

Contents

Chairman's address	Page 2
From the CEO	Page 4
Members of the Board	Page 6
SABPP Education Committee Report	Page 7
ETQA Report	Page 8
Financial Summary	Page 12
HRRI Report	Page 14
Your profession, your integrity	Page 15
CPD Report	Page 16
L&D Committee Report	Page 20
Latest List of Approved Mentors	Page 22



S A B P P

THE HR STANDARDS BODY – STATUTORY UNDER THE SAQA ACT

SA Board for People Practices
3rd Floor, 19 Girton Road, Parktown
PO Box 2450, Houghton, 2041
Tel: 011 773-6222; Fax: 011 773-6224
E-mail: sabpp@mweb.co.za
Web: <http://www.sabpp.co.za>



Annual Report 2009/2010

The statutory quality and standards body for the
People Profession

SOUTH AFRICAN BOARD FOR PEOPLE PRACTICES



Election of a new Board and its Office Bearers



Elizabeth
Dhlamini-Kumalo

The South African Board for People Practices would like to announce the re-election of Elizabeth Dhlamini-Kumalo as Chair and Michael Glensor as Vice-Chair of the Board. The 10th Board of the SABPP has commenced with their term of office (14 October 2009 to 13 October 2012). The new Board members are introduced on page 4. We are fortunate to have people with such dedication and passion for the profession willing to serve on the Board.



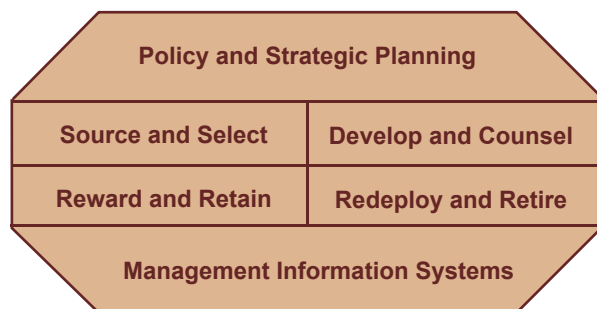
Michael Glensor

Elizabeth's personal vision statement:

The SABPP is living my vision. Every HR practitioner who registers is actively participating in best practice and knows what they are doing. Best practice is the norm – and we will influence societal behaviours, getting back to the right moral standards. As HR professionals we must stick to our knitting. We are not anti anybody - legally and morally we take the professional point of view. If people practices have improved by the end of our first term of office, we would have lived our vision – now we are upping our game!

The SABPP position on the role of Skills Development Facilitators (SDFs)

The Board believes that SDFs are an integral part of the HR value chain



The advent of the QCTO offers an ideal opportunity to re-think the training and development of SDFs in a way that truly reflects their contribution as a business partner and unlocks the benefits of the Skills Development legislation

The SABPP was awarded the SDF unit standards to quality assure by SAQA in 2005 after much deliberation by the SAQA Board.

The SABPP is the professional home for SDFs thus ensuring that SDFs also adhere to the universal principles of professionalism upon which the SABPP is built (i.e. mastery of a complex body of knowledge, a particular intellectual skill, acquired by education

and training; a commitment to integrity and morality through a Code of Conduct; autonomy in practice and the privilege of self-regulation through a regulating body (SABPP) and acceptance of a duty to society).

Professionalising SDFs makes their work a known quantity, raises accountability, lends credibility and stature, affords protection against any pressure to act unethically, encourages higher individual aspirations and engenders pride in and protection of the stature of not only the work of SDFs but the HR profession as a whole.

Last, but certainly not least, being professionally registered means that SDFs will have their

qualifications and experience evaluated and approved by peer adjudication as well as being required to continue their professional development and report on their professional development activities/outcomes, on an annual basis.

One-day Seminars 2009

The Board held a Seminar in Gauteng on 20 May and will be repeating this in Cape Town on the 24th of November. One of the highlights of the Gauteng Seminar was the opening address by Lot Ndlovu of Nedbank. Mr Frederick Stroebel, a member of the IPM Board will do the opening address in Cape Town. The Chair of the SABPP then indicates how it will take up the future challenges of the profession. In Gauteng the Netcare Case Study of the HR Research Initiative (HRRRI) of the Board was launched and copies provided to delegates. In Cape Town the Board will launch the Netcare case study and the King III Opinion Paper of the HRRRI.

Other topics of interest is the professionalisation of Trainers (or Learning and Development specialists as the SABPP calls them), the Board's stance on the role and place of Skills Development Facilitators (SDFs), the ETQA of the Board's growing influence and role, and a progress report on the newly launched electronic Continued Professional Development (CPD) of the SABPP. Prof Karel Stanz briefed delegates on the impact of the new higher education dispensation and the challenges and a survey on the HR competencies for a new era was presented by Wilhelm Crous of Knowledge Resources. The new research being undertaken under the auspices of the Board by Unisa and PriceWaterhouseCoopers was also introduced.

Election of new Board

The new Board held an introductory meeting on 9 October 2009. This Board has a good balance of experienced members (7) and new members (7). The Board is fully aware that the HR

profession is growing dramatically in numbers, global reach and scientific sophistication. Demands on HR continue to increase and the expectations on HR professionals have changed dramatically over the 100 years since the first personnel department was established. Today, HR professionals in leading firms sit at the table and have opportunities to participate fully in business discussions (Ulrich et al 2008:5,6).

People Practices are clearly entering a new era. Recent research indicates that the HR community rates credibility and accountability as the two most desirable professional qualities. In another category, a dedication to providing competent service comes out tops. If HR is to reach its full potential as a profession, practitioners themselves must see the value of professionalizing and stand together to support standards of excellence (v Rensburg 2009).

Renewal fees for 2010

The Board is implementing a below inflation increase for renewal of registration in 2010. It was further decided that R20 of the renewal fees of each registered professional will be ring-fenced for the research activities of the HRRRI.

Staff

The Board would like to thank the dedicated staff members who make the SABPP a vibrant and viable professional body. The SABPP is successful because of the kind of people who work for the Board. Passionate and dedicated, we will never be able to pay them what they are worth!

Our CEO completed her MPhil (cum laude) in 2009. The title of the dissertation: "Human Resource Management as a Profession in South Africa." This work will enrich the profession and we wish to congratulate Huma on this achievement. An opinion paper will be released at the end of this year based on this work.

Elizabeth Dhlamini-Kumalo
Chair : SABPP



Huma
van Rensburg



Helen Pimental



Kathleen Beckett



Sannah Funana

Education and Human Resource Management

One of the main principles on which professions are founded is a thorough understanding of the underlying sciences.

Newton (1989:1) mentions three things on which for instance lawyers base their claim of professional status namely special educational requirements, then self-governance and finally a duty to the public to secure legal rights and benefits. Accredited knowledge and skills are of course prerequisites for joining the medical and engineering professions. As with the other major professions, accountancy is well structured both nationally and internationally as far as the body of knowledge is concerned.

Because of the regulation of professions, there is historically the perception among the public that using the services of a "professional" guarantees a minimum standard of knowledge, competence and ethics. This perception has added stature and respect to professions, something which is jealously guarded by all major professions. There is, for instance, a continued scrutiny by professional bodies of professional practices, currency of knowledge and the enforcement of ethical codes of conduct through disciplinary procedures and disbarment or de-accreditation procedures in order to safeguard the reputation of the professions.

HR has evolved to a sophisticated and strategic level. Mastery of its complex body of knowledge, and particular intellectual skills, acquired by education and training is of paramount importance. Companies depend on competent and qualified HR practitioners to handle sensitive people practice issues and safeguard the company against a breach of legal requirements.

Cohen (2005:63) takes for granted that HR professionals internationally need a strong educational background to be successful because of

the increasingly high expectations that business leaders have of their HR staff and HR functions. She explains that HR professionals "need an education and background that will prepare them to be analytical and strategic, thoughtful communicators, skilled negotiators, savvy business professionals, astute change agents, and expert HR generalists or specialists". Cohen (2005:69).



Huma van Rensburg

From the South African perspective, professional registration is attained by applicants who have formal and relevant qualifications, together with a specified number of years of experience and level of practice.

The SABPP takes up the duty of ensuring the currency of curricula in our field by regularly accrediting and re-accrediting tertiary providers of HR education. This is done through self-evaluation reports from the higher education institutions, site visits and consultation on global trends.

The HR body of knowledge is recognised and subscribed to by practitioners, academia as well as by the profession. One can add that it is also vitally important for the health of the profession that industry and government also recognize the standards and accreditations of the governing body.

With Chartered Accountants, universal acceptance of the standard set by the governing body means that appointments of CAs center not on their qualifications and experience, but on their registration with the governing body. Much of the woes of the HR reputation can be traced back to a lack of universally accepted standards of qualification, experience and peer recognition through professional registration.

Huma van Rensburg
CEO SABPP

The SABPP is the statutory standards body for HR under the SAQA Act.

As ETQA the Board accredits providers to offer national FET Certificates as well as National Diplomas in HR Management and Productivity.

Please consult our website (www.sabpp.co.za) for other providers who are accredited to offer unit standard based programmes.

The following providers are accredited to offer full qualifications:

Business Management Training College (BMT)
Boston Administration Services (Pty) Ltd
The Corporate College International campus of AdvTech Resourcing (Pty) Ltd
Edutel Services Company (Pty) Ltd
KLM Empowered Human Solutions Specialists (Pty) Ltd
Maccauley Learning Academy
MSC Education Holdings (Pty) Ltd
Organisation Development International (Pty) Ltd

Old Mutual Life Assurance SA Ltd
Regenesys School of Public Management
The University of Johannesburg

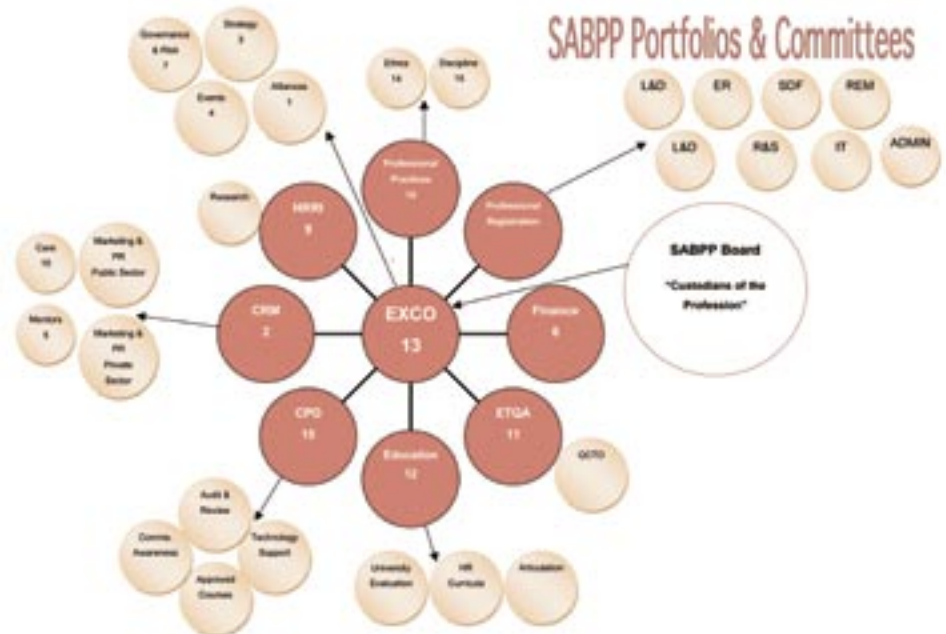
As professional body the SABPP accredits the HR programmes of public tertiary institutions from graduate to masters levels in order to allow students access to professional registration with the Board. The following institutions are accredited:

The Universities of

Cape Town (UCT)
Fort Hare (UFH)
Free State (UFS)
Johannesburg (UJ)
Military Academy
Nelson Mandela Metropolitan (NMMU)
North-West (NWU)
Pretoria (UP)
South Africa (UNISA)
Stellenbosch (US)

The Universities of Technology of

CUT; DUT; TUT
CPUT and VUT (in progress)



Members of the Tenth Board of the SABPP

For the term of Office 14 October 2009 to 13 October 2012



Elizabeth Modiegi Dhlamini-Kumalo
Masters in Man (Wits). Elizabeth is the Chairperson of the SABPP. She is registered with the SABPP as a Master HR Practitioner and Mentor. Elizabeth is the HR Director, Sandvik Southern Africa and Vice President Region Africa of Sandvik Mining and Construction.



Michael Glenzor
Master of Business Leadership, PhD handed in. Michael is the Vice Chair of the SABPP. He registered with SABPP in 1995 as a Candidate and is now a Master HR Practitioner. He is currently the HR Manager at Liviero Civils.



Dave Bekker
BSc, CPIR (Wits), MAP (Wits). Dave is a seasoned Chartered HR professional with more than 30 years in HR. He is a Director of Sagewood Consulting and is committed to raising the profile of HR professionals by having their strategic role in business recognized and valued.



Jean Grundling
Master of Adult Education (MPhil) degree and plans to complete a PhD thesis at the end of 2009. Jean registered in 1996 and is now a Chartered HR Practitioner (L&D). Jean is a manager in PricewaterhouseCoopers and is part of the People and Change Team.



Karen Hinrichs
MA Psychology (Pietermaritzburg). Karen is a current Board member and has been registered with the SABPP, since 1991, as a Master HRP (L&D). A registered Industrial Psychologist, Karen has worked independently (for the last 13 years) as a learning and development practitioner.



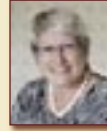
Marius Herman Meyer
M Tech HRM. Marius lectures in HRD at the University of Johannesburg and consults for Lemar Consulting and ROI Online. He is registered as a Master HR Practitioner and Mentor with SABPP. He is also chairman of the HRD Universities Forum and head of research for ASTD Global Network SA.



Charlotte Mokoena
B Soc Sc, BA Hon HRD. Exec Prog in HRM, Post-Grad Diploma HRD and Performance Management. Charlotte is the Chief of Human Resources at Telkom South Africa. She is registered with the SABPP as a Chartered HR Practitioner. Professional leadership roles include the President of IPM.



Getty Simelane
MPhil, Bath University, UK and EDP from North Western University, US. Getty is registered as a Chartered Human Resources Practitioner and Mentor of the SABPP. Gerry currently holds the position of Human Resources Director at Deutsche Bank, South Africa.



Mariëtta van Rooyen
B.Ed. Mariëtta is a Chartered L&D Practitioner and has been a Mentor of the Board for many years. Mariëtta She is founder and past Board Member of the ETDP SETA Authority; second and third-term member of the SAQA Board, and past chair of its ETQA Subcommittee and Appeals Committee.



Dr Sunette van der Walt
B.Com Hons (cum laude) M.Com, D Com. Registered since 1985 she is currently a Master HR Practitioner and Mentor of the Board. Sunette is. She is a registered Industrial Psychologist and Managing Director of Sunette vd Walt and Associates.



Peta Horn
Bachelor Social Science Degree, OD ETD NQF5. Peta has been registered with the SABPP as an HR Practitioner Generalist since 2005. Peta participates in the work of the Learning and Development Committee. She is the owner of Virago Consulting cc.



Victoria Ramulifho
Degree in HR Management and Honours degree in HR Development. Victoria is a Senior Officer Practitioner under Human Resource Management in the Department of Economic Development Environment and Tourism in Vhembe District Limpopo



Cecilia Johanna Cronje
Masters in Educational Psychology and Philosophy. Cecilia is the Head: Business School at Regenesys Management. She is registered as an HR Practitioner with the SABPP. She serves on the professional development committee, and is a registered assessor and moderator.



Khosana Tladi
Masters Degree in Governance and Political Transformation (UOFS). Khosana is registered with the SABPP as an HR Practitioner. His current position is Director: Transformation, Employment Equity and Diversity at Tshwane University of Technology.

Education Committee:

Dr Bennie Linde, Dr Karel Lessing, Prof George Sieberhagen, Prof Heinz Schenk, Dr Jos Chadinha, Prof Johan Basson, Dr Sunette vd Walt, Prof Karel Stanz, Mr Marius Meyer, Dr Nicolene Barkhuizen, Prof Dries Schreuder, Ms Suzette Ragadu and Dr Sonia Swanepoel.



Dr Sonia Swanepoel

Personalia

Prof AMG Schreuder resigned as chairperson after 13 years, but will continue to serve as a member on the committee.

Prof LP Vermeulen who served the committee for many years retired.

Huma van Rensburg completed her M. Phil (cum laude) titled Human Resource Management as a Profession in South Africa. Suzette Ragadu completed her M Com titled Transformation in Higher Education: Perceptions of Female Academics at a Distance Education Institution of Higher Education.

This research will add value to the HR profession.

Re-accreditation of Public Tertiary Institutions

The following programmes of universities were evaluated for accreditation in 2008/2009:

- University of Southern Queensland (USQ)
 - Bachelor of Business (Human Resource Management) - accredited
 - Bachelor of Business Management and Leadership - not accredited
- Nelson Mandela Metropolitan University (NMMU), School of Industrial Psychology and Human Resources
 - National Diploma : HR Management - accredited
 - B.Tech: HR Management - accredited
 - B A : HR Management - accredited
 - B COM: HR Management - accredited
 - B A HON: Industrial Psychology - accredited
 - B A HON: Labour Relations and HR - accredited
 - B COM HON: Labour Relations and HR - accredited
 - B COM HON: Ind Psychology and HR - accredited
 - Masters degrees - not accredited

The Board is of the opinion that the Masters degree that would benefit the profession

should be 50% research based and 50% lectured, but that the research component at least not exceed 60%.

- University of Fort Hare, Faculty of Management & Commerce
 - B Admin (HRM) - accredited
 - B Com (IPS & BEC) - accredited
 - B Com/ B Admin (Hons) - accredited
 - Masters degrees - not accredited

The Board is of the opinion that the Masters degree that would benefit the profession should be 50% research based and 50% lectured, but that the research component at least not exceed 60%.

- University of the North West : Vaal Triangle
 - B Com/BA Behavioural Sciences - accredited
 - B Com HR Management - accredited
 - B Com/BA Labour Relations - accredited
 - B Com/BA (Hons) - accredited

The masters degrees were not tendered for evaluation as these were evaluated on the main campus.

The following universities will be evaluated in the next cycle:

- Tshwane University of Technology (TUT)
- Central University of Technology (CUT)
- University of Limpopo
- University of Western Cape (UWC)
- Durban University of Technology (DUT)

Accreditation period

The committee decided to align accreditation visits of universities with HEQC evaluations. Any major changes (more than 50%) in curriculum must be re-submitted. All new qualifications should be submitted to the Board for evaluation.

The Review of HR Specialist Categories

The following categories were approved:

- Planning, Recruitment and Selection
- Learning and Development
- Rewards Management
- Employment Relations
- Safety, Health and environment
- Organisation Development
- HR Information Systems
- HR Administration

Dr Sonia Swanepoel
Chair : Education Committee

From the Chair of the ETQA Committee

Another busy year has flown by and the ETQA Committee continues its stride toward our quest for zero deficiency in all our activities! I am pleased to report that the following strategic priorities have been realized in 2009:



Michelle Ally

- The design and development of our internal Quality Management System is complete. Comments have been received from various stakeholders and the final draft of the policies and procedures will be tabled at our last ETQA meeting in October. This task has been a protracted one, especially given the level of depth required in each policy, but we are now convinced that our current practices are reflected and entrenched in a philosophy of absolute quality. A very big thank you to all the role-players who were involved in this effort!
- The ETQA Committee embarked on a vigorous attempt this year to increase

stakeholder representation and capacity at our meetings. We have made satisfactory progress in this regard, but wider engagement of our community is needed to ensure objectivity in all our decisions. May I appeal to any interested parties who wish to serve on this Committee in 2010 to please contact Kathleen at the SABPP directly? The Committee cannot serve our mandate successfully if we are NOT sufficiently represented, and hence my call for your participation please!

We will continue to monitor the changing NQF landscape in 2010. The year 2009 has ushered in significant legislation in this regard and a few of our members are currently participating in formal platforms and conversing at appropriate structures nationally. This is an enabling effort. To be at the forefront of recreating learning and learning systems can only but support the positioning of our future strategies in the ETQA unit. For now, we will continue to cement our practices, utilizing our QMS as a reference, and drive quality assurance to best practice levels at the SABPP.

Michelle Ally
Chair : ETQA

Another busy and productive year for the ETQA! In no particular order, here are some of the highlights:

- **SAQA has extended the scope of accreditation of the SABPP ETQA to include ID 66069 (National Certificate: Generic Management – Skills Development Management).** This set of electives (known as a specialist stream) added to the core and fundamental unit standards of the Generic Management L5 qualification, covers what line/business managers need to know and be able to do, in terms of managing the development of their people.
- **The ETQA's scope has also been extended** to include, for the first time, an Exit Level Outcome/Provider-based qualification i.e. ID 67511. The most obvious change that this type of qualification has necessitated, is in terms of the Alignment Matrix – Applicants are now requested to show how their learning material contributes to/supports the achievement of each of the Exit Level Outcomes of the qualification. In the same way that the FET Certificate: Human Resource Management and Practices Support (ID 49691) has been recorded as a learning programme against the qualification ID 67463, this is also the case with ID 67511.
- Talking of **recording learning programmes against a (generic) qualification**, this seems to have caused some confusion - The reason for SAQA creating generic qualifications and then recording all related qualifications as learning programmes (as is the case, with ID 49691 as well as with the National Diploma: HR Management and Practices ID 49692) is to prevent the proliferation of similar, indistinguishable qualifications on the NQF. This is especially important since SAQA has re-registered a large number of provider-based (i.e. non unit standards-based) qualifications which have now been aligned to unit standards-based qualifications - see, for example, ID 67511. So, the ID numbers of 49691 and 49692 have not been changed at all - ID 67463 is the generic (L4) qualification and ID 49691 is the "specialisation"; ID 61592 is the (L5) qualification and

ID 49692 is the "specialisation". It's quite confusing where the content of the generic is exactly the same as the content of the "specialisation"/learning programme (which is the case with both ID 49691 and 49692). For an example of where the two lots of content are not the same, at least as far as the electives are concerned, see ID 66069 which is a learning programme (quality assured by the SABPP ETQA) recorded against ID 59201.

- Two of our qualifications, the National Diploma: Human Resource Management and Practices (ID 49692) has been **registered as a learnership with the Department of Labour** – 29Q290032402495 – as has the National Certificate: Productivity (ID 49793) – 13Q130049161245.
- **The HR Learnership Quality Assurance Contract has been revised** – experience has shown that the contract itself should simply reflect the obligations (and expectations) of the SABPP ETQA and the party paying for the quality assurance (which could be the HR Provider or the SETA for example). The performance requirements of the HR Provider, in terms of a learnership, are, in fact, already covered through the HR Provider's accreditation or learning programme approval.



Dr Sunette vd Walt



Karen Hinrichs



- Much progress has been made in uploading learner data to the SABPP MIS for onward transmission to the National Learner Records Database (NLRD) to the extent that the **SABPP ETQA has GREEN status for Compliance on the NLRD League Table**. At the most recent (SAQA) NLRD Partners Meeting, it was emphasised that:
 - o Uploading learner achievements is a key activity/responsibility of the Provider, in terms of their accreditation or learning programme approval (i.e. not an optional extra!)
 - o ETQAs need to “sharpen” their relationships with their Providers to ensure timeous and accurate uploading to the NLRD



Learners may be severely disadvantaged if their information is not on the NLRD as required – for example, potential employers wanting to confirm qualifications listed on an applicant's CV or a bursary provider wants to check that the learner has met the requirements of the bursary etc.

Such is the importance of getting this right, that from next year, uploading to the SABPP MIS will be a specific component of managing the performance of all HR Providers and HR Providers may be penalised for not meeting agreed deadlines.

- **The Quality Management System (QMS) has been reviewed and revised** – what we have called ‘Key Business Rules’ have provided an anchor for each of the eight ETQA processes (Accreditation/Learning Programme Approval; Assessment and Moderation; Registration of HR Assessors and Moderators; Monitoring and Auditing; Certification; NLRD and SABPP Management

Information System; Relationship-Building and Internal Audit Committee). Key Business Rules are the non-negotiables/minimum standards of performance. The focus of the QMS remains, as always, putting the interests of the learner at the forefront of the work of the ETQA.

- The SABPP ETQA is participating in the Quality Council for Trades and Occupations (QCTO) **pilot project to develop the curriculum framework for the Occupational Trainer**. This is described, on the Organising Framework of Occupations (OFO) as:

“Conducts and assesses training and development to ensure management and staff acquire the skills and develop the competencies required by an organisation to meet organisational objectives”

The occupational tasks are:

- Analysing training needs within the specified requirements of the workplace
- Preparing, adapting and aligning learning materials and resources for a learning intervention in the workplace
- Delivering training, evaluating and reporting on a learning intervention in the workplace
- Conducting assessment (to make and support informed decisions on standards achieved in a learning intervention).

Having completed the development of the occupational profile and the curriculum framework (including the knowledge and theory, practical skills and work experience standards), the next step is to focus on the Qualification Assessment Specifications which will include a standardised, external summative assessment of occupational competence. This will be managed, monitored and moderated



by the National Assessment Quality Partner (AQP), appointed by the QCTO. All assessment (i.e. internal and external) is required to meet the standards set by the Qualification Assessment Specifications, however only external assessors and moderators (those working on the external summative assessment of occupational competence) will need to be registered by the National Assessment Quality Partner – one of the roles of the AQP is “... maintain a register of and **promote the continuous professional development** of constituent registered assessors and moderators”.

- HR Learnership challenges

An experienced HR facilitator/assessor shared her experiences with the SABPP. She successfully delivered three HR learnerships: one each in the Private Sector, Public Sector, and in a rural area.

In a country as diverse as South Africa she is of the opinion that any facilitator/assessor has to take cognisance of the following differences in the various sectors:

- Most of the learners in the Private Sector are permanently employed. They experience the support of the organisation – full time employment, time to do assignments, access to internet facilities, opportunities to interact with more experienced HR personnel who act as mentors/coaches, etc. This environment provides them with a sense of security which contributes to learning.
- Most of the learners in the Public Sector are unemployed and receive stipends from the organisation. Unemployment affects self esteem, while the stipends do not solve all their financial problems. Many of them have never been exposed to a full time occupation and a formal work place setting. They have to abide by organisational rules and regulations. In many instances they do not have access to the internet while mentors are often reluctant to share HR experience and knowledge with them. Furthermore, the successful completion of the HR learnership does not guarantee permanent employment. This situation contributes to their anxiety especially as the learnership progresses.
- Many learners from Rural areas have never been exposed to a standard HR environment



as they are employed in other occupations than HR, e.g. community centres. In many instances English is their third language. Being in a Rural area often calls for looking after a family which affects the time available for assignments. Access to the internet, without electricity in many areas, is almost impossible.

Against this background the following challenges should be understood by the facilitator/assessor when offering an HR learnership:

- Delivering of HR Learnership in a diverse country is not a ‘one-size-fits-all model’
- Displaying genuine empathy to lessen stress in the ‘formal learning’ setting is essential
- Contextualising learning to learners’ environment to convey the bigger picture of HR in the world
- Adapting the method of instruction to learners’ English capabilities
- Creating a relaxed ‘stress free’ environment during assessments
- Appreciating the uniqueness of each learner and what he/she can offer to the group
- Improving one’s own HR mastery/competence to think ‘outside-the-box’
- Encouraging ‘self learning’ amongst learners
- Encouraging learners to relate HR their own life experiences
- Making the HR learnership a ‘fun’ experience

These audited 2008 figures are presented without notes.
Fully annotated, audited financial statements are available
from the Chief Executive Officer.

BALANCE SHEET				
At 31 December 2008				
ASSETS	2008	2007		
	R	R		
NON-CURRENT ASSETS				
Tangible assets	188,950	219,034		
CURRENT ASSETS				
Accounts receivable	51,237	34,971		
Deposit	2,200	2,200		
Cash and cash equivalents	592,189	667,574		
	645,626	704,745		
TOTAL ASSETS	834,576	923,779		
RESERVES AND LIABILITIES				
RESERVES				
Retained surplus	1,371,336	1,027,287		
HRRI – retained surplus	51,171	86,860		
ETQA - Accumulated deficit	(1,153,663)	(895,645)		
	268,844	218,502		
NON-CURRENT LIABILITIES				
Long-term Liability	63,727	131,858		
CURRENT LIABILITIES				
Current portion of long-term liability	65,940	63,414		
Accounts payable	436,065	510,006		
	502,005	573,419		
TOTAL RESERVES AND LIABILITIES	834,576	923,779		
STATEMENT OF CHANGES IN RESERVES				
For the year ended 31 December 2008				
	General Fund	HRRI	ETQA	Total Reserves
Balance 1 Jan 2007	651,647	-	(629,308)	22,339
Surplus/(deficit) for year	375,640	86,860	(266,337)	196,163
Balance 1 Jan 2008	1,027,287	86,860	(895,645)	218,502
Surplus/(deficit) for year	344,049	(35,690)	(258,017)	50,342
Balance 31 Dec 2008	1,371,336	51,171	(1,153,663)	268,844

INCOME STATEMENT		
For the year ended 31 December 2008		
	2008	2007
	R	R
INCOME		
Annual renewal fees	1,023,186	946,682
Registration fees	170,526	163,797
Upgrade of professional levels	8,615	10,355
Surplus on disposal of motor vehicle	-	5,172
Interest received	75,387	28,227
Mailing list and forum advertisements	1,579	25,268
Management fee - ETQA	407,293	385,212
	1,686,585	1,564,714
EXPENDITURE		
Administrative fees	60,000	46,769
Auditors' remuneration – fees	11,000	10,500
Bank charges	6,985	5,713
Consulting fees	9,550	17,815
Data management fee	165,021	39,244
Depreciation	62,419	75,558
Finance charges	5,703	5,337
General expenses	22,479	5,224
Insurance	9,302	7,861
Motor vehicle expenses	21,953	27,712
Postage and telephone	42,887	42,557
Rent	133,019	130,718
Repair and system support	1,985	4,579
Staff employment costs	690,210	700,751
Stationery and printing	61,094	47,715
Travelling and entertainment	29,417	3,475
Web site	9,513	17,544
	1,342,537	1,189,074
SURPLUS OF INCOME OVER EXPENDITURE FOR THE YEAR	344,049	375,640



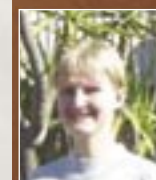
Elizabeth
Dhlamini-Kumalo



Ronelle Russouw



Huma
van Rensburg



Michelle Tippet



Nombi Pamla



Marius Meyer



Anita Venter



Melanie Ferreira

The Human Resource Research Initiative (HRRI) has grown from humble beginnings into a value enhancing part of the SABPP. Our first case study, Appropriate Skills Utilisation, was released in July 2009, and was well received amongst the HR and education fraternity. This case study provides an alternative view on how skills shortages can be addressed through integrated HR efforts. The study was published through various media and is available on the SABPP website as a pdf download. An academic article on this case will be published shortly. The SABPP wishes to encourage the use of the case requiring only that the Board's contribution is acknowledged.

In September 2009 the King III Opinion Paper was released at the HRRI's first member event in Johannesburg. The paper covers background on King III and focuses on HR's role in governance. A Cape Town launch for this important opinion paper is planned for November 2009. The opinion paper events are wonderful opportunities for networking with SABPP members and will in future be linked to the SABPP's CPD programme. The following opinion papers are in the pipeline for publication in the latter part of 2009 and at the beginning of 2010:

- Human Resource Risk
- Key Customer Requirements for HR
- The professionalisation of HR

Where appropriate these opinion papers will be accompanied by tools or guides for practitioner use.

A benchmark study on competencies for entry level HR practitioners is being conducted by UNISA and PriceWaterhouseCoopers under the auspices of the SABPP. The results of this study will be another key output of the HRRI.

The revamped SABPP website was launched recently, where the HRRI aims to be the frontrunner in providing up-to-date information on web links to the latest HR research and practitioner portals. Our aim is not to duplicate existing sites in relation to content or focus but instead to provide a site which supplies vetted and up-to-date links to useful HR websites. This should ease our members' burden of long hours spent searching for relevant HR websites.

On a personal note I wish to thank all of those that paved the way for the HRRI to develop and grow. The seeds were planted by members that are now retired but have always maintained that the SABPP should be relevant to its membership. The Board of 2006-2009, and our CEO, provided a unique mix of individuals who strove for a revitalised South African Board for People Practices. Furthermore, our administrator provided the solid backbone for our operations. Naturally the SABPP cannot drive initiatives such as the HRRI without the financial and intellectual input of our partner organisations and members. It is now time to hand over the reigns to the incoming Board. I look forward to seeing this important initiative flourish under their competent guidance.

Dr. Anita Bosch Venter

Your profession, your integrity

integrity > noun: *the quality of being honest and having strong moral principles (New Oxford Dictionary of English. 1998)*

Integrity. To judge by recent global and local events, starting with the downfall of one of the world's greatest and most powerful banks, followed rapidly by others and culminating in the biggest economic depression in over 60 years, the meaning and application of that word is one of the new mysteries of our time. Locally it is perhaps best understood by those thinkers who see through to the root causes of the recent spate of strikes and violence linked to a lack of service delivery and perhaps more recently also by those who choose not drive certain expensive four-wheeled, well-heeled modern chariots.

Anyone choosing to join our profession, the people profession, is expected to read, understand and subscribe to a code of ethics. This code of ethics is really the list of moral principles upon which we base almost every decision that we as professionals make in doing our jobs throughout our careers. Sometimes, and perhaps more than sometimes, we are faced with decisions the results of which can be painfully uncomfortable if made in terms of the demands of those moral principles and decidedly more comfortable or more profitable if the moral principles are dealt a blind eye.

It is then that the true meaning and application of integrity is perceived.

Take a simple example: Registration at each level in your profession is based on a set of standards researched

and developed by your peers. These standards are meant to enable the registered professional to deliver the goods competently at his or her decision-making level in an organisation in a manner that will benefit both the organisation and the people in the organisation. However, many organisations now couple registration at a certain level with the rewards offered by that organisation. No problem, you say? Common practice, you say? Okay, what's wrong with that?

Nothing, that is until an organisation seeks the interpretation (for which read 'lowering') of the standards to accommodate favoured individuals to the disadvantage of others and the organisation. That smacks of the same lack of understanding of the meaning and application of the concept of integrity displayed by the leaders of the banks spoken of earlier. The effect would be the same: a bankrupt profession, a profession whose members are seen to be without integrity, people who cannot be trusted to do their jobs for the benefit of their clients and their employers.

Once lost, integrity, like the trust of your fellow professionals, is almost impossible to regain. After all, which of you would ever again trust a motor mechanic who made a mess of your car repairs let alone a professional whose ethics are questionable?

Your profession is your integrity. Guard it with your life!

Dr Ray Eberlein, Ombudsman SABPP



Ray Eberlein



Delane Hundermark



Marius Pheiffer



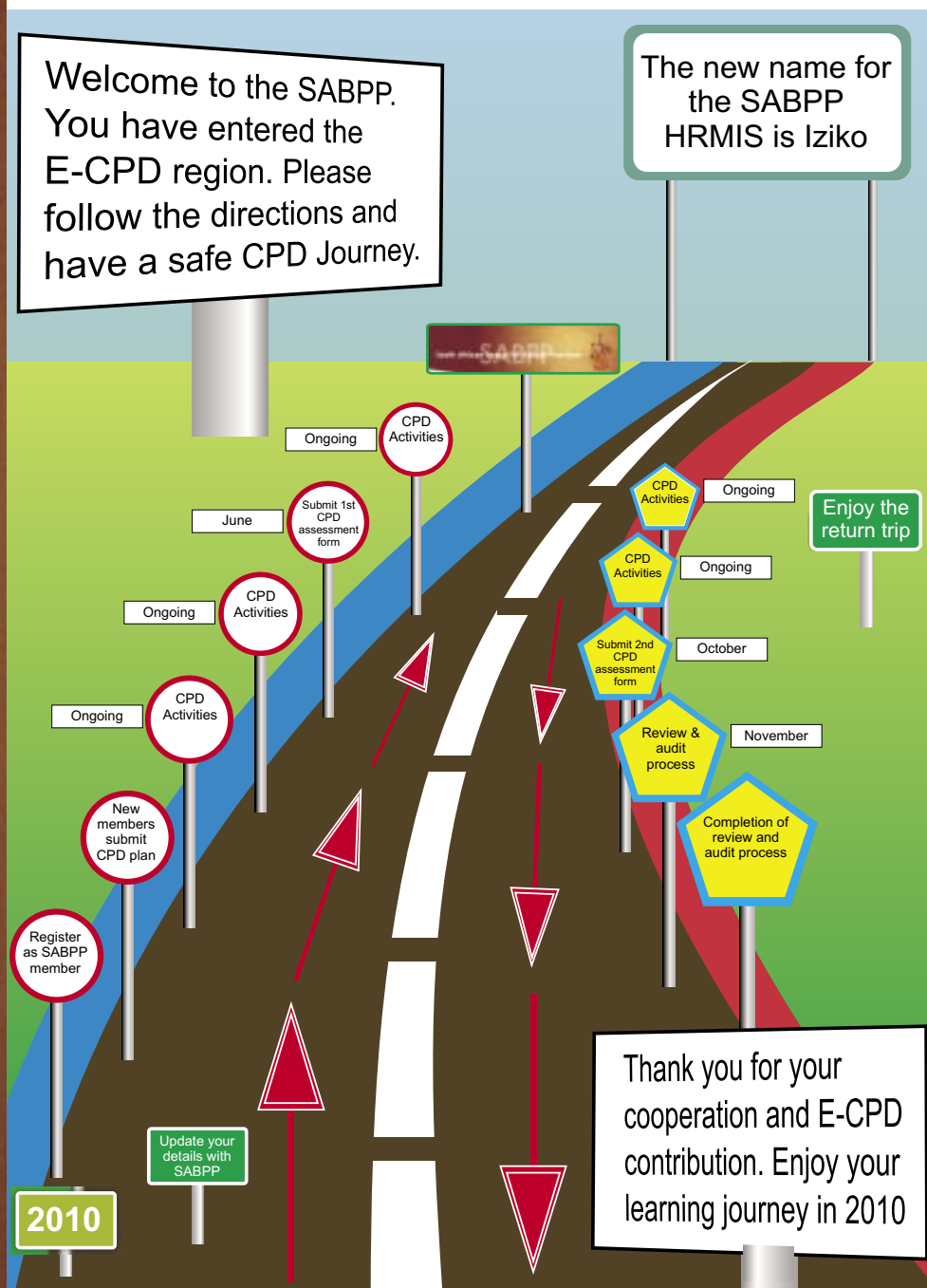
Jerry Molefe



Jake vd Wilden



Michael Glensor



Key focus areas / objectives for CPD for 2009

- Launching the on-line CPD process
- Finalising CPD Audit requirements and operational processes
- Finalising a framework for approving and rating CPD courses
- Reviewing the CPD Communication and Awareness strategy
- Growing CPD Infrastructure to support the CPD Committee



Michael Glensor

Overview of activities

General

- Implementation of CPD Policy – ongoing
- On-going review of online web-based e-CPD database system and e-CPD forms

CPD rollout plan of action

- June 09: Conducted Pilot testing of e-CPD Database with SABPP Mentors for the purpose of gaining insight into the following:
 - o Likes and dislikes on the proposed design
 - o Ease of flow and use of the e-CPD application
 - o Recommendations for improvement
- August 09: Amended current process after pilot run
 - o Sent out introductory letter to registered professionals together with a Guide
 - o Sent out electronic Plan (e-Plan) to be completed on-line August 2009
- October 09: Initiated Self-Assessment process with letter informing of
 - o Deadline for completion of self-assessment: 13 November 2009
 - o CPD points per annum required : 30
 - o That there will be no penalties in first phase to end 2010
 - o That it was advisable for professionals to keep hard copies of e-Plan and of self-assessment as well as proof of CPD activities

Audit and Review of submitted CPD forms

- January 2010: Audit activated having finalised
 - o Criteria
 - o Check-list

- o Method of drawing a random sample (possibly 10%)
- o Method of communicating results
- o Method of handling disputed points or other problems
- Audit Plan of Action includes
 - o Comparing e-Plan with e-Self-assessment
 - o Review CPD points claimed
 - o Compile report for the Board

Approving and rating suitable CPD courses

- A framework for approving and rating CPD courses was finalised in October
 - o Principles of evaluation agreed upon
 - o Letter of Intent and Application form finalised
 - o Marketing of CPD course approval service commenced

Communication and Awareness Strategy and Plan for the launch of the e-CPD System

- Launching a user-friendly road map explaining the steps of CPD
- Designing and populating a CPD Calendar with all key CPD Events
- Commencing with a CPD Form repository and Document Management
- Aligning operational processes to HRMiS and CPD Forms
- Monitoring and review integration with other SABPP Functions

General Comments

- The implementation of a common HRMiS platform will undoubtedly provide integration benefits for all SABPP related functions.
- The Board's research initiative HRRI to explore possible discussion paper on CCR initiative
- Thank you to all CPD Committee members for the tremendous effort and contributions made throughout the past few months, in particular the support of the **Chairpersons of the sub-committees**, namely:
 - a. **Andrew Moraope** – Audit and Review
 - b. **Jean Grundling** – Communications and Awareness
 - c. **Mike Honnet** – CPD Approved Courses and Ratings

M Glensor
CPD Standing Committee – Chairperson

Course approvals for SABPP CPD Points

The CPD Course Approvals process has now been finalised; and the Committee is ready to consider applications for course approvals. Course approval is not mandatory for CPD purposes; but approved courses serve to "point the way" for members who need guidance on the kinds of courses or other programmes that contribute to ongoing professional development; and the CPD points allocated in the approvals process give further guidance, too.

Learning events that have been approved for CPD purposes are displayed on the SABPP web site.

To apply for your learning event to be approved for CPD purposes, please contact Huma at SABPP offices (011 773-62220 or copy the "Letter of Intent for Course Approval" from the SABPP web site; complete it and return to huma@sabpp.co.za.

Mike Honnet
Chair: Course Approvals

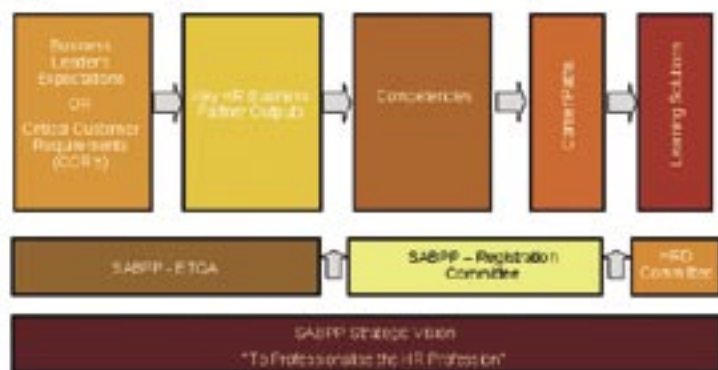


Mike Honnet



The board envisages a model in which business leaders' true expectations (Critical Customer Requirements) of the HR profession in SA will be accommodated

- The expectations of the business leaders are referred to as Critical Customer Requirements (CCR's)
- The CCR's will be used to determine key outputs that HR Business Partners have to deliver to business
- The key outputs in turn will inform the competencies that are required and they in turn will be used to identify the relevant career pathways and learning solutions that will be applicable
- The career pathways and learning solutions will assist the board to prioritise CPD activities



Purpose of the sub-committee

To actively promote and publish CPD events, activities and initiatives to the broader SABPP community

Key activities of the sub-committee

The following key activities will form part of the sub-committee's focus:

- Advise the CPD committee on vital points and communication needs;
- Plan and review communication and awareness interventions and or initiatives to support the work of CPD
- Prepare CPD Communication Messages, Newsflashes and articles for distribution through the SABPP Website, e-Newsletter and or related HR publications
- Gain insight into the broader needs of the SABPP community as far as CPD is concerned



Jean Grundling



Morgyn Hammond

Jean Grundling (Chair)
Morgyn Hammond

The CPD audit sub-committee

- The Audit and Review Committee will perform an audit on a percentage of the submitted CPD Plans, CPD Progress and Final Reports in an objective manner and without bias towards any individual
- The sub-committee will review submitted material for relevance, authenticity, validity and currency
- A general report will be issued
- The Audit and Review process offers a right to appeal against the audit outcome



Andrew MORAPE

Andrew MORAPE
Chair : CPD Audits

CPD Self-assessment in progress

The Board is very happy with the first implementation of our CPD system. One hour after the self-assessment forms went out we had already received 12 forms back.

All those who submitted an e-Plan (Electronic Plan for continued professional development for the next two years) were issued with the electronic self-assessment form. We included your e-plan again, for reference purposes. All those who missed this first round, will be given an opportunity again in January/February to submit your plan for the 2009/2010 cycle. By June 2010, we will issue the interim electronic self-assessments.

A comprehensive FAQ will be placed on our website after the input and problems/queries that arose in our first round have been analysed. We have already identified some areas we need to elaborate on. Below are just a few frequently asked questions (FAQs)

Issues raised and questions asked:

Q – Please re-issue the ePlan or eAssessment, I can't find mine

A – Sorry, our electronic system issues once only – you will get a second chance early next year.

Q - I am very senior – do I have to complete CPD to maintain my registration?

A – Everybody continues to learn, but the profile of senior people will differ largely from that of younger colleagues and the points will mostly be gained in Section B.

Q – Would it be enough to write a report for each book read summarizing the main theories contained in the material researched?

A – Details of the book and a short abstract will be sufficient. We require that you keep a Portfolio of Evidence with this information in it. The Board may call for evidence in case your CPD assessment is drawn for audit purposes, and then you will be able to present this.

In the past year the vital role played by trainers in skills training and development has been under the spotlight. It has become clear that the key to better and more effective training lies to a great extent with the people responsible for the transfer of knowledge and skills.



Marietta van Rooyen

Professionalising this pivotal function by setting a national standard and creating a career path with distinct levels and criteria is now an essential requirement. This is exactly what the SABPP has done in developing six distinct levels of registration with the accompanying criteria for each level. Learning and Development (L&D) will in this way become known and understood. This will also raise accountability and engender pride in the stature of L & D specialists.

The SABPP as the standard bearer of the HRD fraternity

In every international HR body you will find training as one of the functions of HR (albeit it under different names!). In the recent review of HR specializations (see p 7), the Board has replaced the old ETD/HRD category with Learning and Development (L&D). Under this category the SABPP registers professionally trainers, facilitators and educators in our field. Also included under this category is development, including management/ leadership development, career development, SDF and developing a workplace skills plan, coaching and mentoring.

In the UK the Chartered Institute of Personnel and Development recognizes the following eleven HR specializations, the first five all relating to training and development:

- Career management and development
- Management development
- Managing organization learning and knowledge
- Managing training and development
- Designing and delivering training

- Managing diversity and equal opportunities
- Selection and assessment
- Employee benefits and pensions
- Performance management
- Employee relations and law
- Health and Safety

The functional or specialist areas recognized by the USA HR Certification Institute are as follows:

- Employment, placement and planning
- Training and development
- Compensation and benefits
- Health, safety and security
- Employee and labour relations
- Management practices

Finally the Canadian Council of HR Associations in Canada recognizes the following as part of the HR professional's capabilities:

- Organisational effectiveness
- Staffing
- Total compensation
- Organisational learning, development and training
- Employee and Labour Relations
- Workplace Health and Safety
- HR Information Management

From the above it can be clearly seen that in the international arena HRD or L&D falls squarely within the human resources domain. It therefore the duty of the SABPP as the standards and quality body for HR in South Africa, to be the standard bearer and professional body for trainers, facilitators, HRDs or learning and development specialists, however they are described.

Defining the functions at the different levels of practice and registering L&D specialists professionally will contribute hugely to solving our skills deficit by identifying the professional, accountable and ethical people in the field.

L&D Committee Chair
Marietta van Rooyen

In his recent visit to Africa, the President of the United States of America, Barack Obama stated that "Africa doesn't need strongmen, it needs strong institutions. You have the power to hold your leaders accountable and to build institutions that serve the people."



Jerry Molefe

I find the above statement very relevant in all areas of governance, including the people management institutions.

In South Africa we have very strong individual men and women who are HR Directors and Executives of our blue-chip organisations and other public sector organisations. We need these individuals to share their best practices and to transfer their knowledge and skills through formalised mentorship programmes and strong networks in order to advance human resources. This can only be done through 'strong institutions'.

Most of the professional institutions such as the medical, engineering and legal professions are regulated in South Africa. This makes it easier for these professional bodies to set, monitor and advance their professional standards and to address issues of national importance in one voice. There are other institutions that are self-regulated but very effective such as the Black Management Forum that currently chairs the Employment Equity Commission.

The People Management Institutions

The Institute of People Management (IPM) and the South African Board for People Practices (SABPP) are the two main bodies that serve the interest of HR professionals and people leaders in South Africa. These two institutions have different roles to play. However, they complement each other in the field and space of people management and practices. These roles must be explained and understood by all stakeholders who are involved with people management and leadership.

The history and role of the IPM

The Institute of People Management was

founded more than 60 years ago with the aim of providing appropriate, relevant knowledge and information on effective leadership and people management to human resource professionals and management in general.

The IPM is a member organisation that dedicates its efforts to providing knowledge and tools for strategic people development and leadership, which contribute to growth, profitability and sustainability of businesses.

The flagship and pride of the IPM is the annual convention which will be hosting its 53rd annual convention at Sun City in November 2009

The history and role of the South African Board for People Practices (SABPP)

The SABPP on the other hand was established in 1982 by the Institute for Personnel Management (IPM) to fulfil the function of being the standard setting and professional registration body for HR. It is also the statutory quality assurance body for HR under the SAQA Act since 2002.

The work of the SABPP is concentrated on developing and reviewing standards, structuring continued professional development (CPD) publishing and supporting research and attending to the content of HR curricula at tertiary level. Providers are accredited and individual practitioners are registered.

The future

This is a call for all HR and other business and people leaders who are not members of the IPM and the SABPP to seriously consider taking up the membership of these organizations.

Anyone who is passionate about this profession will advance its work through active participation and membership of these two bodies serving the profession.

Lets us all come together and build strong Institutions !!!

Jerry Molefe
IPM

For more information on the two institutions visit www.ipm.co.za and www.sabpp.co.za

Johannesburg

Mrs P M Abbott
Mr M S Abel
Mr P M Beck
Mr D K Boshard
Ms C Botha
Dr J T Burger
Dr M H R Bussin
Mr W Crous
Mr I Deary
Mr J P J du Toit
Dr C A E Elliott
Mr A J Erasmus
Ms G M Fenwick
Mr D P Furnivall
Mr M C Glensor
Mr A M Griesel
Dr T Groenewald
Mr C H Hardijzer
Ms A Hayward
Ms K Hinrichs
Mr M E Honnet
Ms D Hundermark
Mr B Isaacson
Ms M Katz
Mr W Kriel
Mr J Kritzinger
Mr V I Lätti
Mr C B Lennox
Dr G F Lindeque
Mr M D Mafomane
Mrs S M Mamorare
Mr MZ Makume
Mr M H Meyer
Dr J S Mulder
Dr P M Naves
Mr S C Niemann
Mrs J B Norris
Dr L Pamensky
Mr T C Pieterse
Mr N E Quilliam
Prof G Roodt
Mr J Sacht
Prof H W E Schenk
Ms K P Simelane

Mr A P J Sutton-Pryce
Mr D H Swart
Mr L M Tabane
Mr J C Thompson
Mr PL van der Merwe
Mr JDAF van Niekerk
Ms M van Rooyen
Dr T H Veldsman
Mr AJJ Venter
Mr M J R Westcott

Pretoria

Dr E Boshard
Mr A R B Butters
Dr R Eberlein
Mr JC Greeff
Mr D F Kemp
Prof H J Kriek
Mr J D Molefe
Dr E P Mokgobu
Mr A Moraope
Mr M Pheiffer
Mr J Pokroy
Prof A M G Schreuder
Dr A J Smith
Ms C M L Tucker
Mr M Ungerer
Dr J S van der Walt
Dr RvM van der Walt
Mr J H van der Westhuizen
Mr S F van Greunen
Mr R J van Zyl
Mr W J Venter
Prof L P Vermeulen
Dr M A Wannenburgh
Ms M Woodborne

Vaal Triangle

Mr G Blackbeard, Vereeniging
Prof J J L Coetzee, Henley-on-Klip
Mr G I Mafereka, Meyerton
Mr B J H Matthee, Vereeniging
Mr M W Stander, Vanderbijlpark
Dr G Zide, Vanderbijlpark

North West Province

Mr B P J Delpont, Rustenburg
Mr J H Janse van Rensburg, Rustenburg
Dr B J Linde, Potchefstroom
Prof G v d M Sieberhagen, Potchefstroom
Mr H van Jaarsveldt, Rustenburg

Northern Province

Mr L G Bornman, Naboomspruit
Mr A Schoeman, Phalaborwa

Mpumalanga

Mr E P Mouton, Middleburg
Ms J P L Oberholzer, Witbank

Free State

Ms C Brummage, Bloemfontein
Dr J G Chadinha, Bloemfontein
Mr CI Gardner, Bloemfontein
Mr CC Nel, Bloemfontein
Mr JJ v Rensburg, Bethlehem

KwaZulu Natal

Mr A L Brits, Durban
Mr G A Bruniquel, Greyville
Mr M A Mdletye, Pietermaritzburg
Ms P Milner-Smyth, Mount Edgecombe
Ms A C E Reynolds, Hluhluwe
Mr P L Steenkamp, Durban
Mr G G Taylor, Durban

Western Cape

Mr K Barends, Cape Town
Mr D P Beretti, Newlands
Dr W Boonzaier, Stellenbosch
Dr G M Coetzee, Cape Town
Mr B D Dalton, Tokai
Mnr S F du Plessis, Paarl
Mr J J Engelbrecht, Somers West
Ms S Goodwin, Cape Town
Ms A Hambrook-Glaeser, Bellville
Ms S Hammond, Fish Hoek
Mr N Jansen, Kuilsriver
Mnr C A Kleinhans, Parow

Mr W A Kruger, Knysna
Mnr S J Liebenberg, Paarl
Ms K Mobarak, Gordons Bay
Ms S C Richter, Rondebosch
Dr A A Rust, Bellville
Mr W J Sewell, Rondebosch
Mr D van Eeden, Newlands
Mr K H vd Molen, Bellville
Dr J C vd Walt, Welgemoed
Ms L L Vosloo, Cape Town

Eastern Cape

Mr A Bramdavi, East London
Prof D Berry, Port Elizabeth
Mr K J Marlow, East London
Mr B Mthembu, Summer Greens
Dr R J Snelgar, Port Elizabeth

Northern Cape

Mnr J G F von Backström, Kimberley

Botswana

Mr G N Molefe, Gaborone

Namibia

Mr L M Gwala, Windhoek
Mr M Hill, Windhoek
Mr R Zirzow, Windhoek

Swaziland

Mr J Smith, Manzini

Bahrain, Kuwait, Oman, Qatar, UAE

Dr G Benecke

Saudi Arabia

Mr G M Taylor

Switzerland

Mr W Munetsi

United Kingdom

Mr C A Jackets