

**RESOURCE BIBLIOGRAPHY FOR
SKILLS DEVELOPMENT FACILITATORS**

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Musker, Paul	Paul Musker & Ass
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Rademeyer, Mariki	SGB: HRMP
Ralphs, Alan	JET
Riley, Alvan	National Productivity Institute
Schofield, Andrew	University British Columbia
Seid, Shelley	UND
Steinberg, Carola	University of Witwatersrand
Tyers, John	IEB
van der Watt, Hein	NOSA
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Witthaus, Gabi	Flagship Mentoring and Training
Wood, Brian	The Learning Network
Xulu, Siphamandla	Transnet Training Board

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INTRODUCTION

This bibliography is meant as a resource for Skills Development Facilitators and providers of training for Skills Development Facilitators. It gives references to the key policy documents relating to Skills Development, as well as the broad theory of change management and organisational transformation that underpins the legislation, and some relevant practical “how-to” guides and handbooks. The bibliography is by no means exhaustive; rather, it is a compilation of the “favourite references” recommended by a variety of stakeholders in the area of Skills Development. Many contributors went to a great deal of effort to create this bibliography, and we hope it will be useful to everyone in the field.

SECTION 1: POLICY

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Pretorius, F. (ed.). 1998. *Outcomes-Based Education in South Africa: Policy and Concepts, Implementation, Management, Quality Assurance*. Randburg: Hodder and Stoughton.

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SECTION 2: THEORY

ASSESSMENT (THEORY)

Biner, Paul et al. 1997. Relative Academic Performance and its Relation to Facet and Overall Satisfaction with Interactive Telecourses. In: *Distance Education*. 18(2): 318-326. Toowoomba, University of S. Queensland

Abstract: an investigation was conducted in which 288 undergraduate college students taking 17 live, interactive telecourses at 68 remote sites were asked to report their satisfaction with various aspects of their telecourses as well as their overall satisfaction with those courses. In addition, a measure of relative academic performance was calculated for each student in which performance in the current telecourse was compared to prior academic performance. Results showed that high levels of relative performance were associated with (1) student satisfaction with the technological aspects of the courses, (2) student satisfaction with the promptness of material exchange with the instructor, and (3) overall student satisfaction. Practical implications of these results are discussed.

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French, E. 1997. Learning from the IEB's ABET Exams: A selective reflection on data from the IEB's 1996 year-end ABET examinations. In: *ABET Journal* 1(1): 21-46.

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CHANGE MANAGEMENT AND ORGANISATIONAL DEVELOPMENT (THEORY)

Brown, David M. 1999. Department Is Dead: Long Live the School. In: Journal of Education, No. 24: 65-79. Pietermaritzburg: Univ Of Natal

Abstract: Universities the world over are revisiting their administrative and management structures with a view to meeting the challenges of Higher Education environment which is going to be very different in the 21st Century... The information explosion, the lifelong learning, imperative, the expansion and diversification of the pool of knowledge generators and providers, and the universal decline in public funding ... all dictate the need for universities to find different way of doing things. This in turn, requires that they find different way of managing their activities.... The traditional discipline-based departments seemed increasingly to be, by their very nature, an obstacle to change. Multi-disciplinary schools, under the umbrella of large amalgamated faculties, were seen as the desirable alternative... The University has now completed its restructuring, which has met with considerable interest from universities both nationally and internationally...

Bunker, B. Barbara. 1997. *Large Group Interventions: Engaging the Whole System for Rapid Change*. San Francisco: Jossey Bass.

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Abstract: The book aims to show readers how combining proven-under-fire management methods with their previous technical training can make more effective leaders. It shows that fad techniques and quick fix remedies do not work by comparing them to six solid management guidelines: profit fixation; technical literacy; change dynamics insight; policy and procedure comprehension; decision theory knowledge; character duality. The book aims to show readers how to use their technical know-how to improve leadership skills, and illustrate why all executives, even nontechnical ones need to master these management fundamentals in order to avoid business failures.

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Notes.: course consists of 2 supplements, 8 modules, 1 text book, 2 audio tapes, 1 video cassette.

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CURRICULUM DEVELOPMENT (THEORY)

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Jackson, Philip. 1992. Conceptions of Curriculum and Curriculum Specialists. In: Jackson (Ed). *Handbook of Research on Curriculum, A Project of the American Educational Research Association.* New York: Macmillan Publishing Company.

Comment: This article offers a historical perspective on issues such as the definition of curriculum, different perspectives on curriculum content and the professional difficulties that curriculum specialists have in justifying their existence.

Misko, Josie. 1994. *Flexible Delivery: Will A Client Focused System Mean Better Learning?* Leabrook, S. Australia: NCVET.

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Ornstein, A.C. and Hunkins, F.P. 1998 (3rd edition). *Curriculum: Foundations, Principles, and Issues.* Boston, London, etc.: Allyn and Bacon.

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Note: This book provides a clear and comprehensive definition and answers the "What is curriculum?" question in a broad and accessible way.

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Abstract: over the last few years, there has been a growth in the number of arrangements whereby people can obtain academic recognition for learning which has taken place outside of educational institutions. These include some quite traditional forms of professional education and sandwich courses, but to them must be added a host of relationships between individual employers and higher education institutions which involve quite fundamental questioning of the roles and responsibilities of each in the continuing education and training of adults. These developments can be related to broader themes concerning the organization of knowledge in society, the changing nature of work and career, the learning society and the implications they hold for individual workers, their employers and educational providers.

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Raggatt, Peter et al. 1996. *Learning Society: Challenges and Trends*. (Series: Adult Learners, Education and Training 2). London: Routledge.

Saltzman, Phyllis. 1997. Learning Council: Corporate Distance Learning in Action. In: *American Journal of Distance Education*. 11(2): 56-63. Pennsylvania: Penn State University.

Abstract: this article reviews the applications of distance education to meet the learning needs of an organization and lists considerations for other organizations interested in distance education opportunities. The use of distance learning methods facilitates the maintenance of flexibility and responsiveness in providing continuous learning for employees.

Schein, E.H. 1992. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

Schreiber, Deborah and Berge, Zane. 1998. *Distance Training: How Innovative Organizations are Using Technology to Maximize Learning and Meet Business Objectives*. San Francisco: Jossey-Bass.

Abstract: today's advances in communications technology have created exciting new possibilities for training professionals. But not all technologies are created equal. Distance Training examines these new tools to show how compressed video, satellite broadcasting, the Internet, and other innovations can each be used to their best strategic advantage. Case studies from sixteen organizations - Unisys, Bell Atlantic, and the United States Navy among them - provide best-practice models readers can use to design events and programs that transcend the traditional boundaries of time and space by turning the home, office, and meeting room into immediate, effective learning environments.

Schwartz, P. 1991. *The Art of the Long View*. New York: Currency Doubleday

Scott, Amanda. 1996. Setting up Open Learning Resource Centres in Organizations: Learning from Experience in Industry. In: Brown, S and Smith, B. *Resource Based Learning*. London: Kogan Page.

Senge, Peter M. 1994. *The Fifth Discipline: The Art & Practice of the Learning Organization*. New York: Currency Doubleday.

Senge, Peter et al. 1999. *Dance of Change: The Challenge of Sustaining Momentum in Learning Organizations*. A Fifth Discipline Resource. London: Bantam, Doubleday.

United Kingdom. Dept of Trade and Industry. 1996. *Training and Development Workshop: Education Business Collaboration. Report of Proceedings for the Committee on South Africa Trade, Durban April 23 1996*. London: DTI. (Note: Includes List of Participants and Addresses)

LIFELONG LEARNING (THEORY)

Breier, Mignonne. 1998. Role of the Generic Skill in Lifelong Learning: Panacea or Pipe Dream? In: *Journal Of Education*, No. 23: 73-100 Pietermaritzburg: Univ Of Natal.

Abstract: This paper begins with a discussion of the role of the generic skill in key education policy documents. The focus is on higher education although the issues discussed in the paper have relevance for all levels of education. Next, four approaches to the subject, from the fields of cognitive psychology, higher education research and philosophy of education, are discussed, followed by an account of JE Lave's rather different approach to the question of transfer. The final section contains a brief summary and some consideration of the implications of all these theories for two important concepts of the NQF: critical outcomes and recognition of prior learning.

Brown, D.A. Maughan. 1995. *Lifelong Learning - the Concept*. University of Natal.

Edward, Richard. 1997. *Changing Places? Flexibility, Lifelong Learning and a Learning Society*. London: Routledge.

Note: Chapter 2 on "Everything must change" provides a good background to the forces driving change globally.

Holford, J., Jarvis, P. and Griffin, C. 1998. *International Perspectives on Lifelong Learning*. London: Kogan Page

Abstract: Today, everyone is talking about lifelong learning. Schooling is not enough: we must take responsibility and continue to learn throughout our lives. This collection examines theory and practice in lifelong learning from a range of international standpoints. What the policy rhetoric means, and how practice is really changing, are discussed in studies of lifelong learning in higher education, workplaces, school social movements, international organizations and national governments. The seven parts of this book address key areas of debate and analysis, highlighted by many international case studies, including Australia, New Zealand, USA, South Africa, China and Hong Kong. Issues and themes include the nature of learning society, and what it means for teaching, learning, ethics and gender. Contents include: International Policy, Lifelong Learning in the Learning Society, Lifelong Learning and Political Transitions; Learning, Markets and Change in Welfare States; Learning and Change in Educational Structures; Learning and Change at Work; Aims, Ethics and Social Purpose in Lifelong Learning.

Kraak, A. 1994. Lifelong learning and reconstruction: can it deliver? In: *South African Labour Bulletin* 18 (4).

Longworth, N. and Davies, W.K. 1996. *Lifelong Learning: New Vision, New Implications, New Roles for People, Organizations, Nations and Communities in the 21st Century. Pivotal Book on Lifelong Learning Chosen for Delegates to the Theme Conference of the European Year of Lifelong Learning*. London: Kogan Page.

Strydom, A.H. and Lategan, L.O.K. 1998. *Introducing Community Colleges to South Africa*. Bloemfontein: UFS.

Contents:

1. Community colleges in a global context by J.L. Ratcliff & B. Gibson
2. American community college: a perspective by JR Mahoney.
3. Reflections on community colleges as part of further education in Africa by LOK Lategan.
4. A regional model for community colleges in more rural provinces of Africa by AH (Kalie) Strydom.
5. International community college models: a South African perspective.

6. Community colleges and the NQF: the impact of the classification on the further education sector by T Mosdell.
7. Student learning and the community colleges by L West & B West.
8. Community college and the recognition of prior learning or experiential learning by A Muller.
9. Assessment in community colleges: lessons from the USA
10. Academic development and tutorials in the community college
11. Community college models: ideals for educational reform
12. Community colleges in South Africa: questions and perspectives regarding the institution, staff and students by LOK Lategan and AH (Kalie) Strydom
13. Way forward: challenges facing community colleges within the further education and training sector in South Africa by T Thoahlane.

Tight, Malcolm. 1996. *Key Concepts in Adult Education and Training*. London: Routledge. (Note: The book has sections on the Learning Organisation and Learning Society, as well as on lifelong learning, education and training.)

ORGANISATIONAL DEVELOPMENT (THEORY)

Fritz, R. *The Path of Least Resistance for Managers: Designing organizations to succeed*. Berrett Koehler.

Hanna, David P. 2000. *Designing Organizations for High Performance*. (3rd Ed.) Reading, Massachusetts: Addington-Wesley.

OUTCOMES, COMPETENCIES AND COMPETENCE (THEORY)

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Dubois, David. *Competency-Based Performance Improvement: A strategy for organizational change*. HRD Press, Inc.

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Usher, R. and Edwards, R. 1994. Examining the case: competencies and management. In: *Postmodernism and Education*. London: Routledge.

Werner, Mark. 1995. *Australian Key Competencies in an International Perspective*. Leabrook, S. Australia: NCVET.

Abstract: Amongst the latest developments to make a significant impact on the educational scene world wide are generic competencies. The acquisition of these competencies by the general population, and particularly the emerging workforce, is seen as essential for the development and maintenance of the workforce, to enable sustained and improved economic performance in an increasingly competitive global environment.

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Abstract: A major priority for the post-apartheid government in South Africa is the provision of a universal quality in the context of education reform, attempts to conceptualise quality, and critically reviews both the discourse and practice of quality interventions in South Africa from the late 1980s to the present. It is argued that work on quality has been influenced by the modernising agenda, and that quality has been affected by the way in which education change

is viewed. Three arguments are made in relation to change: that change must be viewed as a process rather than an event; that positive mandated change at the policy and legislation level has not necessarily led to change at the school level; and change has emphasised structure and putting systems in place rather than pedagogy and the processes of teaching and learning. The paper concludes by identifying the gaps in policy and research on quality. It calls for more qualitative and empirical school and classroom research, and suggests strategic areas for quality enhancement at the school level.

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Abstract: the paper's primary purpose is to discuss the use of performance indicators in the context of course quality. This discussion is held back till the later sections of the paper in order to allow prior consideration of a number of important background issues. The transformation of the higher education system towards mass participation raises the question of purposes. Construing higher education as a nested set of levels leads to the suggestion that purposes - and hence appropriate PIs - vary to some extent according to level. Quality assurance and control of courses is then sketched to provide a framework within which the use of PIs can be located. Some general comments on PIs are followed by a section on their characteristics and possible misuse. The next section seeks to establish a framework for the use of PIs in the evaluation of course quality and is divided into: academic content and structure, staff quality and development, educational resources, accommodation, course management, teaching and learning, student support services, educational outcomes. The conclusion suggests that judgements of both quantitative and qualitative data have a significant part to play in assuring the quality of courses.

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SKILLS DEVELOPMENT AND WORK-BASED LEARNING (THEORY)

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Kraak, A. 1996. Transforming South Africa's economy: from racial fordism to neo-fordism? In *Economic and Industrial Democracy*, 17(1)

Kraak, A. 1997. Formulating alternatives to neo-liberal conceptions of industrial training: a macro institutional assessment of the ANC government's 1997 Skills Development Strategy. Unpublished mimeo, HSRC.

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Abstract: the primary aim of this research study was to identify the pathways taken by aboriginal and Torres Strait Islander Australians as they move into, through and on from TAFE. It sought to 'track' indigenous Australian students from their first point of entry into TAFE to their exit points, to review their articulation pathways, and to examine their changing educational and employment needs.

van Rooyen (Ed). *Cutting Edge*. Braamfontein: Institute for People Management.

Note: Cutting Edge is a newsletter giving information on and interpreting developments in the Human Resources Development field.

SOUTHERN AFRICAN APPROACHES TO MANAGEMENT AND DEVELOPMENT (THEORY)

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SECTION 3: PRACTICE

ASSESSMENT (PRACTICE)

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Abstract: Today's interest in assessment has been generated by a significant interest within the vocational education sector and industry in competency based learning. If we are to have competency standards, ways of assessing those standards are needed. Fortunately, most of the assessment techniques developed over the past fifty years are as applicable today as they were yesterday. The intention of this booklet is to introduce the topic of 'assessment' to those who know little about it.

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Mandell, A and Michelson E. 1990. *Portfolio Development & Adult Learning: Purposes and Strategies*. Chicago: CAEL.

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Open University. Centre for Youth and Adult Studies. 1990. *Accrediting Prior Learning : A Training Pack for Advisers and Assessors*. Milton Keynes: Open University.

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CHANGE MANAGEMENT AND ORGANISATIONAL DEVELOPMENT (PRACTICE)

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French, W.L. and Bell, C.H. 1998. *Organization Development: Behavioural Science Interventions for Organizational Improvement*. (6th ed). Prentice Hall.

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Handy, Charles. *The Empty Raincoat*.

Handy, Charles. *The Hungry Spirit*.

Hill, R. 1976. Classifying Executives' Management Style. In *International Management*, August 1976.

Holman, P. and Devone, T. *The Change Management Handbook: Group methods for shaping the future*. Berrett Koehler.

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Molden, D. and Symes, J. *The Change Pact: Building commitment to ongoing change*. FT Pitman.

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Open University. Open Business School. 1994. *Managing Development and Change*. (Series: Professional Development in Management) Open University.

Notes: course includes: 11 units, 1 video, 1 audio, 2 readers, 1 course guide, 1 resource unit, 1 systems & diagramming guide

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Notes: course includes: 4 modules, 2 audio cassettes, 1 video, 1 disk, 1 reader, course guide, 1 computer manual, case studies booklet

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How to See Opportunity in a Changing Workplace

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Hannah, L.S. and Michaelis, J.U. 1977. *A comprehensive framework for instructional objectives: A guide to systematic planning and evaluation*. Reading, MA: Addison-Wesley.

EMPOWERMENT (PRACTICE)

Empowerment Videos [Available at Knowledge Resources]

What's new in Empowerment

From Prisoner to Pioneer

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HUMAN RESOURCES DEVELOPMENT (PRACTICE)

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Broad, Marie L. and Newstrom, John W. 1992. *Transfer of Training: Action-packed strategies to ensure high payoff from training investments*. Addison-Wesley.

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Lawson II, J.W.R. *How to Develop a Personnel Policy Manual: Guidelines, Checklists, Ready-to-use samples*. Amacom.

Plachy, S.J. and R.J. *Results-Orientated Job Descriptions*. Amacom.

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Note re contents:

Part 02 – Assessing needs and scanning the environment

Part 03 – Choosing and implementing organisational strategy for HRD

Part 04 – Functional strategies for HRD

Part 05 – Evaluating HRD

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Human Resources Development Videos [Available at Knowledge Resources]

Reforming Employee Development

Action Learning for Results

Learning in the Virtual World

Mentoring for Executives

Learning before Doing

Learning while Doing

Learning after Doing

Situational Coaching

KNOWLEDGE MANAGEMENT (PRACTICE)

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Brooking, A. *Corporate Memory: Strategies for knowledge management*. ITP.

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Knowledge Management Videos [Available at Knowledge Resources]

Creating and Working with Knowledge

How to Manage Knowledge Workers

Understanding Knowledge Work

LEARNING ORGANISATIONS (PRACTICE)

Allen, B. *Developing the Learning Organization*. Financial Times.

Bell, Chip R. *Managers as Mentors: Building partnerships for learning*. Berrett Koehler.

Bella, A.J.D. and Nevis, E.C. *How organisations learn: An integrated strategy for building learning capability*. Jossey Bass

Cope, M. *Leading the organisation to learn: 10 levers for putting knowledge and learning to work*. FT Pitman.

Crane, T.C. *The heart of coaching: Using transformational coaching to create a high-performance culture*. HRD Press.

Dorrell, Julie. 1993. *Resource Based Learning: Using Open and Flexible Learning Resources for Continuous Development*. London: McGraw Hill.

Abstract: the book is designed to help the person responsible for training and development within an organization, select and use the right in-house learning facility. Guidance will be given on establishing the best possible learning facility, marketing and managing that facility; and the selection of suitable learning resources. The book also features: advice on how to integrate open or distance learning within an organizational culture; the benefits and costs for the organization and open and distance learning in Europe together with a world wide perspective on the subject.

Dotlich, D. and Cairo, P.C. *Action coaching: How to leverage individual performance for company success*. Jossey-Bass.

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Frame, Hess and Nielsen. *OD Sourcebook: A practitioners guide*. Pfeiffer.

Kaplan, R.S. and Norton, D.P. *The Balanced Scorecard: Translate strategy into action*. HBS.

Olve, N. and Roy, J. *Performance Drivers: A practical guide to using the Balanced Scorecard*. John Wiley and Sons Ltd..

Reynolds, A.B. *Effective Organizational Development: A guide to implementation for management consultants and trainers*. HRD.

Tornow, W.W., London, M. and CCL Associates. *Maximizing the value of 360 degree feedback: A process for successful individual and organizational development*. Jossey Bass.

Organisational Development Videos [Available at Knowledge Resources]

The Balanced Scorecard

OUTCOMES, COMPETENCE AND LIFELONG LEARNING (PRACTICE)

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The Learning Network. 1996. *Getting to Grips with the National Qualifications Framework*. Sigma Press (Pty Ltd).

The Learning Network. 1997. *Getting to Grips with Unit Standards in the NQF*. Sigma Press (Pty Ltd).

The Learning Network. *Getting to Grips with Assessment*. Cape Town: The Learning Network.

The Learning Network. *Getting to Grips with Qualifications Design*. Cape Town: The Learning Network.

The Learning Network. *Getting to Grips with Quality Assurance Systems*. Cape Town: The Learning Network.

The Learning Network. *Getting to Grips with the Skills Development Act*. Cape Town: The Learning Network.

Note on above publications from The Learning Network: these are short, easy to read publications. Series editor: Bryan Phillips. Contributing authors: E.L. Hallendorff; B.D.Wood; Dr L. Conway.

The Learning Network. 2000. *Standards Writing Manual*. Cape Town: The Learning Network.

Hall, William and Werner, Mark C. 1995. *Getting to Grips with Key Competencies*. Leabrook, S. Australia: NCVET.

Abstract: Competent has recently taken on a more precise meaning and is now used to describe what people are able to do in terms of outcomes, how well they are expected to perform, and the required level of performance.

Harris, Roger. 1993. *Getting to Grips with Implementing CBT*. Leabrook, S. Australia: NCVET.

Musker, P. 1997. *Outcomes- Based Education: Theory into Practice: An introductory guide*. Cape Town: Nalwazi.

Petersen, Angelo. 1995. Managing Training: The NQF. In: *OLISA Review*, No.1, Dec 1995: 53-57. Cape Town: OLISA

PERFORMANCE MANAGEMENT (PRACTICE)

Bacal, R. *Performance Management: Energize every employee, improve performance through feedback, learn how to measure performance*. McGraw-Hill.

Jones, P. et al. *Delivering exceptional performance: Aligning the potential of organizations, teams & individuals*. Financial Times.

Smither, J.W. *Performance appraisal: State of the art in practice*. Jossey-Bass.

Swanson, R. and Holton, E.F. *Results: How to assess performance, learning and perceptions in organizations*. Berrett-Koehler.

QUALITY ASSURANCE (PRACTICE)

British Association for Open Learning. *Ensuring Quality in Open Learning - A Handbook for Practitioners*. Letchworth: BAOL.

Abstract: this guide offers those involved in open learning a code of good practice which they can use as the foundation from which to build quality into every aspect of the service they offer their customers.

Hall, William. 1992. *Getting To Grips with Quality*. Leabrook, S. Australia: NCVET.

USWE and Winberg, Chris. 1999. *Learning how to Research and Evaluate*. Cape Town: Juta.

Abstract: Learning How to Research and Evaluate is a guide to the theory and practice of research. Social studies students will benefit from the exploration of different research paradigms covered in the book. Educational practitioners will benefit from the practical exercises the workbook offers in, for example, doing a learner needs analysis, developing a curriculum, and implementing a recognition of prior learning (RPL) programme.

Wade, P.A. 1994. *Measuring the Impact of Training. A practical guide to calculating measurable results*. Irvine: Richard Chang Associates, Inc.

SKILLS DEVELOPMENT AND WORK-BASED LEARNING (PRACTICE)

Biggs, Colin And Yates, John. 1997. *Working and Learning Together: How to Get the Most out of Work Based Learning*. Sheffield: Department for Education and Employment.

Boydell, T. and Leary, M. 1996. *Identifying Training Needs*. London: Institute of Personnel and Development.

Brinkerhoff, R.O. 1987. *Achieving Results from Training*. San Francisco: Jossey Bass.

Bruhn, Peter and Guthrie, Hugh. 1994. *How to Write a Learning Guide*. Leabrook, S. Australia: NCVER.

Bruhn, Peter And Guthrie, Hugh. 1995. *Designing Learning Guides for TAFE and Industry*. Leabrook, S. Australia: NCVER.

Abstract: the manual covers the following issues: why is the development of learning guides important? What are learning guides? Why use learning guides? How do we make the best use of learning guides? How do learning guides fit in with competency based training? Can learning guides be used with a computer managed learning approach? The section on designing learning guides deals with: before you begin writing...; Matching learning guides with existing resources; evaluating the learning resources; the learning guide design team; parts of the learning guide; writing supplementary learning materials; presentation guidelines for learning guide writers.

Clark, Terry. 1992. *Getting To Grips with On the Job Training*. Leabrook, S. Australia: NCVER.

Abstract: In Australia's current economic climate, properly delivered on the job training is crucial to the improvement of productivity and efficiency in the workplace. If this is to happen, however, many people with no prior experience or formal qualifications in training will need to be involved in the planning, delivery and management of training. The following topics are covered: the need for effective on the job training in Australia, how to determine training needs, different approaches and methods of on the job training, how to deliver on the job training, and how to evaluate on the job training programs.

Harris, Roger. 1996. *Getting to Grips with Workplace Training*. Leabrook, S. Australia: NCVER.

Krout, A. *Organizational Surveys: Tools for assessment and change*. Jossey-Bass.

Kelly, Lesley. (Ed). 1995. *The ASTD Technical and Skills Training Handbook*. American Society for Training and Development.

Misko, Josie et al. 1996. *Work Based Training: Cost, Benefits, Incentives and Best Practice*. Volume 1. Leabrook, S. Australia: NCVER.

Abstract: this study aimed to gather information on: the costs and benefits of work based training for small, medium and large enterprises and for the individual undertaking training; the adequacy of existing incentive arrangements and proposed incentive arrangements for encouraging an expansion of work based training for entry level trainees and the existing workforce; and methods of management and delivery of work based training in order to identify and analyse exemplars of best practice. Data were collected using questionnaire survey, telephone and in-person interviews, visits to companies and company documents.

National Productivity Institute. February 2000. *Training the Skills Development Facilitator. Conference Paper: A summary of and extracts from sample training material prepared by the National Productivity Institute.* Pretoria: Department of Labour.

USAID. 1999. *USAID Workforce Development Strategies: South African Pilot. Deliverable III: Draft – SETA Strategic Planning Methodology. March 30 1999.* Sponsored by USAID Global Bureau in cooperation with Price Waterhouse Coopers and the SA Department of Labour.

van Rooyen (Ed). *Cutting Edge.* Braamfontein: Institute for People Management.

Note: Cutting Edge is a newsletter giving information on and interpreting developments in the Human Resources Development field.

Xulu, Siphamandla. Nov 98. On Developing Sector Skills Plans. Transnet Training Board and Educational Planning and Research in the Field of Technology and Vocational Education and Training. TVET.

Skills Development and Work Based Learning Videos [Available at Knowledge Resources]

Behaviour Description Interviewing Program

Skills Development: International Web Sites

Australia: National Centre for Vocational Education Research – <http://www.ncver.edu.au>

Australia: Australian National Training Authority – <http://www.anta.gov.au/>

Philippines: <http://www.tesda.org/>

UK: Department for Education and Employment – <http://www.dfes.gov.uk>

TRAINING AND ASSESSMENT TOOLS - REPRODUCIBLE (PRACTICE)

Bartman, S. and Gibson, B. *Training Needs Analysis Toolkit: Instruments, Resources and Surveys.* HRD

Berry, D. et al. *Coaching for results.* HRD Press.

Caroselli, M., Dr. *Continuous learning in organizations: 50 Principles, 150 activities.* HRD.

Crane, T. *Transformational coaching workshop.* HRD.

Du Bois, D. and Rothwell, W.J. Developing the high-performance workplace(Assessment instrument). HRD.

Fisher, S.G. *Adult Learning Principles Workshop.* HRD.

Harris, P.R. *Twenty reproducible assessment instruments for the new work culture.* HRD.

Hart, L.B. *Faultless Facilitation: A resource guide for group and team leaders.* HRD.

Hiam, A.W. *The portable conference on change management.* HRD.

Human Technology Inc. *Surviving workplace change.* HRD.

Human Technology Inc. *Complete guide to managing change and transition.* HRD.

Human Technology Inc. *Developing Employees.* HRD.

Jones, John E. and Bearley, W.L. *Surveying employees: A practical guidebook.* HRD.

Justice, T. and Jamieson, D. *The Complete Guide to Facilitation: Enabling groups to succeed.* HRD.

Kearny, Lynn. *The Facilitator's Toolkit: Tools and techniques for generating ideas and making decisions in groups.* HRD.

Rothwell, W.J. *Just-in-time Training Assessment Instrument.* HRD.

Tulgan, B. and Coombs, J. *Strategic Employee Polls: The step-by-step guide to discovering what your employees are really thinking.* HRD.

Woodcock, M. and Francis, D. *The complete management skills assessment.* HRD.

Wulf, S.A. *Building performance values: A new tool for goalsetting and action planning in groups.* HRD.

SECTION 4: CASE STUDIES

FET Colleges Collaboration Fund. 1999. *Business Plan 1999-2004*. Johannesburg: National Business Initiative.

Fisher, G., Hall, G. and Jaff, R. 1998. *Knowledge and skills for the smart province: an agenda for the new millennium: a situational analysis of technical colleges in Gauteng*. Johannesburg: National Business Initiative.

Fisher, G. et al. Nov 1999. *Further Education and Training: The challenge of change. A situational analysis of FET institutions in the Western Cape. Report to the Head of Education*. Johannesburg: National Business Initiative.

Frost, S.J. 1996. *Umgeni Water ABE: A Case Study on the Implementation of an Adult Basic Education Programme within a Workplace Environment: 1989-1996*. University of Natal, Pietermaritzburg: Dissertation for Masters in Education.

Kabat, M. 1983. *Management Policy in South Africa: Text and Cases*. Cape Town: Oxford University Press.

Kraak, A. and Hall, G. 1999. *Transforming Further Education and Training in South Africa: A Case Study of Technical Colleges in KwaZulu-Natal. Vol. 1: Qualitative Findings and Analysis*. Unit for Systemic Studies. Group Education and Training, HSRC.

Powell, Lesley and Mercorio, Getti. Dec 99. *A report on work conducted amongst stakeholders within the Western Cape: Partnerships and linkages*. Johannesburg: National Business Initiative.

Steinberg, C. 1997. *The Interplay between Teachers and Texts in Adult Basic Education and Training (ABET): A Case Study*. University of the Witwatersrand: Masters in Education Research Report.

Tuchten, G. 1997. *Outcomes of Adult Literacy and Basic Education (ABE): An Inquiry in an Industrial Context*. University of the Witwatersrand: Masters in Education Research Report.

Vorwerk, Christoph. 1996. A Quiet Revolution: Integrating education and training in the plastics industry. In *Innes Labour Brief* 7(3)

Vorwerk, Christoph. 1996. Retooling the training department. *Innes Labour Brief*, 8(1)

Vorwerk, Christoph. 2000. Developing Skills Plans: An alternative approach with reference to a case study. *Innes Labour Brief* (In press, Feb. 00)

Author's note with reference to the above articles by Vorwerk:

"The primary tools we developed in the plastics industry were a generic career path and the learning programme, later renamed the skills development guide. The latter describes the kinds of things one has to know and the trainer, coach and learner then engage in a learning

process to acquire these skills. While the skills development guide was developed for the plastics industry, it proved widely applicable in a range of other sectors, because it looked at broader roles and not specific jobs. I should think that this tool could still be one of the most useful ways of developing skills in organisations.”