



WORKBOOK 03

Training and development (T&D)

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3.1 LEARNING OUTCOMES



Read through the outcomes before you continue. This will give you an overall picture of what we will discuss in this workbook.

After studying this workbook, you should be able to

- distinguish between the different concepts that are related to T&D
- discuss the major purposes of T&D
- identify the differences and similarities between employee training and management development
- describe the systems approach to T&D in organisations
- describe the major phases of the training process
- explain a needs assessment process that includes organisational, job/task and individual needs
- describe the steps of the process of designing and delivering T&D interventions
- identify and describe different on-the-job and away-from-the-job T&D techniques
- outline a process to evaluate T&D interventions
- explain the main aim of each of the Acts that govern T&D in South Africa

- critically discuss how the T&D legislation can resolve the serious skills shortages in South Africa

3.2 KEY CONCEPTS



A number of key concepts are listed at the end of chapter 10 of your prescribed book. Please read through them before you continue. Then you will be familiar with the different concepts that we will refer to in this workbook.

Some of the important key concepts in this workbook are:

- Training
- Development
- Needs assessment
- Behaviour modelling
- Sensitivity training
- Assessment centre

Note:

Organisations often refer to the relevant HR team/department responsible for T&D as follows:

- Human Resource Development (HRD)
- Education, Training and Development (ETD)
- Learning and Development (L&D)
- Training

What is this department called in your organisation? If you aren't working yet, ask a friend or family member.

3.3 INTRODUCTION

In this workbook we focus on the training and development (T&D) of employees. This unit forms part of a major HRM function, namely assessing, developing and keeping qualified employees.

In workbook 2, we discussed the first part of this activity, namely **assessing** human resources (performance management and appraisal). We now move on to the second part, namely employee **development**. This is achieved by means of employee training and management development.

We will explore the concepts and processes of T&D as well as the respective roles of the HR team and the line manager in the process.

You learnt in workbook 2 that proper performance appraisal will result in the employees knowing whether their performance on the job is acceptable and what their strengths and weaknesses are. How will the weaknesses that have been identified be corrected? This is where the development part of the second major HR management activity plays a role.

The key question therefore is:

How does the HR manager ensure that employees at all levels are trained and developed for their present and future jobs?



Activity 3.1

Think back to workbook 2 (performance appraisal). What are the issues that a proper performance appraisal will raise?

Think about your own last performance appraisal. Were any T&D issues raised during that appraisal? Were they resolved? How were they resolved? Ask a friend or family member if you aren't working yet.



Feedback

Try to imagine the kinds of expectations a proper performance appraisal will raise. Employees will know what they have done wrong or right in doing their duties and what kind of performance is needed to do the job properly. But where do employees go from there? They will certainly want to improve their weaknesses to ensure a successful career within the company. This is where the HR manager plays a crucial role: firstly, by assisting employees to overcome their weaknesses (by means of proper T&D), and secondly, by helping them to plan their path up the corporate ladder (by means of proper career management).

Effective T&D can contribute greatly to improved performance, as well as motivate employee behaviour. It is therefore vital for every HR manager to be aware of the requirements for proper T&D, and to ensure that they are constantly adhered to.

3.4 TRAINING, DEVELOPMENT AND RELATED CONCEPTS

The terms "training" and "development" seem to mean more or less the same thing. Do you think there are any differences between them?



Study section 10.1 in chapter 10 of the prescribed book.



Activity 3.2

Read this scenario and answer the questions that follow.

Mrs Tembi Shula's family is an ordinary family. First, there is Bruce. He has just finished his school career and is learning to be a mechanic. Janice is 15 years old and very excited about her next few years at high school. Then there is little Jabu. Jabu is his mother's youngest child and is only 5 years old. Mrs Shula spends much of her time teaching Jabu to read and write. Lastly, there is Mr Desmond Shula. The company he works for is pressuring him into doing an MBA. He has been told that managers with an MBA have a much better chance of advancing within the organisation.

- a. Determine the stage of education, training or development of each member of the Shula family by ticking the appropriate block in this table:

Name of family member	Education	Training	Development	Learning
Desmond Shula				
Bruce Shula				
Janice Shula				
Jabu Shula				

- b. Based on your response, explain the concepts of education, training and development in your own words.
- c. Advise Mr Shula on whether he should enrol for an MBA. Provide reasons for your viewpoint.



Feedback

The Shula family, with the exception of Mrs Shula, are all involved in some sort of education, training or development (all of them are currently learning). You would probably agree that it's not a waste of time but necessary for the whole family to participate in these activities in order to improve themselves. The same is true for the organisational context.

Most, if not all, organisational members will at some time either feel they need some type of training to do their jobs better or some type of development to improve their abilities as they move up the corporate ladder. Are you starting to see the difference between training and development? Training refers to the efforts to improve an employee's ability to perform a specific job. Development refers to the efforts to increase an employee's ability to advance in the organisation and perform additional duties. In other words, training is job-specific and development is future-oriented.

It would be advisable for Mr Shula to enrol for an MBA. The prescribed book refers to training as the acquisition of technically oriented skills by non-management personnel, and to development as managerial development enhancing the skills of managers or future managers. But it's important to remember that non-managers can also be developed and managers can also be trained. You will probably now agree that T&D play a crucial role in the organisational context. Let's now take a look at the purpose of T&D.

The above concepts are clearly explained on page 342 of the prescribed textbook.

Training can be divided into general and specific training where

- general training relates to interventions that focus on skills used at most workplaces, for example learning how to improve reading or writing or effective communication
- specific training involves training in which employees gain information and skills tailored specifically for their own workplace, for example understanding performance management systems

3.5 PURPOSES AND PRIORITIES OF T&D IN THE 21st CENTURY



Study sections 10.3 and 10.4 in chapter 10 of the prescribed book.

T&D interventions are very expensive. It's important for organisations not to embark on a T&D exercise only for the sake of T&D, but for these interventions to be in line with the goals of the organisation. By doing this, a number of essential employee capabilities, knowledge or skills can be developed to adapt to

change and promote a climate in which constant learning is encouraged and new knowledge can be spread throughout the organisation. This will be to the benefit of both the organisation and the employee.

After working through these sections, you should also be able to explain the following aspects:

- purposes of T&D
- T&D priorities for the 21st century

Now do activity 3.3.



Activity 3.3

- a. In this table indicate the purposes of T&D for the organisation and the employees. Tick the appropriate block.

Purpose of T&D	Organisation	Employees
1. Improved performance		
2. Updated employee skills		
3. Improving effective people management		
4. Resolving organisational challenges		
5. Orientation of new employees		
6. Preparation for promotion and managerial succession		
7. Satisfaction of personal growth needs		

- b. Evaluate whether the T&D priorities for the 21st century are dealt with in your organisation or the organisation where your friend or family member works. Give reasons for and examples of your viewpoint.



Feedback

Organisations spend a substantial amount of their HR budget on the T&D of their employees. To convince top management that this amount is being well invested, the HR manager will have to convince them that proper T&D is vital for the organisation to achieve its goals.

The HR manager will therefore have to emphasise the primary purpose of T&D, which is to improve employee productivity. This, in turn, will result in organisational profitability — something all top managers are very interested in achieving! Another significant contribution of T&D is the constant supply of competent managers it creates. This is achieved by upgrading employees' skills in anticipation of their achieving higher positions in the organisation. It therefore makes sense to ensure that T&D are carefully planned and properly executed.

You could have referred to any of the T&D priorities in section 10.3 of the prescribed book and related

them to your organisation. Look at this example:

Quality improvement programmes

A retail store replaces till points for scanners in response to increasingly higher demand for quality from customers and less time spent standing in the queues. Management will have to send till operators for training to use these new scanner till points.

3.6 A SYSTEMS APPROACH TO T&D

Because of the importance of T&D for the organisation and its employees, as well as the time and money involved, the actual T&D process needs to be approached systematically.



Study section 10.4 in chapter 10 of the prescribed book.

According to Wörnich et al (2015:346), T&D is best thought of as a complex system that involves a number of distinct, but highly interrelated phases. This section focuses on the following aspects related to T&D:

- division of the responsibilities of the HR team and line management in T&D – refer to table 10.2 in the prescribed book
- strategic T&D
- the training process – refer to figure 10.2

After working through this section, you should also be able to demonstrate an understanding of the four major phases of T&D:

- training needs assessment
- training design
- training delivery
- training evaluation

For the purpose of this discussion these phases are illustrated in figure 3.1.

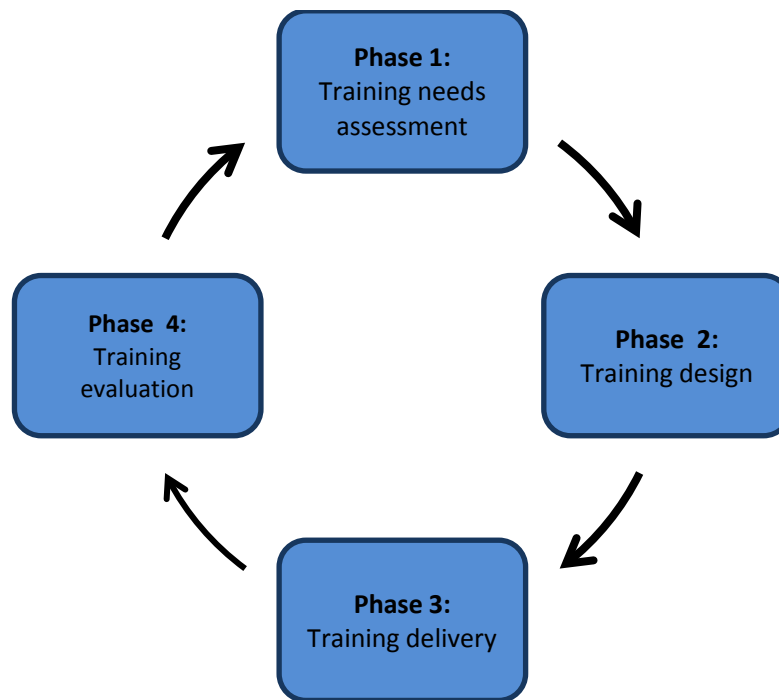


Figure 3.1: Phases of the training process

Source: Adapted from Wörnich et al (2015:347)

These phases are discussed in detail in the prescribed book.



Activity 3.4

Study section 10.4 in chapter 10 of the prescribed book. Keeping the case study at the end of chapter 10 in mind, answer these questions:

- First focus on the needs assessment phase. Identify the three levels at which this can be done. Which of the individual analysis methods (in the case study) was used? Why?
- Now focus on phases 2 and 3, namely design and delivery of T&D. Do you think Southwood School (in the case study) should have used away-from-the-job techniques for the managers?
- Differentiate between on-the-job and away-from-the-job training techniques using a table.
- Finally, focus on the evaluation phase. Should the trainer have evaluated the training programme? If so, what do you think would have been the best evaluation strategy for the trainer to use?



Feedback

You should now realise that employee T&D, like many other HR management activities that you already know, are regarded as a process consisting of several interrelated phases or steps. Each phase or step has its own important contribution to make, and HR managers should take care not to neglect any of these phases because this could jeopardise the whole T&D effort. This neglect could waste a lot of time, effort and money.

Let's summarise this process. The T&D process begins with needs assessment at organisational level

(to uncover major problem areas), the operations level (to enable training personnel to create programmes that focus on the right way to perform a job) and individual level (to determine the extent and nature of employee training needs, i.e. why T&D are needed). You had to read section 10.6.1 to decide on the individual analysis method used at Southwood School. The managers engaged in group discussion where they voiced their concerns about the performance management system.

Once these needs have been spelt out, it's possible to put together an employee training plan. This plan shows overall objectives, programme priorities and resource allocations. It also indicates who will be trained in what, by whom and when. Each potential trainee can then be matched with a training opportunity which might occur in-house or outside the organisation (on the job or away from the job). As each programme is developed, the instructional objectives to be met, programme content and the delivery system or training technique to be used must all be considered. Then the actual training takes place. There are a variety of T&D techniques or methods that can be used while employees are either on the job or away from the job. It is important to be aware of the advantages and disadvantages of each specific technique when choosing a training method. The trainer in the case study used away-from-the-job techniques and a two-hour mandatory workshop in-house and outside the normal busy work schedule of managers to focus on the training only. See table 10.6 for a better understanding of the potential assets and liabilities of away-from-the-job T&D.

Table 10.4 provides a summary of on-the-job and away-from-the-job training techniques.

Finally, the trainer needed to evaluate the training programme, because it is necessary to know whether the total effort of T&D did in fact achieve the overall objectives that were formulated. There are four levels of T&D evaluation (see section 10.4.3 of the prescribed book). You could have chosen any of these levels and related them to the managers at Southwood School.

How will the HR manager know whether the chosen training methods are suitable for the people who are to be trained? T&D is a type of learning and trainers can benefit from applying certain principles of learning and learning styles (see section 10.4.2 of the prescribed book).

What are the basic principles of learning?

Contrary to the context of the Shula family in activity 3.3, where some family members are children, teenagers and adults, in the organisational context all members are adults. Does this mean that adults learn differently from children or teenagers?



Activity 3.5

Study section 10.4.2 in chapter 10 of the prescribed book. Keeping the case study at the end of chapter 10 in mind, pay special attention to the principles of learning (section 10.4.2). Then answer this question:

Which of the basic principles of adult learning should the trainer incorporate in the managers? Which principles, if any, should be left out and why?



Feedback

You probably realise by now that adults and managers need to be treated differently from, say, school children, when it comes to T&D. This is something a good HR manager should never forget. He or she will ensure that the basic principles of adult learning (i.e. motivation, participation, feedback, organisation, repetition and application) and the conditions for successful T&D for employees are always incorporated into all training initiatives for employees and/or managers. But is the HR manager the only person who is responsible for all T&D? Effective T&D requires line and staff to work closely together in

all phases of the T&D process.

3.7 MANAGEMENT DEVELOPMENT FOR ORGANISATIONAL SUCCESS

Often employees become managers by being promoted without a detailed discussion on what is expected of line management in the organisation. It is extremely important that the organisation have a strategy, plan and process linked to the development of managers in the organisation.

In this section we explore the conditions that should be in place to ensure successful T&D programmes for managers within organisations.



Study sections 10.5 and 10.6 in chapter 10 of the prescribed book and do activity 3.7.



Activity 3.6

- What are the key differences between a session suitable for managers and one geared towards employees?
- Critically discuss the following statement:

HRD professionals should possess the following four sets of skills:

- *power skills*
- *relationship skills*
- *technical skills*
- *entrepreneurial skills*



Feedback

To answer this question, you should have referred to section 10.5 in chapter 10 of the prescribed book. Remember:

T&D interventions for managers...	T&D interventions for employees...
<ul style="list-style-type: none"> • focus on a broad range of skills (technical, conceptual and human relations skills) 	<ul style="list-style-type: none"> • focus on a small number of technical skills
<ul style="list-style-type: none"> • are aimed at long-term objectives 	<ul style="list-style-type: none"> • focus on the short term

Conditions such as performance management and appraisal, long-term planning and top management support need to be in place to ensure the success of management development for managers.

Power skills relate to the influential ability of the HRD professional to persuade line managers to engage in T&D activities. Relationship skills such as listening or good communication enable the HRD professional to develop a supportive relationship with line managers. Technical skills relate to specific expert knowledge to facilitate and advise on T&D issues. Finally, entrepreneurial skills enable HRD professionals to view T&D as profit-making to the organisation following the T&D of managerial employees.

3.8 SOUTH AFRICA'S T&D CHALLENGE

Rebuilding the economy has become one of the biggest challenges facing South Africa. This challenge can be overcome by improving productivity and performance through skill enhancement and development.



Study section 10.7 in chapter 10 of the prescribed book and then do this activity.



Activity 3.7

- Identify, in order of importance, the shortcomings of the previous education system in South Africa. Which of these will have to be overcome through T&D activities in the organisational context?
- Now look at the different types of organisational competencies. Taking South Africa's diverse workforce into account, explain how the HR manager can help improve these competencies.



Feedback

The shortcomings of the previous education system in South Africa are listed in section 10.7 in chapter 10 of the prescribed book. You should realise by now that because of South Africa's unique situation (the result of its history of discrimination), the T&D function is different from that in other countries. The diverse South African population differs vastly in terms of education and skills. To rectify this imbalance in South Africa, legislation was promulgated (see section 10.10 in chapter 10 of the prescribed book).

How do these Acts affect the HR manager's task in South Africa? These managers will not only have to meet employee and organisational T&D needs, but will also have to adopt a broader approach. They will have to contribute extensively (through, say, affirmative action initiatives such as accelerated development, literacy training and bursaries to designated groups) to eradicate the educational backlog in South Africa as a whole. In other words, designated or previously disadvantaged groups, both inside and outside the organisation, need to be assisted through T&D.

The greatest training challenge facing South Africa can therefore be summarised as the T&D of previously disadvantaged groups (outside the organisation) for **entry** into the job market, as well as the training of employees (inside the organisation) for **progression** through the managerial ranks. You will agree that this is a huge responsibility.

The core and strategic competencies which are driven by the corporate strategy are the two types of organisational competencies. The HR manager can help improve these competencies by following the systems approach to T&D. You learnt about this in section 3.4 of this workbook and section 10.4 in chapter 10 of the prescribed book. The next section focuses on a human resource development (HRD) strategy for South Africa.

3.9 A HUMAN RESOURCE DEVELOPMENT STRATEGY FOR SOUTH AFRICA (2010–2030)

A national T&D strategy is important if a country wants to grow economically and use its citizens effectively. The Reconstruction and Development Programme (RDP) identified people as its most important resource and its purpose was to meet the needs of the economy. Therefore a new HRD strategy was formulated as a call to action for all stakeholders in South Africa.



Study section 10.8 in chapter 10 of the prescribed book and then do this activity.



Activity 3.8

What are the goals of the HRD strategy?



Feedback

The new HRD strategy strives to

- reduce poverty and unemployment
- promote justice and social cohesion through improved equity
- promote the competitiveness of the South African economy through economic growth and development

For more details, refer to HRD Strategy 2010-2020.

3.10 WHICH SOUTH AFRICAN STRATEGY AND LEGISLATION SUPPORT T&D?

The democratisation of South Africa 20 years ago has had major implications for all HRM practices. With the formulation and implementation of the Constitution and the Bill of Rights, a number of Acts have been implemented to govern HRM practices. The main aim of the different Acts is to protect both the employer and the employee in our journey towards rebuilding the economy. The National Skills Development Strategy (NSDS II, 2011 – 2015) was prepared in support of the HRD strategy and in alignment with the aims and strategic objectives of the Department of Labour. The NSDS sets out objectives and various indicators for skills development so that the South African economy can grow and also improve the quality of life of its citizens.

Various Acts were approved by the government to resolve the serious skills shortages in South Africa. These include the National Qualifications Framework Act (NQFA), the South African Qualifications Authority Act (SAQA), the Skills Development Act (SDA) and the Skills Development Levies Act (SDLA).



Study sections 10.9 and 10.10 in chapter 10 of the prescribed book.



Activity 3.9

- a. Complete this table.
- b. What does the development of a WSP entail?
- c. Which of the SETAs do you belong to and is it fulfilling its purpose?

#	Instrument	What it is	Objectives
1.	National Qualifications Framework Act (NQFA)	•	• To create an integrated national framework for learning achievement
2	South African Qualifications Authority Act (SAQA)	•	•
3.	Skills Development Act (SDA)	•	•
4	Skills Development Levies Act (SDLA)	•	•
5	National Skills Development Strategy (NSDS)	•	•
6	Sector education and training authorities (SETAs)	•	•
7	Workplace skills plan (WSP)	•	•



Feedback

You will learn more about the T&D legislation in more detail in the HRD2601 module. The objectives of the above Acts are clearly stated in sections 10.9 to 10.11 of the prescribed book. The NQF, among other things, makes it easier for people to achieve a certain level of education, irrespective of their circumstance. For example, someone who has to leave school to look after a sick relative can still complete their general education and training certificate and move on to further education and training and even higher education and training. Similarly, someone who has, say, started studying for a certificate in human resource management, but may have run out of money will receive credit for the modules that they completed. This might provide access to another training opportunity later on. This gives the learner mobility in the system. Previously, once a person had left the system, especially at school level, it was almost impossible to come back and continue again without having to repeat subjects or modules.

The development of the skills of the South African workforce and the payment of a skills development levy are the main practical implications of the SDA and the SDLA for South African businesses. These Acts also provide opportunities for employers to actively play a role in implementing the NQF by participating in the activities of the SETAs and WSP. On a practical level, employers can become involved in learnerships, in this way contributing to the education and training of staff while also ensuring a well-developed workforce. Specific SETAs as regulated by the SDA represent organised categories of

labour and business to promote skills development linked to strategic objectives. The development of a WSP is a systematic process which entails proper workforce planning, proper job analyses, a skills audit, identifying skills programmes to resolve skill shortages, implementing, monitoring, evaluating and reporting on the WSP, and establishing quality assurance to ensure effectiveness of T&D.

3.11 SUMMARY

You will probably agree that all organisational members need to receive some sort of training and/or development to improve organisational performance or fill the gap between actual and desired performance. They also need to be given some guidance on possible career alternatives within their organisations. You should understand that the employee's career needs to be managed and guided so that it incorporates both individual and organisational needs. With South Africa's changing workforce composition, employment legislation and changing societal views (e.g. women, the disabled and other designated groups), it is the responsibility of the HR manager to ensure that these groups receive special attention when designing and implementing T&D programmes.

3.12 SELF-ASSESSMENT



The self-assessment questions consist of multiple-choice and written questions. To access the multiple-choice questions, visit the self-assessment workbook 03 tab on [myUnisa](#) and begin your assessment.

Question 1

You are the training manager of a company that manufactures steel products. The production manager has been complaining for the last six months that employee morale has declined in the production department and this has led to a drop in production standards. He has now requested that all the production staff be sent on a motivational training course. You don't believe that the production staff necessarily has to attend a motivational seminar and want to convince the production manager to follow a scientific process to determine if training is necessary. Explain to the production manager the general purpose of training programmes and why training would not necessarily be the solution to all his problems. Also explain what you could do to determine whether training is the solution and what kind of training the staff need.

Question 2

Sarah is a British citizen who immigrated to South Africa two months ago to run the Johannesburg branch of an international brewery. You as the HR director have to prepare and inform her about the uniqueness of the South African labour market, especially the challenges that face South Africa with regard to training. Write brief notes on the training problems and challenges in South Africa that you can share with Sarah in your meeting.

Question 3

Amir is the newly appointed training and development manager of a car manufacturing company. After a few months of employment he realises that the company follows a traditional approach to T&D. Amir feels that a strategic approach to T&D would better serve the company's needs and help the company reach its goals. If you were Amir, how would you explain to the CEO what the purpose of a strategic approach to T&D is? How does this differ from the traditional approach? Give reasons why you think Amir feels a strategic approach is more effective than the traditional approach to T&D.

Question 4

Your company's CEO is due to retire in five years' time. A successor has been identified and must now be trained in the job of the CEO. Explain how mentoring, committee assignments, management games,

in-basket exercises and membership of professional organisations can be used to train the successor.

Question 5

Discuss job rotation as a development technique. What are the disadvantages of this T&D method?



Question 1

Find the answer to this question in "Purposes of T&D" and "Phase one: Needs assessment" in the prescribed book and in sections 3.3 and 3.4 in this workbook.

The purpose of T&D is discussed in the prescribed book. You must evaluate these purposes and decide whether the production manager's problems may be solved through a training programme. Then give a brief description of the needs assessment process, indicating the reason for doing needs assessment before staff attends training programmes.

Question 2

The answer to this question is in "South Africa's Training Challenge" and section 3.6 in this workbook. You have to give information on the problems and challenges in South Africa regarding training, based on the information in your prescribed book.

Question 3

You can find the answer to this question in "A systems approach to T&D" in the prescribed book and in sections 3.4 and 3.5 in this workbook.

Explain that a strategic approach to training will link the organisation's training efforts to its business goals. Then compare the strategic and traditional approaches and describe how they differ from one another. Remember to give reasons for your answer.

Question 4

The answer to this question is in "Phase one: needs assessment" and "Phase two: designing and conducting T&D" in the prescribed book and in section 3.4 in this workbook.

Mentoring and committee assignments are on-the-job training techniques, while management games, in-basket exercises and membership of professional organisations are away-from-the-job training techniques. You must explain how each of these can contribute to the T&D of a CEO, but before you can do that, you must first explain how this manager's T&D needs can be determined. If you only describe the training and development techniques, you won't have answered this question properly.

Question 5

The answer to this question is in "Phase two: designing and conducting T&D" in the prescribed book and in section 3.4 in this workbook.

When you answer this question, your focus should be on job rotation as a development technique. These include temporary assignments, short-term assignments and lateral promotions. Also discuss the disadvantages of using job rotation as a development technique.



REFLECTION ACTIVITY

Reflect on your learning while working through this unit. Complete the following self-assessment checklist to determine your understanding of this unit and whether you have mastered the learning outcomes:

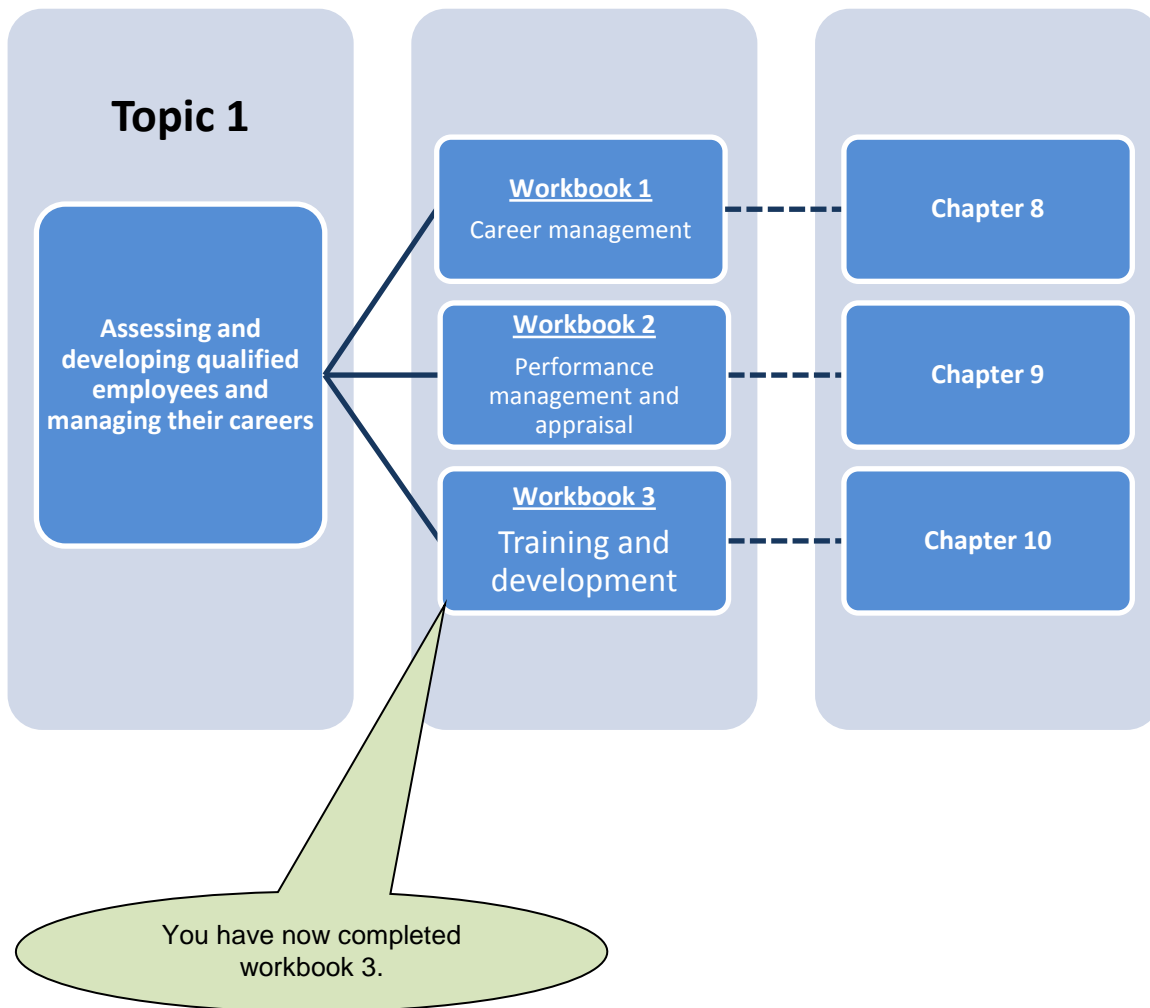
Learning outcomes	Yes	No
Can I distinguish between the different concepts of T&D?		
Am I able to discuss the major purposes of T&D?		
Can I identify the differences and similarities between employee training and management development?		
Am I able to describe the systems approach to T&D in organisations?		
Am I able to describe the major phases of the training process?		
Can I explain a needs assessment process that includes organisational, job/task and individual needs?		
Am I able to describe the steps of the process of designing and delivering T&D interventions?		
Can I identify and describe different on-the-job and away-from-the-job T&D techniques?		
Am I able to outline a process to evaluate T&D interventions?		
Can I explain the main aim of each of the Acts that govern T&D in South Africa?		
Can I critically discuss how the T&D legislation can improve the serious skills shortages in South Africa?		



GUIDELINES FOR COMPLETING THE REFLECTION ACTIVITY

- If you answered yes to all of the questions in the checklist, you are ready to move on to the next workbook.
- If you answered no to any of the questions in the checklist, work through the specific sections again.

It is very important that you achieve all the learning outcomes of this module as they guide your learning process in this module.



This also means that you have completed the workbooks of topic 1. You will now start workbook 4, which is the start of topic 2.

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