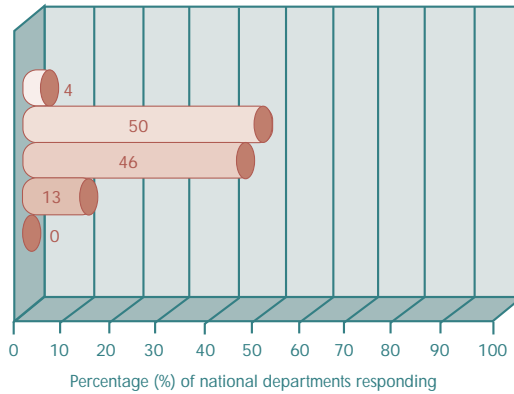


ANNEXURE C - CAPACITY-BUILDING PRACTICES

FIG 1: JOB DESCRIPTIONS/ DUTY SHEETS

- Non-existent
- Inadequate
- Adequate
- Good
- Did not respond



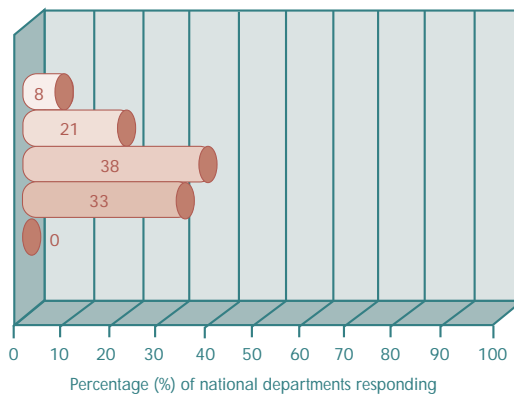
Job Description / Duty Sheets

It is interesting to note that job descriptions / duty sheets exist at basically all departments, but that as many as 50% of departments consider these to be inadequate.

As reference material, job descriptions and duty sheets are invaluable to the effective development and utilisation of probationers.

FIG 2: ORIENTATION TRAINING

- Non-existent
- Inadequate
- Adequate
- Good
- Did not respond



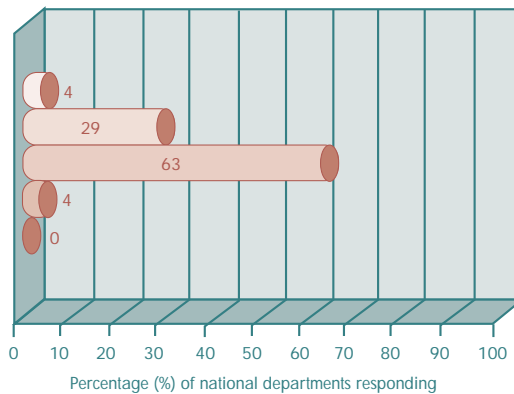
Orientation Training

Two departments do not provide any form of orientation training whereas 20% of departments consider their training to be inadequate. For the rest, the adequacy/value of such training is also not monitored.

This state of affairs is not conducive to making new appointees feel at home and at one with their new employer.

FIG 3: IN-SERVICE FUNCTIONAL TRAINING

- Non-existent
- Inadequate
- Adequate
- Good
- Did not respond



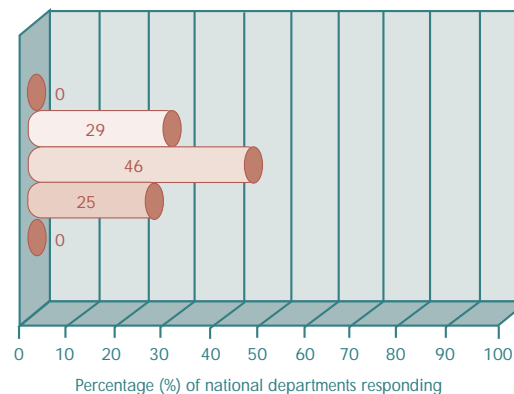
In-Service Functional Training

Four departments do not provide formal in-service training. Although the majority of departments do provide in-service training, as many as 30% of them consider their in-service training to be inadequate.

Training is the single most important ingredient to ensure proficiency and productivity. If neglected the results are obvious.

FIG 4: ASSESSING WORK PERFORMANCE

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other



Assessing Work Performance

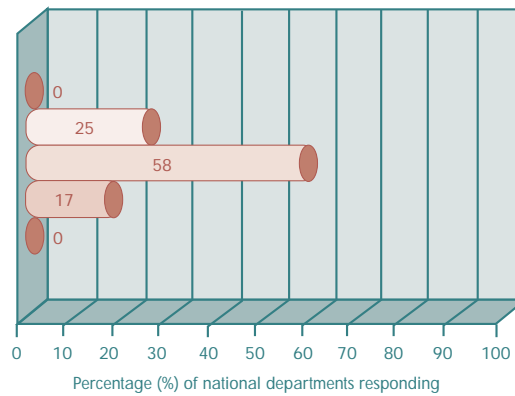
Almost 30% of departments consider the performance assessment of probationers to be inadequate.

The effective utilisation and development of all staff, and also that of probationers, are absolutely dependant on ongoing performance assessment. If neglected, so too will the effective utilisation and development of probationers be neglected.



FIG 5: CONSULTING PROBATIONERS AND GIVING THEM FEEDBACK

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other



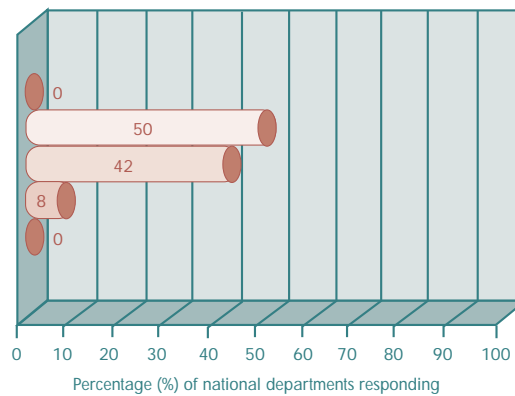
Consulting Probationers and Giving them Feedback

At 25% of the departments the process of consultation between supervisor and probationer is not managed satisfactorily leaving probationers in the dark and not availing them an adequate opportunity to improve on their performance.

This finding ties in with the assessment of work performance. Constant feedback is essential to ensure efficiency and sustained development.

FIG 6: ASSISTING POOR WORK PERFORMANCE

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other



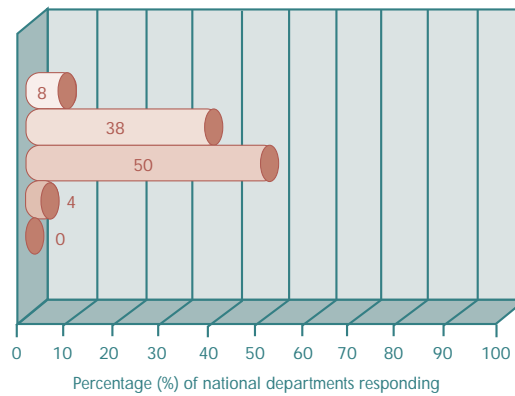
Assisting Probationers with Poor Work Performance

As high a number as 50% of departments do not address this issue satisfactorily. Large numbers of probationers are therefore left to their own devices in fending for themselves.

Proper development and effective utilisation is simply not possible without guidance and assistance.

FIG 7: TRAINING ON LABOUR RIGHTS

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other



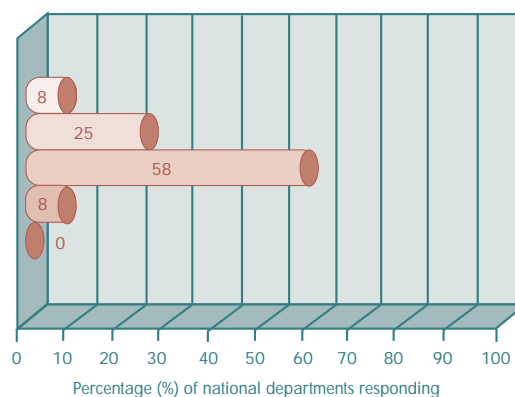
Training on Basic Labour Rights

Although only two departments were not providing probationers with labour relations training, as many as 40% of departments' training is considered to be inadequate.

The democratisation of the workplace becomes an unattainable objective in the absence of training in respect of basic labour rights.

FIG 8: TRAINING ON ETHICAL CONDUCT

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other



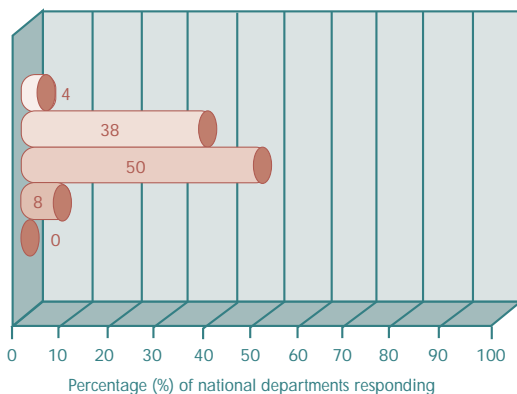
Training on Ethical Conduct

Whereas 92% of departments do provide training on ethical conduct, as much as 20% of this training is considered to be inadequate.

In the light of fairly widespread work ethics problems, awareness creation should in this regard be an ongoing effort.

FIG 9: DETERMINING TRAINING NEEDS

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other



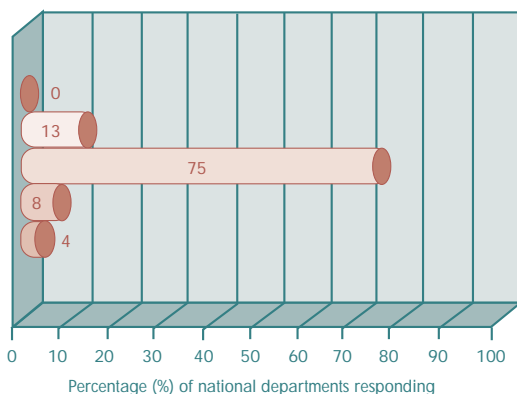
Determining Training Needs

Although almost all departments do determine training needs of probationers, in as high a number as 40% of cases, these are not of an acceptable standard.

In the absence of knowledge about real training needs, training can very easily take on a 'nice to have' form.

FIG 10: INTRODUCTION TO IMPORTANT ROLE-PLAYERS

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other

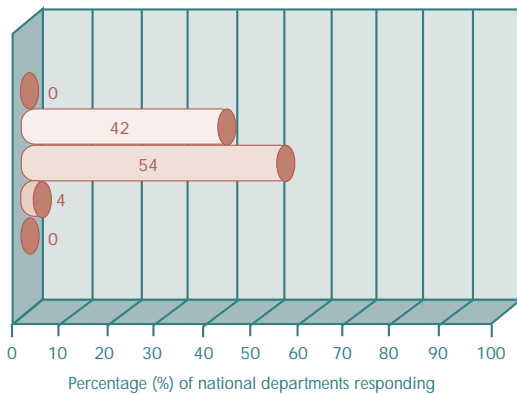


Introduction to Important Role-Players

All departments introduce probationers to important role-players in the work-place but in 11% of cases this is not done properly and meaningfully.

FIG 11: EXPOSURE TO OTHER FUNCTIONAL TERRAINS

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other

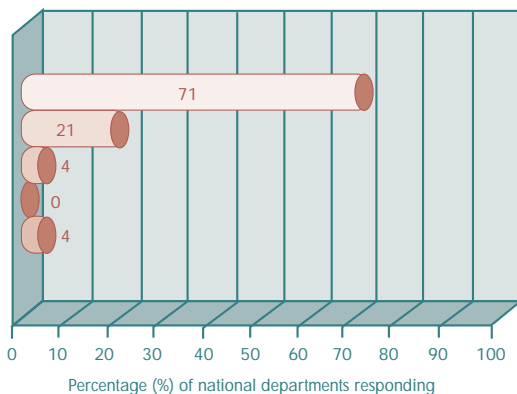


Exposure to Other Functional Terrains

All departments do introduce probationers to other functional terrains other than their own. However, in 40% of cases this exercise is not handled in an adequate and meaningful manner.

FIG 12: INTRODUCING A MENTOR OR "BUDDY" SYSTEM

- The direct supervisor
- The Personnel Office
- The Training Component
- A formal mentor / "buddy"
- Other



Introducing a Mentor or "Buddy" System

A mentor or so-called "buddy" system is basically non-existent and where it is practiced, it is considered to be totally inadequate.

Since mentoring and "buddying" are cost-effective and well-recognised tools to informally empower staff, departments can hardly afford to overlook these.

