

Human Resource Development for Office-based Educators

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ABSTRACT The objectives of the study are to provide a perspective of the underlying imperatives of human resource development; to explore the substantial indicators of an implementable Human Resource Development (HRD) plan for office-based educators and to determine the roles that individuals and groups play in formulating Individual and Group Development Plans. The study is qualitative in nature and semi-structured interviews were conducted with one section of office-based educators, namely Deputy Chief Education Specialists (DCES) in three education districts in the Free State province of South Africa. The key findings were that these office-based educators have the desire to play a significant role in their job performance and that they need empowerment, resources and leadership to guide them in their daily duties. The evidence of the narrative incidents with office-based educators suggest that the development of an integrated HRD plan will provide a useful research tool for those wishing to study the design and use of HRD plans in the future, as it provides a holistic overview to be taken in the process and makes the development of an integrated plan a feasible task. HRD requires a new way of thinking and interacting amongst district sections, and should be regarded as a step forward to improved development of office-based educators. This improved development will subsequently have a positive influence of service delivery to school-based educators with the aim of improved learner performance in the schools.