

EMPLOYABILITY OF THE YOUTH:

A NEW MIND AND SKILLS SET – FROM JOB CREATION TO WORK CREATION



SABPP

SA BOARD FOR
PEOPLE PRACTICES

Setting HR standards

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Marius Meyer

@SABPP1



E: info@sabpp.co.za
1st Floor, Rossouws Attorneys Building
8 Sherborne Road, Parktown 2193
PO Box 2450, Houghton 2041, South Africa
T: +27 11 482 8595 F: +27 11 482 4830
www.sabpp.co.za



WHO IS THE SABPP?



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1. SABPP is the professional body for HR practitioners in South Africa
2. Quality assurance body for HR learning provision.
3. SABPP also accredits the HR academic programmes of universities.







SABPP VALUE PROPOSITION:



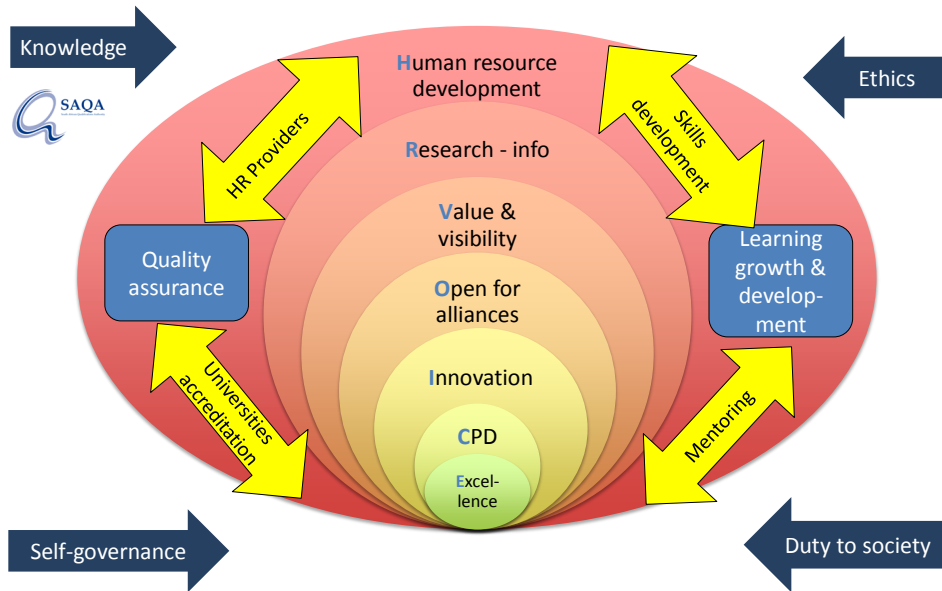
Products/Services to advance HR profession

RECOGNITION = PROFESSIONAL STATUS	RESOURCES = PRODUCTS/SERVICES	RESEARCH = INFORMATION
<ul style="list-style-type: none"> Professional registration NLRD Upload (SAQA) RPL Awards Advocacy HR Assessors/Moderators registration Accreditation of providers University accreditation 	<ul style="list-style-type: none"> HR Competency Model Social media discussions Knowledge Centre Booklets/DVDs Guides/toolkits Charts/posters Fact sheets One-stop info Updates (laws, trends) Ethics help-line Newsletters Website HR Internships/jobs HR policies Mentoring Workshops/seminars Access to alliances Event/product discounts CPD Students 	<ul style="list-style-type: none"> Research papers Position papers Books Articles Cases Benchmarking Magazines Labour market information 



Marius Meyer, SABPP CEO receiving the SAQA certificate of professional body recognition from the Minister of Higher Education and Training, Dr Blade Nzimande.

SABPP Model: HR Voice for Professionals



The youth – ready for the workplace?



SABPP GRADUATE RELATIONSHIPS



SOUTH AFRICAN GRADUATE RECRUITERS ASSOCIATION



The current crisis



- Unemployment 25+%, youth unemployment double+.
- Another Arab spring, or first African spring?
- Youth prepared for workplace?
- Do learning institutions prepare youth for workplace?
- Are organisations playing their part?
- And the youth themselves, are they ready?
- Organisations – giving the youth a fair chance?

Current problem



“Unemployable”
youth



Employers who
only want
competent
people with
experience

WHAT IS COMPETENCE?

“Competence is the quality of being adequately or well qualified physically and intellectually. I have not for a long time heard that word used to describe a politician – or any public servant, for that matter. Make competence a respectable word again.”

- Prof Jonathan Jansen



Notion of Employability



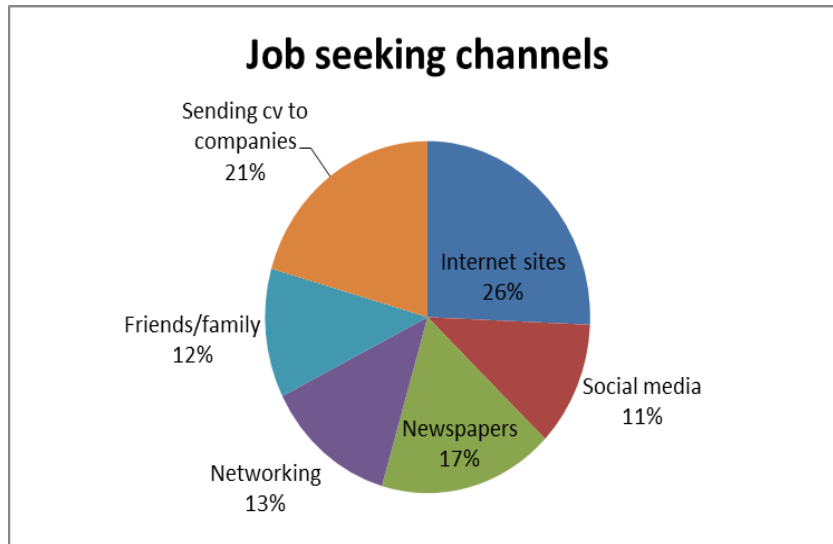
- *“Employability is a holistic notion to do with skilful practices, deep understanding, efficacious beliefs and meta-cognition. It involves:*
- *Communicative competence in English, including the ‘tools’, concepts and strategies through which to demonstrate skills and understanding;*
- *Understanding the world of work;*
- *Intellectual ability grounded in both discipline and general knowledge, an appropriate approach to knowledge production;*
- *Cognitive ‘openness’ to continuous learning;*
- *A strong sense of self in relation to others and to context;*
- *Ability to work in a team and understand and accept differences between people.”*



Students' perspectives – HR/IP

- Student employability at 3 universities
- Most felt universities prepared them well (60% urban, 91% rural, 83% UoT)
- Professional CV advice (53% urban, 43% rural, 67% urban UoT)
- Interview skills (20% urban, 0% rural, 39% UoT)
- Only 20% members of student societies

Student job seeking

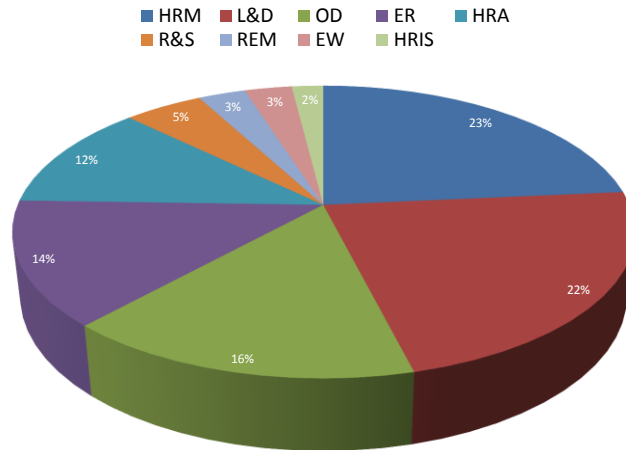


HR career trends



- Specialisation dominates market (77%).
- L&D remains strongest area since 2006.
- Employment growth areas: OD, remuneration, HRIS.
- New roles – Talent manager.
- Growth in HR Management positions: More management (58%) positions than non-management (42%). Management was 46% in 2006.

HR positions 2011



Sunday Times

SCARCE AND CRITICAL SKILLS

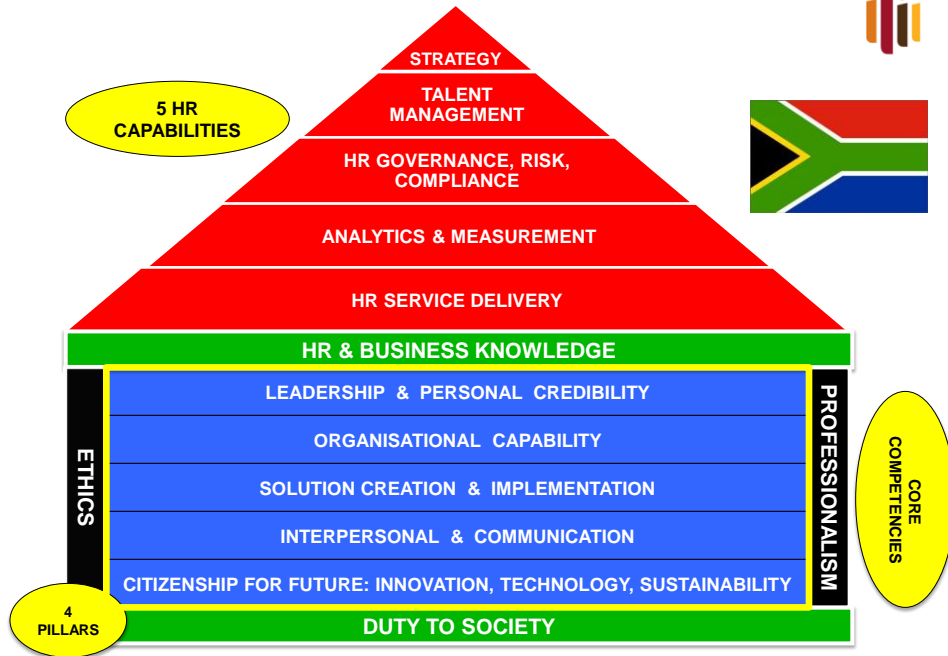


Pos. Type of scarce and critical skills area Magnitude of scarcity

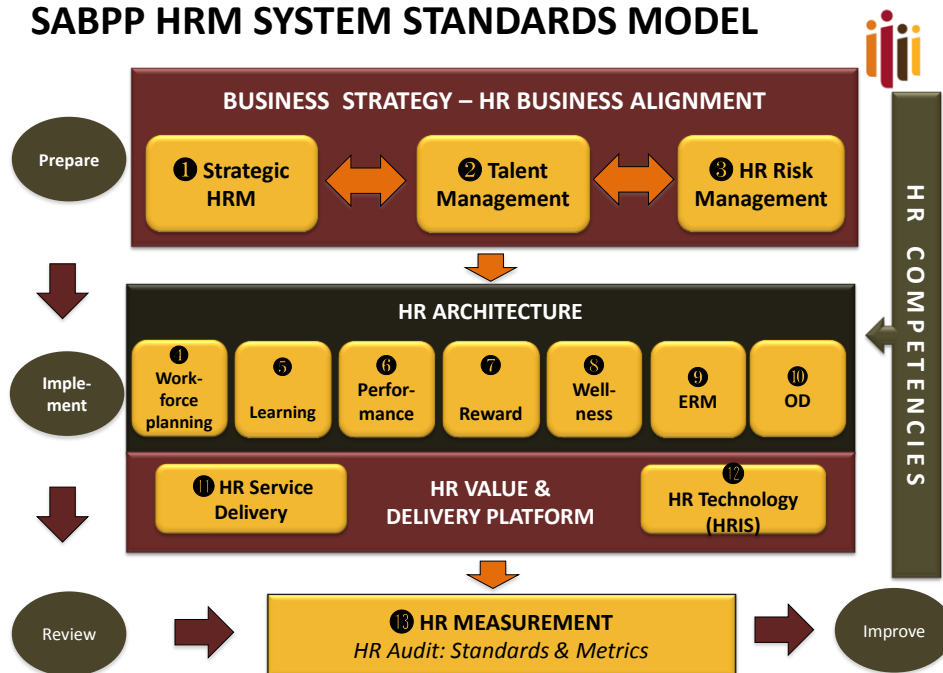
1	Industrial & Mechanical Engineers and Technologist	12 665
2	Medical Technicians	10 000
3	Training & development professionals	9 260
4	Metal fitters & machinists	8 340
5	Specialist managers	6 955
6	Agriculture & forestry scientists	6 175
7	Chemistry, food & beverage technicians	6 145
8	Electrical Engineering, draft persons & technicians	5 145
9	Social workers	5 000
9	Medical and laboratory scientists & technologists	5 000
10	Motor mechanics	4 205
11	Structural steel & welding trade workers	4 045
11	Advertising, marketing & sales managers	4 045
12	Civil engineering, draft persons & technicians	3 960
13	HR Professionals	3 855
14	Advertising, marketing & sales professionals	3 095
15	Production & operations managers	3 130

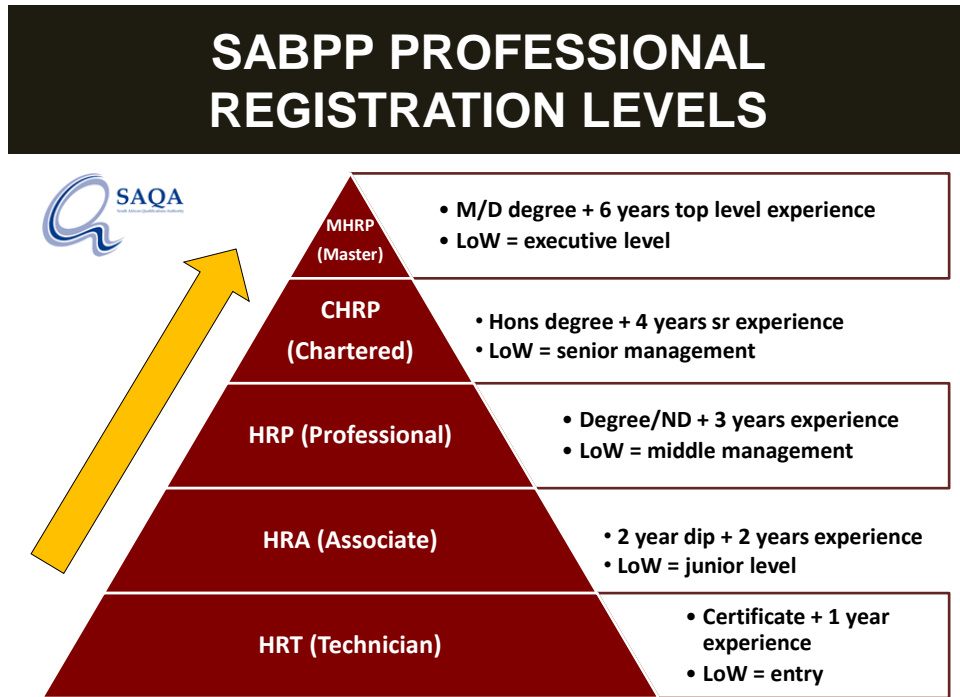
(DHET, 2011)

SOUTH AFRICAN HR COMPETENCY MODEL



SABPP HRM SYSTEM STANDARDS MODEL





Purpose of candidate programme

To ensure that the candidate gains the required exposure and experience and that the required level of professional conduct is demonstrated.

BENEFITS FOR CANDIDATES

- Clear description of national standards (qualifications, experience, level of work and ethics) expected of HR practitioners.
- Regular electronic newsletters containing updates about trends in the field of HR and tools to improve HR professionalism.
- Access to mentoring/support.
- Electronic discussion forums.
- Access to info and work of alliances.

HR PROFESSIONAL JOURNEY



WORKPLACE COMPETENCIES

- Communication
- Business acumen
- Teamwork
- Customer service
- Emotional intelligence
- Work ethic
- Integrity
- Systems thinking

EMPLOYABILITY?

“The reason you fail to get a job has little to do with your degree. It has everything to do with the other things employers look for in a candidate.”

- Prof Jonathan Jansen



RECOMMENDATIONS

- Active multi-stakeholder relations to address needs of the youth, organisations and society – work creation & work integrated learning
- Improved education system, labour market planning & career advice
- Studies on youth empowerment – share and replicate
- Greater youth participation in civil society
- Youth mentorship and skills development programmes
- Internships
- Formalised work readiness programmes – work & life skills development
- Youth awards, incentives, national youth index
- Significant economic transformation, e.g. 24 hour work.

CONCLUSION



We need a national integrated approach to youth development and employment. We need to think bigger and act better making the paradigm shift from job creation to work creation.

Any questions



Marius Meyer (011) 482 8595

marius@sabpp.co.za

 @MariusSABPP

Blog: www.hrtoday.me