

## Analysis of the Training Material Utilized for Management Development Programme (MDP) in the Development of an Ideal Correctional Official in South African Correctional Services System

H. P. Motlalekgesi<sup>1</sup>, D. M. Mello<sup>2</sup> and E. E. Obioha<sup>3</sup>

<sup>1</sup>*Department of Safety and Security Management, <sup>2</sup>Department of Public Management, <sup>3</sup>Department of Safety and Security Management, Tshwane University of Technology, Private Bag X680, Pretoria 0001, South Africa*

*Email: <sup>1</sup><motlalekgosid@tut.ac.za>, <sup>2</sup><mellodm@tut.ac.za>, <sup>3</sup><obiohaee@tut.ac.za>*

**KEYWORDS** SASSETA, Legislative Framework. Specific Outcomes. Training

**ABSTRACT** On the basis of the pertinent legislative framework, a profile of a public official is developed and measured against the existing training material used for Management Development Programme (MDP). This study examines the training material to determine its relationship with the pertinent legislative framework and a profile of a public official and correctional official in particular. The content analysis of training material highlights the existence of the relationship between the training material, pertinent legislative framework and a profile of a public official because all twenty- seven (27) examined study units are 100% designed and developed according to the Safety and Security Sector Education and Training Authority (SASSETA) matrix criteria.

The promulgation of the *Skills Development Act* (Act No. 97 of 1998), chapter 3 saw the establishment of Sector Education and Training Authorities (SETAs) in South Africa. These were established in March 2000 and their mandate was to facilitate and promote skills development across the South African economy so as to enhance the country's competitiveness and productivity and to redress the skills and education inequalities of the past (Safety and Security Sector Education and Training Authority 2007). Sector Education and Training Authorities (SETA) do the aforementioned by developing Sector Skills Plans (SSPs) according to Workplace Skills Plans (WSPs) and research to meet the needs of the demand-side; overseeing solutions that are designed to respond to skills demands and to be offered by accredited providers; quality assuring the supply side (that is, provision of education and training) by developing and accrediting providers, registered assessors and moderating assessments and managing the levy-grant system by collecting and disbursing funds

and utilizing discretionary grants to achieve the objectives of the Skills Development Act (Safety and Security Sector Education and Training Authority 2007).

There are twenty-three (23) SETAs currently under review by the minister of Higher Education and Training (DHET). Amongst them is the Safety and Security Sector, Education and Training Authority (SASSETA) which was formed in July 2005 as a result of the amalgamation of two SETAs: the Police, Private Security, Legal, Correctional Services and Justice Sector Education and Training Authority (POSLEC SETA) and the Diplomacy, Intelligence, Defence and Trade Education and Training Authority (DIDTETA). SASSETA as one of the twenty three (23) SETAs in South Africa aims to assist in meeting the criteria and acquire full accreditation in a manner that builds quality learning, teaching and assessment, (Safety and Security Sector Education and Training Authority 2007).

SASSETA among other (23) SETAs which cover all work sectors in South Africa including the government, must liaise with the employment services of the department to improve the sharing of information between education and training providers and the labour market (RSA 1998:16), such as the Department of Correctional Services (DCS). Hence the focus of this discourse concentrates on information regarding

---

*Address for correspondence:*

Professor Emeka E. Obioha,  
Department of Safety and Security Management,  
Tshwane University of Technology,  
Private Bag X680  
Pretoria 0001, South Africa  
*E-mail:* obiohaee@tut.ac.za

the guidelines when conducting training to equip public officials for the correctional services.

One of the sectors that SASSETA covers is the DCS. A particular responsibility in this regard is to ensure quality by means of Education and Training Quality Assurance (ETQA). This means that SASSETA makes provision for guidelines against which the learning material for training can be evaluated. Therefore such guidelines must be considered when developing this kind of material. The DCS which was established in terms of section 197 (1) of the Constitution of the Republic of South Africa, 1996 has a constitutional mandate to contribute towards maintaining and protecting a just, peaceful and safe society by enforcing sentences of the courts in the manner prescribed by Act 111 of 1998; detaining all prisoners in safe custody whilst ensuring their human dignity and promoting the social responsibility and human development of all offenders and persons subject to community corrections (RSA 1998:16). In his speech, the then minister of correctional services in 2003, honourable Ben Skosana, emphasized the demand for engagement in a radical reform of the correctional system. This radical reform was necessitated by a major policy decision in 1995 to remove Correctional Services from being under the Department of Justice to become a department on its own.

Prio to the above, the South African correctional system was operating according to militaristic principles where terms such as prisons, salute, warders and prisoners were the order of the day. The radical reform of the DCS meant a move away from the prisons services model (whereby there was no regard for human rights) to correctional services in accordance with international best practices. This meant that the Constitution of the Republic of South Africa, 1996, the White Paper on Corrections, 2005 and other pertinent legislation must be promoted and upheld. In view of this, the Human Resources Development Directorate (HRD) of the DCS embarked on the Management Development Programme (MDP) training which was conducted between 2004 and 2006 in order to ensure compliance with the above.

It is worthy to mention that effective service delivery in South Africa depends on the level of skills of the public servants, in the present case correctional officials in particular. The skills imparted by means of training and retraining of

such public officials, should be conveyed in such a way that the country's competitiveness and productivity and a redressing of the skills and education inequalities of the past is achieved. Training is seen as an essential component of the enterprise and is a major management tool with which to develop the full effectiveness of the organization's most important resources, its employees (Van Dyk et al. 2001: 148).

Against the foregoing background this paper provides an understanding of the importance of SASSETA guidelines when developing learning material for training; demonstrate the usefulness of training to develop correctional officials according to the profile of a public official and create a benchmark for developing better correctional officials for future use in training.

This discourse succinctly articulates the legislative considerations in the development of public official's profile. On the basis of the profile of a public official which has been developed and the training material used for MDP, an analysis is undertaken to determine the relationship between them. In other words, an analysis to determine the relevance of the training material is conducted.

## RESEARCH METHODOLOGY

For the purpose of this study a non-empirical study driven by documentary search and consequently by means of content analysis design, was conducted. The existing text or the body of material analysed is the training material developed and used for the MDP. The training material according to Motlalekgosi (2009) consists of seven (7) modules, divided into twenty seven (27) units as follows:- *Module 1: Mandates in Corrections* (Policy Development and Implementation; Occupational Health and Safety Principles; Legal and Ethical Issues in Corrections); *Module 2: Core Management Competencies* (Plan, Organise and Control; Leading; Strategic Management; Problem Solving and Decision Making); *Module 3: Rehabilitation Management Competencies* (Restoration; Unit Management; Preventing and Managing Unrest, Riots and Disturbances); *Module 4: Organisational Transformation Competencies* (Change Management; Project Management; Learning Orientation; Team Development); *Module 5: Interpersonal Competencies* (Effective Communication; Conflict Management; Stress Manage-

ment; Emotional Intelligence; Inspirational Motivation); *Module 6: Supportive Management Competencies* (Performance Management; Employee Relations; Financial Management; Supply Chain Management); *Module 7: Business Process Management* (Quality Management; Service Delivery and Customer Care; Information Process and Analysis; Business Systems Process).

This was developed between July and August 2004. The modules and units comprise the set of units under study and therefore form the unit of analysis for this study. Besides, as the numbers of units within the overall structure are relatively small, the study adopted a sample of the whole where no specific fraction of the constituent units was left out.

## RESULTS

### **Pertinent Legislative and Regulatory Frameworks in the Development of Public Official's Profile**

#### ***The Constitution of the Republic of South Africa, 1996***

Section 2 of the above mentioned *Constitution* provides for its supremacy, which means that any law or conduct inconsistent with it is invalid. In light of this, it can be concluded that all sets of legislation in the Republic of South Africa as approved by Parliament are valid including the said sets of legislation. In terms of Section 195 (1) of the *Constitution* (1996), public administration must be governed by the democratic values and principles enshrined in the *Constitution*, including amongst others the following principles: a high standard of professional ethics must be promoted and maintained; efficient, economic and effective use of resources must be promoted; public administration must be development-oriented; services must be provided impartially, fairly, equitably and without bias; transparency must be fostered by providing the public with timely, accessible, and accurate information; good human-resources management and career development practices, to maximize human potential, must be cultivated; public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to

address the imbalances of the past to achieve broad representation.

It must be borne in mind that the DCS is also part of the Public Service and therefore the above values and principles apply to this department. Furthermore, chapter 2 of the *Constitution of the Republic of South Africa, 1996*, makes provision for the *Bill of Rights* which DCS, as part of the public service, must respect, protect, promote and fulfil (RSA 1996:7).

#### ***The Correctional Services Act 1998, (Act 111 of 1998)***

Given the history of South Africa, characterised by apartheid practices, including disregard for the rights of offenders, the establishment of the *Correctional Services Act 1998*, (Act 111 of 1998) was of the utmost importance in order to give effect to the provisions to the Bill of Rights in the Constitution of the Republic of South Africa, 1996, as well as to consider the international practices and standards on correctional matters.

The *Correctional Services Act 1998*, (Act 111 of 1998) seeks to provide for a correctional system (as defined by section 2 of *Correctional Services Act 1998*, (Act 111 of 1998); that is, the establishment, functions and control of the DCS. Furthermore, the critical focus of this Act is to provide for the safe custody of all offenders under conditions of human dignity, as well as for the rights and obligations of sentenced and awaiting trial inmates (RSA 1998:2).

This Act has replaced the *Correctional Services Act*, (Act 8 of 1959) due to, amongst other reasons, the following: it was not aligned with (current) key government policies (including the Constitution of the Republic of South Africa) and fails to identify rehabilitation and corrections as a societal responsibility necessitating community and societal involvement in social crime prevention and moral regeneration as contained in the policy document, the White Paper on Corrections in South Africa (2005).

#### ***The White Paper on Corrections in South Africa, 2005***

The *White Paper on Corrections in South Africa*, 2005 was approved by Cabinet in order to replace the previous White Paper 1994. The reasons for this new *White Paper* range from

advances in legislation to policy, international best practice and everyday practice.

Correctional Officials are public officials and are therefore expected to be skilled, effective and loyal in their work not only in terms of methods and use of public resources, but also with respect to sound judgment and respect for the *Constitution of the Republic of SA*, 1996, the Code of Conduct for Public Servants, the Public Service Act and societal values (Mafunisa 2003: 62).

Over and above the aforementioned, *The White Paper on Corrections*, 2005 makes provision for the following characteristics of an Ideal correctional official; a unique combination of specific personal qualities, experience, expertise, professional ethics, personal development and multi-skilling; he / she should be a person who finds affinity with and identifies with the code of ethics and conduct adopted by the department; he / she should embody the values that the DCS hopes to instil in the offender, as this official is to assist and facilitate the rehabilitation process of the offender; he / she should have the following attributes: a principled display of qualities such as integrity, honesty and sound work practices, adherence to the departmental code of conduct and general disassociation with all forms of corruption and unethical conduct; should be willing to account for his or her own behaviour and in the process be correctable; should understand, adopt and support attitude and practices that entrench equity and also to take responsibility for self-development seriously and engender a culture of learning; should serve offenders with excellence and relate to them in a principled, just and caring way (RSA 2005: 55).

Mafunisa (2003: 63) further lists the following characteristics of a professional public servant. In his opinion, the public servant should assume social responsibility; possess special skills; behave ethically (abiding by the provision of code of conduct); commit to one's work; keep up with state of the art (continuing education); be public servant and not private/personal/family servant and not be self serving. The above characteristics are based on the provisions of the *Constitution of the Republic of South Africa*, 1996, where emphasis is placed on the issue of promoting high ethical standards which relates to section 195(1) (A) of the Constitution.

### ***Skills Development Act 1998, (Act 97 of 1988)***

Section two (2) of the *Skills Development Act 1998*, (Act 97 of 1988) sets out the purposes of the Act, amongst others the following: to develop the skills of the South African workforce; to increase the levels of investment in education and training in the labour market and to improve the return on that investment; to encourage workers to participate in leadership and other training programmes; and to ensure the quality of education and training in and for the workplace.

In order to achieve the above mentioned, this Act makes provision for the establishment of amongst others, SETAS and co-operation with the South African Qualifications Authority as established by section 3 of the *South African Qualifications Authority Act*, (Act 58 of 1995). This Act is also in line with the provisions of the Constitution because it deals with issues relating to skills development: the Constitution (section 195 (1) (c) (h)) makes provision for this.

### ***South African Qualifications Authority Act 1995, (Act 58 of 1995)***

*South African Qualifications Authority Act*, (Act 58 of 1995) is aimed at providing for the development and implementation of a National Qualifications Framework (NQF) (RSA 1998). The objectives of the NQF are to: create an integrated national framework for learning achievement; facilitate access to, and mobility and progression within education, training and career paths; enhance the quality of education and training; accelerate the redress of the past unfair discrimination in education, training and employment opportunities; and contribute to the full personal development of each learner and the social and economic development of the nation at large. The above objectives of the NQF in the said Act should serve as a guide to ensure the quality of training, resulting in the development of an ideal public official. The main objective of this Act includes giving effect to the provisions of the constitution, more specifically with regard to section 195 (1) (i), as it refers to the redressing of the imbalances of the past.

### **The Profile of a Public Official in the Correctional Services**

The aforementioned legislation basically gives effect to the provisions of the *Constitu-*

*tion of the Republic of South Africa, 1996.* To be more specific, the *Correctional Services Act, (Act 111 of 1998)*, ensures that the DCS conducts its activities according to Chapter 2 (two) of the *Constitution of the Republic of South Africa, 1996*. For instance, public officials in the DCS must treat offenders in a more humane and dignified manner.

The *White Paper on Corrections in South Africa, 2005*, provides for the characteristics of an ideal correctional official, such as the highest ethical conduct. The officials must be i) in a position to correctly interpret and implement the legislation of the government ii) practice, respect and maintain a high standard of ethics iii) engender a culture of learning and take responsibility for self career development iv) respect and uphold the rights of offenders (internal clients) and the community at large (external clients) as provided for by the *constitution of the Republic of South Africa, 1999*, v) be multi skilled to ensure effectiveness in carrying out his / her unique work and focus more on the implementation of the rehabilitation programmes for the offenders (Motlalekgosi 2009). This is again in line with section 195 (1) of the *Constitution of the Republic of South Africa, 1996*. (A high standard of professional ethics must be promoted and maintained.)

*The Skills Development Act 1998, (Act 97 of 1998)* and *South African Qualification Authority Act 1995, (Act 58 of 1995)* fundamentally focus on skills development, education and training as well as on ensuring the quality of training. This also gives effect to section 195 (1) of the *Constitution of the Republic of South Africa (1996)* which entail the cultivation of good human resources management and career development practices, to maximize human potential.

### **Analysis of Specific Training Modules Utilised for Management Development Programme (MDP) for Ideal Correctional Official**

#### ***Module on Mandates in Corrections***

This module consists of the following three study units namely, *legal and ethical issues in corrections; occupational and health safety and policy development and implementation*. With regard to the *legal and ethical issues in corrections* the specific outcomes of the study unit

include, to interpret legislation, legal documents and rules; comply with legislation and rules which regulate business in general and in the department/division; implement codes of conduct in the team, department or division; describe, apply and communicate the code of conduct; demonstrate an understanding of professional values and ethics; describe and reflect on what professional values are and where they come from; describe professional accountability; position professional values within an organisational context; describe why value conflict occurs in a workplace; and analyse cases of value conflict and suggest ways of dealing with them. The profile of a correctional official requires a correct interpretation and implementation of the legislation of the government as well as the practice of, respect for and maintenance of a high standard of ethics. It can be concluded that this study unit meets these requirements and therefore can play a role in developing a public official, a correctional official in particular.

For the *occupational and health safety* study unit, the main specific outcomes are as follows: demonstrate knowledge and understanding of the basic principles of the *Occupational Health and Safety Act 1993 (Act 85 of 1993)* (OHSA) and regulations; explain the requirements for minimum compliance stipulated in OHSA; interpret the management controls required to achieve compliance; demonstrate knowledge and understanding of record keeping required by OHSA and regulations; and explain the obligations of managers in terms of communication and training. It is worthy of note that despite the importance of knowing Occupational Health and Safety issues, this study unit does not display a direct relationship with the profile of a correctional official.

The last study unit of this Module deals with *policy development and implementation*. The specific outcomes of this study unit are as follows: analyse and research current policies and procedures; develop new policies and procedures; develop implementation plan; and implement policies and procedures. One of the requirements in terms of the profile of any public official, a correctional official in particular, is the knowledge and ability to implement government policies; for example, it is expected of correctional officials to effectively implement the *White Paper on Corrections in South Africa, 2005* and *Correctional Services Act 1998, (Act 111 of*

1998). Based on the aforementioned, it can be concluded that this study unit is relevant to the profile of a public official and can therefore be used for training to develop correctional official.

#### ***Module on Core Management Competencies***

This module consists of the following four study units which include *planning, organising and control; leading and leadership; strategic management; and problem solving and decision making*. The specific outcomes of the planning, organisation and control are to describe the concept “planning” and the importance thereof; explain the various steps in the planning process; explain how time management impacts in the planning and organising of the work; describe ways of drawing up and implementing work plans and schedules; and communicate work objectives and standards performance to staff.

The study unit on *leadership* dwells to explain the principles of situational leadership; explain the levels of development used in situational leadership; diagnose the leadership needs of people in a business unit; and plan to introduce situational leadership in a business. Similarly, the *strategic management* study unit has specific outcomes entrenched in the necessity to understand the context of the application of strategic management within the DCS; identify and analyse one’s own objectives and resources required and report on them; gather and analyse information; identify goals and objectives; create an action plan; and monitor the implementation of the plan. The *problem solving and decision making* study unit entails specific outcomes mainly to identify, analyse problem and generate solutions; evaluate alternative solutions and make; decide on and implement a problem-solving and decision making style; ensure that action steps are implemented.

The above four study units are aimed at ensuring that public officials, especially correctional officials are multi skilled to enable them to carry out their unique work more effectively. It is on this premise that one may conclude that these study units can be used for training to develop correctional officials to meet the requirements of such a profile.

#### ***Module on Rehabilitation Management Competencies***

This module consists of four study units, namely, *restoration; unit management; preventing and managing unrest and disturbances*. For restoration, the specific outcomes include to demonstrate an understanding of the concept of restoration and its philosophy; demonstrate an understanding of the effectiveness of Restoration; explain the role of a manager in the restoration process; explain how restoration fits into the rehabilitation process; and identify the various practical problems in the correctional services environment that makes restoration difficult to achieve.

The specific outcomes of *Unit Management* study unit are as follows: demonstrate an understanding of the concept of new-generation correctional centres; demonstrate an understanding of the concept and principles of Unit Management; explain the relationship between the four pillars of the Unit Management approach; and demonstrate how an official would apply Unit Management principles in the conventional correctional centres not designed for Unit Management approach.

*Preventing and managing unrests, riots and disturbances* study unit focuses on producing specific outcomes that aim to demonstrate the knowledge on the causes and development phases of the unrest, riots and disturbances in a correctional environment; demonstrate an understanding of the role of sexuality, escapes and drugs in relation to gangs in a correctional environment; and demonstrate the ability to respond to, manage and prevent unrests, riots and disturbances in a correctional environment.

The above study units are considered to be the most critical to the correctional services environment. Correctional officials must drift away from the traditional way of carrying out their tasks and move towards the application of the principles of restoration and unit management as well as ensuring a safe and secure custody in a humane environment without unrest, riots or disturbances as required by the White Paper on Corrections, 2005 (see chapter 5 of the White Paper on Corrections). It can therefore be concluded that this module could play a pivotal role in developing a correctional official as it perfectly fits the required profile.

### ***Module on Organisational Transformation Competencies***

This module consists of four study units with different but interrelated outcomes. *Change Management* study unit has its main specific outcomes such as to recognise areas in need of change; make recommendations for change and implement change; and understanding the process of diversity in corrections. Similarly the specific outcomes of the *project management* study unit include to contribute and provide assistance to a project's scope, life cycle activities and the effective execution of the project plan by applying the correct range of project management tools and ensuring that project work is carried out according to plan; support the implementation of the project plan; perform administrative duties related to the project; contribute to project financial management issues; work with and support team project members working on the designated project; perform project procurement duties related to project undertaken; and supervise a project team and implement a range of procedures and systems.

The next study unit, *learning orientation*, encompasses specific outcomes summed in establishing training needs for teams and individuals; organising learning or training for teams and individuals; and assessing the performance of teams and individuals. Within similar framework, *team development* study unit has development of a team vision; gathering information; communicating with divisional leaders; developing an action plan; leading divisional leaders; measurement of performance against action plan; and improvement on team's performance as the specific outcomes.

The above study units contribute towards the development of correctional officials because the latter need to be multi-skilled in areas such as change management, project management, learning orientation and being able to work in teams. Such skills will maximise their human potential and signify their readiness to take responsibility for self development and eagerness to learn as required by the *Constitution of the Republic of South Africa, 1996* and *White Paper on Corrections, 2005*.

### ***Module on Interpersonal Competencies***

This module consists of five study units, namely; *effective communication* which addresses the following specific outcomes, name-

ly; interpret and respond to accessible written communication in the workplace; produce simple written communication in the workplace; produce and respond to accessible oral communication in the workplace; undertake preliminary preparation of the meeting; conduct, monitor and improve the quality of meetings; and prepare, deliver and review the presentation. Similarly, the specific outcomes of *conflict management* study unit include monitoring and diagnosing actual or potential conflict situations; identifying and clarifying areas of conflict; developing and implementing an action strategy; and evaluating the resolution.

The specific outcomes of *stress management* are as follows: demonstrate an understanding of the sources, types and symptoms of stress in the correctional environment; and demonstrate the ability to manage the techniques of coping with stress.

*Emotional intelligence* study unit has the following specific outcomes: demonstrate an understanding of how to instil, initiate and cultivate emotional maturity in a correctional environment; evaluate ones immediate correctional environment and suggest ways an official as a change agent will implement emotional intelligence as an important driver of human behaviour in the correctional environment; act as a leading agent and promote the values of a sound organisational culture based on emotional maturity; and demonstrate an understanding of the process of coaching and mentoring.

The last study unit in this module is *inspirational motivation* has the following specific outcomes, namely; demonstrate an understanding of employee motivation in the workplace; demonstrate an understanding of different theories on motivation; recognising, rewarding and punishing employees; demonstrate an understanding of motivation and rewards; and demonstrate an understanding of motivation and recognition. As the correctional services environment is characterised by conflict, stress and emotions, the presentation of training on the above study units could equip correctional officials with the necessary skills to carry out their work effectively, which indicates that this module meets the given requirements.

### ***Module on Supportive Management Competencies***

This module consists of the following four study units, namely; *Performance Management*,

*Employee Relations, Financial Management and Supply Chain Management.* For *performance management* the specific outcomes are: display an understanding of the basic concepts and principles of effective performance management; provide insight into the planning and appraisal stages of the performance management process and the role, responsibility and managerial actions related to such process; demonstrate an understanding and application of the 8-step, Human Touch approach to performance appraisal and management; and discuss and critically analyse the various performance evaluation methods in terms of their practicability and relevance within the organisational context.

The specific outcomes of employee relations are as follows: demonstrate an understanding of the purpose and primary objects, application and interpretation of the *Labour Relations Act (LRA) 1995* (Act 66 of 1995); describe the bodies created by the LRA; identify the relevant stakeholders covered by the LRA; explain the various categories of dismissal disputes covered by the LRA; describe the appropriate dispute resolution route for dismissal as set out in LRA; demonstrate an understanding of what are referred to as unfair labour practices, organisational rights and mutual interests as set out in the LRA; and demonstrate an understanding of the various codes of good practice and schedules in terms of the LRA.

*Financial management* study unit focuses on the following specific outcomes: obtain the budget directives and determine operational scope; compile a draft budget and finalise the budget, while supply chain management focuses on the following specific outcomes: demonstrate the ability to consider a range of options; maintain effective professional relationships with other people; maintain the effectiveness of procurement operations; and maintain operational procedures in the store.

Correctional officials should be multi-skilled to enable an effective execution of their day-to-day duties which, amongst others, include performance, financial, employee relations, supply chain management etcetera. It can therefore be concluded that the above study units comply with the said profile.

#### **Module on Business Process Management**

This module consists of the following four study units: *Quality Management, Service De-*

*livery and Customer Care, Information processes and analysis* as well as *Business Systems Process*. The specific outcomes of *Quality Management* study unit are as follows: describe and define key concepts of quality for the organisation in which an official works; describe the evolution of quality management; describe the main approaches to quality management and improvement; discuss the meaning of quality leadership; explain the fundamental management structure and principles on which Total Quality Management is based; explain the essential elements of a culture of quality management; and explain the benefits of applying quality management principles in your working environment.

*Service Delivery and Customer Care* addresses the following specific outcomes: provide argument for the existence and the need for the *Batho Pele* White Paper, particularly within the South African context; write an explanatory note on the customer concept as it relates to the *Batho Pele* White Paper; gather information about customers' business history, products and services as well as threats and opportunities; establish relationships with customers; and create and maintain a culture that ensures high levels of customer satisfaction.

The specific outcomes of *Information processes and analysis* study unit are as follows: implement information flow systems in a team, department or division; identify information flow needs in a team, department or division; and monitor and review information flow.

Lastly, *Business Systems Process* study unit focuses on the following specific outcomes: demonstrate an understanding of the business process management concept; distinguish between a business process and a functional department; design and analyse ASIS process using a flow chart; identify and solve process problems; interpret a flow chart; and develop a new process and take ownership of a process.

Although the above study units formed part of the training material and are important for specialised areas (information handling and information processes) within the correctional services sector, only one (1) of them (*Service Delivery and Customer Care*) exhibits a direct relationship with the profile of a correctional official, as in this module it is expected of officials to respect and uphold the rights of offenders (internal customers) and the community (external customers) as indicated in section 7 (2) of the



*Constitution of the Republic of South Africa, 1996).*

### DISCUSSION

All the twenty-seven (27) study units are 100% designed and developed according to the SASSETA matrix criteria. Furthermore, at least twenty-three (23) (85%) out of 27 study units' specific outcomes ensure that at the end of training, learners will be able to perform their duties according to the requirements of the profile of a public official (Module 1, Study Units i and iii relates to profile element 1, 2 and 4; Module 2 relates to profile element 5; Module 3 relates to profile element 5 and chapter 10 of *White Paper on Corrections, 2005*; Module 4 relates to profile element 5 and to a lesser extent to 3; Module 5 relates to profile element 5; Module 6 relates to profile element 5; and Module 7, only Study Unit 2 relates to profile element 4). The remaining four (4) (15%) of the study units, namely, Occupational Health and Safety Principles; Quality Management; Information Process and Analysis; and Business Systems Process do not display a direct relationship with the profile although they technically apply to certain specialised areas of the correctional services. In order to ensure improved productivity employees need to be equipped with the necessary skills to perform their duties, skills development across South African employment sector is not only important to equip employees with skills but can also contribute to the development of the country's economy. How do we then develop the much talked about skills? Training and retraining of employees can be an appropriate tool for this purpose but just how do we ensure that such a tool is effective and yield the required results?

SASSETA as one of the authorities established to address the issues of skills development through *education and training quality assurance* (ETQA) developed a tool which ensures that quality training is conducted to address the challenges faced by employment sector. The post apartheid era saw a wave of change in the way most, if not the entire employment sector, particularly national departments operate. More specifically, in its submission on the DCS annual report 2009/2010, the Civil Society Prison Reform Initiative (CSPRI) indicated that the department faces a substantial task of train-

ing its staff to comply with legislative requirements as well as the development of the necessary skills to implement strategic objectives. It further noted that officials of the department have limited knowledge and understanding of the *Correctional Services Act* and that they seldom possess or have access to a copy of the legislation. There is a strong view that there are not enough properly trained managers in the correctional services (CSPRI 2009:4).

The introduction of the *White Paper on Corrections, 2005, Correctional Services Act* (Act 111 of 1998) as well as the *Constitution of the Republic of South Africa, 1996* meant that the correctional system of the Republic of South Africa must change the way it functions and this will clearly require officials with certain skills to be engaged. Prior to the democratic dispensation, disregard for the basic human rights was commonplace in the correctional services system, hitherto known as Prisons. In the minutes of the meeting held on 17 February 2010, there are complaints relating to inhumane conditions that remain unresolved in the department (Parliamentary Monitoring Group 2010:2). Similarly, some DCS officials were promoted to senior positions for various wrong reasons, namely; affirmative action, personal relationship or connections with high ranking officials. This was done despite the lack of proper qualifications or training to support such promotions and thus rendering them ineffective and underperforming.

The *White Paper on Corrections* (2005), seen by others as a fairy tale of promises saw the introduction of contemporary issues such as Unit Management which is expected to be implemented by correctional officials exacerbated the challenges faced by the correctional services as they do not have the necessary skills and knowledge of it and this necessitated quality training. Quality training means quality learning material and quality learning material means compliance with certain standards. It is obvious that SASSETA can play a pivotal supportive role through its ETQA guidelines in this regard.

Despite all of the above challenges, the findings of this paper succinctly reveal the existence of a relationship between the training material and a profile of an ideal correctional official. All that needs to be done is for the department to undertake research to determine reasons behind the persistent challenges regarding equipping the officials with the necessary

knowledge and skills and perhaps to consider professionalising this occupation. Fortunately, there is an assurance that the SETA's will continue to exist which to a certain extent can be of assistance in terms of training.

### CONCLUSION

It can be concluded from the foregoing analysis that the training material utilized for training of correctional officials during 2003 and 2006 displays a direct relationship with the profile of a public official and can therefore play an important role in the development of the public official, particularly a correctional services official.

### RECOMMENDATIONS

In light of the results of this investigation, the following are recommendations:

- ♦ That the DCS continuously work in collaboration with SASSETA in all its training activities.
- ♦ The professionalising of the correctional system of South Africa.

### REFERENCES

- Civil Society Prison Reform Initiative 2009. *Roundtable Discussion on the White Paper on Corrections in South Africa*. Western Cape: CSPRI.
- Mafunisa MJ 2003. The professional public servant. *A Learning Journal for Public Service Managers*, 2 (2): 62 – 65.
- Motlalekgosi Hendrick 2009. *Formulating a Profile of a Public Official in the Department of Correctional Services Based on Safety and Security Sector Education and Training Authority Principles*. M Tech Dissertation, Unpublished. Pretoria: Tshwane University of Technology.
- Official Home Page of Engineering News 2010. From <<http://www.engineeringnews.co.za/article/seta-system-here-to-stay-nzimande-tells-skills-conference>> (Retrieved November 09, 2010).
- Official Home Page of Parliamentary Monitoring Group 2010. From <<http://www.pmg.org.za/print/20044>> (Retrieved May 19, 2010).
- Official Home Page of Safety and Security Sector Education and Training Authority 2007. From <<http://www.saseta.org.za/about-welcome.html>> (Retrieved October 24, 2007).
- Republic of South Africa 1995. *South African Qualifications Authority Act, (Act 58 of 1995)*. Pretoria: Government Printer.
- Republic of South Africa 1996. *The Constitution of the Republic of South Africa*. Pretoria: Government Printer.
- Republic of South Africa 1998. *Correctional Services Act (Act No. 111 of 1998)*. Pretoria: Government Printer.
- Republic of South Africa 1998. *Skills Development Act (Act No. 97 of 1998)*. Pretoria: Government Printer.
- Republic of South Africa 2005. *White Paper in Corrections*. Pretoria: Government Printer.
- Van Dyk PS, Nel PS, Van Z Loedolff P, Haasbroek GD 2001. *Training Management: A Multidisciplinary Approach to Human Resources Development in South Africa*. Cape Town: Oxford University Press.