purpose.

The Labour Relation Act, No 66 of 1995 (1995:2) stipulates that there must be establishment of the Labour Court and Labour Appeal Court as superior courts, with exclusive jurisdiction to decide matters arising from the act. The act further specify that it is there to provide for a simplified procedure for registration of trade unions and employers' organisations, and to provide for their regulation to ensure democratic practices of financial control. It gives effect to public international laws relating to labour relations and provide for incidental matters Chapter four of the Labour Relations Act, No 66 of 1995 (1995:56) deals with the right to strike and recourse to lock out. It specifies the conditions and actions that need to be taken should the dispute remain unresolved. Chapter five of the Labour Relations Act No 66 of 1995 (1995:67) goes further clarifying workplace forums and establishment of the forums. To Haarsbroek, Nel, Poisat, Sono, Schultz, Werner (2008:87) the purpose of the Labour Relation Act is to advance economic development, social justice, labour, peace and democratisation of the workplace by fulfilling the primary objectives of the act which are to realise and regulates the fundamental rights of workers and employers.

### **2.3.5. The South African Occupational Health and Safety Act, No. 85 of 1993**

Garbers & Mischke (1994:6) believe that the primary aim of Occupational Health and Safety Act, No 85 of 1993 is to establish rules and structures for healthy and safe places of work. It is concern about the safety of the public at large. It is vital to remember that what employees and employers do at work may have an effect on members of the public and the act lays down rules. Garbers & Mischke (1994:5). Occupational Health and Safety Act concerns itself not only with occupational safety which is the prevention of accident in the workplace but also with occupational health the prevention of illnesses arising from employment.

Erasmus et al. (1998: 134) believe that the rationale of the act is to provide employees or their dependent in case of death with compensation without their having to prove fault on the part of their employer or any other person, and to create a fund from which such compensatory payments can be financed. Haasbroek et al. (2008:327) believe that the Occupational Health and Safety Act provide measures in order to achieve the objectives. Some of the objectives of Occupation Health and Safety Act are to ensure that every employer provide maintain a working environment that is safe and without risk to the health of employees and other people affected by business operations. Suppliers and manufacturers must ensure that their products do not expose a safety risk in the workplace. Every employer must take reasonable care of his/her own health and safety and of those persons who may be affected by his or her omission. Unsafe or unhealthy environment situations or incidents must be reported.

### **2.3.6. The South African Qualifications Authority Act, No. 58 of 1995**

According to African Competency Development manual (2007:3), the primary function the South African Qualifications Authority Act (SAQA), 1995, is the control and maintenance of quality standards in education and training, qualifications and the providers of such education and training. South African Qualifications Act administers the National Qualifications Framework and its components. It formulates and publishes policies and criteria for the registration of bodies responsible for education, training standards and qualifications; accredits Education Training and Quality Assurance bodies

who are responsible for monitoring and delivery of standards and for auditing achievements in terms of such standards or qualifications. It is responsible for the quality and standards of qualifications and courses registered by the National Qualifications Framework through the Standards Generating Bodies (SGB). The National Qualifications Framework is the national education framework in which education and training can become more flexible, efficient and accessible. The National Qualifications Framework facilitates the integration of education and training into a single coherent and unified approach by applying certain principles to all future education and training programmes. Carrell et al. (2006:331) believe that the above policies form an important part of South African human resources functions. South African Qualification Authority is the effort of the South African government to rectify the skills shortage. Further development in the government's overall human resources development strategy comprises two acts: the Skills Development Act, No. 97 of 1998 and the Skills Development Levies Act, No. 97 of 1999 that have been introduced. These acts are there to meet the needs of employees and to generate a pool of skills essential for the success of the government departments. The Skills Development Act, No. 97 of 1998 ensures that the employer develop the skills, increases the level of investment in education and training in the labour market and improves return investment. The act is there to encourage learnerships and improve prospects of previously disadvantaged persons.

## **2.4 DEFINING INDUCTION**

Induction is defined by Carrell et al. (2006:206) as the process of integrating new employees into the organisation. New employees are transformed from complete outsiders to be participating and effective members of an organisation. Kleyhans et al. (2006:105) views the process of induction as the process by which employees are made aware of the organisation's goals, policies, procedures and values, as well as introduced to their co-workers. Erasmus et al. (2000:330) define induction as a structured process involving welcoming, receiving and introducing the newly appointed employee. Carrell et al. (1998:204) believe that induction is a process of integrating the new employee into

the organisation and acquainting him or her with the details and requirements of the job. Jackson and Schuler (2006:314) concur with the above in saying that induction or socialisation has the major objectives of teaching employees about history, culture and management practices. Through this process of induction, new employees, learn how things are done in the new environment, including things that are not written down in any policy or procedure manual. Keith, Werther and William (1996:255) explore this process of induction further and summarise its definition by saying that it helps new employees to accept the values, norms and beliefs held by others in the organisation. Kleynhans et al. (2006:105) define orientation as the process by which the new employees are made aware of the organisation. The journal by Cooper-Thomas and Anderson (2005:116) defines induction as the organisational socialisation based on reducing uncertainty and making sense.

Carrell et al. (2006:206) emphasise that the concept of induction is called differently by different organisations. Some organisations call it orientation and others call it socialisation. Haasbroek et al. (2008:261) clarify the terminology of induction, orientation and socialisation. Induction is defined by Haasbroek et al. (2008:261) as the process that endeavours to absorb an employee into the organisation and turn him or her into a productive worker. Orientation means to become familiar with the circumstances, it is the process of informing employees about what is expected of him or her in the job and help them to cope with stresses of transition. Socialisation is when a co-worker informs the new employee about the work place it is usually unplanned and can be unofficial. Erasmus et al. (2008: 298) combine the definition of the three names all together. Socialisation, induction or orientation programme is aimed at introducing new employees to the organisation, the work unit in which they will be working, the particular work and the people and things with which they have to work. Although the concepts socialisation, orientation and induction are interchangeable, the concept of induction will be utilised for the purpose of this dissertation. That will also help to avoid confusion to the reader of this dissertation. Induction definition that the researcher will be working on is the definition by Armstrong (1998: 402) which defines induction as the process of welcoming employees when they first join an organisation. It is about giving the new employees information about the organisation.

## **2.5 THE OBJECTIVES OF INDUCTION**

It is important for companies to be well aware of the reasons why induction needs to be offered to new employees. Induction is one of the tools to ensure that employees are committed to service delivery by the organisation. Gerber et al. (2001:161) believe that it is vital for organisations to be well aware of the objectives of the induction process. To Gerber et al. (1998: 126) a human resources manager, who is thoroughly aware of the objectives, will gain an opportunity to sow the seed for a harmonious working environment that contributes towards peace in the organisation. This section gives detailed information on the objectives of the induction programme within the organisation.

### **2.5.1 Performance and productivity**

According to Carrell et al. (1998:204) the main objective of induction is to integrate the new employee into the organisation without delay, so that the new employee becomes an effective worker as soon as possible. Mondy and Noe (1993:305) state that the objective of the induction is to assist the new employee to perform effectively. Mondy and Noe (1993:305) strongly believe that the importance of this programme includes the fact that employees get to know and understand the behavioural patterns of co-workers and that this helps in building a strong team. Gerber et al. (1998:127) add to the above theorist by saying productivity is what all organisations want; therefore induction helps a new employee to become productive more rapidly. An effective induction programme can contribute towards enabling the new employee to reach production standards quicker

### **2.5.2 Job Description and labour relations issues**

Carrell et al. (2006:207) strongly believe that induction acquaints new employees with procedures. It assists in the development of relationships with co-workers, which includes both supervisors and subordinates. The induction programme creates a sense of belonging among the employees and it shows them clearly how their job fits within the organisation over all. This process acquaints the new employee with the goals that should be attained so that the new employee is able to work towards achieving those goals. Employees are

assisted to identify the basic responsibilities of the job, while the process of induction also explains the required patterns of behaviour for effective performance. The Code of Good Practice on the Integration of Employment Equity, (2005:13) mentions that successful induction ensures that employees from designated groups do not experience barriers in socialising and networking, as that would inevitably impact on prospects of advancement. Kleyhans et al. (2006:105) state that this process is more focused on making the new employee well aware of all procedures, policies, goals and values of the organisation. Jackson, Randall and Schuler (2006:315) believe that induction has the main objective of teaching employees management practices, also about policies that are written down, and not written down. Erasmus et al. (2000:330) add by saying that induction must be presented in such a manner that it ensures that the new employees know where to go when they have grievances and need resolution. All new employees should be provided with information concerning the work they are required to perform and the standard to which this work must be produced.

### **2.5.3 Culture of the organisation**

Keith et al (1996:256) believes that the new employee, amongst other things, learns the culture of the organisation during induction. Erasmus et al. (2000:330) strongly believe that successful induction will empower new employees, make them aware of the fact that the employment environment does not tolerate discrimination and harassment, and stipulate the measures that will be taken if it is done.

### **2.5.4 Employer Health and Safety**

Gerber et al. (1998:127) believe that the process of induction reduces fear and insecurity. Most employees experience fear when starting a new job. There is always some fear of not succeeding in the new job and succeeding in the job can take a longer time if there is no effective induction. Induction may therefore produce a positive attitude. Induction process therefore will reduce labour turnover. According to Gerber et al., (1998:127), labour turnover is high during the first phase of an employee's period of service. If there is a high build-up of negative feelings towards the task, the feeling of failure to make a

positive contribution towards the organisation can increase and lead to the new employee leaving the organisation.

**2.3.5 Induction serves as motivation** Gerber et al. (1998:128) conclude by saying that one of the important objectives of induction is creating job satisfaction and a positive attitude towards the employer. The induction programme can contribute much towards the immediate development of the positive attitude towards the employer and job satisfaction on the part of the new employee. It also saves time for the supervisor and colleagues. Instead of new employee asking lots of questions of the supervisor and making lots of mistakes, he or she will do the work accurately due to effective induction. According to Hicks et al. (2006:45) an interactive induction programme accommodates a variety of learning styles, it allows participants to share experiences with other new employees, and creates networking opportunities. Hicks et al. (2006: 45) conclude by saying that organisations that make a genuine effort to welcome new employees teach them about the company's mission, and encourage them to be part of a team will reap the benefits of a staff that is highly motivated to make a long-term commitment to their employer. Tracey (1994:987) sees induction as containing an element of giving the new employee an introduction to their employment with dignity, respect and consideration. According to Tracey (1994:987), it provides positive experiences that will help employees create attitudes and work habits that contribute to the job success.

## **2.6 APPROACHES TO INDUCTION**

Human resources management in any organisation has a duty to ensure that skilful employees are recruited, developed and retained. Bohlander, Snell and Sherman (4:2001) believe that different approaches for improving an employee's performance and rewarding the employee's success are used by the human resources management. The above-mentioned authors clearly show that induction is one of the approaches that can be used by any organisation in order to ensure commitment and excellent productivity. This section deals with the different approaches to personnel induction as discussed by different authors. Carrell et al. (2006:208) believe that it is crucial for new employees to

receive thorough exposure to critical policies, procedures and rules. In their induction model, Carrell et al. (2006:208) identify three phases of induction.

The first phase is called 'anticipatory socialisation' and it encompasses all the learning that occurs before a new employee joins the organisation. In this phase the new employee will get to know more about the organisation. The organisation becomes a reality to a new member; the full and accurate picture of the organisation becomes a reality. Through this phase, the new employee will get to know exactly what the duties of the job entail and she or he will also gain the required appropriate skills needed to accomplish the task. Carrell et al, (2006:208) identify a second phase as the 'encounter'; the new employee sees what the organisation is truly like. This phase allows the new member to adjust in the demands of his or her own personal life to the demands of the organisation. During this phase the role of the new member is fully explained: duties, priorities as well as time allocation are now clear. The norms are learned and interpersonal relationships are formed. Phase three of this approach is called 'change and acquisition' and this is where long and lasting changes take place.

This phase consists of the aspect of resolution of demands. This implies that the new member must explicitly or implicitly agree with the work, on what task to perform, as well as time allocation. In this phase the new employee must be in a position to master the skills required for the new job and must be able to perform the new roles. The new member must be in a position to adjust to group norms and values.

Robbins (1996:693) in her approach to induction also identifies three phases. The first phase is called 'pre-arrival'. This phase emphasises that the period of learning in the induction process occurs before a new employee joins the organisation. This form of learning occurs in a college, business school or other institution for academic training. This is a treasured form of induction as the learning institution plays a role in socialising with regard to attitude and behaviours needed for certain careers.

Robbins (1996:695) calls the second phase 'encounter', as the new employee sees what the organisation is all about. In this phase the new employee may be confronted with the possibility that expectations and reality may diverge. The new member faces the



dichotomy between her or his expectations and the organisation. Where expectations and reality differ, the new employee must undergo induction for detachment from his or her previous assumptions to replace them with another set that the organisation sees as desirable. Sometimes new members become disillusioned with the actualities of the job and resign. The new member needs to adjust and work out any problems discovered during this phase and move on to the new phase, described as 'metamorphosis'. Metamorphosis is Robbins's final phase and by this time the new member has to be in a position to adjust to his or her work group and values. The new member must internalise the norms and values of the organisation. If the new member at this stage feels valued and respected, he or she will have more confidence and competence to complete the task successfully. The metamorphosis phase must ensure that the new employee has a positive attitude by the time he or she is integrated into the organisation.

Kleynhans et al. (2006:107) believe that there are two approaches in induction, namely formal and informal. Kleynhans et al., define the formal induction programme as the structured programme; it is more like a training and development programme with specified goals.

Clenches et al. (2006: 212) believes that some of the characteristics of formal induction programme are that the new employees attending formal programmes at set dates and times. Clenches et al. (2006:107) add by saying that formal induction is more like a training and development. Keith et al. (1996:256) conclude by saying that formal induction programme must cover taking new employees through general topics of interest.

Robbins, (1996:695) believes that informal induction occurs when the new employee is appointed in the new job with little or no induction. Kleynhans et al. (2006:108) add to this by saying that informal induction programme of is characterised by being conducted by a co-worker or mentor. Gerber et al. (2001:261) refer to informal induction as poorly planned and haphazard.

## **2.7 BENEFITS OF EFFECTIVE INDUCTION**

It is clear from the above-mentioned authors that, if the human resources management needs to invest within the company, one of the investment approaches is induction. According to Carrell et al. (2006:209) effective induction leads to higher job satisfaction. The following sections list the benefits of induction.

### **2.7.1 Commitment**

Carrell et al. (2006:209) believes that there is a greater commitment to the goals and vision of the organisation, compared to the employee who is not inducted. Jackson et al (1996:302) agrees with the above author by stating that an inducted employee can strengthen the level of commitment in the organisation; new employees' perception of the organisation can be magnified and they can view the organisation as a good place to work in. Jackson et al. (1996:302) add by stating that a well-inducted employee creates a loyal employee.

### **2.7.2 Knowledge of the organisation**

Carrell et al. (2006:209) mention that through the induction process, new employees learn how things are done in the organisation. Hicks et al. (2006:43) believe that the induction process provides the new employee with a strong foundation in the organisation's heritage and culture.

### **2.7.3 Cost and Time**

To Carrell et al. (2006:209) there are fewer costly and time-consuming mistakes and there is reduction of absenteeism. Keith et al. (1996:259) Induction makes it possible for employees to be clear about the roles and channels of communication

### **2.7.4 Expectations and more knowledge of the organisation**

To Keith et al. (1996:259) effectively inducted employees have more realistic job expectations, which prevent conflict between peers and supervisor. Jackson et al. (2006:315) add to the above-mentioned, author by saying that induction is a crucial

process in any company for assisting the new employee in being aware of the history, culture and management practices of the organisation.

### **2.7.5 Productivity**

To Keith et al. (1996:259) the well-inducted employee may need less attention from co-workers and supervisors. Carrell et al. (2006:209) believe that there is quicker learning due to induction and therefore productivity is achieved more rapidly. There is better customer service and better understanding of the company. Keith et al. (1996:259) strongly believe that induction brings job satisfaction as the employees have a clear understanding of what is expected of them. Carrell et al. (2006:209) as stated above, asserts that employees who fit in more rapidly also learn more rapidly and become productive more rapidly. Kleynhans et al. (2006:106) also indicate that inducted employees fit in more rapidly and have fewer problems. The question to conclude with is that of Kleynhans et al (2006:106) who asks why the majority of organisations do not utilise such a good programme if induction provides such benefits.

## **2.8 REASONS FOR FAILURE TO INDUCT NEW EMPLOYEES**

Fottler et al. (2000:144) highlighted the fact that, despite the fact that induction is one of the most crucial interventions the organisation can offer the employees, most organisations still fail to offer induction to their employees. Kleynhans et al. (2006:106) believe that organisations neglect it because nobody really knows who is responsible for the induction programme, or because the responsible person does not have the time or the ability to run the programme. They add that the majority of organisations do not regard this process as important. Organisations think that having good recruitment, selection, training and development strategies can replace the induction programme, which is their biggest mistake. Gong (2002:242) reflects in his book that most employers fail to induct their employees and that results in staff turnover as employees are not fully aware of their roles. Carrell et al. (2006:209) believe that many organisations fail to provide induction due to the fact that they do not regard anxiety and stress due to insecurity and unfulfilled

expectations as the primary reason of labour turnover among new employees. An organisation sees this process of induction as unnecessary. When organisations have an induction programme, the key components sometimes are lacking. Carrell et al. (2006:209) conclude by saying that what also makes induction fail is that the organisation fails to monitor it and fails to follow up on induction.

Thompson (2002:69) explicitly conveys concern about the organisation's failure to induct. Thompson believes that part-time or temporary staff members also suffer because organisations mostly do not provide any induction. Many organisations rely heavily on part-time staff, however, and use them on a regular basis, but do not see the need to induct part-time employees.

The above discussion on the views of different theorists has emphasised the fact that many organisations still fail to induct new employees, irrespective of induction being of benefit to the organisation. This section has also highlighted the causes of failure to induct new employees. As it is also imperative to understand the criteria for a successful induction programme, the next section will consider different theorists to gain understanding of the criteria for a successful induction programme.

## **2.9 CRITERIA FOR A SUCCESSFUL INDUCTION PROGRAMME**

This section will highlight the characteristics of successful induction. Many authors discussed above have indicated that induction leads to improved performance. It is therefore essential to explore criteria for successful induction. Different authors below will explore the criteria for successful induction programme.

To Carrell et al. (1998:209) induction programme must be well planned. Gerber et al. (1998: 209) believes that it must be developed in such a manner that the new employees will have a good understanding of the organisation, so that the new employee will be able to fulfil the assigned roles. The organisation needs to be clear about who is responsible for the induction programme. While Carrell et al. (1998: 209) also mention that there must be clarity on who should be inducted. According to Carrell et al. (2006:211-217)

organisations must be willing to invest time, resources and effort in terms of inducting new employees. Tracey, (1994: 987) agree with the above author by saying that budget must be allocated adequately to the induction programme. Gerber et al. (1998:209) believes that evaluation of induction programme and follow-up on the induction process is necessary to check whether the new employee is coping. This can also assist in understanding the integration process.

## **2.10 CHARACTERISTICS OF A GOOD INDUCTION PROGRAMME.**

The authors discussed above have highlighted that good induction is a great investment. This section will take a closer look at the characteristics of good induction, as indicated by the following points:

To Carrell et al. (2006:209) a good induction programme provide full understanding of what the organisation is about, so that new employees are able carry out assigned roles independently by the end of the induction process. New employees have uncertainties when starting a new job a good induction programme therefore provide a certain amount of realism about mutual expectations. Tracey (1994:10) some new employees are very fearful that they might fail in the new job. A good induction programme is able to develop confident, loyal, effective and productive employees. It needs to reduce the likelihood of rule violation, accidents, injuries, discharge, resignations and grievances. Martel (2002:182) adds to the above authors by saying that a good induction programme produce employees who demonstrate commitment to the organisation. Armstrong (1999:407) believes that the social aspects of work- relationship with colleagues are very important for many people. A good induction programme will therefore be able to introduce the new employee to colleagues.

Kleynhans et al. (2006: 105) conclude by saying that a good induction programme makes new employees aware of all goals, policies, procedures and values, as well as to introduce them to co-workers.

## **2.11 CONCLUSION**

This chapter aimed to bring about more understanding of the concept of induction through discussion of different theorists. It started by giving a brief introductory discussion of induction. Different authors who have given different perspectives on what induction is about and the role it plays in development of the organisation were introduced. Induction is unpacked as part of human resources management. In order to gain further understanding of the value of induction within the organisation, views of different authors have been discussed to give a comprehensive understanding of the objectives, different approaches, international perspective and benefits of induction. Different authors have stated that, if the induction process is conducted well, it has great benefit, both for the employee and the organisation. Different authors have also tried to explain why many organisations fail to induct new employees, irrespective of the benefits of induction to the organisation. The chapter explored criteria and characteristics of the successful induction process. The literature review has been used to explore induction and its processes in depth, and the chapter has portrayed the significance of the induction process within the organisation. It has become clear, through the literature review, that the induction process has advantages that lead to organisational development.

The next chapter will discuss the research design and methodology. A comprehensive explanation of the reasons behind choosing the research design and methodology will be presented. The research methodology and design to be discussed assisted in the process of collecting accurate data for the researcher to analyse and to thereby answer the research question.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

According to Terre Blanche and Durrheim, (1999: 29), research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Terre Blanche and Durrheim add that research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Mouton (1996:107) adds to the above by stating that a research design is like a route planner. It is a set of guidelines and instructions on how to reach goal that has been set by the researcher. It can be viewed as the blueprint of the research project that precedes the actual research process. Terre Blanche and Durrheim (1999:30) emphasises that research design should provide a plan that specifies how the research will be executed in a way that will answer the research question. It involves multiple decisions about how the data will be collected and analysed to ensure that the final report answers the initial question. Different research methods were used to ensure that empirical evidence to answer the research problem is derived.

#### **3.2 QUALITATIVE RESEARCH**

In seeking an answer to the research problem, the empirical investigation of the present study was based on the qualitative research method. This is an empirical study which is qualitative in nature. According to Mouton (2001:107), researchers tend to keep field notes as they participate in the fieldwork in qualitative research. This mostly happens in the natural field settings. Welman and Kruger (2005:207) add to this by saying that qualitative research is based on meaning expressed through words and other symbols or metaphors. The article by Bhekie (2002:2) points out that qualitative research is concerned with the meaning people attach to their experience of the social world and how

the people make sense of that world. Because qualitative research tries to interpret social phenomena in terms of meaning people bring to them, it is often referred to as interpretative research. Sharan (1998:6) understanding of qualitative research is expressed as the effort to understand situations in their uniqueness as part of a particular context and the interaction there. This understanding is an end in itself, so that it does not necessarily attempt to predict what may happen in the future, but to understand the nature of that setting – what it means for participants to be in that setting, what their lives are like, what is going on for them, what their meaning is, what the world looks like in that particular setting. The analysis seeks to be able to communicate that faithfully to others who are interested in that setting.

The analysis strives for depth of understanding. Bhekie (2002: 2) view is that qualitative research is research that is concerned about bridging gaps between scientific evidence and clinical practice and provides rich, detailed explanations of how treatment regimens are used every day. To conclude Hakim (2000:38) states that the great strength of qualitative research is in the study of motivations and other connections between factors. It is valuable for identifying patterns of association between factors on the ground. Qualitative research can contribute to public understanding of any issue that is undergoing a process of redefinition and reassessment.

### **3.3 CASE STUDY DESIGN**

This research relied on case study design as defined by Welman and Kruger (2005:193) who state that case study pertains to the fact that a limited number of units of analysis are studied intensively. Sharan (1998:19) believes that a case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. According to Bouma, (1993:89) the aim of the case study is descriptive.

Bouma (1993:89) explains that the purpose is to gather information, so that a description of what is going on can be given. Robson (2002:89) agrees with the above-mentioned authors in emphasising that case study is meant to be the development of detailed,



intensive knowledge of a single case or of a small number of related cases. Robson adds that the details of the design typically emerge during data collection and analysis.

Miller and Salkind, (2002:162) indicate that case study design is used when a researcher attempts to discover unique features and common traits shared by all persons or organisations in a given classification. Cases can be grouped by type to discover uniformity. Miller and Salkind (2002: 162) add that case study may also include multiple cases, in which instance it is referred to as collective case study. Multiple cases are described and compared to provide insight into an issue. From the preceding literature review it is evident that induction is a very important part of the organisation. The researcher was mostly interested in comparing EMDC South with one of the Western Cape Provincial Departments. No written documentation on induction was found in the different departments that the researcher investigated. Some provincial government departments, like the Department of Housing, confirmed that there is a form of induction but there is no formal policy or manual that contains further details. The Department of Defence uses formal induction but refused entry to the Department for research purposes. The Department of Social Development was also consulted but there was no relevant or written information regarding induction.

The researcher decided to look outside the Provincial Government due to lack of sufficient information within different departments. SALGA was identified by the researcher after a long and desperate effort to get information on induction processes in different Departments. The EMDC and SALGA are two organisations that have been given a mandate to ensure that service delivery from the government is accessible to previously disadvantaged communities. EMDC has the mandate of ensuring that the learners are given quality education in a good environment. The EMDC therefore has a duty of empowering educators and school management so as to be able to create conducive environment for the learners. SALGA on the other hand has the role of ensuring that local government interest are promoted and protected, so that the local government can be able to fulfil its development role. Although these two organisations were given different mandates by the government, they have the single goal of ensuring that the services of the government are accessible to the people of South Africa. The two

organisations, EMDC South (schools) and SALGA (local government), have a mandate to ensure that the resources of government are protected and are used to meet the needs of South African communities.

The case study analysis focused on SALGA and the EMDC South. The researcher compared the two organisations' induction processes. The comparison of the two case studies gave the researcher the opportunity to utilise good practices to develop the format for a more formal induction programme at the EMDC South. Mouton (2001:150) mentioned that one of the strengths of case study research is that it leads to high construct validity, in-depth insight and establishing rapport with the research subject. Welman and Kruger (2005:206) believe strongly that the case study can direct a researcher towards understanding of the uniqueness and the idiosyncrasy of a particular case in all its complexity.

### **3.4 DATA COLLECTION METHODS**

This section provides a brief description of how the data was collected for the research, the design and methods having been explained in the previous section.

This section explains the process of data collection and the role of the researcher in setting the platform for discussion of the research problem in trying to collect sufficient data. Creswell (2003:185) believes that the data collection process includes setting boundaries for the study and collecting information through structured or unstructured questions.

Welman and Kruger (2005:198) argue that unstructured interviews provide a greater wealth of information than other methods of data-collecting because of their qualitative nature. The researcher identified and developed a set of questions to be discussed during focus group discussions. The unstructured interviews allowed the researcher to pose the theme and allow discussion. The researcher ensured that there was spontaneous development of interaction with the research participants, so as to be able to get as much rich information as possible. Every participant in the research study was a willing

participant. The researcher ensured that every participant involved granted permission to the researcher. Neuman (2003:302) believes that people have the right to privacy: respondents must decide when and to whom to reveal personal information. Researchers should treat all respondents with dignity and reduce anxiety or discomfort. The right to dignity and consideration of every need, religious background and values were considered. Issues of confidentiality and the right to be informed received serious consideration when necessary. The research topic was fully explained to all respondents and all the ethical issues were explained. Ethical issues involved were confidentiality, the right to participation, voicing out your experience without fear and respect for other people's opinion within the group.

### **3.4.1 Focus Groups**

McNadd (2002:294) define focus groups as the group of eight to twelve subjects who meet as a group to discuss a topic or issue. The group is free and open with the researcher providing only minimal direction. Focus groups of twenty four participants from the EMDC South were interviewed on their experience of the induction process and opportunity was given to the focus group to suggest the format of the ideal induction they would want in the EMDC. Discussion was allowed, so that the researcher could develop deeper understanding of the participants' experiences

The researcher conducted three focus group discussions which occurred at different times. One group was interviewed at the end of 5 September 2007 and the notes were analysed within a twenty-four-hour period. The second focus group was conducted on the 26 September 2007 and the notes of the discussion were gathered and organised within twenty-four hours. The second focus group was requested to meet again for the researcher to clarify some unclear discussions on the 3<sup>rd</sup> of October. The third group was interviewed in 5 June 2008. The focus group discussions were held over a period of eight months. The delay between the focus groups was due to unavailability of focus group participants. To obtain qualitative data through interaction with the participant, observation of attitudes, perceptions and probing of opinions were recorded so as to be able to answer the research problem. The researcher used the focus groups as a method of

collecting data. The focus group discussions assisted the researcher in understanding the current situation regarding induction at the EMDC South. The rich information that was derived from the focus groups was expected to assist the researcher in answering the research question. The focus groups were allowed to set ground rules and the research topic was explained, together with the reasons behind the researcher's choice of questions. The researcher explained the process during the focus group discussion. Permission was granted by the participants for the researcher to take notes and to record discussions, when necessary. Every participant was given a chance to voice all concerns related to the research process

Bless, Higson-Smith and Kagee (2006:122) believe that it is very important that focus groups are carefully selected according to explicitly stated criteria. According to Bless et al. (2006:122) the focus group discussion is conducted in an unstructured or semi-structured way, meaning that the researcher or facilitator of the focus group discussion draws up a list of broad questions, topics or themes. These are used to develop a discussion among the focus group participants. It is also vital that the researcher has a thorough understanding of the topic before drawing up the list of questions or themes. The advantage of this technique, according to Bless et al. (2006:122), is that it provides an opportunity for participants to learn from each other.

According to Welman and Kruger (2005:201), the focus groups provide sources of integration of new employees from designated groups in the workplace. Such groups consist of a small number of individuals who are drawn together for the purpose of expressing their opinions on a specific set of questions. Robson (2002:284-5), has stated that focus group interviews emphasise the fact that this is a particular type of interview; it is a group interview on a specific topic, which is where the focus comes from. It is an open-ended group discussion guided by the researcher, typically extending over at least an hour or two. Hakim (2000:35) adds that focus group discussions are used extensively in market research in evaluation research where there is an identifiable client group. Neuman, (2003:396) concludes by saying that a focus group should be homogenous but should not include close friends. The facilitator of a focus group discussion must be non-directive in order to facilitate free, open discussion by all group members – domination

by one person must always be avoided. Bless et al. (2006:125) conclude by saying that one of the advantages of using focus groups is that participants are able to discuss the issues broached by questions with one another. One person's idea may set off a whole string of related thoughts and ideas in another person and one participant, similarly, may disagree with and question the remarks of another. When this happens there is an opportunity for the whole group to explore the disagreement in detail, thereby producing a much deeper understanding of the problem. A careful record of the debate between participants can give the researcher much deeper insight into a topic.

### **3.4.2 Identification of the participants in the focus group**

This research used a purposive sample. Bless et al. (2006:106) believe that purposive sampling is based on the judgement of the researcher regarding the characteristics of a representative sample. A sample is chosen on the basis of what the researcher considers to be typical units. There were three focus groups, each consisting of twelve members. The first and the second groups, called Link Team three and Link Team Five, formed part of the focus group discussions. Each Link Team had to choose twelve group members to represent them in focus group discussion. Link Teams are relevant for focus group discussion because link teams are multi-disciplinary teams. Different Link Teams were chosen to be part of focus group discussion due to the fact that they work directly with the schools. This group had to give advice to educators, school principals, school governing bodies and heads of departments in schools on any issue that might cause barriers to learning or hinder day-to-day functioning of the schools. They identified gaps in terms of curriculum; they played an advisory role, they were involved in conflict resolution, governance and ensuring that there is quality assurance at the school. These two groups were excellent for focus group discussion as their jobs required full knowledge of the education setting and background.

The Link Teams were multi-disciplinary in nature and consisted of middle managers and different professionals. The Link Team groups consisted of a social worker, a psychologist, and curriculum advisors, an HIV/AIDS coordinator, a whole school evaluation advisor, middle managers and circuit managers. The other focus group

consisted of a School-Based Management and Administration group. This was a very crucial and relevant group because they had to deal with the logistics, procurement and finances within the school setting. They have to organise government cars, pay for the workshops, obtain tenders and enquire how the schools are utilising their finances, train secretaries and school management of the schools in book keeping, and all other logistics. This job also needs deeper knowledge of policies and the EMDC structure, protocols and procedures. The group was good and relevant for the focus group. The fact that the chosen focus group participants were from different disciplines and had different roles within the EMDC South led to different participants contributing different experiences and views to the research discussion, which led to the researcher deriving the research answer.

Bless et al. (2006:99) firmly believe that gathering data on a sample is less costly and the sampling is very practical in nature of a population, especially in the case study method of research. A purposive sample of thirty-six EMDC employees was invited to be part of the focus groups. The researcher ensured that the thirty-six EMDC participants knew the environment well and would provide quality input to the research topic. Unstructured questions were used. Neuman (2003:213) calls this type of sampling judgement, as he believes that it uses the judgement of an expert in selecting cases with a specific purpose in mind. Neuman adds that purposive sampling is one of the best methods to be used in selecting a focus group when the researcher wants to identify particular types of cases for in-depth investigation.

### **3.4.3 Unstructured Interviews**

Unstructured interviews are viewed by Welman and Kruger (2006:166) as the opportunity given to an interviewee to talk freely about events, behaviour and beliefs in relation to the topic. Unstructured interviews were conducted with different participants and two SALGA employees. Participant, who is at the Department of the Premier, is dealing with the provincial training and development at Kromme Rhee. Participant was interviewed telephonically to determine the status of the provincial induction programme on the 21 of February 2008. Dr Wessels, who responsible for induction at the Department

of Education head office, was interviewed telephonically on the 12 of July 2007 to ascertain whether any form of induction currently existed at the WCED Head office. Mr Robinson, who is the pillar head of the administration department at the EMDC, was also interviewed to ascertain the status of the induction programme at the EMDC South on the 9<sup>th</sup> of July 2007. Unstructured interviews were conducted with SALGA personnel. The researcher contacted the SALGA offices in Cape Town and was referred to two employees, Mr Mpela and Mrs Mngoma. After huge attempts trying to locate the two SALGA employees, the researcher finally made an appointment with Mpela. Several appointments were made with Mngoma, but due to other commitments Mngoma was unable to meet the researcher. The unstructured interviews were conducted with Mr Mpela. The researcher contacted the human resources office of SALGA in Pretoria. Mrs Khan was willing to answer all the questions. The two candidates from SALGA were ideal candidates as Mr Mpela is the project manager and has enormous insight and understanding of SALGA processes. Mrs Khan on the other hand, is working directly with the human resources directorate. The process of induction is the human resources intervention. Unstructured interviews were held with both employees in May 2008. The follow-up interviews to clarify certain data were conducted in August 2008.

#### **3.4.4 Questionnaire and observation**

Focus group discussions were conducted and interview guide were used to guide the discussion (see Appendix 1). The researcher asked one question at a time and allowed in-depth discussion of that particular question. The SALGA questionnaire consisted of questions that would lead to the answering of the research question (see Appendix 3). The questionnaire was also vital to ensure other significant participants in the research study. The researcher observed the reactions, emotions and facial expressions of the participants during discussions. The researcher used a computer to capture data and to record discussions. Observation skills were used during the process of focus group discussion so as to be able to interpret and absorb all sources of information. Neuman (2003:381) believes that one the advantages of observation are that it allows careful scrutiny of the physical setting to capture its atmosphere. Neuman (2003:381) believes

that good field researchers are intrigued with details that reveal what is going on through careful listening and watching.

#### **3.4.5 Documents as data collection method**

The research used documents such as the SALGA manual on induction, the EMDC South directory, circulars to heads of all Departments at the Provincial Administration Western Cape Education Department framework on induction. The researcher contacted SALGA and the EMDC South to ascertain whether there were any policies, legislations or documents that were used to ensure that every employee is integrated within the organisation through the process of induction. The EMDC South, through Mr Robinson, provided the researcher with the directory that is used for all the employees. Mr Robinson also confirmed that the Department of Education has the duty of inducting new employees. The researcher contacted Dr Wessels who is responsible for induction programme at the Internal Human Capital directorate of the Department of Education head office. At the time of the research, Dr Wessels was busy with the framework. There were no documents or policy documents except for the framework on which Dr Wessels was working at the time of the research. At SALGA, Mr Mpela provided the researcher with manual that is used for new employees. Mr Mpela highlighted that certain policy documents are not for public viewing, but could be accessed through the internet.

#### **3.4.6 The internet**

The internet was used as a research tool to make it possible to expand insight into the two organisations. Different websites were used for research purposes. These included SALGA, EMDC South, and the government department's website. Through the use of the Internet the researcher was able to access information about the different pillars of the EMDC South. A lot of data about SALGA was derived from the SALGA website. A computer was used for recording data and notes were taken.



Table 3.1, below, presents the advantages and limitations of the above mentioned methods of data collection.

**Table 3.1:** Advantages and limitations stated according to Creswell (2003:186)

<b>Date collection Type</b>	<b>Option within types</b>	<b>Advantages</b>	<b>Limitations</b>
Unstructured Interviews	Focus-group discussion; Telephone interviews; Unstructured interviews with SALGA personnel and EMDC Head of administration pillar	It is useful when participants cannot be observed directly (telephone interviews). Allows research control over the line of questioning.	People are not equally articulate and perceptive. Researcher's presence may bias responses.
Documents	SALGA Induction Policy  EMDC South information Dictionary 2007/8  Provincial government information papers on proposed induction programme	Can be accessed at a time convenient to the researcher – an unobtrusive source of information. Represents data that are thoughtful, in that participant has attention for compiling.	May be protected information unavailable for public or private access. Requires the researcher to search out information in hard to find places. Material may be incomplete and the documents may not be authentic.
Observation	Observation – of discussions and reactions	Researcher has first-hand experience with participants. Useful in exploring topics that may be uncomfortable – for participant – to discuss.	Researcher may be seen as intrusive. Private information may be observed that the researcher cannot report
Audio Material	Computer Software	May be unobtrusive method.	May be difficult to interpret.

### **3.5 THE RESEARCH PROCESS**

The research process and methodology have been identified by the researcher. The questions were compiled to stimulate focus group discussions and to benefit the research topic. Case study design was identified as one of the best tools for gathering data. The supervisor suggested that a comparison of two organisations could be another tool for identifying good practice and gaps. SALGA personnel were interviewed to obtain more understanding of the case study.

First Contact: Face to face interviews were conducted with Mrs Daniels, pillar head of specialised learner education services, to clarify protocols related to entry of the researchers to the EMDC South. Mr November, who is a school Psychologist was also contacted so that the researcher can understand better the EMDC South since Mr November started from the conception of the EMDC South. Face to face interviews were conducted with the Mr Robinson pillar head. This was done to clarify the status of the induction process within the EMDC South. Dr Wessels responsible for training at the Department of Education Head office was also interviewed telephonically to gather data about the induction process at the EMDC. Telephonic interviews were conducted and discussion was facilitated on the 12<sup>th</sup> of July 2007. The interview with Dr Wessels was conducted to gain in-depth knowledge of the role of the head office in terms of integrating new employees in the Department of Education, EMDC level. The participant at the Department of the Premier in the Western Cape was interviewed to ascertain the status of the provincial induction programme on the 21 February 2008. After the case study approach was suggested and explored, the researcher had telephonic contact with different Provincial Departments so as to access information for the topic.

Contact was made with the EMDC East, EMDC Central, Department of Housing, Department of Defence, Department of Social Development, and Department of the Premier and the Western Cape Education Department at the departmental head office. This was done in order to get data on the induction of new employees in different departments. The researcher contacted SALGA in an effort to access another organisation

that could be compared with the EMDC South. The researcher discovered that there is an induction process in place at SALGA. Two SALGA employees were interviewed. The researcher contacted the head of ISB Mr Juan Benjamin in order to ask permission to gain access to school-based management (administration staff) so as to be able to assemble the focus groups.

The topic of discussion was explained and questions were answered where there was lack of clarity. Telephonic contact was made with Mr Manzezulu, the co-ordinator of Link Team Three. The research topic and the importance of accessing data through the focus groups were fully explained. The date for the focus group discussion was set. Telephonic contact was also made with Mrs Jafta, co-ordinator of Link Team Five, in order to make an appointment for the focus group discussions. The topic was discussed and all the questions regarding the research topic were answered.

Second Contact: The second contact was on the date of the focus group discussions. Note that these different groups were met separately on different days and at different venues. The researcher introduced the reasons for being present in the venue. The research topic and the importance of the research were explained. Members of the group were asked if they were willing to participate. The group was assured that any confidential information that came to notice due to discussion would be treated as confidential if that is what the participants needed. Ground rules concerning confidentiality and respect for other people's opinions were made clear and group members were involved. Link Team Three and five confirmed that they are comfortable with each other, and that the researcher would be allowed to use the information for research purposes. The reason behind that was the particular group met every Wednesday to discuss job-related issues. The process of the research was explained by the researcher and questions were allowed. The researcher asked the permission of the participants to use computer tape and to write down responses when necessary. Participants granted the permission.

### **3.6 CONCLUSION**

The research design and methodology have been introduced and fully explained within the current chapter. The methods of collecting data were elucidated thoroughly, as was the rationale behind choosing these methods in data collection. Case study method is fully explained and the logic behind bringing it in this research. The SALGA induction process will be looked at and will be compared with the EMDC South induction process.

Western Cape Education Department generic induction programme and massified induction programme will be considered. A full explanation of the focus group discussions with thirty six participants, as well as unstructured interviews, is presented. This chapter presents the holistic understanding of the research design and methodology. The next chapter will look at the case studies involving the EMDC South AS PART OF Western Cape Education Department, massified induction programme and SALGA. It starts by giving a brief profile of the EMDC South and investigates the case studies in depth. It compares the induction processes of the EMDC South and SALGA.

## **CHAPTER 4**

### **CASE STUDY OF THE EMDC SOUTH AND SALGA.**

#### **4.1 INTRODUCTION**

Chapter four present the two case studies analysis. Though the two organisations have different mandates, they have the one key goal to ensure that the poorest of the poor in South Africa have access to services of government. The main objective of the chapter is to study the process of induction in the two organisations. The case study therefore compares the induction processes and not the organisations. The researcher will then compare the processes of induction and best practices will be used to develop the guidelines for the induction programme at the EMDC South.

This chapter commences with the profiles of two organisations and the composition of the staff in each organisation. Thereafter the induction processes of the two organisations will be presented. Chapter five compares the information attained to draw conclusions and recommendations.

#### **4.2 PROFILE OF THE EDUCATION MANAGEMENT DEVELOPMENT CENTRE METROPOLE SOUTH**

EMDC stands for Education Management Development Centres. These are situated within the Metropole South District representing the Western Cape Education Department. According to November, who is a school psychologist at the Department of Education, EMDC South was established in 1999. At that time it was referred to as an area office and was officially named the EMDC South at the end of 2001 (2008). The vision of the EMDC South, according to the EMDC Metropole South directory (2007:1) is to create environments in which educators are empowered to develop quality education. To ensure that barriers to learning and development are removed so that learners reach their full potential and inclusive environments are created. To ensure that

learners are actively involved in shaping their education. To ensure that parents are involved in shaping the education of their children.

According to the EMDC South directory, the mission of the EMDC South is, to ensure that the EMDC is operating as the learning organisation whereas EMDC management provides quality leadership and support.

The management of the EMDC South engages in macro planning so as to co-ordinate various activities within the EMDC. To give direction in terms of attaining own vision; protect the interests of all the stakeholders; uphold values espoused by own vision, i.e. dignity, human rights, ubuntu, respect, transparency and accountability; inspire commitment to effective service delivery; guide staff and educators to understand their rights and responsibilities with their legal and policy framework. To nurture a culture of caring and health promotion in all its facets; and 'create an environment conducive to optimising staff development' (2007:1). The vision and mission of the organisation is the heart of the organisation, due to the fact that these inform the new employee of what the organisation is striving for. New employee includes all the people employed directly by the EMDC to ensure that there is proper functioning and governance at the schools. EMDC staff members are accommodated at the EMDC.

### **4.3 THE EMDC SOUTH ORGANISATIONAL STRUCTURE AND MANDATE**

The EMDC is responsible for the management and proper functioning of the schools within the Metropole South. The EMDC South directory (2007:1) shows that EMDC South is currently managing about two hundred and fifty-three schools.

The EMDC South directory (2007:7-11) lists about one hundred and fifty employees who are working at the EMDC. It is important to note that majority of the staff within the EMDC are employed as CS educators and not as public servants. According to the EMDC South website, there are five units called pillars. Each pillar has a different focus and is constituted of certain groups of professionals. The pillars were created to meet the

dynamic demands of the EMDC and the schools. The Specialised Learner and Educator support pillar consists of an educational psychologist, school social workers, learning support advisors, HIV/AIDS coordinators, a national school nutrition programme and the school medical doctor.

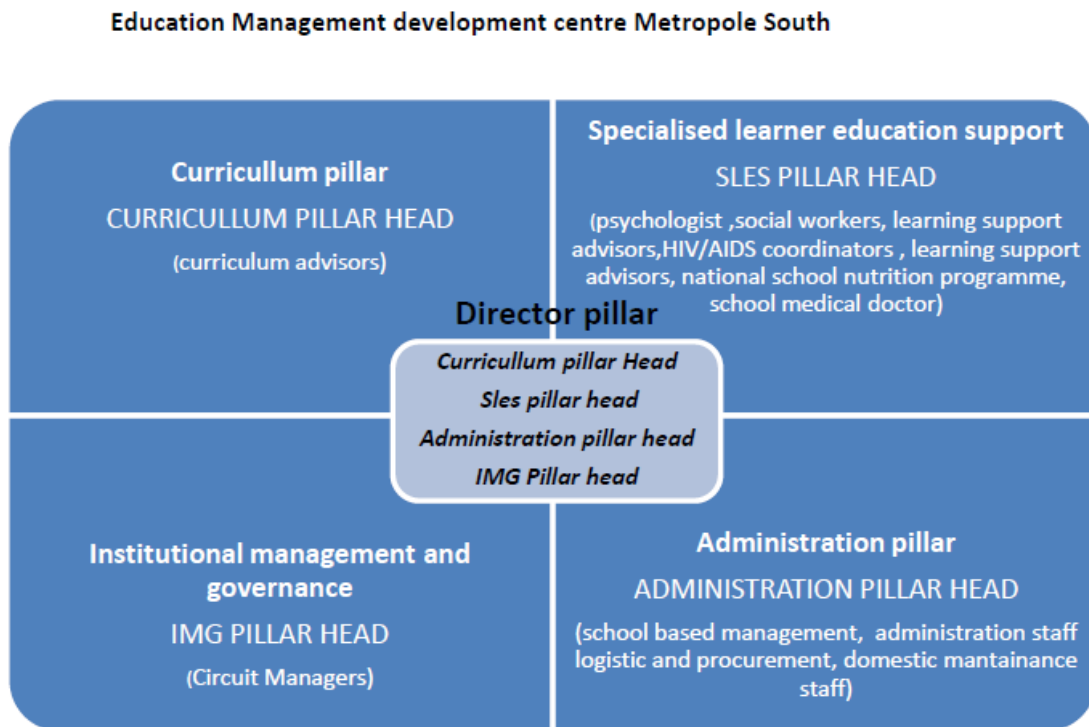
This pillar assists the schools in terms of addressing the learner's emotional, physical, social and psychological barriers to learning. The EMDC website shows that there is an Institutional Management and Governance pillar consisting of the circuit managers.

The staff members in this pillar have education qualifications and experience. The above-mentioned pillar is responsible for ensuring that the governance of the schools is of a high standard, while the above-mentioned team is responsible for liaising with the school governing bodies, independent schools and teacher's training colleges. They ensure that the governance of the schools is in line with National Department of Education policies. The Director pillar mostly consists of all managers of all the pillars. This particular pillar looks at the ways in which the EMDC work can be improved and be of high quality. They give support to the schools only when very urgent matters arise in which other staff members cannot intervene. Another pillar is concerned with the Curriculum. It assists the schools on matters of curriculum development and management. It consists of curriculum advisors for all grades. This pillar consists of staff members with educational background and experience. According to the EMDC South website, the other pillar is concerned with administration, with the prime responsibility of looking after the administration of the EMDC.

As such, it is responsible for the logistics and procurement of the EMDC. The majority of the staff in this pillar does not have an educational background. The School-Based Management falls under Administration pillar and it renders services to the schools. It assists with auditing of school finances, budgeting, and training of secretaries in bookkeeping and other finance-related issues. The EMDC, as stated above, consists of about one hundred and fifty employees from different professions. It deals with very important issues that affect and impact on our learners and their future. According to the EMDC website, the EMDC currently operates through multi-disciplinary teams called

Link Teams. The Link Teams are made up of individuals from each of the five of pillars. These teams render service as the team-to-the-school circuits. The EMDC South directory (2007:1) shows that the EMDC South currently manages about two hundred and fifty-three schools.

**Table 4.1: Education Management development Centre (Metropole South) Diagram**



#### **4.4 THE EMDC SOUTH INDUCTION PROGRAMME**

Research was conducted and different pillar managers of the EMDC South. The Department of the Premier in the Western Cape was consulted. This was done to gain further understanding of the role of the Provincial government in ensuring that new employees are well integrated into the EMDC South. Dr Wessels, who is responsible for the induction at the Western Cape Education Department at head office, confirmed on the 12 of July that there is no induction programme for the EMDC South. Dr Wessels



confirmed that a framework is currently drafted, but the expected date of completion and content of the framework is unknown. Dr Wessels also confirmed that she would work on the framework and send it to the researcher. The framework would later be developed into an induction programme for EMDC South employees. Given the importance of the framework to the research paper, Dr Wessels said that she would work on how induction is supposed to be conducted within the EMDC and she would send it as soon as it was completed.

Telephonic interviews were conducted with the participant at the Department of the Premier in the Western Cape on the 21 February 2008. The participant is involved in provincial training for Western Cape Provincial government officials at Kromme Rhee. The participant stated that the Minister for Public Service and Administration has issued a directive that state that all public service officials must be inducted during the first six months of the appointment. The proposed induction programme is compulsory for all Provincial Government officials including those in the EMDC South. According to the participant the directive was effective from the 1<sup>st</sup> of April 2008. The participant added that this induction process would add more skills to the Provincial Government officials and that would lead to quality service delivery by employees. On the 9<sup>th</sup> July 2007, the manager of the administration pillar was requested to submit any documents, manuals and policy used on induction programme at the EMDC South.

According to Mr Robinson, head of administration pillar, there was no policy or manual on induction. Mr Robinson further commented that it was the duty of the Department of Education at head office to ensure that there is a policy and induction programme. Mr Robinson further commented that there is a directory that has been compiled. It is called Metropole South directory. It is there to assist employees to understand EMDC South processes. To Mr Robinson the directory is given to new employees before they commence the duties at the EMDC.

#### **4.4.1 The EMDC South Directory as induction tool**

Mr Robinson clarified that the directory was meant to assist new employees to gain better understanding of the organisation. The new employees of the EMDC include people that are employed by different pillars at the EMDC South. The directory, according Robinson, contains the information that the new employee must know. Directory consists of the following information; the vision and mission of the EMDC is explained within the directory. An organogram of the EMDC is displayed in the form of a drawing, starting from the director pillar to all the pillars of the EMDC. Organogram is at the first page of the directory. Staff member extensions are displayed within the directory. The names of the Link Team members are presented within the directory. Different forms are displayed, but the directory contains no information about procedure and protocol with regard to the usage of the resources. The forms are only displayed so that the new employee can know that such forms exist in the organisation.

The following forms are exhibited; reprographic services forms; steps to be followed for procurement of goods; photocopying order forms and link team visit forms. The form for transport procedure is highlighted. The forms dealing with educator support teams are available (procedure is clearly indicates what an educator and learner can do when they need a psychologist or a social worker.) The list of Schools, under the EMDC South, telephone numbers and the e-mail addresses of the schools are included within the directory.

#### **4.4.2 The EMDC South website**

The EMDC South website was also perused as part of the research to determine its value in inducting new employees. The website is a weak data source, as the accuracy and recency of the information was not independently established. The website is also not primarily an induction tool, but as it provides basic information about EMDC South, it is included in this research process for its potential as a relevant source that may be incorporated as part of a greater induction programme to new employees.

The EMDC Website gives the highlights on the pillars. It gives a full explanation of what the pillars are about and also explains the duties of each pillar. The vision and mission of the EMDC South is explained. The EMDC South website also presents highlights of events that are taking place, either at the schools or at the EMDC. It gives a full explanation of the mandate of the EMDC. Focus group participants were selected so as to be able to derive data about the EMDC South induction programme. Through the focus group, the researcher expected to be able to determine the need for induction within the EMDC. The focus group was expected to assist the researcher in answering the research question.

The composition of the focus groups is presented in Table 4.2, below.

**Table 4.2: Summary of the participants in the focus group discussions**

<b>Profile</b>	Participants in group one Link Team 3 Employees	Participants in group two SBM and Administration Employees	Link Team 5
<b>1. Gender</b>	Two males and ten females	Two males and nine females	Five females and seven males
<b>2. Language</b>	Three participants are Xhosa, one is White and eight are Coloureds	One Indian, five Africans, six Coloureds	Four Xhosa-speaking and eight Coloureds
<b>3. Period in service</b>	One participant has been part of the EMDC from its inception, that is, for nine years. Six participants have served for more than six years. Three participants have been part of the service for four years. One participant has been in service for two years and six months. One participant has been in service for one year.	Four participants have been in service for five years, two participants for four years, four were approaching three years of service, two participants had served for less than a year.	Two have less than a year's service. Four participants have served for four years at the EMDC South. Two participants have served for six years and four participants have been at the EMDC South for more than seven years.

The EMDC South is responsible for the logistics and procurement of the EMDC. The majority of the staff members in this pillar do not have a background in Education. The School-based Management pillar renders services to the schools. It assists with auditing of school finances, budgeting, training of secretaries in bookkeeping and other finance-related issues. The EMDC, as stated above, consists of about one hundred and fifty employees from different professions. It deals with very important issues that affect and impact on learners and their future. According to the EMDC website, the EMDC currently is working through multi-disciplinary teams called Link Teams. The Link Teams are made up of individuals from each of the five of pillars. The Link Team renders service as the team-to-school circuits. The EMDC South directory (2007:1) shows that EMDC South is currently managing about two hundred and fifty-three schools. The EMDC South directory (2007:7-11) listed about one hundred and fifty employees from different professions who are working at the EMDC.

**Table 4.3: EMDC South focus group discussion**

<u>Theme</u>	<u>Responses</u>
1. Participant understanding the induction process	<p><b>Link Team three</b> agreed that induction is the process of integrating new employees into the workplace. One participant confirmed that the only terminology she knows is orientation. It was agreed by the group that orientation is a synonym for induction.</p> <p>Direct responses from the group members were as follows:</p> <p><b>Participant one:</b> ‘Induction is the process of introducing new employees in the organization.’</p> <p><b>Participant Two:</b> ‘It is when a new person starts a new job and is introduced to everyone.’</p> <p><b>Participant three:</b> ‘It is the process that takes place when someone starts a new job and everything about organisation is well explained.’</p> <p><b>SBM and Administration:</b> There was full understanding of what the process of Induction is about.</p>

**Participant one:** ‘It is the process of integrating new employees in the Department.’

**Participant Two:** ‘It is when new employees are start in the new job. The job will be explained to the new person, everything that the new person will do is explained, and the new person is introduced to other employees.’

**Participant Three:** Added ‘The new person will have to understand the organisation and the work’.

**Participant Four:** Added ‘It is orientation in the workplace’.

**Link Team Five:** There was understanding of the concept; two members of the group voiced that they were not very sure if their understanding was correct.

**Participant one:** ‘Is it not when you start a new job? I am not sure.’

**Participant two:** ‘I am also no sure but I think is when you start in a new job and you will be taken through the processes of the organisation.’

**Participant three:** ‘It is the process when new employee is introduced to the ins and outs of the organisation.’

**Participant four:** ‘To add to the previous answer these new employees are introduced to all processes and to new employees they will be working with.’

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## 2. Experience of induction

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### **Link Team Three**

**Participant one** said ‘there was an informal induction that was done by a co-worker’.

**Participant Two:** ‘Head of my component was very helpful in her induction process I spent one week with the component Head telling me what is expected of her.’

**Participant three** said: ‘I was expected to dive on my own.’

All other members besides the two members felt that they were had not been inducted.

**SBM and Administration:** All voiced that they were not inducted.

**Link Team Five**

**Participant One** commented, ‘Oh have to make myself understand the organisation on my own.’

**Participant Two:** ‘Glen my manager (head of component) was very helpful.’

**Participant Three:** ‘One of my colleagues took me through the processes of what is expected of me and introduced me to other colleagues that were helpful.’

**Participant Four:** ‘I have to find my own way. Mr Robinson gave us directory and that was more confusing but employees’ extension in that directory helped.’

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3. Impact of induction on organisation

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**Link Team Three:**

**Participant One:** (believing that most of organisation’s time is wasted) said that ‘There will be a full understanding of what is expected of you and that contributes to productivity’.

**Participant Two:** felt that ‘there will be more meaning and understanding of the work rather than spending time trying to understand the environment and its channels’.

**Participant Three:** ‘We make mistakes that cost the organisation more, you sometimes disgrace the organisation at the schools because you not sure what to answer when the schools ask questions from you.’

**SBM and Administration**

**Participant One:** ‘there will be few mistakes and that will save money for the EMDC’. Unnecessary cost impacts negatively on the organisation

**Participant Two:** ‘Instead of doing my work I wasted time trying to fit in, that has negative impact

on the organisation.’

**Link Team Five:**

**Participant One:** felt that ‘it will save us from embarrassment of going to school not knowing exactly what you going to do, that impact on the end result and service delivery’.

**Participant Two:** ‘If there was a well structured induction programme services delivery would improve and employees would be productive.’

**Participant Three:** ‘Employees would identify with the organisation; they will feel part of the organisation. That will motivate morale of the staff and that will build organisation more.’

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4. Impact of induction on employees’ understanding structure of the organisation

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**Link Team Three:**

**Participant One:** felt ‘EMDC is a different setting that needs more understanding’.

**Participant Two:** ‘I was inducted informally by the supervisor, the structure of the organisation was explained to me but it was only the structure that is relevant to my work.’

**Participant Three:** ‘I know the few components that I work close with even at the Head Office I know the sub directorates that I work closely with. It’s frustrating sometimes because I am not sure who is who within the system.’

**SBM and Administration**

**Participant One:** felt ‘I have to find my own understanding. You become confused and pick up who is who within the structure as you go’.

**Link Team Five**

**Participant One:** ‘The fact that I was the educator before assisted me in understanding the structure but I am learning every day.’

**Participant Two:** ‘Education is a very complex Department with a lot of different directorates, Understanding of some directorates and the EMDC was acquired when I was at the school level.’

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5. Level of understanding of norms, values, ethics, code of conduct and culture of the organisation

**Link Team Three**

**Participant One:** Responded that ‘we just go with the flow’.

**Participant Two:** ‘It was not explained I assume.’

**SBM and Administration:**

**Participant One:** ‘Since there was no induction there were no understanding of the norms, values, ethics and code of conduct and culture.’

All the participants agreed that there was no understanding in this regard and no one within the EMDC has explained the norms, values, code of conduct and culture of the organisation.

**Link Team Five**

**Participant One:** Responded ‘we have picked up the norms, values, ethics, code of conduct and culture through interaction with other colleagues’.

All group members agreed that there never was an induction in this regard and that they had picked up the above through interaction with other employees within the organisation.

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6. Understanding of colleagues other roles within the EMDC South

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**Link Team Three**

**Participant One:** ‘Since there is no induction process it was difficult to know who is doing what in the organisation unless you are referred to that person it is when you will know what that person’s role is.’

**Participant Two:** Responded that ‘sometimes you meet people in the forum meeting you are no sure who they are. It makes you to feel bad because you might learn a lot from the other colleagues and you miss out. People that are in the same pillar, it’s easier to know their role through pillar meeting because each new employee that join the pillar are introduced in pillar meetings’.

**Participant Three:** ‘I was introduced to all employees at the forum meeting but I was very nervous; I could not remember who is who in the organisation.’

**Participant Four:** Responded ‘you learn who is who



when as you go. The impact is that you miss out on good skills of others that you should have utilised in the organisation because you don't know them'.

**Participant Five:** Responded 'even though I have been here for more than four years I see new faces every day and I don't even know what is their role within the organisation, only my pillar colleagues... Their roles were explained in the pillar meeting'.

**Participant Four:** 'I was introduced to pillar colleagues and they introduced themselves to me, and through link team meetings; that's where I met my other colleagues. Besides those I have to figure it myself.'

**SBM and Administration:** They still are struggling to know the employees.

**Participant One:** Responded (in her own words) 'Even you referring to the researcher I just see you in passing I don't know what is your role in the Department'. P

**Participant Two:** 'You feel isolated sometimes.'

**Participant Three:** 'It has a great impact as you don't know who is doing what; you might end up referring outside while there are skills inside.'

**Participant Four:** 'I was told about my component colleagues and their role and through Link Teams I was able to know other peers.'

**Link Team Five:**

**Participant One:** 'Informal introduction was done within my pillar, and I came to understand my other colleagues within my pillar.'

**Participant Two:** 'Link Team was very assisting because I came to understand my other colleagues across the pillars.'

**Participant Three:** 'When I started I was introduced in the forum meeting but that is not sufficient because the roles of other old colleagues were not explained because the forum meeting is attended by

many other colleagues.’

Two members commented that, even after so many years of employment within the EMDC they are not sure about the employees, especially outside their component.

**Participant Four:** ‘If you miss out when they are introduced at the forum meeting then you won’t know who is who.’

**Participant Five:** ‘The EMDC does make enough effort that the colleagues must know each other through the end of term functions, but people group with the people they know.’

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7. Understanding of own roles  
and responsibilities within the  
EMDC South

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**Link Team Three :**

**Participant One:** ‘I was from the other office that was doing the same job as the EMDC. The office was referred to as district offices. When I moved to the EMDC South I knew what I will be doing. There was no one that assisted me in that.’

**Participant Two:** ‘Khaya my supervisor (head of component) sat with me and explain my role and responsibilities.’

**Participant Three:** ‘No one explained; I have to look at what co-workers were doing, question the other co-workers – that’s how I got clarity.’

**Participant Four:** ‘I was lucky because my pillar head asked a colleague to assist me, though she was busy, but she gave me some insight.’

**Participant Five:** ‘I was swimming and diving on my own.’

**SBM and Administration**

**Participant One:** ‘Since I had no induction I ended up inducting myself in this regard.’

**Participant Two:** ‘I had to get my own understanding.’

**Participant Three:** ‘Component head explain to me the duties I have to perform.’

**Participant Four:** ‘The other colleague explained to me what is expected of me within the Pillar.’

**Participant Five:** ‘The other colleague took me through my roles and responsibilities.’

**Participant Six:** ‘I got the understanding of my role and responsibility as the time goes. I picked it up through myself.’

**Participant Seven:** ‘I have to find my own way in terms of how to do the job itself.’

**Link Team Five**

**Participant One** ‘Yes it was explained to me through the other colleague.’

**Participant Two:** ‘No I have to find my own meaning’.

**Participant Three:** ‘I consulted different colleagues on my own.’

**Participant Four:** ‘It was through my interaction with others that I was able to understand my role and responsibility.’

**Participant Five:** ‘My Pillar Head allocated someone to explain my role and responsibilities and that co-worker assisted me.’

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8. Recommendations for an ideal induction programme

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**Link Team Three:**

**Participant One:** ‘New employees must be given a well-structured induction.’

**Participant Two:** ‘Pillar Heads must take interest in ensuring that they dedicate the time on induction. Department of Education main functions must be explained to all staff members, like inclusive education. The Department must not assume that everyone has the education background.’

**Participant Three:** ‘Whether formal or informal there must a programme to integrate new employees, processes need to be explained.’

### **SBM and Administration**

**Participant One:** 'Induction must take you through the processes of the organisation, must expose you to the challenges that the organisation is currently facing, the roles of other employees, the strength and the achievements. Culture, values and norms.'

**Participant Two:** 'Induction is a must have at the EMDC, it must assist the new employees on understanding the structure and the reporting lines... the relationships with the other colleagues.'

**Participant Three:** 'It must assist you to understand your job better and other colleagues from other components. I must be taking place for a month so that by the time you start working all your concern doubts are answered.'

**Participant Four:** 'The administration part of work, like how you access cars and filling of the forms... That is very laborious; when you don't understand it, good understanding of protocols and logistics must be explained.'

**Participant Five:** 'Induction it's a must have; it must assist me in understanding my work and how I access everything that I need to do my work.'

**Participant Six:** 'It must explain the processes and who is who in the Department of Education.'

### **Link Team Five**

**Participant One:** 'It is urgently needed; it must be well structured and formal.'

**Participant Two:** 'I agree with the previous speaker, it must start from explaining the different mandate that all components have, it must explain the Head office mandate. It must assist us to understand the different sub-directorates and how they link with our work.'

**Participant three:** 'It must be formal and compulsory. Head of different components must conduct it; it must make a new employee feel at home and answer all the questions to avoid accidents

when the new employee starts to work.’

**Participant Four:** ‘It must assist new employees to be more productive by explaining exactly what is expected of them – the core duties. The projects within the EMDC, like literacy and numeracy, is a big concern for the Department; a new employee must be well inducted on that.’

**Participant Five:** ‘It must be able to explain these confusing abbreviations and explain the projects that are taking place. There so many project sometimes one get confused.’

**Participant Two:** ‘It must be given more time, a day is not enough. Introduction to other colleagues must be allocated time as this is very important.’

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9. Comments on provincial or head office induction or any Provincial Induction

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**Link Team Three:** All participants responded that they were not aware of any form of induction.

**Participant One:** Highlighted that ‘many years ago the new employees were inducted at the head office but it is no longer like that’.

**SBM and Administration:** They all responded that they were not aware of any induction process at Head Office or Provincial office.

**Link Team Five:** ‘In their discussion they highlighted that they were not aware of any induction process at Head Office or at Provincial level.

**Participant One:** Responded that ‘there was a rumour about this induction process that will take place in Kromme Rhee and it will be offered to all government officials’.

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10. General Comments

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**Link Team Three**

**Participant One:** ‘Its frustrating not have induction programme, one feel lost and by the time you start working you develop negative attitude towards your employer.’

**Participant Two:** ‘The EMDC must have induction; it has a complex structure, lots of projects; its confusing for old people how much will it be to the

new people.’

**SBM and Administration**

**Participant One:** ‘Induction it’s a must have, it must be in such a way that your job is fully explained and the means to use in order to achieve your goals.’

**Participant Two:** ‘It must give clarity on your job, culture, code of conduct and other labour relations issues. I need to know who my colleagues are as well.’

**Link Team five**

**Participant One:** ‘The EMDC is trying to do the best for employees.’

**Participant Two:** ‘With the redesign I am sure that new employees will be given more attention.’

**Participant Three:** ‘EMDC must induct otherwise it’s not nice to swim and dive on your own.’

#### **4.5 THE WESTERN CAPE EDUCATION DEPARTMENT INDUCTION PROGRAMME**

Follow up interview was conducted with Dr Wessels on the 11<sup>th</sup> of February 2010 to ascertain the status of the framework Dr Wessels was developing when the initial research was conducted telephonic in 12 July 2007. Dr Wessels revealed that the framework has been developed into Western Cape Provincial Education Department induction and orientation programme.

The interview that occurred between the researcher and Dr Wessels on the 11 of February reveals that the Directorate Internal Human Capital Development provides generic induction that covers the Provincial Western Cape Education Department. Dr Wessels specified that the induction and orientation caters for the generic needs of the Western Cape Education Department Provincially. The manager of each component at the EMDC South is responsible for inducting their new employees. Dr Wessels acknowledged that EMDC’s are part of the WCED but EMDC’s are unique and serve interest of different schools in different areas therefore each EMDC has its specific needs.

Therefore each component manager is expected to have induction that serves the interest of the employees. Dr Wessels added that the WCED induction and orientation caters for the rest of the province and covers general and specific needs of the WCED within the province, some of the needs of the EMDC'S might not be fully covered each component head will have to induct employees. Dr Wessels revealed that this WCED induction and orientation started in October 2007, some new employees from the EMDC's were included but no employee at the EMDC South has been part of the programme yet.

The orientation and induction is offered to the senior management, middle management, administration, secretaries and other levels. The induction programme offered to the senior management consists of the following. **Organisational Perspective**, organisational structure, organogram of WCED. Position where member of the senior management fits in, strategic objectives of WCED, service delivery standards of the WCED, culture and nature of organisation. Key personnel introductions, benefits funds, support structures. **Individual perspective**, individual perspective include the job profile, the purpose of the job, roles and responsibilities, core management criteria, service delivery standards, identification of key results. **Work environment**, physical surrounding, building and environment, hours of work, telephone ethics, transport, code of conduct, human resource management, mentoring. The middle management induction programme consist the same information as the senior management information with fewer added information.

The other part of induction covers new employees at other levels. The information consist of **WCED** as an organisation, practice, benefits, expectations and rules and facilities.

There is a post induction follow up called orientation, it covers the following, **Work Environment**, physical surroundings, building and environment, hours of work, telephone ethics, transport and mentoring. **Post induction follow-up, Orientation**. Covers understanding the WCED as an organisation, understanding the branch, understanding the entire Directorate. Vision, mission, value, strategic, strategic objectives, annual performance plan. Service delivery improvement programme, business information policies, procedures, systems and structures. Organisational culture, ethos,

work ethics, occupational health and safety policies, labour relations issues, performance management, assessment and monitoring and evaluation.

**Modules for Orientation,** strategic overview, legal framework, human capital development strategy, major strategies, service delivery model, service delivery structure, service delivery structure, monitoring and evaluation, human resource management performance management of individual, training and development, labour relations, work environment and financial management.

#### **4.6 MASSIFIED INDUCTION PROGRAMME**

Interviews conducted with the participant at the Department of the Premier on 21 February 2008. The participant confirmed that there was a directive by the minister that all public servants must be inducted from the first six months of their employment. The participant confirmed that there will be a roll out the massified induction programme from 1 March 2008. The participant from the Department of the Premier further confirmed that massified induction programme is the general programme meant for all public servants excluding educators and soldiers. This programme is meant for public servants. Educators are not employed as Public Servants but mostly as Corporate Service Educators. Follow up interviews were made with the same participant on the 12 February 2010. The participant is no longer involved in the training. Dr Wessels from the WCED is a trainer in the massified induction programme. Dr Wessels confirmed that the massified induction programme has been rolled out from 2008. Public servants are expected to be part of the programme

Dr Wessels is currently playing a very vital role of being a trainer in the massified induction programme. Dr Wessels mentioned that the programme is classified under levels. Level 6-12 consist of the following information. Government and development, budget, the development state, key government policies, structures of Government, Batho Pele Principles, rights and responsibilities of the public servants, improving service delivery, managing for effective implementation [strategic planning, performance management and procurement], ethics and corruption. Level 1-5 consist of the following information. Vision and work of the government, budget, structures of the government,



understanding the Public Service, Batho Pele, team work, improving service delivery, communication and relationships, Ethics and corruption.

#### **4.7 PROFILE OF SOUTH AFRICAN LOCAL GOVERNMENT ASSOCIATION AND STAFF COMPOSITION**

According to the SALGA induction manual (2005:1), SALGA stands for South African Local Government Association. It is an organisation mandated by the new South African Constitution for the wholesale transformation of local government. The vision of SALGA is to ensure an association of municipalities that is at the cutting edge of quality and sustainable services. The mission of SALGA is to be consultative, informed, mandated, credible and accountable to our membership and to provide value for money. SALGA values include responsiveness, innovation, dynamism and excellence.

#### **4.8 SALGA ORGANISATIONAL STRUCTURE AND MANDATE**

According to the SALGA website SALGA has the role of ensuring that local government interests are promoted and protected. There is transformation of local government to enable it to fulfil its developmental role, to raise the profile of the local government and to enhance the role of provincial local government associations as provincial representatives and consultative bodies on local government. According to the SALGA induction manual (2005:3, 4) SALGA programmes are driven through its working groups. The working groups act as policy and strategic engine of the organisation and also serve as an important platform for communication and co-ordination between SALGA national and provincial municipalities. The working groups have power to recommend, reporting to the National Management and Executive Committees. There are six working groups, Economic Development, Social Development, Municipal Services, Human Resources Management, Governance and Intergovernmental relations. The SALGA induction manual stipulates that there are Committees that play a vital role in terms of improving the corporate governance of SALGA. The Committees are, the Audit

Committee, comprising five members appointed by the National Executive Committee and the Procurement committee that is elected by the National Management Committee.

#### **4.9 SALGA INDUCTION PROGRAMME**

Unlike EMDC South, SALGA has a structured induction programme that is formal in nature. New members are sent to the national office for induction. Besides the induction programme that the new members attend there is an induction manual to guide the new employee to everything he or she needs to know about the organisation. The new SALGA employees are the employees appointed by SALGA to render support services to the municipalities. SALGA new employees are employed to ensure that there is proper governance of the municipalities.

It contains the vision, mission, values, the role of SALGA, its mandate, and how SALGA fits into the South African constitutional framework. The induction manual has all the information regarding the organisation. All the policies and legislation within the manual are well defined. The information includes the following, procurement and logistics of the organisation, national conferences, labour relation policies (including grievance procedures policy, disciplinary procedure policy). Education assistance, policies related to exit, smoking policy, all types of leave are defined according to the policy. Recruitment and selection policy, telephone management policy, computer procurement and assistance policy. Compensation for occupational health and injuries assistance policy, office keys, management policy, parking, facilities management policy and access control.

##### **4.9.1 The SALGA induction manual**

SALGA new employees are given a copy of the induction manual. The manual is aimed at assisting the new employee in further understanding of the policies, legislation and processes at SALGA. The SALGA induction manual covers a lot of information about the organisation. The induction manual explains what the abbreviation SALGA stands for. SALGA induction manual (2005:1) link SALGA mandate with the Constitution of

South Africa. This means that SALGA has been mandated by the South African constitution. It presents the vision, mission and values that SALGA stands for. On the second page, it explains the role of SALGA and the SALGA mandate as defined in section 163 of the Constitution of South Africa. It further gives the constitutional framework for local government. SALGA governing bodies are well-defined and so are the duties that these governing bodies perform and the times that the governing bodies meet. It contains details of various SALGA processes and policies, as set out below:

Oversight Committees are explained together with the mandate that each Committee holds. The Committees are, the Audit Committee, which is appointed by the Executive Committee, the Procurement Committee and the Remuneration Committee. Each Committee and the members that serve in the Committee are well indicated. Committees with major decision making powers are well defined and explanations are given concerning the people serving in such Committees. Different forms are represented in the induction manual. These forms are for internal stationery requisition, internal transport requisition and fax cover sheet. Information internal stationary request form requires the name of the directorate in which the employee is employed in, the unit, the name of the person requesting, the required quantity, the item no. and description. The signature of the person who gives out the items, the date on which the items are received and relevant remarks also have to be recorded.

The SALGA transport requisition form requires the same details as the above-mentioned form, with additional information such as the purpose of the trip, date of the trip, odometer reading before trip, odometer reading after the trip, total kilometres, departure time and returning time. The SALGA constitution is presented, with the preamble and interpretation of preliminary information. Explanations of the name, objectives and procedures of SALGA, membership, disciplining of members, termination of membership, membership fees and levies, as well as governance and structure are given. The governance and structure are under the control of the National Conference, National Members' Assembly and National Executive Committee.

Induction manual fully explains the computer procurement assistance policy, with the objective to assist employees to procure a computer to enable them to perform computerised work whilst out of the office. The scope, general principles, authorising signature and procedure of such a policy are well defined. Disciplinary policy and procedure with the objective of guiding management with regard to actual steps that has to be taken in the event that disciplinary action is taken against an employee for the breach of rules and regulations as contained in SALGA's code of conduct. Disciplinary policy and procedure is fully explained, focusing on application of discipline and procedure to be followed – when to give verbal warning, written warning and final warning. It is also explained that the Executive Manager has the power of recommendation to dismiss. Disciplinary hearing review, demotion as form of penalty, suspension without pay as form of penalty, disciplinary hearing and appeal is explicated accurately within the induction manual.

Information pertaining to policy on education assistance is included in the manual. This policy explains the commitment of SALGA to improve knowledge and skills of employees. It elaborates on who qualifies for education assistance, which institutions the employee is expected to enrol at and the relevance of the courses to SALGA, as well as how the employee can go about in trying to access such assistance, what is included in funding and procedures to be followed. Policy on compensation for occupational health and safety. The objectives of the policy are to ensure that the management and employer are committed to ensuring that the health and safety of all employees and other persons that may be affected by activities are protected and compensation is paid when it is due. The instances and circumstances and extent of injuries that lead to paying compensation are well explained. The procedure for claiming for injuries and the steps that need to be followed immediately after such injury are included. There is detailed explanation of the policy on grievance including the guiding principles, grievance procedure and the final step of approaching the CCMA. Exit policy with the objective of trying to ascertain information on areas for improvement from employees leaving the organisation. An exit interview with each employee who leaves the organisation is included. The human resources management keeps copies of outcomes to be supplied to the relevant

directorate. All the questions and ratings of the exit interview are clearly presented in the induction manual. Smoking policy is included in the manual with the objective of ensuring that all employees have the right to a safe and healthy environment in compliance with the relevant legislation. The policy applies to employees and clients. Sick leave policy with the objective of recognising the need for employees, in specific circumstances to be given opportunity to recuperate from illness in an environment other than the working environment. The policy is well define and procedures that govern it. Annual leave and family responsibility leave policies with the objective of promoting the philosophy of work and work life balance so as to enhance employee productivity. Information on procedures and nomination of beneficiaries and leave payout is well elaborated within the induction manual. The family responsibility leave has the objective of recognising the need for employees to care for the welfare of their immediate families or to be present at home during bereavement. The maternity leave policy and procedures that govern such policy are explained.

The policy on recruitment and selection has the objectives of these policies are well articulated with reference to the principles, steps before recruitment and during recruitment, the use of recruitment agencies, rates, guarantees, payment invoices, services, selection principles, establishing of selection criteria, short listing, interviews and interviewing guidelines, purpose of the interview and format. Further aspects include panel composition and who qualifies to be on the panel, questions that must be fully avoided in the interview and reference checking procedure, as well as how to go about appointing, post selection management and citizenship. All the information is well clarified and procedures to be followed are well explained.

The telephone management policy regulates the usage of landline telephones within SALGA. The policy governs the allocation of extenction, utilisation, control, private calls, business calls, international calls and the telephone management system. Required payments and procedure, repairs and disposal, stocktaking, safe keeping and approval authority are explained. Further policies included within the induction manual involve the office keys policy for administering the acquiring of keys, key loss, duplicating of keys, handing over of keys to a third person, handing over of keys following suspension, and

key returns. The Facilities management policy regulates the use and management of facilities. Booking procedure for certain facilities, cleaning services for the facility, efficient energy use and efficient use of facility equipment, security, theft and incident report and personal use of facility equipment are included in the information about this policy.

The final policy is the Access control and parking policy, which has the purpose of regulating access to the office and parking facilities at the premises of SALGA. The policy refers to the employees that must have access to such facilities. Visitors' parking and registration are defined, as are offences that can result from the employee allowing visitors to enter offices without reception desk knowledge. All the policies and the steps and procedure to follow when necessary which are discussed above are presented clearly

#### **4.9.2 The SALGA website**

The SALGA website can be seen as the relevant tool for the new employee to use. Although the website information has not been verified in terms of the accuracy and recency of the information, it still provides relevant information from an induction viewpoint. Mr Mpela confirmed that the SALGA website explains what SALGA stands for and explains SALGA's constitutional mandate. All the relevant policies are listed on the website. The seventeen policies listed under human resources policies include the, human resources policy, and policies concerned with the performance management system; recruitment procedure; advertising; placement; staff appointment; job classification and grading; remuneration; benefits; the employment equity plan; training and development; induction and orientation, which consist of elements discussed in the manual); transfers; demotion; succession and experience planning; disciplinary measures; dismissals and the HIV/AIDS education & prevention programme. Workplace policies-focus on language, sexual harassment, phone and cell phone use and smoking.

There are policies covering functioning of council and committees and there are policies on the election of speaker, mayor, exco committee members and on the appointment of councillors responsible for financial matters. There are governance policies, listed under which are the integrated development plan, by-laws and regulations, rules of order and

procedure, system of delegation, guidelines for community participation, IT policy, email policy and declaration of interest by councillors and officials. Under financial policies are tariff; competitive bidding system and procurement (tender); investment policy; financial regulations; fleet management/transport; and indigent policy. These policies are available for inside use.

Speeches by Executives and the chairperson are displayed in the website. The training and intervention that were given to the councillors and municipalities is also presented. The vision, mission and objectives of all policies are clearly stipulated. Minutes of the meetings and conferences are also presented. There is a lot of information within the website at SALGA. Two interviewees from SALGA also confirmed that the new employee is also introduced to the whole organisation through intranet use. Photos of new employees and information about their duties are also displayed in the intranet.

#### 4.9.3 Feedback from unstructured interviews with SALGA

In trying to clarify the induction programme at SALGA, the researcher interviewed two SALGA personnel Mrs Khan, the human resources practitioner for organisational development and Mr Mpela, project manager. The researcher tried to gather more data on the SALGA induction programme so as to gain clarity about the strengths and shortcomings of such a programme. The researcher hoped to identify up good practices that could assist in developing the format for the EMDC South induction programme. Information gathered from these interviews is presented in the table that follows.

**Table 4.4: Unstructured interviews - SALGA**

Theme	Responses
1. Understanding of the concept of induction	<p>There was full understanding of the concept of induction on the part of both participants</p> <p><b>Interviewee one:</b> Induction is to provide employees with information that will facilitate a smooth integration into the organisation.</p>

	<b>Interviewee Two:</b> It is the process of integrating new employees into the organisation.
2. Participant's awareness of induction programme at SALGA.	Both participants were aware of the induction programme at SALGA <b>Interviewee One:</b> Yes, I am fully aware of the induction programme. <b>Interviewee Two:</b> Yes there is a programme of induction.
3. Experience of induction when they first started at SALGA	<b>Interviewee One:</b> The process was very informative. I had a holistic view of all processes and understood briefly the organisational policies and procedures. Manuals were provided which assisted me in understanding process, policies and procedures in much detail. <b>Interviewee Two:</b> Many details were given about the organisation that assisted me in understanding the structure, policies and procedures. Though I feel there was a lot of information at once
4. Could you give a brief discussion regarding the induction programme?	<b>Interviewee One:</b> The Human Resource Department briefly explained the background of the organisation thereafter each directorate made a presentation on their role within the organisation. <b>Interviewee Two:</b> The HR gave us information on what SALGA is all about, explanation about policies and procedures. Then different directorates also explain the fields of their specialisation
5. Impact of induction programme on the organisation	<b>Interviewee One:</b> There is great impact though some employees still come to the Human Resources Department for information that was already provided to them in the induction. I guess they are given one information at once. Different directorates also have a duty to induct their personnel immediately before they start work. <b>Interviewee Two:</b> The time is not enough and there is more information given on one day. That leaves the employee with many questions. Assistance that was given by my unit was very crucial because I was taken through my job I details and some policies were explained again.
6. Impact of induction on understanding the structure of the organisation	<b>Interviewee One:</b> The induction assisted me in understanding the structure of the organisation. Yes it really assisted; all employees were given organisation organogram. <b>Interviewee Two:</b> Induction assisted because different directorates are there to tell the new employees about the role of each directorate within the structure of SALGA. The HR also explains and the organogram is also given to us.
7. Impact of the induction programme	<b>Interviewee One:</b> Yes the human resource



<p>on understanding norms, values, code of ethics and culture of the organisation</p>	<p>practitioner explained this in details. It is one of the issues clarified throughout the induction process.</p> <p><b>Interviewee Two:</b> I agree that it was explained from the time I started. The human resources department always continuously told all participants what the organisation stand for, and what it believes in. Culture that the organisation embraces and the objectives were explained from the beginning. Before I went to Pretoria the immediate Directorate also explained the norms, values, code of ethics that the organisation believes in. Culture that the organisation believes in is explained and employees are encouraged to embrace it through actions as well.</p>
<p>8. Impact of induction process on understanding participant roles</p>	<p><b>Interviewee One:</b> No the roles were not fully explained, it was the duty of each directorate in which the new employee will be working would explain further. One day induction programme does not clarify individual roles but covers SALGA as an organisation. When I started working I was not clear about my role. <b>Interviewee Two:</b> The day before induction my manager took me through my roles and the day after induction programme. He assisted me in understanding the roles. The human resource department assisted the new employees in understanding the roles. The human resource department further requested the new employees to contact them should they need clarity regarding their roles within the organisation.</p>
<p>9. Impact of the induction programme on understanding colleague's roles</p>	<p><b>Interviewee One:</b> Not much, the induction programme was holistic on overview of the organisation. This is the duty of the immediate directorate the new employee is working in.</p> <p><b>Interviewee Two:</b> No that was not covered in the induction programme; you pick it up afterwards on your own.</p>
<p>10. Duration of Induction</p>	<p><b>Interviewee One:</b> There is one day induction programme it is not enough to cover everything. All new employees are encouraged to contact human resource department. One day induction programme is not enough.</p> <p><b>Interviewee Two:</b> One day induction programme is not enough. It leaves many unanswered questions. It is important that each directorate avail itself to the new employees to answer questions.</p>
<p>11. Reflect on whether induction process was necessary when the new employee started at SALGA</p>	<p><b>Interviewee One:</b> It assisted me to understand the organisation better, though there were some unanswered questions.</p> <p><b>Interviewee Two:</b> Induction process prepared me for the job. It made me understand what is the goal and</p>

	mission of the SALGA. It also addressed unanswered questions that I had before starting at SALGA.
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Due to some issues that remained unclear after the first interview, the researcher arranged for a follow-up interview to get further clarity. The results of this interview are presented below:

**Table 4.5: Follow-up interviews - SALGA**

Theme	Response
12. Informal induction	<p>Both interviewees agreed that there is informal induction occurs. <b>Interviewee One:</b> The informal induction does occur because sometimes the date of the formal induction is still far [and] the office has a duty of ensuring that the participant is well aware of the duties, the protocols and the office the new employee will be working in.</p> <p>There is a brief overview given to the new employee about the position she will be working in. Basic office rules will be explained and the new employee will be told exactly what is expected of her in order to achieve the goals. The job descriptions will be signed and the new employee will be introduced to the unit colleagues she will be working with.</p> <p>Further, the unit has to take responsibility of ensuring that the new employee is well aware so that by the time the new employee starts the job he is able to deliver. Failure to do so might result [in the] unit being labelled as not delivering hence it's crucial that the unit needs to take care of the new employee.</p> <p><b>Interviewee Two:</b> If the new employee came at the right time when the induction in Pretoria is taking place still when the new employee comes back the new employee must be taken through the duties, office legislation and protocols and the new employee must be introduced in the office.</p>
13. Further clarity on formal induction	<p><b>Interviewee One:</b> That one day of induction is attended by the number of people. It is not offered to one employee. It was going to be costly if it is done so.</p> <p><b>Interviewee Two:</b> The Human Resources, since it is responsible for recruitment, knows the number of the people that will be starting and</p>

	based on that the Human Resources will be able to decide and plan the induction
14. Further clarity on introduction of new employee	<p>Both participants agreed that intranet is utilised to introduce new employees. The intranet, according to the two participants, is also used as the form for introducing new employees. The photo of the new employee will be on intranet with full details including the duties of the new employee within the organisation are explained.</p> <p><b>Interviewee One:</b> Intranet is used as another form of introducing new employees besides informal induction. All the nine provinces will receive the photo of the new employee and the position the new employee is appointed for. The intranet reaches all the nine provinces, therefore the old staff will have an idea of the presence of the new employee and the duties the new employee will perform within the organisation. Cape Town office is not a big office therefore new employees are introduced to all other employees at the office during informal induction.</p>
15. Any other comments	<p><b>Interviewee One:</b> [The] induction manual is very helpful it assist the new and old employees. This interviewee further mentioned that the induction manual handed out at the formal induction in Pretoria is one of the best tools the new employee can use for understanding the environment. He further explained that the immediate directorate has a duty to explain the rules and regulations and show the new employee the facilities and policies, besides the manual.</p> <p><b>Interviewee Two:</b> There is value in induction process. It eases the stress of starting new job and it gives the new employees time to come in terms with organisational realities.</p>

#### 4.10 CONCLUSION

Chapter four has shown that both organisations have a mandate to deliver services to the

community. SALGA and the EMDC South have different mandates for delivering to the people of South Africa, but the researcher was mainly interested in the induction programmes of these two organisations. The focus group discussions and unstructured interviews were of assistance to the researcher in the analysis of the data. The data obtained from the focus group discussions, unstructured interviews, EMDC directory and SALGA manual therefore assisted the researcher in getting the in depth understanding of induction processes in both organisations. The focus group discussion provided the researcher with the data that could assist in the formulation of the format of the induction programme at the EMDC South. Though comparison of the two organisations was not ideal the researcher was able to utilise data received from SALGA unstructured interviews to learn about the content of the induction programme at SALGA. The next chapter will therefore analyse the data obtained, compare EMDC South and SALGA induction programme provide and results.

## CHAPTER 5

### DATA ANALYSIS AND RESULTS

#### 5.1 INTRODUCTION

Terre Blanche and Durrheim (1999:57) believe that data analysis is concerned with the fact that the data has been collected and must be analysed. The important question to ask is what will the researcher do with the data? The question should be answered in as much detail as possible. Creswell (2003:190) believes that the process of data analysis involves making sense out of text and image data. It involves preparing data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data and interpreting the larger meaning of the data.

#### 5.2 DATA ANALYSIS PROCEDURE

The **first step** that the researcher took was to put the data together so as to be able to prepare it for analysis. This process included typing responses, transcribing the discussion notes, sorting and arranging the data. The **second step** was to read all the data received thoroughly. This step consisted of the researcher trying to understand the responses obtained in the focus group discussion. The researcher also had to try to understand the data received from the case study documents. This stage, in addition, involves the researcher in writing notes on the general understanding of the discussion, the general feel of the participants and the impressions gained, and trying to interpret ideas. The researcher made an attempt to suppress her own ideas in the process of trying to understand the discussion. According to Creswell (2003:191), qualitative researchers sometimes write notes in margins or start to record general thoughts about the data at this stage. The **third step** is more about detailed analysis, reading thoroughly and categorising the data received. The researcher tried to make sense of the whole range of data, by reading the transcriptions and the documents received attentively, while trying to understand and limiting the topics according to the data received.

The **fourth** and **fifth steps**: The data having been analysed in the above-mentioned step, the researcher tried to classify the data in a manner that would lead to answering the research question through in-depth discussion of themes with reference to categorising and chronology of events. Creswell (2003:194) refers to this stage as the stage in which most researchers present a process model as they convey descriptive information about each participant in a table.

**Step six** involves the stage of giving explicit meaning to what has been learned through the whole process of research. The meaning of the lesson learnt can also raise questions. There can be interpretation that can motivate the action to be taken.

### **5.3 EMDC SOUTH FOCUS GROUP DISCUSSIONS**

The focus group discussions were held on different dates and at different venues. The data analysis is based on the experiences of the three focus groups.

#### **Theme 1: Participants' understanding of induction**

All three focus groups indicated full understanding of the concept of induction. Discussion was allowed so that the understanding of the concept could be voiced. One participant referred to the induction process as orientation. Group members agreed that it can be called differently, but that the two terms are synonymous. Two members were uncertain, but their definition was correct. Some of the direct responses were 'Induction is the process of introducing new people in the organisation'.

#### **Theme 2: Participants' experience of induction**

There were conflicting ideas in this regard. Some members were of the opinion that induction takes place at the EMDC South while other members felt that there is no induction. Two members from link team three said that they had been inducted. One member from Link Team Three confirmed that the component head allocated a co-worker to ensure that there was induction. One member from this team also confirmed that the component head took her through induction for a week. All other members in this

group confirmed that they were not inducted. SBM and Administration also confirmed that they had not been inducted. Six Link Team Five members confirmed that there was an induction when they started. Four of the members of Link Team Five said that co-workers assisted them with induction. One member confirmed that the component head managed to take him through the induction, while one member from this group confirmed that Robinson gave him the directory so that it could guide him.

### **Theme 3: Impact of induction on organisation**

All groups were quite aware of the impact of induction on organisation. In Link Team Three members raised the issue of time. Members in this group felt that more time is wasted on figuring out the new environment rather than working and that this cost the organisation a lot of money. One member felt that, with lack of induction, there is a serious negative impact on the organisation as new employees make mistakes that cost a lot of money. Group members felt that induction is one of the greatest tools to achieve good service delivery within the organisation. One member in SBM and Administration raised the issue of organisation employees being embarrassed because they are not sure of what of their duties entail. The other member mentioned the fact that lack of induction in their section impacted negatively to them in terms of full understanding of the Department of Education, certain protocols and expectations of them as employees of the Department. Concerning Link Team Five, a lot of discussion in this group went around the idea that the lack of induction within the EMDC has a negative impact because employees spend much time trying to fit in rather than doing what is expected of them. In Link Team Five the following was indicated as the impact of induction on organisation, when employees are inducted: Good service delivery, productivity, employees positive feeling towards the organisation. The researcher observation was that EMDC employees recognise the role that induction plays on the organisation.

### **Theme 4: Impact of induction on employees' understanding of the organisation**

There were contradicting responses in terms of this theme. Some participants felt that, due to the fact that they were educators, it was easy to understand the structure of the organisation and induction in this regard was not necessary, while other participants felt

that, in spite of being educators, induction was essential so that they could gain further understanding of the structure. In Link Team Three, as stated earlier, most of the participants have worked for the Department of Education. About eight of them felt that they understood the Department as they have a background in education. One member of this team commented that, when you are at the EMDC level, you are at the managerial and advisory level and you need more understanding of the structure. The member felt that her own experience of being a teacher has not helped much in terms of understanding structure, at the EMDC and at the Head Office level. This member felt strongly that induction is a great necessity. The other member also commented that the EMDC is a distinctive environment very different from a school; therefore understanding of the structure is needed.

Eleven members in the team were from SBM and Administration. In this team there was no understanding of the structure at all. Most participants just responded that there was no understanding of the structure. One member explained that when she was called for an interview she did research about the EMDC and its structure. In Link Team Five discussions were based on the fact that the participants had some understanding of the EMDC. Ten participants in this group felt that they knew the structure as they had been educators. They had worked with the EMDC at school level and that gave them full understanding of the structure of the EMDC. The researcher's concluding remarks based on the discussion in the focus groups are that most members understood the EMDC, but this was not enough. At the EMDC level they needed more information so as to be able to advise schools. It was therefore concluded that, since some members of this focus group were not inducted, they did not gain proper clarity on the structure of the organisation.

### **Theme 5: Level of understanding of norms, values, ethics, code of conduct and culture of the organisation**

All the focus group members admitted that there had never been any explanation when it came to norms, values, ethics, the code of conduct and the culture of the organisation. One participant in Link Team Three mentioned that they 'go with the flow' concerning the above. The other participant in the same group mentioned that there is a lot of



assumption concerning norms, values, code of conduct and the culture of the organisation. In Link Team five, seven members of the group agreed that they gathered knowledge of the norms, values, ethics, the code of conduct and the culture of the organisation from other colleagues.

The researcher's opinion based on the focus group discussion is that some of the participants had not experienced induction through the EMDC, other colleagues or a component head.

### **Theme 6: Understanding of other colleagues' roles within the EMDC South**

There were contradicting answers to this question. Some participants felt that there was no forum where other colleagues could be introduced to the new employee; the new employees have to find out about the role of other colleagues by themselves. One participant from Link Team Three commented that 'you will know other people's roles when you are referred to them'. Five participants agreed that new colleagues are introduced in the forum meetings and that the role of the new colleague is explained, but it is difficult for colleagues of longer standing to introduce themselves as the forum meetings involve all EMDC staff. Ten participants mentioned that both new employees and old employees are introduced to each other in the pillar meeting and the roles of pillar colleagues are explained.

One participant from Link Team Five mentioned that the EMDC is making an effort to introduce all staff members to one another through term end functions. The researcher allowed the discussion to take longer in order to ensure that an authentic conclusion and clear understanding of this matter was reached. The researcher's understanding, as based on the discussion, was that there is a form of introducing different colleagues' roles to each other [both new and old]. It is not done in a formalised way; the most common manner revealed by the three focus groups was that roles filled by colleagues were made known in the pillar meetings. New colleagues would become acquainted with the roles of colleagues working in the same pillar. Link Teams provided the other form of introduction to the roles of other colleagues. One participant mentioned that colleagues were given opportunities to socialise and know get to know each other at the end of term

functions. Two participants in the SBM and administration mentioned that lack of proper introduction to other colleagues led to colleagues missing out on each other's skills.

### **Theme 7: Understanding own role and responsibilities within the EMDC South**

There were contradicting responses from participants. A participant from Link Team Three highlighted that the work roles and responsibilities were not new to her as; she had been part of the other office that was rendering the same services as the EMDC. About four participants in all three focus groups confirmed that the pillar head gave them exposure to what their roles and responsibilities were. About three participants responded that the component head assisted. Seven participants responded that other colleagues assisted them in understanding their roles and responsibilities. Eight participants commented that no one had explained the roles and responsibilities – they either learned up as they went along go or asked other colleagues.

### **Theme 8: Recommendations on Ideal Induction at the EMDC**

The researcher is of the opinion that all the group members would like the EMDC South to have an induction programme. This opinion is based on the focus group discussion. Three focus groups offered similar responses. Whenever a new idea was mentioned, the researcher made a note of it. The following comprise the recommendations mentioned throughout the focus group discussions: The induction process must be formalised, the Pillar Head have to play a vital part, and functions of the new employees must be thoroughly explained. Challenges and strength, including culture and values should be explained. The induction should assist the new employee to do the job better; the roles of other colleagues must be explained. It is required to capacitate the new employees in the filling in of forms and understanding of protocols for logistic purposes. It must define channels of communication within the EMDC and the Department of Education head office and clarify the mandate of different pillars and directorates. It must enable the integration of new employees and make them to feel welcome. It ought to explain processes of the EMDC and Department of Education at head office. It should explain projects that are taking place and abbreviations.

## **Theme 9: Comments on the induction programme at head office or Provincial induction for all Government Departments**

There was no knowledge of any induction programme among the twenty three members of the focus groups. One member commented that it was the responsibility of the head office many years ago to induct district officials. One member from Link Team five commented that there is an induction programme that would be taking place at Kromme Rhee. She was not sure if it had started.

## **5.4. THE WESTERN CAPE EDUCATION DEPARTMENT INDUCTION PROGRAMME**

On the follow up interviews with Dr Wessels the below information was derived.

### **Theme 1: Induction Programme rolled out in October 2007**

The researcher conducted interviews with Dr Wessels and discovered that there is a current induction that was rolled out in the Western Cape Education Department Provincially. The induction programme was rolled out in October 2007.

### **Theme 2: The WCED induction programme and the EMDC's**

The induction programme is meant for the WCED employees that include EMDC's and other different directorates. The induction programme is generic in nature and it covers the strategies and priorities of the WCED. The induction focus on the WCED not on specific directorates or specialised needs of the EMDC's. The EMDC's are unique in nature and requires a specific induction programme that covers their specific needs.

### **Theme 3: Induction programme that covers specific needs of the EMDC's**

Each component manager is responsible for the induction of their immediate subordinates. The component manager can either design induction according to the new employee's needs or extend the current WCED induction programme.

#### **Theme 4: Referral of the junior staff to the WCED programme**

The information about the WCED was forwarded to the directors of each EMDC. The directors expected to inform the components head. The component heads are expected to inform the components.

#### **Theme 5: Need for the EMDC's to develop induction programme**

There is a need because each EMDC know its specific needs, vision, mission and strategies. Therefore each EMDC can either develop or extend the current induction to its specified needs. The generic WCED induction programme is also very important to attend as it gives the understanding of the Department holistically.

### **5.5. MASSIFIED INDUCTION PROGRAMME**

#### **Theme 1: Provincial Induction Programme [national programme]**

The massified induction programme was rolled out in April 2008. It is compulsory for the public servants to attend.

#### **Theme 2: Benefits of MIP**

It gives the new employee understanding priorities, strategies and policies of the government. The new employee will start the job well aware of what the national government stands for.

#### **Theme 3: Beneficiaries of the MIP**

All public servants benefit to the MIP. In the initial interview conducted on the 12 February 2008, the participant at the Department of the Premier confirmed that Educators, soldiers are excluded in the programme due to the fact educators are employed as CS educators and not public servants.

#### **Theme 4: Response to the programme**

Different Departments are expected to send names of the new employees to Dr Wessels.

Dr Wessels liaise with the different Departments and inform them of the dates of induction. The MIP is conducted monthly

## **5.6. SALGA UNSTRUCTURED INTERVIEWS**

The researcher found it very useful to conduct unstructured interviews with two SALGA personnel in order to get further understanding of the induction process within the organisation. The unstructured interviews assisted the researcher in exploring the experience of the two employees in terms of induction within SALGA. The themes below demonstrate key topics that were discussed.

### **Theme 1: Understanding the concept of induction**

There was full understanding of the concept of induction with both employees. Some of the direct responses included the following: Interviewee one: 'Induction is to provide employees with information that will facilitate a smooth integration into the organisation. Interviewee two: said that 'It is the process of integrating new employees into the organisation.'

### **Theme 2: Participant awareness of induction programme at SALGA**

Both SALGA interviewees explained what induction means and they reflected that SALGA has a one-day induction programme that takes place in Pretoria. Personnel from other branches have to attend the induction programme in Pretoria. Their answers were similar, but they had been interviewed at different times. The researcher concluded that some form of induction takes place in Pretoria.

### **Theme 3: Experience of induction programme when starting to work for SALGA**

The both interviewees from SALGA agreed that a one-day induction programme is informative but the time was too little. The following direct responses were recorded: Interviewee one: said that the process was very informative. 'I had a holistic view of all processes and understood briefly the organisational policies procedures. Manuals were provided which assisted me in understanding process, policies and procedures in much detail.' Interviewee two: said 'Many details were given about the organisation that assisted me in understanding the structure, policies and procedures, though I feel there was a lot of information.'

#### **Theme 4: Brief discussion regarding induction programme**

Interviewee one: commented that the human resources division is responsible for the induction process. Each sub-directorate sends someone to present the mandate of the sub-directorate and explain the channels of communication to the new employee. Interviewee two: on the other hand, explained that each directorate has a duty to expose the new employee to induction. Interviewee two: further agreed with the above participant that there is an induction programme that is given in Pretoria. The induction programme is a one-day programme which provides an overall perspective of what SALGA stands for, while the induction that is offered by the immediate directorate or unit in which an employee will be working exposes the new employee to the job description and introduces him or her to the procedures and protocol of the actual job and offices before going to the one-day induction programme in Pretoria. There were contradicting responses in this regard. Interviewee one believes that there is a formal one-day programme organised by the human resources department in Pretoria. Interviewee two, on the other hand, believes that there is an informal induction programme that is offered immediately the new employee starts the job and that it occurs in the office in which the new employee will work. Once the new employee understands the job and the environment in which he or she will work, the head office induction in Pretoria follows.

#### **Theme 5: Impact of the induction programme on the organisation.**

Interviewee one suggested: 'Not much is received because employees still come to the human resources department for information that had been provided to them in the induction. Interviewee two: '[At] the head office induction the time is not enough and there is more information given on one day. That leaves the employees with many questions.' Interviewee two: further added that the informal induction that occurs within the immediate directorate assisted him very much, especially with details of the job. Both interviewees in this regard agreed that the one-day induction is not enough as it leaves interviewees with too many unanswered questions. Discussion went further, saying that induction in any organisation is developmental.

### **Theme 6: Impact of the induction on understanding the structure of the organisation**

Both interviewees agreed that the structure was well defined and that an organogram was given to each new employee who attended the induction in Pretoria. The following comprise direct responses. Interviewee one: ‘Yes it really assisted and all employees were given organisation organogram.’ Interviewee two: ‘Yes – because different directorates are there to tell the new employees about the role of each directorate within the structure of SALGA. The human resource department also explains and the organogram is also given to us.’

### **Theme 7: Impact of the induction programme on understanding norms, values, code of ethics and culture of the organisation.**

Both interviewees agreed that the norms, values, code of ethics and culture of the organisation were explained well. Interviewee one: ‘Yes, human resources practitioner explained this in details. It is one of the issues clarified throughout the induction process.’ The human resources department told all the new employees what the organisation stands for and what it believes in. Interviewee two: explained that ‘from the time I started the values, norms, culture and code of ethics was explained repeatedly even before he attended Pretoria induction. Interviewee two: further explained that, in the informal induction he received within the immediate directorate. The culture that the organisation believes in is articulated and employees are encouraged to embrace it through actions. Both interviewees further added that there was a clear understanding of norms, values, culture and code of ethics by the time the participant started working.

### **Theme 8: Impact of induction process on understanding participant roles**

Interviewee one: responded that roles were not fully explained. The researcher had to probe further. She then added that the directorate (units) in which the new employee will be working would explain further as a one-day induction programme does not clarify roles but covers SALGA as an organisation. It does not cover individual needs. She further added that, when she started working she was not clear about her role, hence she

gave that response. Interviewee two: agreed that it was helpful the day before and after induction the manager assisted and explained everything further. The human resources department assisted new employees in the induction and they said new employees were welcome to contact them after the induction. This is contradictory because interviewee one referred to one day of induction in Pretoria, but also added that employees must be attended to by the immediate directorate after the induction to clarify questions. Interviewee two referred to the informal induction given by the immediate directorate as the one that clarified his role within the organisation. On the basis of recorded responses, the researcher therefore concludes that there are two forms of induction, formal and informal.

### **Theme 9: Impact of induction on understanding colleague's roles.**

Both interviewees confirmed that there is not much clarity about other colleague's roles. Interviewee one: 'Not much, the induction programme was holistic on overview of the organisation.' interviewee one explained that introducing colleagues to one another's roles is a duty of the immediate directorate/unit in which the new employee will be working. Interviewee two: 'No, that was not covered in the induction programme; you pick it up afterwards, on your own.'

### **Theme 10: Duration of induction**

Both interviewees confirmed that there is a one-day formal induction and the both complained that it is not enough. Interviewee one: further explained that all employees in the induction are encouraged to contact human resources department should questions come up after the induction day. It leaves some of the participants with unanswered questions. Interviewee two: emphasised that it is vital that each directorate and unit be available to answer unanswered questions.

### **Theme 11: Reflection on whether an induction process was necessary when the new employees started at SALGA**

Both interviewees agreed that the induction process to some extent assisted them in understanding other processes within the organisation. Interviewee one: confirmed that it



assisted in addressing some of her unanswered concerns. Interviewee one: added that it played a role in preparing her for the job.

### **5.6.1 SALGA follow-up interviews**

The first interviews were fully based on participants' experiences, the follow-up interviews were aimed at clarifying their answers and explaining the general day-to-day induction that is observed in their organisation (only in the case of unanswered questions, from their own experiences).

#### **Theme 12: Informal induction**

Both interviewees agreed that an informal induction takes place. Interviewee one emphasised that it is the duty of each directorate (referring to it as the 'unit'). The unit has to ensure that the new employee receives informal induction so as to be able to understand the protocols and procedure. The informal induction exposes the new employee to the processes, office procedures and protocols. The new employee is also introduced to the office colleagues. There were conflicting responses from initial answers given in the first interviews. Interviewee one: added that the informal induction occurred after formal induction in Pretoria. The same interviewee said that there is informal induction before the formal induction in Pretoria. When researcher tried to gain further clarity, the interviewee two explained that by the time of joining SALGA there was an already scheduled formal induction. Interviewee two came back and questions and other processes were explained. The interviewee two further added that some colleagues first attended the formal and later the informal induction, while others did the opposite.

#### **Theme 13: Further clarity on formal induction**

Both interviewees agreed that the reason for the informal induction is that formal induction can only take place when an unspecified number of employees are employed at the same time. Interviewee two: added that this is a human resources decision – after vacancies are filled, the human resources department decides on the date of the induction.

#### **Theme 14: Further clarity on introduction of the new employees**

Both interviewees agreed that the intranet is used to introduce new employees from all nine provinces.

#### **Theme 15: Other comments**

Interviewee One commented that the induction manual is the good tool for both new and older employees. Both interviewees praised the induction and added that it lessened the stress and insecurities associated with starting a new job.

### **5.7 COMPARISON OF SALGA WITH THE EMDC SOUTH**

It became clear during the process of gathering the research data that both organisations have strengths and weaknesses. The researcher therefore sees it as vital to bring to light the strengths and weaknesses of both organisations. It is vital for the researcher to look at the processes within these two organisations subjectively and objectively, so as to be able to learn from both organisations so that the information that is derived will assist the researcher in developing an induction programme for the EMDC South.

#### **5.7.1 Strengths of the EMDC South informal induction programme**

New employees are introduced in the forum meetings. The new employee can use the intranet before starting the new job to learn more about the EMDC South even before starting the new job. Intranet is not the induction tool; there is vast information that can assist new employee. There is a directory that contains the organogram and the extension numbers of other colleagues, which means that the new employee can call colleagues and ask questions, if necessary. WCED induction programme MIP is very important for the EMDC staff. Though the programme was introduced after two focus group discussions were conducted and it was new at the time of the research but it will add more value to the EMDC staff. The WCED induction programme will assist the staff in understanding the protocols, policies and strategies of the Western Cape Education Department. It will assist the employee to understand that the EMDC is part of the WCED. The Western

Cape Education Department induction programme can assist the new employee to adhere to the strategies and protocols of the WCED. The WCED induction programme is detailed and gives the holistic picture of the Department to the new employee. It can also help the new employee in understanding different directorates and meeting fellow employees of the EMDC's within the Western Cape as well as the Head office staff. The new employee will have the full understanding of the people to contact within the different directorates of the Western Cape Education Department should the need arise.

WCED induction programme will assist in clarifying some of the concerns that came out of the focus group at the time the research was conducted. It is the good tool for the Department of Education Provincially. Massified Induction Programme is very crucial as for the employees of the EMDC' south. It assists the new employee to understand the national government strategies and the importance of service delivery among public servants. It highlights the significant of putting people first and full understanding of the government vision. It further gives the new employee awareness of structures of government and the new employee rights and responsibilities. It gives the new employees opportunity to network with other Department within the Western Cape and that can improve service delivery

### **5.7.2 Weaknesses of the EMDC South informal induction programme**

At the time of the research Dr Wessels' induction framework was still unclear and all participants do not know about it. Mr Robinson believes that induction is a human resources issue based at head office, while Dr Wessels believes that each pillar head is supposed to induct new employees at the EMDC level. Only one participant was aware of the Massified Induction programme conducted by the Office of the Premier at Kromme Rhee, meaning that Massified induction programme is still unknown at the time of the research. Some employees, new employees in particular, do not have the directory because the directory was given to employees who attended the forum meeting. The information presented in the directory is not of much help in gaining understanding the processes at the EMDC South to new employees. The directory mainly supplies basic information that provides little assistance to the new employee. As seen in Chapter 4, many participants responded that they were not inducted at all when they joined the

EMDC. Those who were inducted indicated that the induction was based on the feelings of another colleague or availability of the component head. Induction is not a compulsory process; it is still dependent on other people's availability for offering induction to new employees. No specific time or money is allocated for induction.

The structure of the EMDC South is very complicated because some decisions come from the head office. There is minimal understanding of the full structure and processes among the participants (see responses in Chapter 4). At the EMDC level there are different pillars headed by different pillar heads. The focus group discussion revealed that lack of proper induction resulted in lack of clarity with regard to the structure of the organisation. One of the participants confirmed that you 'become confused of who is who within the organisation and you pick up that as you go'. Walton's directories of 2007 and 2008 include an Organogram and some members in the focus group felt that it was helpful while the other members felt that it did not tell anything about the organisation.

Some respondent indicated that they picked up the code of conduct, ethics, norms and values of the organisation from other colleagues due to lack of induction.

### **5.7.3 Strengths of the SALGA induction programme**

The single day of formal induction is taken very seriously. Time, money and resources are allocated for a one-day induction programme. The formal induction allows overall welcoming of new employees to the organisation. Interviewee one at SALGA explained that the new employees are told during the induction that they are welcome in the organisation and their questions are welcomed by the human resources department at any time. Different directorates are introduced to the new employees and the different mandates of the different directorates, the goals and the vision of each directorate are explained. Interviewee One at SALGA, confirmed that the structure of the organisation is made clear to new employees during the induction process. An organogram is presented to the new employees and the human resources practitioners provide further explanations of the structure of the organisation.

There is informal induction that occurs as soon as the new employee starts to work in the organisation. The informal induction occurs between the new employee and the unit in

which the he or she will work. Every new employee is given a manual. According to SALGA employees who were interviewed, the manual is extremely helpful and contains all the information the new employee might need. The Both interviewees indicated that they fully understood the structure and processes. The code of conduct, norms and culture of the organisation was explained throughout the formal induction.

#### **5.7.4 Weaknesses of the SALGA induction programme**

The formal induction does not occur immediately when an employee joins the organisation as there has to be a certain number of new employees before the induction is offered. When there is only one new employee, the employee therefore has to wait until the human resources personnel have accumulated the required number of new employees they want to accommodate. Both SALGA interviewees seemed to refer to formal induction only. It seemed as if informal induction is not given the same value as the formal induction. Informal induction has a lesser value.

Formal induction occurs for one day and a huge amount of information is given on the day of induction. Informal induction occurs only when the immediate supervisor is available or allocates someone to do it on the manager's behalf. Most of the policies on the internet are locked for inside use; the new employee can only view the information at the SALGA premises. There is no follow-up induction process for evaluating the progress of the new employee within the organisation.

### **5.8 SUMMARY OF KEY CONSIDERATIONS FROM CASE STUDIES**

The various group discussions that the researcher conducted made it possible to summarise the induction programme at the EMDC. Lessons were learnt from both organisations. Later on the follow up research with Dr Wessels in 2010 there were good lesson learnt. The WCED induction programme is very useful for the EMDC employees . It offers them the excellent picture of what the Department of Education is all about and the strategies the Department believes in. WCED induction programme is not specific to the needs of the EMDC's it covers the generic information about the WCED. The SALGA interviews also gave the researcher an overall picture of the induction process at

SALGA. The focus group discussion and the interviews with the above-mentioned participants made it clear that the EMDC does not have a formal induction programme. It is very important to note that two of the focus group discussions were conducted before the MIP and the WCED induction programme was rolled out. One focus group occurred in 2008 and at that time the above mentioned programmes were in the initial phase.

The informal induction that a few employees experience is based on older colleagues' willingness to help the newcomer, or on the head of the component having time to induct, or the head of the component's requesting that the new employee be assisted by other employees. The lesson learned from this is that many employees do not receive proper induction, because there is no one who can give an account of induction. This has a negative impact in terms of service delivery. The other concern is that of keeping employees accountable. If the component and pillar heads fail to induct new employees, one could wonder how they will go about ensuring that employees account for wrongdoing.

In the later information derived from Dr Wessels it is clear that there is good initiatives of induction programme in the WCED. The massified induction covers the aspect and strategies of the provincial government. The WCED induction programme covers the WCED strategies and processes. The EMDC therefore requires specific induction that will address the needs of the EMDC. Dr Wessels, in addition, believes that the managers in the EMDC South are responsible for the induction of subordinates, while Mr Robinson believes that the responsibility for induction resides with Head Office. It is clear from the research that there are no clearly defined roles and responsibilities and that there is lack of flow of communication between different pillars and components of the EMDC and the Head Office. This can definitely lead to employees not receiving proper communication and feedback. Note worthy information could end up not reaching relevant employees. This can lead to duplication of services as well. SALGA, on the other hand, has the better structured induction programme. The programme of induction is more structured and there is an induction manual which further assists SALGA employees in their understanding of the organisation.

The interviews with SALGA personnel enabled the researcher to discover that the induction process is formalised. It occurs within a day of a new employee's entry into the organisation. After the day of induction, new employees return to the organisation and will be offered assistance by colleagues and managers when questions arise. This can be seen as informal induction. The employees are given an induction manual at the end of the induction day. The SALGA induction programme is acknowledged as a good tool for organisational development. New employees are assisted with integration whenever they start the new job. Whether they start with informal induction or end with formal induction, the fact of the matter is that they are given assistance so as to be able to understand the organisation better.

The one-day induction programme at SALGA is said to be insufficient for new employees. It is comprehensible from the responses of the participants recorded above that induction needs to be allocated sufficient time. It should be considered as training as it adds to the value and productivity of the organisation. It is clear, therefore, that SALGA acknowledges that the new employees need to be inducted, but does not allocate enough time for the process of induction. New employees complete the induction but still leave with unanswered questions. The organisation needs to invest time in the process of induction so as to receive quality results. The manual in use at SALGA is seen as the best tool for the induction. This induction manual assists by improving understanding of the processes within the organisation. The induction manual illustrates the excellent work done by SALGA in ensuring that new employees are equipped with relevant information even long after the integration process of the organisation is completed. It is therefore vital that the EMDC South directory be expanded so that it can answer questions and clarify processes that are unfamiliar to the new employee. The lesson learned from both participants from the organisation is that it is also very important to know the structure of the organisation. It helps the new employee to understand the organogram and what each component, pillar and sub-directorate stands for. The employees at the EMDC South expressed frustrations concerning the structure. It is clear that organisational development and proper service delivery can be impacted by lack of explanation and unclear channels of reporting. At the EMDC, staff members reported that the code of conduct, norms, values and the culture of the organisation had never been explained to them. The

directories of 2007 and 2008 contain no explanation of code of conduct, norms, values and culture. A respondent indicated that the code of conduct, norms and values and the culture of the organisation were 'picked up' from other colleagues.

Contrary to what happens at the EMDC, interviewee One at SALGA confirmed that the SALGA human resources practitioner has the duty of explaining the norms, values, code of conduct and the culture of the organisation to the new employees from the initial stage of the induction and the different directorates are motivated to communicate that throughout the induction process. Service delivery depends on the employee's knowledge and functioning.

The EMDC South is failing to ensure that new employees are well aware of what the organisation stands for and of the culture that the organisation is promoting. SALGA, on the other hand, is ensuring that new employees know the values, norms and culture of the organisation. It is easy for a SALGA employee to strive for excellence because the employee knows what SALGA believes in. The focus group discussion clearly indicated that there is a practice of introducing new employees at the EMDC. Participant who was in the focus group explained that new people introduce themselves to older staff members at the staff forum and component meetings. The older employees will know the role of the new employees, but if the older employees did not attend the forum meeting, they would not know the new employee. The new employees would have to learn about the colleagues in getting to know the organisation. No specific time is allowed for the older employees to introduce themselves in the forum meetings, due to the fact that all EMDC employees are present in these meetings and they form a huge number of employees. It is only in the components meetings that both older and new employees can formally introduce themselves to each other.

At SALGA the intranet plays a role in the introduction of new employees. The photo of a new employee is published on the intranet; therefore all nine provinces can become aware of the new person. In the informal induction, the new employee is also introduced to office colleagues and the new employee can learn about the older colleagues. SALGA, like the EMDC, has no formalised process for introducing new employees to older staff



members. The process of introducing new employees in the organisation can lead to serious productivity problems in both organisations. When a new employee starts a new job, responsibilities are allocated to the new employee. The new employee needs to know all the processes and responsible people to do this. A lack of knowledge may result in the new employee duplicating what other people are doing. In the case of the EMDC South, the new employee might end up not giving the right information to the schools because of being unaware of another colleague specialising in the same field. It was clear throughout the research process, at both SALGA and the EMDC South that it is vital to have an induction programme when an employee starts a new job. SALGA employees felt that their induction process was very helpful and gave clarity and direction in terms of starting the new job. Throughout the research process it was clear that the EMDC South employees need a formalised induction programme. The directory was not helpful to them if they were not clear about the structure, mandate and processes within the EMDC South. The lack of induction generates a lot of questions and uncertainties. The other lesson learned is that having a human resources person in the organisation can be very helpful. The induction role needs to be clarified and should be allocated to one employee. The data gathered in the research has taught the researcher a lot about the induction process as part of organisational development. The frustrations that employees have voiced in both organisations during the data gathering process taught the researcher that it is vital to equip a new employee with sufficient knowledge about the processes and structures of the organisation. The lesson learned has convinced the researcher that induction is a must have in any organisation that wants to excel in its service delivery.

## **5.9 CONCLUSION**

The chapter has provided an overall perspective on the process of data analysis. It commenced with an explanation of the process. Clarity is given in terms of the procedure that was used to put the data together. The EMDC South case study analysis was fully explicated. All the induction tools that are used at the EMDC South have been analysed, starting from the directory up to the website. The analysis of data from focus groups was

fully clarified with the use of themes. The SALGA case study was analysed in the same way as that of the EMDC South. Interviews with SALGA employees were explained. The chapter furthermore has presented a comparison of the induction processes at SALGA and the EMDC South. The lesson learnt from the comparison is explicitly discussed and the strengths and weaknesses of both organisations are discussed in detail. The researcher objectively and subjectively emphasised lessons learned from both organisations. And the chapter ends with a summary of its contents. The next chapter will focus on the conclusions reached and recommendations that can be made. The format of the suggested induction for the EMDC South is given as the results of the study and further recommendations are made.

## **CHAPTER 6**

### **OUTCOMES OF THE STUDY: CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This chapter gives an overview of this mini thesis and focuses on giving conclusions derived from the study and offers some recommendations. The recommendations will serve as the results of the study as it answers the research question by supplying the focus and the format of the proposed induction programme at the EMDC South.

#### **6.2 OVERVIEW OF THE STUDY**

The research report started by presenting background and the rationale for the study, and explaining the significance of the study. The research question was articulated and the objectives of the research study were elucidated. A chapter outline presented a full explanation of how the research would be conducted and the content of each chapter was explained. The research paper reports the use made of different authors, whose work was consulted to bring more understanding of the concept of induction from a South African and an international perspective. Discussion of the concept of induction contextualising it as part of human resources management, the legal framework and a definition of induction is presented in the research paper.

Different authors have discussed the objectives, approaches to and benefits of effective induction and characteristics of a successful induction programme in order to gain understanding of the value of induction within an organisation. Their opinions are presented in Chapter 2 and further questions that arose from the study of the different authors are discussed. Chapter 3 presents the research design and methodology. The research design and methodology further provides the map for the route the research is to take in order to answer the research question. The chapter gives a full explanation of why

the study is of qualitative nature. The methods of collecting data are given in detail, and the reason for using such methods is highlighted. The rationale behind using a case study design is explained and its relevance for the study is noted. The presentation of the detailed case study forms part of Chapter 4. Case studies of how induction is conducted in two different organisations are analysed. Further analysis of WCED induction programme and massified induction programme is presented. The case studies of the EMDC South, WCED, massified induction programme and SALGA are explained and the induction processes conducted in these organisations are analysed in full. The chapter commences with a detailed introduction. This is followed by the profile of the EMDC, the organisational structure and mandate of which are explained. The WCED programme and massified induction programme is also presented. The induction process at the EMDC South and the induction directory is discussed, as well as the focus group discussions that assisted in answering further questions regarding EMDC South.

The profile and organisational structure and mandate of SALGA are demonstrated. This is followed by a detailed explanation of the SALGA induction manual and the induction process is made clear. The unstructured interviews with SALGA personnel helped to reveal the reality of their experiences regarding the induction processes. Chapter 5 contains the data analysis and results of the research. The data analysis also serves as the answer to the research questions that were raised within the research paper. The data analysis starts with the introduction. The data analysis procedure is discussed and is followed by the analysis of the data received from the EMDC South. The data as received from different sources are analysed. Data Analysis is done thoroughly and all the data received from the directory, EMDC South website and unstructured interviews with different participants from the Department of Education head office, EMDC South and the provincial government and focus group discussions are made clear. The chapter also includes findings of the focus group discussion and unstructured interviews with two SALGA personnel. The interpretation and analysis of the data with the use of themes also form part of this chapter. The conclusions derived through the research and recommendations flowing from it are clearly defined in Chapter 6, which starts with an introduction and gives an overview of the study. The recommendations are based on the key findings of the qualitative research described in Chapters 4 and 5. These

recommendations are based on the case study, the focus group discussions, unstructured interviews and different authors. The research question is answered by providing a format for the induction programme at the EMDC South, as discussed in the focus groups and from best practices derived from the SALGA case study and different authors. The planning and guidelines for the induction programme are explained. The limitations and recommendations for further research are part of the chapter and remarks and the conclusion is given at the end of the chapter.

### **6.3 THE FOCUS AND FORMAT FOR THE INDUCTION PROGRAMME FOR THE EMDC SOUTH**

This part of the chapter provides the answer to the research question. The question on the research paper was what would be the format and focus of the induction programme in the EMDC South? This part will focus on answering the research question by developing the format of the induction programme within the EMDC South based on the research findings. It is clear throughout the study that the induction process plays a vital role in terms of the development of the organisation. The researcher started the research in 2007 and the follow up interviews conducted in 2010 shows that there is an induction programme at the WCED, it is generic in nature. The induction programme by the WCED is detailed and assists the employees at the EMDC's in understanding the WCED strategies and processes. Massified induction programme assist the employees of the EMDC South in understanding the priorities of the national government as well strategies. The research study has identified that SALGA has an induction process that is formal in nature. The presence of the formal induction programme has been identified by SALGA employees as developmental. The EMDC therefore has a duty to ensure that induction policy is compiled and the relevant people that are responsible for inducting new personnel are also identified. The policy on induction is very crucial and it is the great need at the EMDC South. Based on the research study, it is also clear that a formal induction process is a great need at the EMDC South. The first step will be for the EMDC South to develop its own induction policy. The policy needs to be drafted by all pillar

heads and the director's pillar, so that it can include the work of all pillars. It is vital to have input from all, pillar heads and the director.

The research study identified the great need for the development of a formal induction programme within the EMDC South. The WCED and massified induction programme is very significant and it add value to the new employees. It also assists them to have a holistic view of the Department of Education and government. Best practice at SALGA, recommendations from focus group participants, and comments and guidelines from the literature review will be utilised to develop a format for the induction programme at the EMDC South. The lessons that are learnt from WCED generic induction and massified induction programme will form foundation of the induction programme at the EMDC South. The programme for the EMDC South is still a great need.

### **6.3.1 Planning the induction programme**

The person responsible for the induction has to be identified and trained on how to induct new employees. At SALGA the human resources department is responsible for induction of new employees. The department of human resources at SALGA does not offer this process exclusively; different directorates are responsible for ensuring that the new employee is aware of the focus of each directorate. Though at SALGA there is a centralised induction programme, each directorate also ensure that new employee is fully aware of the directorate. The researcher is of the view that, due to the importance of induction, the person responsible for induction must be allocated to that job and using pillar heads and component heads should be avoided, due to high demands of most component and pillar head positions. This view is derived from the research study which revealed that most companies fail to offer induction due to lack of time and the fact that it is not clear who will offer induction. Since the EMDC South depends on the Department of Education at Head Office for internal human capital development functions it is vital therefore that the Head Office allocates human resource employees at the EMDC level. The allocation of the human resource personnel will be of benefit to the EMDC due to the fact that there are number of EMDC's within the Western Cape serviced by one directorate of human resources at head office.

Each head of a component / pillar also needs to be allocate a day during induction process. Heads of components /pillars need to take the induction process very seriously, working hand in hand with the human resource personnel allocated for induction. It is crucial to note that component/pillar heads have the greatest duty be involved with induction, but the high demands of their job make it necessary that some aspects of the organisation are explained by the human resources employee responsible for the induction. Component /pillar heads have to delegate someone from the component if they are unavailable. The period of induction must be specified in the policy of induction. during the interviews, SALGA personnel stated that they feel strongly that induction must be allocated more than one day due to the intensity of one-day SALGA induction. As the research study has found that induction is a very important process in organisational, it clearly has to be given enough attention and time within the organisation. It is very important therefore to specify the period of induction as the programme also depends on the allocated time. It must not be conducted in one day – allocating a week to the process will allow enough time to cover crucial aspects and prepare the new employee for the work. It will also give the new employee a chance to ask questions and clarify uncertainties. The venue and all technical equipment needed need to be allocated in time. Budget for the induction programme must also be allocated on an annual basis. According to the findings of the research study, the first day is a very crucial day for the new employee; the impressions of the first day are lasting impressions. The new employee therefore need to be given a warm welcome through a well planned induction programme, the first day can be very meaningful to the new employee. The WCED induction programme and massified induction programme must also be taken serious. The person responsible for induction must take responsibility of referring the new employees to the WCED and massified induction.

### **6.3.2 Formal induction within the EMDC South**

This part of the paper focuses on the actual induction programme .It includes what is needed in terms of ensuring that everything that the new employee needs is included in

the programme. The WCED induction programme as stated before covers generic information of WCED. EMDC need to cover its specific needs .

### *Welcoming*

A facilitator should welcome the new employees to the new organisation. The facilitator should explain his/her portfolio within the EMDC and new employees should have opportunity to introduce themselves. Paper work needs to be explained and be completed, and information concerning starting times, tea breaks and lunch times and finishing times should be discussed.

The employee should be informed about remuneration, medical aid and benefits but also of how these are earned. The content of the new employee's duties needs to be explained thoroughly. The employee's job description and objectives and goals within the job description must be explained. In this regard, meso, micro and macro goals, and objectives must be well defined. The philosophy of the EMDC South and the plans on how to achieve the goals are very important for the new employee to know, so that he or she can embrace the task and work towards achieving the goals. Monthly and term reports that need to be submitted and the reason for the importance of submitting on time need to be explained. If there are other stake holders outside the EMDC South with whom the employee is expected to work, it must be explained in detail.

### *Introducing the structure of the organisation*

The EMDC programme must ensure that all new employees undergo WCED induction programme and massified induction programme. The EMDC is part of the Department of Education. It is a complex organisation which consists of many directorates and it is bureaucratic in nature. The WCED generic induction programme covers the structure of the WCED. The programme EMDC induction programme must cover the structure of the WCED but it must not be very detailed as it is covered by WCED generic induction programme. The organisational chart of the EMDC South and each component and its mandate must be explained clearly. Reporting channels must be explained very carefully and thoroughly. The functions, goals, behavioural norms, and aspirations of the



organisation have to be clearly articulated. In the focus group discussion this was a matter of concern for most participants.

*The process of monitoring and evaluation (performance appraisal)*

This needs to be explained thoroughly as the new employee needs to be aware that the organisation embraces a culture of accountability. The importance of achieving organisation goals needs to be communicated from the beginning; the new employee will know that the organisation is there to ensure effective service delivery.

*Introduction of the new employee to colleagues.*

It is crucial that the new employee be exposed to all components of the EMDC to be enabled to know the components of curriculum, SLES and others. This will assist the newcomer to fit into the multi-disciplinary teams and have a sound understanding of the work of these teams. The new employee must get to know colleagues and who will be working closely with them. Who is doing what within the EMDC structure must be well articulated. As the EMDC has a variety of personnel with different expertise as needed in the schools it is very important for new employees to know their colleagues. They must be able to give directions and guidance to the schools and be able to refer to their colleagues when they have identified a need for colleague expertise. As the school could ask for guidance from the wrong person, the new employee must be able to give information about who can intervene. New employees must be introduced to the component heads and other key players within the EMDC South. By the end of this session, the new employee must be well-informed about the staff members and the leadership of the EMDC.

*Administrative processes.*

This is another crucial aspect of the EMDC South. Employees of the EMDC use government vehicles, therefore the policies governing usage of vehicles should be explained very carefully. Lack of explanation in this regard can lead to misuse of vehicles, under-usage and lawsuits. The process of recording mileage, filling in petrol, and clarity about who has a right to use a government vehicle needs to be understood.

Another issue concerns what is to be done if the new employee is involved in an accident. All the details need to be explained very carefully.

*Workshop procedures, training and conferences.*

Technicalities of administration like the usage of the internet, fax and telephone need to be allocated special time and every new employee will have to sign that he/she was inducted and he/she knows the instructions for the usage of government assets and the procedures thereof. Failure to do so could lead to misuse of government assets and corruption. This enforces accountability. Policies that govern the functioning of the employees of the EMDC South must also be articulated. As stated before, the employees of the EMDC South play an advisory role to the schools, therefore all the key policies and legal matters that govern the functioning of the schools need to be explained to new employees. The policies that govern public sector administration must be well elucidated to the new employees. All the legislation that influences service delivery by the Department of Education and all curriculum-related protocols must be communicated to the new employee. The following legislation is important for new employees to know.

*The South African Schools Act, (No. 84 of 1996)*

There are policies and procedures that the new employee must know when starting a new job. These policies govern the day to day work of the new employee. Potgieter et al., 1997:5] describe the South African Schools Act as an act that acknowledges the constitution of South Africa. Potgieter et al., further state that in order to understand governance of the schools according to the schools act properly, you must take notice of the basic principles of our democratic constitution, especially those contained in the Bill of Rights. In the South African Schools Act No. 84 of 1996 (1996:1) state clearly that it is there to provide for a uniform system for organisation, governance and funding of schools to amend and repeal certain laws relating to schools and provide for matters connected therewith. The South African Schools Act No. 84 of 1996 (1996:1-16) furthermore states that education formerly was based on racial inequality and segregation. The country required a new national system for schools which would redress past injustices in educational provision, provide an education of progressively high quality for

all learners and in so doing lay a strong foundation for the development of all. It encourages the induction process by stating the significance of enhancing capacity for those that deal with matters related to schooling. It further stresses the provision of introductory training for newly elected governing bodies to enable them to perform functions.

#### *Abuse No More protocol*

The first page of this child abuse protocol (2001: i) was instituted during 1999 Western Cape Education was headed by Minister of Education Helen Zille. The Western Cape Education Department, in co-operation with the Health, Welfare, Justice, South African Police and non-governmental organisations developed a guide to manage child abuse. The Western Cape Education Department took the first step in committing itself to combat the multi-faceted problem of child abuse by adopting a multi-disciplinary approach. The purpose of the policy was to put measures and procedures in place for respecting and protecting the rights of learners, particularly their rights to safety, personal security, bodily integrity, equal treatment, and freedom from discrimination and especially to create an environment where learners are able to maximise their opportunity to learn free from abuse.

The main objective of the child abuse protocol (2001:5) is to manage abuse involving a learner. All procedures provided in the document therefore have a clear educational approach to prevention, timely intervention and support. All Western Cape Education Department employees therefore have to ensure that they are fully conversant with this policy document and that they have a clear understanding of their role and function in managing the process of acting against child abuse.

#### *Children's Amendment Act, (No. 41 of 2007)*

The Children's Amendment Act (2008:4) is about the protection of children's rights. Anyone who works with the needs of the child needs to be aware of the act. The act is more about child protection, partial care of the child, early childhood development and strategies concerning early childhood development. It looks at alternative care and child

and youth care centres. Chapter 8 of the Children's Amendment Act (2008:58) looks at the national norms and standards for prevention and early intervention programmes. All the sections of this act look at the protection of the South African child.

*Education White Paper 6, Special Needs Education*

White Paper 6 (2001:6) is about the commitment of the Ministry of Education to provide of educational opportunities, in particular for those learners who experience barriers to learning and development or who have dropped out of learning because of the inability of the education and training system to accommodate their learning needs. White paper six is all about inclusive education that acknowledges that children and youth can learn and need support. Inclusive education is about enabling education structures, systems and learning methodologies to meet the needs of all learners. Education White Paper 6 (2001:6) acknowledges and respects differences in learners whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases. The White Paper (2001:7) acknowledges that learning occurs in the home and community and within formal and informal settings and structures. It is more about the education system meeting the needs of all learners irrespective of barriers to learning.

All the policies need to be explained to the new employees. Labour Relations policies must be explained and this will include grievance procedure, the disciplinary code and procedures, trade unions, health and safety policies, training and development policies and compensation policies. The other section of policies that can be explained later when the new employee understands the work environment includes policies governing our schools, like admission policies at the school, behaviour policies, expulsion and other related policies of the schools. Some policies differ from school to school. It is important that the new employee understand her role first, so that she will be able to understand the schools and its policies. In the focus group discussions it was mentioned that most employees at the EMDC advise both educators and parents. Policy and procedure needs to be explained, with rules and regulations. Policies of the national government are also important for the new employee to know.

*Current projects* that are being undertaken by the EMDC South must be reflected. These include projects addressing literacy and numeracy, behaviour modification of learners, projects that are related to curriculum improvement, HIV/AIDS, and all the projects that the EMDC South is involved in. All the projects must be explained so that the new employees will understand the EMDC and what it stands for. In the focus group discussion participants mentioned the confusion that occurs when projects are not fully explained. *The Public Finance Management Act (Act 29 of 1999)* This is a national act that ensures that the national legislation establishes a national treasury, to introduce generally recognised accounting practices, introduce uniform treasury norms and standards, prescribe measures to ensure transparency and expenditure control in all spheres of government. The Public Finance Management Act (1999:i) is there to set the operational procedures for borrowing guarantees, procurement and oversight over the various national and provincial revenue funds. The PFMA (1999:i) is more about adopting an approach to financial management which focuses on output and responsibilities, rather than the rule-driven approach of the old Exchequer Acts. It is more about improving financial management in the public sector. The Human Resources section and new employees need to be thoroughly aware of this policy as it governs the day to day use of finances within the organisation.

### **6.3.3 Induction manual**

An induction manual is needed for employees to take to their offices so that they can access the information when there is any question after the formal induction process. The SALGA induction manual is a good practice from which the EMDC South can learn. The SALGA induction manual can be used as the guideline for developing an EMDC induction manual, with the permission from SALGA.

### **6.3.4 EMDC South Website**

A website can also be used as a tool for the induction processes. All processes of the EMDC South and legislation need to be fully discussed. The faces of employees within components, their job titles, duties and hours of employment need to be presented on the website. Each component can have its own web page and the details of projects can also

be pasted in. The overall duties of the EMDC South and the structure can also be discussed. Best practices can also be learned from the SALGA website.

#### **6.4 OTHER RECOMMENDATIONS**

By the end of such an induction process the new employee will be in a position to understand what the organisation stands for. SALGA personnel in the unstructured interviews indicated that one day of induction led to the employees being disadvantaged. It is therefore recommended that a week of induction is necessary. After the induction week, the component head must ensure that the new employee is integrating well through constant supervision, which will lead to quality service delivery. It is the opinion of the researcher that a follow-up induction of one day should be offered after two months, just to check up on the integration process of the new employees and their experiences of the past month. The EMDC South must consult with the provincial government and set dates for the provincial department induction day. Dr Wessels and participant at the Department of the Premier highlighted that the induction process is meant for all officials from all different departments. That would assist the new employees in understanding policies of the provincial government and goals that the provincial government is trying to reach. Dr Wessels should be contacted by the EMDC South management, so that the EMDC South can determine what the programme could offer for the new personnel. The process of induction must be a two-way process during which the new employee is made to feel comfortable to question and communicate feelings about the new organisation.

#### **6.5 LIMITATIONS OF THE STUDY**

The researcher was unable to compare the induction programme of the EMDC South to that of other EMDCs or other government departments. Some of the Department responded that there was no formal induction in place in the Department. The EMDC' s contacted did not have a formalised induction process and there was no manual that is used for induction. EMDC Central While some Departments failed to submit required

documents. Several attempts and effort were made to attain information to no avail. Department of Defence had a well structured formal induction process but the researcher was decline entry within the Department of Defence. It would be useful for some comparison to be made with other employees from other EMDCs or other government departments. The research could have looked at the induction process from the Provincial Department perspective, but this would not have had much impact on the study as SALGA best practices have facilitated the formation of what I regarded as the usable induction format. The provincial government's induction programme was not fully accessible on the initial phase of the research. Follow-up interviews with this office failed on different occasions. This would have assisted the researcher in gaining further understanding of the existing programme from the initial phase of the programme. The fact that the researcher was working outside SALGA made it very difficult to access all the information pertaining to induction at SALGA and other important documents from the SALGA website were locked use for inside the organisation. This impacted negatively on the study in the sense that such information should have been fully utilised and more would have attained by learning more from the SALGA best practices.

## **6.6 RECOMMENDATIONS FOR FURTHER RESEARCH**

Very little research is conducted in this field and there is a great need for research, not only concerning the EMDC South but for all Government Departments. Effective and quality service is an urgent need for our communities. Therefore induction is very important in the organisation. When new employees are well inducted they know exactly what the organisational goals are and it becomes easier for the well inducted employee to achieve the goals. There is a great need for induction to be viewed as part of organisational development and further research that links induction and productivity should be conducted. Since the researcher could not access much information from the Provincial Government for investigating provincial induction of the different departments, further research is needed to determine the impact of induction at the provincial level and its impact on service delivery and for comparing employees who

were inducted and those who were not inducted in terms staff turnover, accidents at work and performance.

## **6.7 REMARKS**

It is important to note that the EMDC South went through a re-designing process and that changes were made within the structure of the EMDC. The name of the Education Management Development Centre was changed to Metro South Education District. The changes also included substituting other terminology, e.g. 'link teams' with 'circuit teams'. The EMDC employees now work in the circuit teams. The management structure is still the same, but 'circuit team leaders' have been added to the management structure and more Institutional Management and Governance (IMG) have been added within the structure so that there is accountability and good governance at school level. Specialised Learner Education Support [SLES] has changed to Specialised Needs Education [SNE]. The induction programme remains a great need in the new structure. Changes were implemented on the 1<sup>st</sup> of July 2008. The website use was inappropriate the webmaster has not been contacted in both organisations. The researcher the website can be a good resource for new employees. The researcher acknowledges that the use of website was done appropriately.



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## **APPENDICES**

### **Appendix 1: Focus group discussion guidelines**

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#### **FOCUS GROUP DISCUSSION**

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Focus Groups: Discussion based on the following questions

1. What is your understanding of the concept of induction?

This question is trying to explore the understanding of the participant on induction. The level of understanding and interpretation of the participant will have a great impact on the research hence it is of vital importance that this question must be clarified.

2. Have you been in an induction programme in the EMDC?

Elaborate more about your experience. This is very important for the researcher to explore this question as it gives clarity and answers to the research paper. It also assists the participant to reflect carefully on her first days of employment.

3. Are you aware of the induction policy within your organisation?

Could you give a brief discussion regarding the induction policy?

This question was asked in order to look for a range of ideas and experiences regarding the policy of induction within the organisation. Exploration and trying to discover depth knowledge.

4. If there is an induction programme in your organisation, how is it impacting on the organisation and its development? Can we discuss that in detail? This question is trying to uncover factors related to induction programme within the organisation.

5. Did the induction programme in your organisation assist you in understanding the organisation's structure? The question was asked to explore and anticipate more on the research question. This question can assist in collecting more answers. It is also a test of the understanding of the participant of how induction can be of good assistance in terms of understanding the structure of the organisation.

6. Did the induction programme in your organisation assist you in understanding the norms, values, ethics, code of conduct and culture within the organisation? Exploring range of ideas, feelings regarding the level of knowledge that was accumulated during the

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induction process.

7. Did the induction programme assist you in understanding your colleague's role better?

The researcher is trying to explore and discover the impact of induction in terms of relationships to other employees within the workplace. This question is very important because understanding the roles of each employee is part of organisational development and prevents duplication of services and employees learn from each other.

8. Did the induction process assist you in understanding your role and your responsibilities in the organisation? Trying to obtain and understand a variety of experiences, insights, attitudes and perceptions in terms of how the participants view their roles and job within the organisation after the induction.

9. Are you aware of any induction process that might be taking place at Head Office level or at Provincial level? The question was asked in order to find out if the employee might have heard or been involved in any other form of induction. To ascertain, also, if the EMDC South is aware of the Provincial Government initiative concerning induction.

10. Some of the concerns and responses that came from Focus group discussions  
If you were given a chance to be inducted, what would you consider as helpful?



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## **Appendix 2: Unstructured interviews - guidelines**

### **UNSTRUCTURED INTERVIEWS:**

Questions for the unstructured interview with Western Cape Education Department Director (Dr Wessels), Deputy Director Administration EMDC South (Mr Walton Robinson) and Department of the Premier (Dino Fredericks). Please note that some questions were follow-up questions derived from the participants' responses.

1. Are you aware of any induction programme at the EMDC South?
2. Who is responsible for the induction programme at the EMDC level?
3. Is the directory covering the questions of the new employees?
4. Are all new employees aware of the directory?
5. How far are you with the induction framework; are the EMDCs aware of such a Framework?
6. Are the Provincial Departments aware of the Provincial induction programme?
5. Do you think there is a need for induction at the EMDC?

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## **Appendix 3: Questions for unstructured interview with SALGA**

## **Unstructured Interviews with SALGA Personnel**

This questionnaire is trying to derive information on the SALGA induction programme. The induction programme at SALGA will later be compared with the induction programme at the EMDC South. The comparison will be done to get further understanding of two processes in the two different organisations. Best practices will be used for the format of the induction programme at the EMDC South. Your assistance in this regard will be highly appreciated.

### **Questions**

1. What is your understanding of the concept of induction?

This question will give clarity on whether the employees at SALGA understand the concept of induction or not.

Answer

2. Have you received information in an induction programme when you started at SALGA? Please elaborate on your experience. This is very important for the researcher to explore this question – it gives more meaning to the research question. It also allows the participant to reflect carefully on her first days of employment.

Answer

3. Are you aware of the induction programme within your organisation? What is the impact of the induction process in your organisation? This answer will assist the researcher to understand better whether the induction programme is an ongoing process for all new employees.

It assists the researcher in understanding whether the induction has impact or not.

Answer

4. Could you give a brief discussion regarding the induction programme?

This question was asked in order to look for a range of ideas and experiences regarding the induction programme within the organisation. Exploration and trying to discover in-depth knowledge. Answer

5. Did the induction programme in your organisation assist you in understanding the organisation's structure? The question was asked to explore and anticipate the research question. This question can assist in collecting more answers. It is also a test of the understanding of the participant on how induction can be of assistance in terms of

understanding the structure of the organisation.

Answer

6. Did the induction programme in your organisation assist you in understanding the norms, values, ethics, code of conduct and culture within the organisation? Exploring a range of ideas, feelings regarding the level of knowledge that was accumulated during the induction process.

7. Did the induction programme assist you in understanding your colleague's role better? The researcher is trying to explore and discover the impact of induction in terms of relationships with other people within the workplace.

8. Did the induction process assist you in understanding your role within the organisation? Trying to obtain and understand a variety of experiences, insights, attitudes and perceptions in terms of how the participants view their roles within the organisation after the induction.

9. How long is the induction programme in your organisation?

Do you think the organisation gives enough time to induction?

The question is asked so that the researcher can understand whether the induction in the organisation is given sufficient time. Answer:

10. In your experience, would you say you needed induction when you started?

Do you recommend that organisations must have induction and why? To get more understanding of whether induction is valued by the employees – whether it assisted them with different processes when they started in the new organisation.