CPUT

Induction Resource Guide

creating futures

Cape Peninsula
University of Technology

USINESS SCHOOL

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Every effort has been made to ensure the accuracy of the information in this booklet; however the University reserves the right at any time, if circumstances require making changes to any of the published details.

History of CPUT

The Cape Peninsula University of Technology was established on 1 January 2005, when the Cape Technikon and Peninsula Technikon merged. This merger was part of a national transformation process that transformed the higher education landscape in South Africa.

Today, this institution is the only university of technology in the Western Cape and is the largest university in the region, boasting more than 30 000 students, several campuses and service points and more than 70 programmes.

However, the institution has humble beginnings in the Cape Technikon and Peninsula Technikon, which dates back to the early 1900's.

THE CAPE TECHNIKON

The Cape Technikon has its roots in the Cape Technical College, which was established in Longmarket Street in 1920. The establishment of the college followed more than ten years of petitioning by the community for the consolidation of technical courses that had been offered in various venues in Cape Town.

In the late 1960's this institution had its status changed to a College for Advanced Technical Education and was renamed the Cape College for Advanced Technical Education. However, a decade later, the Technikons Act was promulgated and in 1976 the institution become known as the Cape Technikon and was allowed to offer degree programmes.

During the apartheid era, all educational institutions were forced to serve a specific race group. The institution offered courses for white students; however, in 1987 the makeup of the student population changed after the institution applied for and was granted permission to have the Government's regulation lifted on the quota for black students.

The 1990's would usher in a new era for the Cape Technikon. This institution launched its new organisational structure, which featured six faculties, a new corporate identity as well as a new vision and mission statement. In 2001 the Boland and Mowbray Education Colleges were incorporated into the Cape Technikon, forming the Faculty of Education at sites in Wellington and Mowbray.

THE PENINSULA TECHNIKON

In 1962 the Peninsula Technical College was established to cater for the steady growth in the number of coloured apprentices in a variety of trades. Classes were conducted in Cape Town until the relocation to a site in Bellville in 1967, which today is the administrative campus of the Cape Peninsula University of Technology.

In the 1970's the institution had its status changed to a College of Advanced Technical Education and was rebranded as the Peninsula Colleges for Advanced Technical Education. However, this name and status change was short-lived and in 1979 the college was legally established as the Peninsula Technikon.

Primarily offering education to coloured people during the apartheid era, the institution opened its doors to all races in 1987. The 1990's also ushered in more changes for the institution, which was empowered to offer degree programmes. The year 1997 saw the restructuring of the institution's academic programmes into the faculties of Engineering, Business and Science.

THE MERGER

During March 2001, the Minister of Education, Kader Asmal, announced the National Plan on Higher Education. This plan saw the merger of various higher education institutions across South Africa and the formation of Universities of Technology.

After lengthy processes, which involved the setting up of merger task teams and a renaming process, the Minister in 2003 approved the name, Cape Peninsula University of Technology.

In 2005, Cape Peninsula University of Technology was officially launched and on 1 February 2006, Prof Lineo Vuyisa Mazwi-Tanga was appointed as the first Vice-chancellor of the institution.

In May 2008 Dr Trevor Manuel was elected as the first Chancellor of the University.

Visit CPUT

CPUT is the largest university of technology in the Western Cape, boasting six campuses and four service points, which are located across the Cape Peninsula.

Athlone Campus
Bellville Campus
Cape Town Campus
Granger Bay Campus
Mowbray Campus
Wellington Campus
Groote Schuur Hospital
Roeland Street Building
Media City Building
Tygerberg Hospital

ACCOMMODATION

Stunning locations abound in the Cape Peninsula with accommodation options ranging from comfortable suburban guesthouses to sprawling sea-front apartments.

For accommodation in Cape Town and surrounds, visit
Cape Town Tourism.
For accommodation in Wellington, visit
Wellington Tourism.

DISABLED ACCESS

All our campuses and service points are disabled friendly.

Disability Unit offers various support services to students, staff and visitors.

The City of Cape Town's Dial-a-Ride service offers transport services to people with disabilities who, due to the nature of their disability, cannot use other forms of public transport.

MyCiTi rapid bus service also has buses that are easily accessible by people with disabilities.

TRANSPORT

Our campuses are easily reachable via various transport networks. Listed below are links to some of the transport services that operate in and around the Cape Peninsula.

Cape Town International Airport
Golden Arrow Bus Services
Metrorail
Minibus taxis
MyCiTi rapid bus service

Vision

To be at the heart of technology education and innovation in Africa.

Mission

The four aims that comprise our mission:
We will build a university that is highly efficient, sustainable and environmentally conscious
We will be known for the high quality of our teaching and learning and the relevance of our curriculum
We will create a vibrant and well resourced living and learning environment for our students
We will enhance and develop the quality and effectiveness of our research and knowledge production

Core Values

We undertake to deal with others in a spirit of Ubuntu
All our interactions will be governed by a spirit of mutual respect
We support the principle of equity
We will promote innovation in all aspects of our work
We will uphold the principle of accountability for our actions
We prize excellence
We will strive for efficiency in all our operations

For any queries please contact

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1 Introduction

Induction is an essential part of a new staff member's role. This allows the new staff member to familiarise themselves to settle into the environment, understand and become aware of all the essential procedures and policies as well as understanding the requirements of the role. A high quality Induction process will make employees feel valued and their decision to join the organisation validated.

CPUT Induction consists of different levels as follows:

1. General CPUT Induction - This is a four day program for all new staff which takes place at the beginning of the year. The General Induction covers aspects of the CPUT history, vision and strategic faculties and departments. It further emphasises the role of the academic and admin/ support staff will be taken through a Customer Service Care Training program.
2. A brief general induction for staff that starts during the course of the year can be arranged with the learning and development department which will be for about 3 hours.
3. Specific induction in faculty/ department will be covered by the line manager and the allocated agreed upon mentor/ buddy for the new staff member within at least 3 weeks of commencing duties.
4. An induction follow up will be arranged for all new staff at least three months after the general induction for about two hours.

The L&D department will make guiding templates available for new staff, managers and mentors/ buddies to use as a guide through the process. These templates will be available on the CPUT Human Capital (HC) website and also available from Learning and Development.

It is important to understand the induction is a collaborative approach, where the new staff member, the line manager, and all other related parties play a role to ensure a successful induction.

2 Role Players

THE UNIVERSITY LEADERSHIP

The honourable Thandi Modise is the Chancellor of the Cape Peninsula University of Technology.

Dr Chris Nhlapo is the current Acting Vice-Chancellor.

The Cape Peninsula University of Technology is governed by five leadership structures.

COUNCIL	The university Council is the governing body of CPUT. It consists of members appointed by the Minister of Education, as well as representatives from Senate, the SRC, the Convocation and academic and non-academic CPUT staff. Council is, amongst others, responsible for making rules for institution, determining the admission policy and determining, with the approval of Senate, the entrance requirements of the institution.
EXECUTIVE MANAGEMENT	The Executive Management is responsible for the management of the university. The Executive Management consists of the Vice-Chancellor, three Deputy Vice-Chancellors, the Registrar, the Executive Directors of Finance, Human Capital, Infrastructure Development and Facilities Managment, Office of the Vice-Chancellor and and the Dean of Students. The Executive Management is supported by the Management Committee, which includes the Executive Management Committee members and Deans of Faculties.
SENATE	The Senate regulates the academic functions of CPUT. It consists of various academic and non-academic members of staff and nominated members of the public.
INSTITUTIONAL FORUM	The Institutional Forum is tasked with advising Council on a range of issues that affect the institution. It is made up of a broad range of members, and includes representatives form, amongst others, Senate, Executive Management, external parties, staff members, unions and students.
DEANS	Deans of Faculties are responsible for the day-to-day management of their faculty and its academic programme.

TALENT MANAGEMENT	This department and or person are responsible for the recruitment of employees and ensure that people with the right knowledge, skills and attitudes are recruited for the right roles.The Human Capital/Talent Management is your first point of contact and will discuss and arrange with you your appointment letter and employment pack
ALL NEW EMPLOYEES/ ALL EMPLOYEES	This is the new employee joining CPUT, and their role is to adhere to the code of good values/ conduct and ensure that asking questions and clarity is sought when required.
LINE MANAGER	The Line Manager has overall accountability for the departmental orientation process. To prepare for the induction prior to the arrival of new staff, co-ordinate Departmental/ faculty Induction program/ activities, to liaise with Learning and Development to communicate training needs, discuss performance and clarify role, monitor progress and assist to settle in, provide opportunities for implementing and practising newly acquired knowledge and skills and give regular feedback, also ask for feedback.
LEARNING AND DEVELOPMENT	L&D and relevant departments provide learning interventions based on competencies required for the institution and staff. This includes knowledge, skills and attitudes. L&D offer a variety of program and funding. L&D encourage participation and commitment to all interventions, which will assist line managers, staff with and identify learning needs, and advice.
STRATEGIC DEPARTMENTS/ UNITS/ FACULTIES	Faculties and departments are the technical experts in specific areas and able to guide as per their expertise and disciplines.
MENTOR/ INDUCTION BUDDY	Appointed through discussion, agreement and discretion of the line manager. This person will 'contract' with new staff member accordingly to coach, provide logistical support, be role model and facilitate integration in new department.
TEAM SUPPORT	The team or peers in department/ faculty to acknowledge new employee, include new team member in team activities and provide support and assistance.
OWNER OF INDUCTION PROGRAM IN FACULTY/ DEPARTMENT	Owner of faculty/ department Induction to be identified, e.g. faculty might consider asking the Dean office to assist. This person will liaise with L&D, the line manager and new staff member around dates, correspondence and follow up. Also to ensure that all new staff completed Induction.

3 Guidance for new staff members

INDUCTION FOR 'YOU'

CPUT Induction is aimed at assisting you to settle into the University as quickly as possible, understand what is expected of you and help you to perform your new role successfully.

The guidelines provide some key aspects of your Induction into the University. This is intended to assist you to become acquaint with your environment in order for you to be prepared for your role. An effective Induction is done collaboratively with all relevant role-players and will continue for an appropriate time, which is largely determined by your needs. This can be regarded as part of your probation period and or your performance discussion and review. Here are a number of Induction elements depending on your role:

Welcome and Induction Programme
This is a General Induction programme offered over four days by the Staff HR: Learning and Development Department. It covers broad overview of the HC University and an opportunity to briefly meet the Vice Chancellor, Executive, Deans and Strategic staff such as Directors.

Faculty/ Department Specific Induction
This is co-ordinated and prepared by the faculty/ department that you will be working. You may be assigned a mentor/buddy who will assist you through your first few days, weeks, months. A checklist will be available for you and your manager/mentor to use to ensure that priorities are identified.

If you are an Academic staff member you will be required to attend a number of specific academic interventions through your first year. Some of these are covered by Fundani, Teaching and Learning Department.

Leadership Development
This program is targeted at HOD's (Administrative and Academic) and covers specific identified modules relevant to the role,the environment and the context. The modules range from: Coaching, Understanding the different legislation, Mediation, Conflict management and disciplinary processors, Resilience and Leadership skills.

Front-line staff/ administrative staff
A customer service training program is a mandatory training program, covering modules such as: CPUT vision, mission, values, customer service ethics, interpersonal skills and emotional intelligence.

3.1 Before the New Employee arrives

ACTION (important actions to be completed before the new staff member arrives)	**WHO**
Offer letter and first consultation on benefits.	**HC Business Partner**
Detailed letter appointment. For employees outside CPUT, prepare all relevant information such as accommodation, schools, relocation, information on schools and surrounding areas.	**Administrator**
Contact, explain and send all the on boarding forms to prospective employee for completion so as to commence with on boarding.	**HC Business Partner**
Send offer of appointment after it has been accepted. Contact employee regarding any documents an employee need to bring on the first day of work.	**Administrator**
Discuss HR benefits.	**Administrator**
Contact new employee telephonically to discuss: Arrival details, nearby parking and transport facilities General information about the University including working hours	**Line Manager**
Work permit, temporal accommodation/ relocation arrangements.	**HC Business Partner / Administrator**
Advice staff in Department/School of the start date of the new employee and organize key contacts appointment time.	**HC Business Partner / Line Manager**
Send all the employment offer forms to prospective employee for completion so as to commence with on boarding.	**Administrator**
Inform the new Line Manager about the date of assumption of duty.	**HC Business Partner**
Make logistical arrangements regarding office equipment such as (Laptops/ PC/ Phone/ Office/ Stationary/ Furniture, parking, contact ICT for phone connection and e-mail address)	**Line Manager**

ACTION (important actions to be completed before the new staff member arrives)	**WHO**
Prepare all the information and documents (policies) that the new employee will need to know to be able to perform their job. Prepare the induction schedules for the first day, first week and first month. Prepare list of contacts for the School/ Department/Division/College	**Line Manager**
Allocate sufficient time in the diary to welcome and introduce new staff member/s to colleagues (morning/afternoon tea).	**Line Manager**
Prepare draft Performance Agreement and Personal Development Plan for discussion with new employee	**Line Manager**
Prepare itinerary for the new employee's first day, first week and first month.	**Line Manager**
Arrange for new employee to be briefed by department/ school Safety Representative on safety and security policies and procedures.	**Line Manager**
Inform colleagues about the new employee and arrange a buddy for them.	**Line Manager**
Contact new employee regarding the time and place to meet on the first day and arrange parking.	**Line Manager**
Arrange the time within the first week of the arrival where Communication and Technology Services (CTS) can brief the new employee about their processes and services.	**Line Manager**

3.2 First day

ACTION	**WHO**
Welcome new employee personally or nominate someone to create the right impression.	**Line Manager**
Introduce the employee to colleagues and the workplace.	**Line Manager**
Explain the scope and duties of the job. Give the employee a job profile	**Line Manager**
and explain how it fits into the whole Department.	**Line Manager**

ACTION	WHO
Ensure employee signs assumption of duty	Line Manager
Help employee to develop a Performance Agreement, including their Personal development Plan.	Line Manager
Explain and give employee information about HR policies and procedures, Talent Management and PDP processes	HR Business Partner
Introduce the employee to the buddy	Line Manager
Take a tour of the workplace (lecture rooms/ cafeteria/ emergency/ library/ International office for those outside South Africa/ and other workplace facilities). Explain procedures with regard to telephones, emails, printers, photocopying, ordering of supplies, arranging of parking. Explain safety, security procedures and policies during and after normal working hours	Buddy/Line Manager
Continue induction of the job for the first week until the employee is settled and know what is expected from them. Organize a "Welcome" morning/afternoon tea with colleagues within the first week	Line Manager and Buddy
Values to be explained, finance, HR and strategic plan must be briefly discussed.	Line Manager

3.3 First week

ITEM	WHO
Provide more detailed information on University mission and goals and where the workplace area is located in the structure.	Line Manager
Provide key planning documents including CPUT Strategic Plan and the Faculty/ Division Strategic and Operational Plan.	Line Manager
Explain the Performance Management System. Diarize a time for the PM Meeting with supervisor within one month from commencement of employment. Explain the probation period as applicable.	Line Manager

ITEM	WHO
Discuss the main responsibilities of the position and agree on short-term goals to coincide with the probation timelines. Record any prior training received and identify any short-term training and development needs and schedule accordingly.	Line Manager & New Employee
Discuss financial rules and regulations. Limits of authority. Discuss procurement policies and how to complete travel and other claim forms. Inform new employee where to locate these documents.	Line Manager & New Employee
Discuss how to order stationary and other suppliers, who to report maintenance issues and the committees function.	Line Manager
Introduce new employee to Research office and Teaching and Learning academic office and explain any procedure in regard to accessing services from these offices (academic staff).	Line Manager/ Buddy
Explain relevant filing and record systems, internal and mail processes and venue bookings. Setup voicemail; explain MS Outlook and electronic diary system.	Line Manager/ Buddy
Seek feedback during the first week to check that new employee is settling in adequately. Provide any necessary feedback on new employee's approach to work.	Line Manager
Schedule regular "catch up" meetings and inform new employee of any other department meeting dates or workplace practices.	Line Manager
Arrange for new employee to meet the Dean or Divisional Director and the administrative staff in his/her offices.	Line Manager
Enroll new employee into next induction Programme (mandatory).	Line Manager/ Buddy
Hold a "welcome" morning tea with the colleagues clarify	Line Manager/ Buddy
Schedule meetings with key role players that will be working with the new employee (e.g. colleagues, finance, academic administration)	Line Manager/ Buddy

ITEM	WHO
Explain the layout of the building where the new employee will be situated with regards to bathroom, elevators, kitchen, tea rooms, first aid box, photocopy machine, boardrooms etc.	**Line Manager/ Buddy**

3.4 First month

ITEM	WHO
Hold the Performance Planning and review discussion. Discuss ongoing staff development opportunities in more detail.	**Line Manager & New Employee**
Seek feedback from new employee and address any issues related to his/her integration into the workplace.	**Line Manager**
Schedule the first Performance Management discussion within 3 months.	**Line Manager**

Month 3: As their line manager you will need to meet with them regularly to ensure that they have-:

- Understood the duties/procedures associated with their role.
- Are carrying these out correctly, safely and efficiently.
- Are making satisfactory progress towards ultimate work standards.
- Have established good working relationships.
- Have developed positive attitudes towards their work.
- Are developing knowledge of the work of their team, directorate and of LGSS.
- Understand any other topics relevant to their role.
- Are feeling fully supported in their role.
- Are attending regularly and punctually.
- Feel they have received the appropriate training in order for them to achieve the above.
- This meeting is a two way process and it is an opportunity for you to comment on their progress and raise any issues or problems that you may be experiencing

3.5 First six months

ITEM	WHO
Conduct first performance assessment. Provide constructive feedback on performance. Remember to recognize good work by providing positive comments. Advise HC if probation outcomes have been met.	**Line Manager**
Seek Feedback from new employee and address any issues related to his/her integration into workplace.	**Line Manager**
Revisit relevant development and training needs identified in performance assessment and modify where necessary. Review progress/impact of development activities already completed.	**Line Manager & New Employee**
Continuous feedback sessions.	**Line Manager**
Employee On-boarding and ensure probation process folowed and Induction Follow-up Evaluation concluded.	**HC**

Month 6

The six month probationary period is a key element in the induction of new employees. It allows new starters to adapt to their new environment and discuss their performance with their manager; and it enables managers to review and assess the employee's progress on a regular basis in the early stages of their appointment.

Good performance should be recognised and praised; and causes of poor performance should be tackled promptly. The focus of the probationary period should be to ensure that a new starter has been given the necessary support and training to carry out their role to the required standards.

3.5 First year

ITEM	WHO
Conduct formal annual Performance Review.	**Line Staff Member**
Seek feedback from new staff member about the workplace induction process and if any improvements can be made.	**Line Manager**
Obtain feedback from past performance cycle and commence planning for new cycle.	**Line Manager & employee**

3.7 Policies and Procedures (checklist)

Please ensure the probation period review takes place **before** the end of month six.

TASK	COMPLETE
DAY ONE	
Confidentiality/Security of Information	
Use of Internet	
Health and Safety Policy, safe working procedures	
Data Protection and Freedom of Information requests	
Conflict of interest declaration completed (if appropriate)	
WEEK ONE AND TWO	
Whistle blowing	
Grievance Procedure	
Harassment Policy	
Service planning	
Performance Management	
Employee Wellness	
Guidance on: No Smoking, Violence at work, Misuse of substances, hazardous substances and HIV/AIDS policies, et al.	
Trade Union membership and services	
Complaints and Comments	
Prevention and Detection of Fraud Policy	
WEEK THREE	
List polocies related to the person, job that must be communicated	

POLICIES AND PROCEDURES COMPLETED

I confirm I have received information and instruction as detailed in the Policies and Procedures Checklist and have been given relevant explanations and documentation

Employee signature	**Line manager signature**
Date	**Date**

4 Induction checklist

CPUT believes in a shared responsibility approach to Induction. This is an on-going learning process in which you are actively encouraged to participate. The checklist below can be used as a guide to check if Induction is effective. Please discuss also with your line manager/ mentor.

New staff members name	**Faculty/Department**
Line manager	**Mentor**

WELCOME AND INTRODUCTIONS	COMPLETED Yes/No
I met: My line manager/ supervisor My mentor/ buddy My head of department/ Dean/ Director etc. My Business Partner (BP)/ Administrator My immediate colleagues	
Induction I have my staff card and staff number I attended the University General Induction Programme I have a work area/desk/ work station/ office I am aware of where the copy machine, stationary supplies, work equipment etc. are. I am aware of where the refreshments/ toilets/ other facilities are I understand my appointment letter/ offer	
Human Capital Information I know when is pay date I know how to access my payslip I know who to contact for any HR queries I know how to apply for leave I understand the conditions of employment	

WELCOME AND INTRODUCTIONS	COMPLETED Yes/No
I understand the policies, procedures, operations of my purpose/ objectives/ job description	
The University structure The structure of my faculty/ department I work The meetings for the year Departmental communications How to access information Who to contact for areas pertaining to my role Confidentiality Customer service care etiquette How to log in to my PC/ laptop/ email Use of telephone	
Discussion about my role and responsibilities With my line manager/ mentor Performance standards/ expectations have been discussed and agreed My role has been clarified My Competencies are clear Who my team members are What essential training is required I have a performance development plan (PDP)	
Other related information to assist in my role Unions Security Working hours Occupational Health and Safety Emergency numbers	

Please ensure that you sign this form submit a copy to your line manager and to the Staff HR: Learning and Development Department.

Line manager	**Date**
New staff member	**Date**

5 Arrival survival list

USEFUL INFORMATION & GUIDANCE FOR NEW EMPLOYEE

WHAT	WHERE	WHO
Need to get my name on the telephone directly	Switchboard	Dial *9
Need to get my number on the telephone directly	Call Switchboard Look at the Group net-telephone directly	Dial * 9/ or 6402
Update personal details e.g. Change of address, banking details, telephone numbers	Every staff member	HR website or 6265
Having Pc problems	Call CTS	X6407
Office services e.g. need a desk of cupboard	Facilities	X 6341
Lost & Found	Security	X 6331
Where do I get coffee	Each floor @ ……..has a tea pause area Coffee shop-	Student centre Coffee shop X6329
Where do I get food		Student centre X6415 Coffee shop X6329
Not happy with toilets, cleanliness in work area, pest control	Facilities/Cleaners	X 6341/X6646
Need to get fit	‘’Sports centre”	X6319 /X953846
Library		X6203
Mailroom		X91765

WHAT	WHERE	WHO
Not feeling well	Clinic-{Injured on duty complete workman's compensation form @ the clinic or contact	Wellington 864-5206
Ambulance		State ambulance 10177 Netcare 911- 086 82 911
Emergency		X6301 X6550 X60191 (Mr.Saaiman)
Health & Safety		Student Counselling Mowbray 680-1574 Wellington 864-5206
Professional Support (Confidential Service, 24 hrs., 7 days a week)	Employee Well-being (for Professional support)	X959-6301 (Bellville) X959-6550 (Bellville) X460-3122(CT) X460-3631(CT) X440-5726(Granger Bay) X680-1582(Mowbray) X864-5551(Wellington)
Security (safety after hours)	Situated	SAPS Cape Town 467-8079 SAPS Mannenberg 699-9462 SAPS Sea Point 430-3718 SAPS Mowbray 685-7111 SAPS Wellington 864-8440 SAPS Woodstock 442-3122
The different campuses	Main Campus	X6911
Parking		X8468
Electricity/ lights and Office keys	Maintenance Admin Security Service	X6408
Mail service		X6071
Banking		Student centre
Stationery & Computer ware		Your department or CTS
Gifts	Key Stationery	X6286

CONTACT US

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ATHLONE CAMPUS

Klipfontein Road, Heideveld

t +27 21 684 1200

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MOWBRAY CAMPUS

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Mowbray

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WELLINGTON CAMPUS

Private Bag X8
Wellington 7654
Jan van Riebeeck Street
Wellington

t +27 21 864 5200

GROOTE SCHUUR HOSPITAL (SERVICE POINT)

Groote Schuur Drive, Cape Town

t +27 21 442 6160

ROELAND STREET BUILDING

Roeland Street, Cape Town

t +27 21 469 1000

MEDIA CITY BUILDING

1 Heerengracht StreetCape Town

t +27 21 440 2232

TYGERBERG HOSPITAL (SERVICE POINT)

Francie van Zijl Street, Parow

STAFF HOTLINE

We would like to receive any comments you have regarding the things you experience while working at CPUT.

Information on your experiences at CPUT will help us provide a better environment for you to work in. We will keep your information confidential and not disclose it to anyone.

www.cput.ac.za/blogs/staff-hotline

WHISTLE BLOWING

Tip-offs Anonymous is an independent hotline service provider, is designed to help you report dishonesty or inappropriate behaviour within your organisation, while remaining totally anonymous.

t 0800 983 140
e cput@tip-offs.com

This service is independently managed by Deloitte.

6 Key persons

MEETINGS WITH OTHER CPUT DEPARTMENTS, INTERNAL/ EXTERNAL CLIENTS & RELEVANT STAKEHOLDERS

Please fill in to prompt you during meetings.

CLIENTS/ STAKEHOLDERS	PURPOSE OF MEETING	CONTACT NUMBER	DATE/ VENUE	RELEVANT QUESTIONS
(Who must I see? Job title, Business Unit)	(What should the outcome of the meeting be) eg. understand relationship between my department and this one; understand critical delivery issues between departments; understand impact of this department on mine.	(Contact number for person I am meeting)	(Date, time, venue, floor and block)	Relevant questions that will drive the identified outcome of the meeting.

CLIENTS/ STAKEHOLDERS	PURPOSE OF MEETING	CONTACT NUMBER	DATE/ VENUE	RELEVANT QUESTIONS

7 I am new to my role but not the University

Specific Induction for your new role will be covered by your faculty/ department. Your Line Manager, and/ or mentor will identify the key tasks that will assist you to settle in efficiently into your new role. You should also be pro-active in clarifying and asking questions.

Some staff may feel competent and confident in their new role relatively quickly; other roles that are more complex might take longer. Regard both General and faculty/department Induction as a time of learning and the beginning of your Continues Professional Development.

7.1 Induction for staff in a new role, but not new to department / faculty/ CPUT

DAY 1+
- Introduce and explain any unfamiliar policies, operations, procedures etc.
- Plan discussions to clarify role, expectations etc.

WEEK 1+
- On-going check in- understanding, feedback
- Review induction process

MONTH 1+
- Review Induction process
- Clarify any misunderstandings
- Probation/ performance report/ feedback

8 Role & responsibilities Manager/Mentor/ Buddy Guide

SOME GUIDELINES: MENTOR

8.1 Criteria for selecting a mentor/ buddy

1. The mentor/ buddy is a staff member who displays respectful behaviour and role model for others
2. Displays good attitudes and behaviour
3. Regards any related learning opportunities as important to improve services
4. To be educated, informed, knowledgeable and skilled about every aspect of their role, function and/ or discipline
5. Displays willingness to go the extra mile and exceeds minimum requirements and expectations of the job
6. Shows interest in others, a willingness to share own experience, successes, challenges and learning's
7. A great communicator, display empathy, listening and excellent interpersonal skills
8. Committed to work as a team, to motivate and encourage others
9. Willingness to give feedback and receive feedback
10. Regards confidentiality as important
11. Willingness and able to up skill the new staff member
12. Have a good sense of humour and demeanour
13. Ensure clarity on expectations and deliverables in your role as mentor. Discuss and clarify with line manager
14. Be open minded and prepare mentally and emotionally for the process
15. Obtain as much as possible allowable information about the employee, this will allow you to start preparing
16. Discuss with manager the learning needs and opportunities to address learning needs and any other agreed needs
17. Discuss with new employee their specific needs
18. Discuss and agree on communication, when, how, what
19. Discuss and agree to be open with feedback, what works, don't work, improvements/ changes

8.2 Roles and Responsibilities

MANAGER:

1. Obtain information about the new employee, e.g. CV, date of appointment etc.
2. Consider language, age, etc. when selecting a mentor/ buddy for the new staff member
3. Schedule one on one sessions with the mentor/ buddy
4. Determine desired outcomes of mentor/ buddy function and relationship between mentor and new employee
5. Define expectations and boundaries of the role/s
6. Position/ explain the role of the mentor to the new employee
7. Draft agreement and action plan between buddy and new employee and review/ monitor on- going
8. Discuss and agree on regular feedback sessions between mentor and new employee and mentor and line manager
9. Be realistic with deliverables and commitments

8.3 Check list for manager and Mentor/Buddy

PROCESS/ ACTIVITY	RESPONSIBILITY	COMMENTS	WHEN	COMPLETED DATE Yes/No
Identify Induction Mentor/ Buddy/ Colleague	Line manager	Person in similar role/ at similar level to Inductee would be suitable		
Brief Induction Colleague/mentor/ buddy and agree responsibilities	Line manager			
For the first day ensure either Line manager/mentor are available to meet new employee, once HR processes are complete	Line Manager			

PROCESS/ ACTIVITY	RESPONSIBILITY	COMMENTS	WHEN	COMPLETED DATE Yes/No
Diarise date for first meeting	Line manager			
Prepare Induction pack (guide/ checklist/ contact no's etc.) add any additional relevant items and make sure mentor and new employee have correct copies	Line manager, mentor as agreed			
Prioritise appropriate items on checklist accordingly to role	Line manager	Decide which you will do personally and which you will delegate to mentor. Decide which can be covered on first day and which can be covered in later stages		
Meet new member of staff	Line manager/ mentor as agreed			
Provide Induction pack and go through it briefly to identify queries	Line manager/ mentor as agreed			
Provide opportunity to attend Induction programme				
Meeting with Line manager	Line Manager			
Meeting with other staff	mentor	Key staff		
Cover items on checklist				

PROCESS/ ACTIVITY	RESPONSIBILITY	COMMENTS	WHEN	COMPLETED DATE Yes/No
Mentor available to meet new staff member	mentor			
Clarification of job and expectations (two-way), probation requirements etc.	Line manager			
Time to undertake mandatory training (e.g. Blackboard)	New staff member			
Training/ development needs	Line manager			
Checklist should be revisited on on-going basis and signed off when new staff member, manager, mentor satisfied. A copy to be sent to L&D				

_____ _____

New staff member sign off **Date**

Comments _____

_____

_____

_____

_____ _____

Manager sign off **Date**

9 Performance Development Plan Discussion/ conversation Plan (PDP)

(MANAGER, MENTOR & NEW EMPLOYEE)

DESCRIPTION

This is an informal but critical discussion between direct manager, Induction mentor/Buddy and new employee, in order that the new employee can understand what learning has taken place, how relevant is it to the job, and what more needs to be learned in the coming months of the Induction period. The direct manager can prepare for this meeting with assistance of the Induction Mentor/Buddy and input from other relevant persons who have participated in the induction and reviewed.

Review must not be a surprise to the new employee as it should take place regularly; more often at the start of the induction process and reviewed over time.

PURPOSE

Direct manager and new employee to assess what learning has taken place:

- This enables the direct manager and induction mentor to structure further learning appropriate to current knowledge and skills and ability to assimilate further learning of new employee.

PREPARATION

- Understand clearly what any individual in this job, at this level and with this experience, should be able to accomplished within one week\ 1 month \ 2 months etc.

- Based on job description (as discussed with new employee at the outset), coaching thus far
- Input should be obtained on new employee's performance during coaching and deliveries from appropriate others i.e. other team members who have received deliveries from the new employee and who can evaluate quality standards and other measures appropriate to delivery.
- Review process should be communicated to the new staff member at the outset, so that there are no surprises and the staff member does not feel threatened.

CONDUCTING THE REVIEW SESSION:

- Allow sufficient time to do review without rushing or skimping on important discussions
- Involve appropriate people
- Give feedback clearly and constructively
- Allow discussion from both sides
- Set follow-up\ coaching sessions to address developmental areas
- Ensure New staff member leaves with an understanding of what needs to be done, why, and how it will be achieved
- Don't leave the review session until next month-you will not be to address problems\ issues timeously

STEPS IN THE REVIEW SESSION PROCESS

- Go through job description and performance contract with new employee to understand what has been covered\ learned to date
- Incorporate feedback from Induction Mentor/Buddy to verify and agree on progress (''You don't know what you don't know")
- Agree on coaching/ mentoring/ training activities for the next period to cover new ground and/ or consolidate previous learning's.
- Document basis of discussion and future activities for next review session. This provides a sense continuity and progress for new employee and yourself.
- New employee should demonstrate progression in ability function independently and application of technical and behavioural aspects of the role/ job.

End result of regular 1:1 discussions and review of employee's performance is a focus on a longer term development plan, using standard Performance Development Plan (PDP) as a guide.

10 Induction in summary

INDUCTION FOR NEW STAFF MEMBER

(Check list for Manager/ and Mentor to use)

DAY 1+

- Finalise any information required by HR
- Ensure Access to campus, access to web/ email
- Introductions to all relevant
- Ensure CPUT General Induction attendance and
- Ensure Faculty/ dept. specific Induction

WEEK 1+

- Continue with on-going Introductions and Induction
- Introduce CPUT faculty/ department processes, operations, procedures, rules etc.
- Plan meeting/ conversation to discuss role clarity, responsibilities etc. (see guiding template)

MONTH 1+

- On-going checking of Induction 'checklist items' if all covered
- Review Induction process (what works, don't work, feedback etc.)

MONTH 3+

- Review Induction process (feedback)
- Discuss probation, development needs etc.
- Agree on way forward, use Performance Development Plan (PDP) as guide

11 Risks

DESCRIPTION OF RISK	OVERVIEW OF IMPACT	LEVEL OF RISK
No buy in or commitment from different stakeholders	No specific Induction in departments/ faculties New employees has no clarity or clear understanding of their specific role New employees not appropriately welcomed into the institution	
Operational demands within the department/ faculty	Time allowed for new employee to develop/ attend training No buddy/mentor available to assist the new employee and hence no proper anchoring Managers unavailability to sit with new employee, and hence induction and integration process hampered	
Staff not allowed time for training	Not acquiring knowledge, skills and attitudes to function effectively in the environment and ultimately impacts on business results	
Delay to settle in and becoming productive	Unhappy, demotivated staff member, not equipped with necessary knowledge, skills, attitudes to function effectively taints the image of the institution due to absence of Induction	
Delay or lack of communication	Information packs not given timeously to new staff member Attendance at Induction stopped due to workload Incorrect information conveyed Unwillingness to conform to agreed Practice, which impacts on deliverables Duplication of resources	
Standard Operating practices (SOP) non-existent or unclear	Staff member not coached. Trained on the SOP and does not follow standards, processes	
No opportunity to apply newly acquired knowledge, skills	Opportunity for practical application not provided Skills going lost, or time lapse, apply skills incorrectly, or require retraining	
Lack of prompt feedback/ performance conversations	Not knowing whether correct knowledge and skills applied due to lack of feedback Not knowing if work well done, lack of praise, acknowledgement	

12 Induction Evaluation and Interview guide three months after appointment

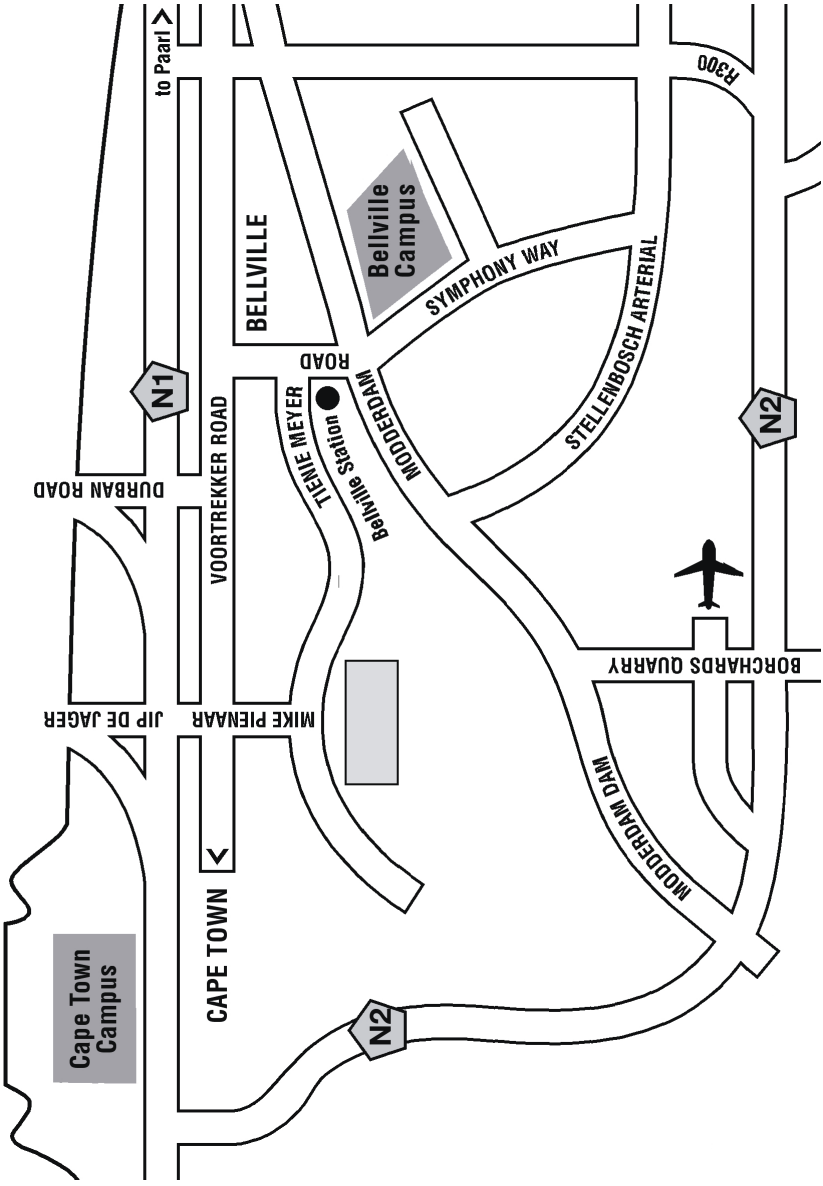
New Staff member to complete and return to HR: Learning and Development department, Admin building, ground floor, Bellville Campus or email Hendrickssh@cput.ac.za

Name _____ Department _____

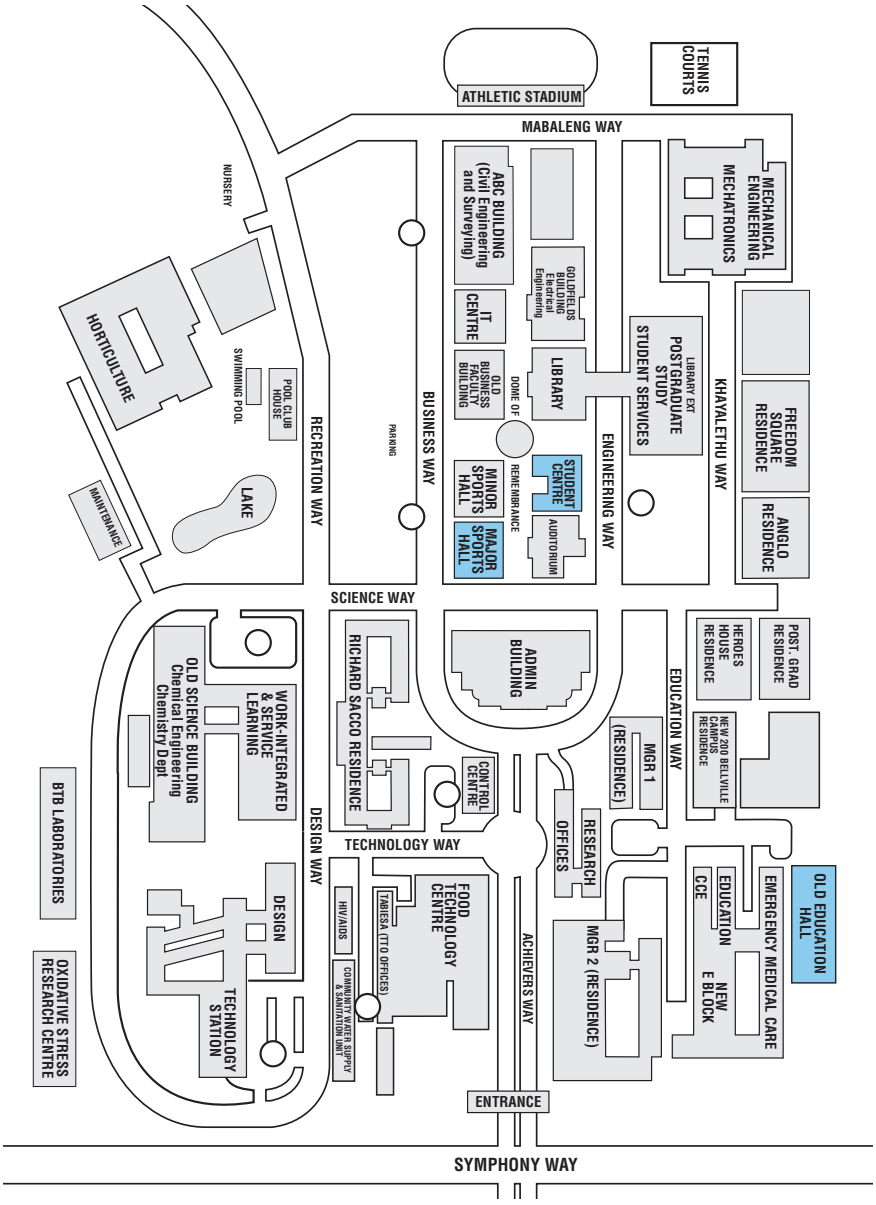
Contact details _____

NO.	ACTIVITY	Yes/No
1	Were you properly introduced to your new job	
2	Did you receive all your information, documentation pertaining to your role	
3	Did you attend the General Induction programme	
4	Did the Induction programme assist you to settle in	
5	Did your faculty/ department Induction take place to assist you	
6	Did you have meeting with you line manager to discuss your role/ expectations	
7	Was a mentor assigned to	
8	Is the mentor relationship valuable	
9	Now that you have been at CPUT for a few months, is your experience positive	
10	Additional Comments	

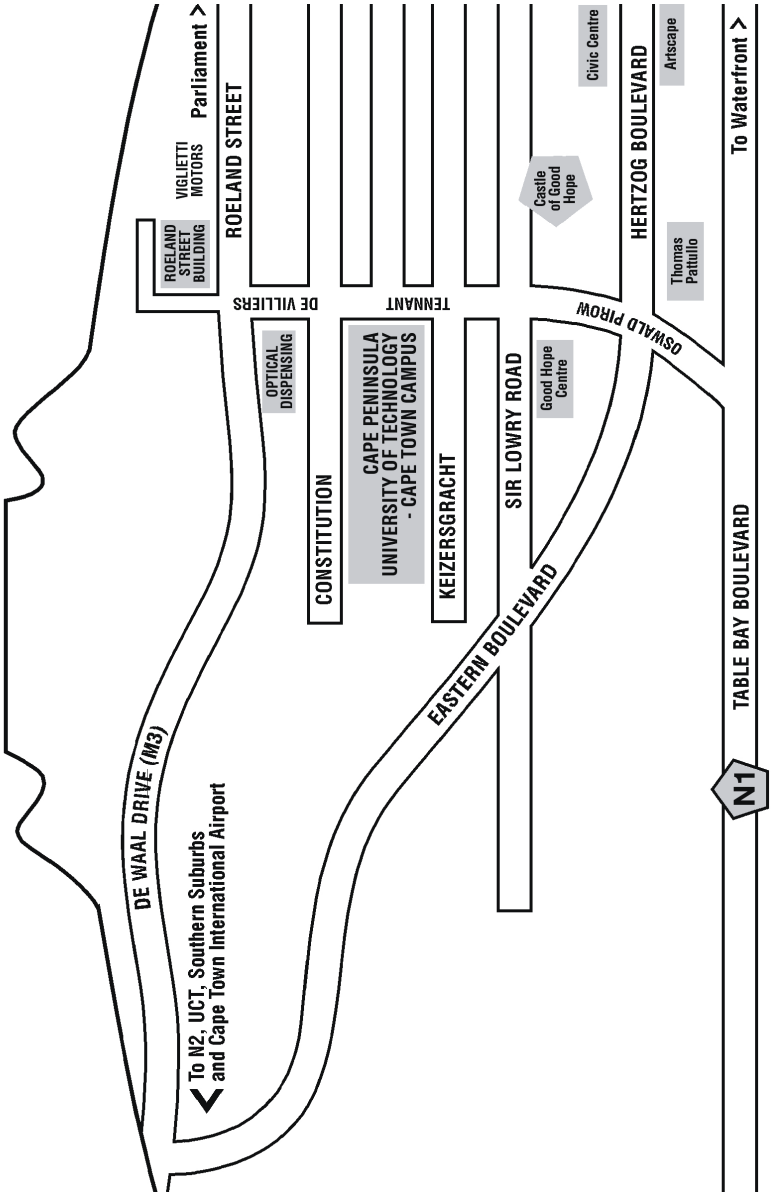
BELLVILLE CAMPUS LOCATION MAP



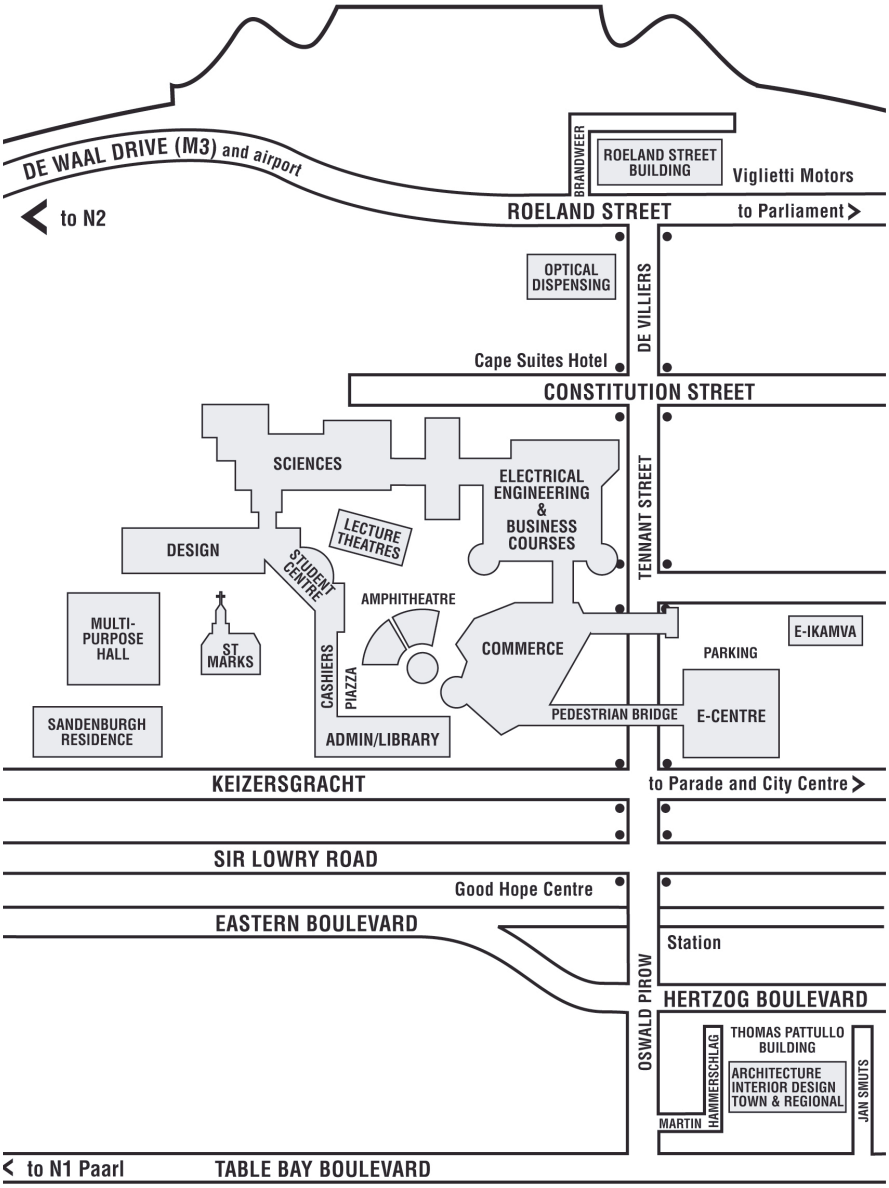
BELLVILLE CAMPUS MAP



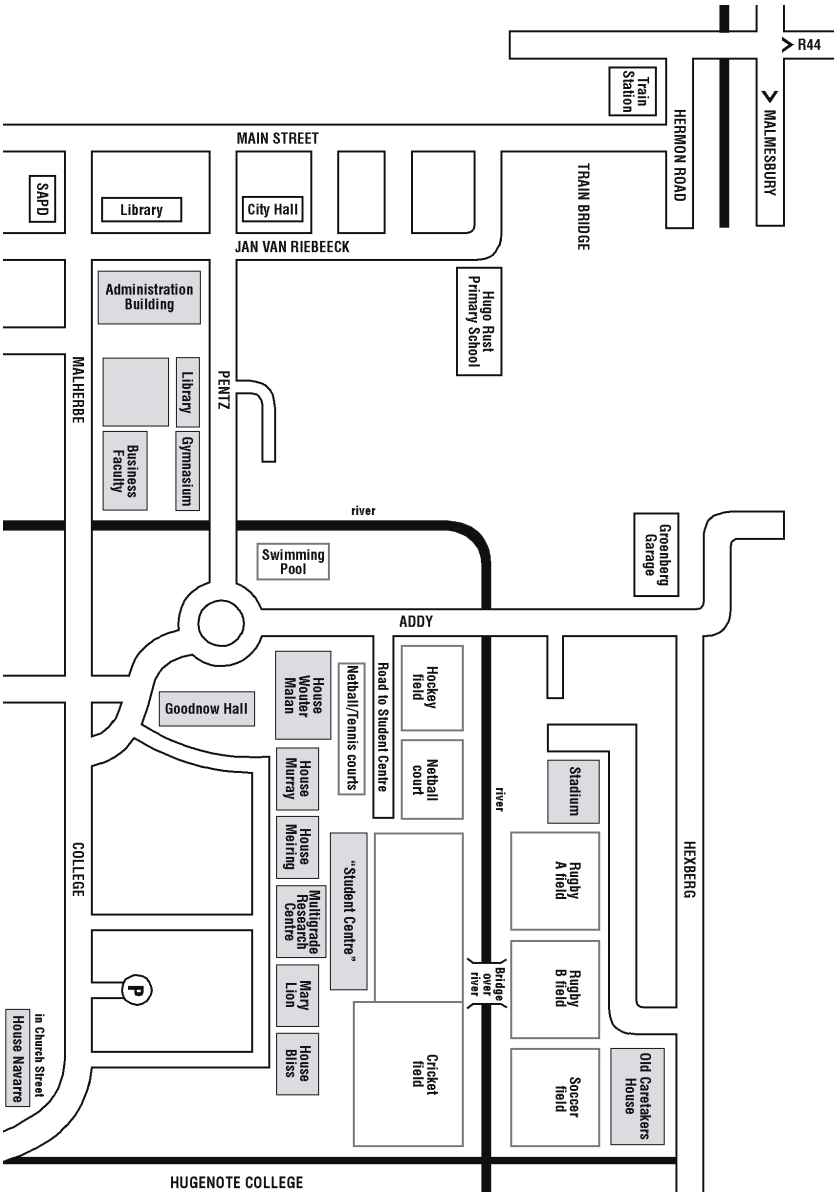
CAPE TOWN CAMPUS LOCATION MAP



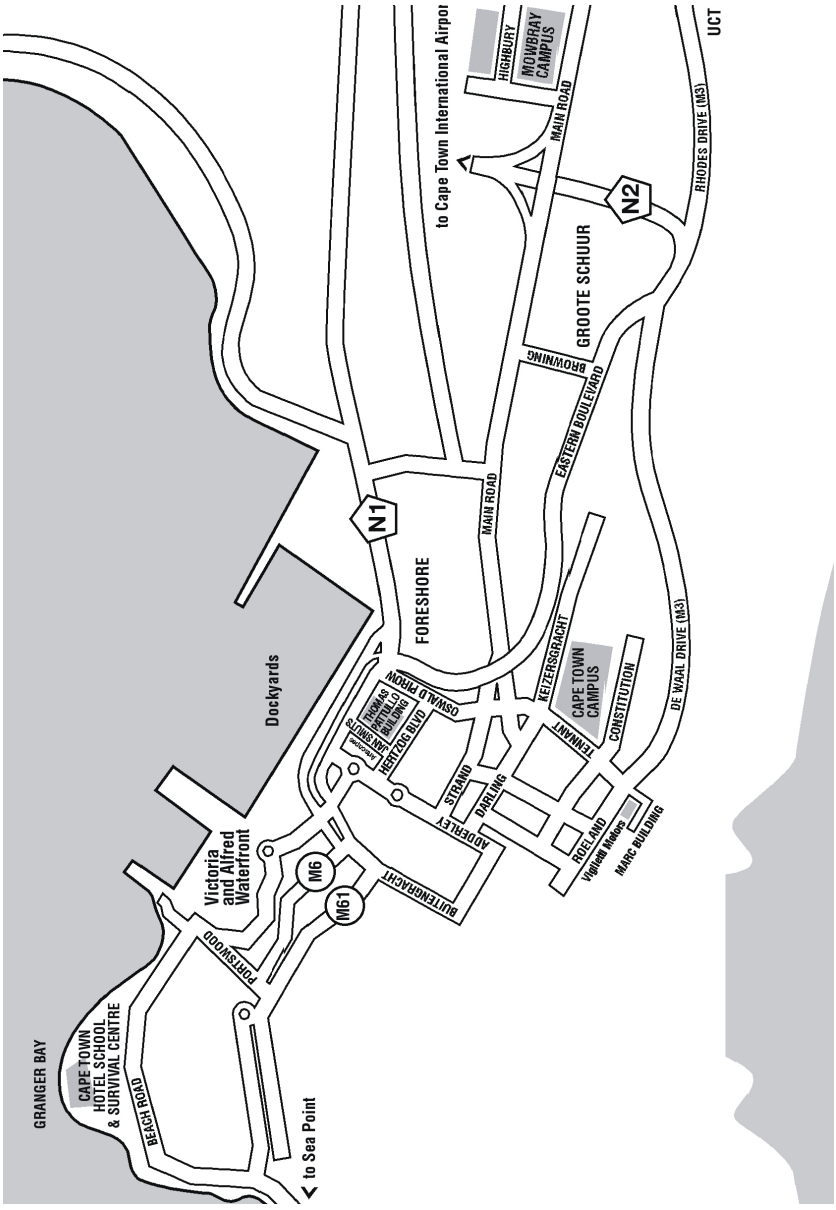
CAPE TOWN CAMPUS MAP



WELLINGTON CAMPUS AND SPORTS FACILITIES



CAPE TOWN, GRANGER BAY AND MOWBRAY CAMPUSES



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One SMART CPUT

VISION 2030

Vision

CPUT is Africa's leading Smart University of Technology, globally renowned for cutting edge innovation with graduates that shape a better world for humanity

Mission

CPUT transforms its students, through world class researchers who inspire knowledge production and innovation that are cutting edge

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Values

CPUT agrees to oneness and smartness by -

Seeking **KINDNESS** and showing compassion (human heartedness) for the well-being of all our students and staff as expressed in *ubuntu* as a way of living;

Embracing **RESTORATION** as we deal with the legacy of our past and redress issues of equality, gender based violence and any form of discrimination;

Being a testimony of **UNITY** (*ubunye*), whilst embracing diversity (*ukungafani*) in all its forms by being honest, transparent, credible and respectful;

Showing **PASSION** and demonstrating enthusiasm, devotion, intensity, tenacity and total commitment to everything that we undertake as a university of technology; delivering uncompromising quality service and always search for better ways of doing things;

Taking **ACCOUNTABILITY** and accepting responsibility for all our actions and the actions what we commit to;

Being **TECHNOLOGICALLY ASTUTE** and understanding as a staff member or student of CPUT that aspires to become technologically astute, will embrace and take ownership of and experiment with the possibilities technology offers. These attributes facilitate the novel application of modern technology, enabling the enhancement of productivity and efficiency, whilst always focusing on innovation.

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One SMART CPUT

A concept with two dimensions

"One smart university is both a physical and virtual environment lead by humans coming together to create a more humane, immersive, interactive and automated experience for students, staff, faculty, researchers and the stakeholders of a university."

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One SMART CPUT

Dimension 1

Oneness

- Focuses on our human-centricity through our smart people and the smart CPUT community that values and embraces unity *(ubunye)* in diversity (*ukungafani)*.
- It directs CPUT to view itself in terms of trust, values, co-thinking, co-learning, co-creating and co-designing, dialogue and a unified spirit.
- Thus, we will ascribe to an African philosophy of "*ukuhamba unxibe izihlangu zomnye umntu"* to walk in someone else's shoes.

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One SMART CPUT

Dimension 2

Smartness

The **smartness dimension** supports the notion that CPUT, as a University of Technology, will embrace technology in the broadest and most positive sense to advance a better humanity, better socio-economic circumstances, better health conditions, education, safety, food security and general living conditions in our region, the rest of Africa and globally.

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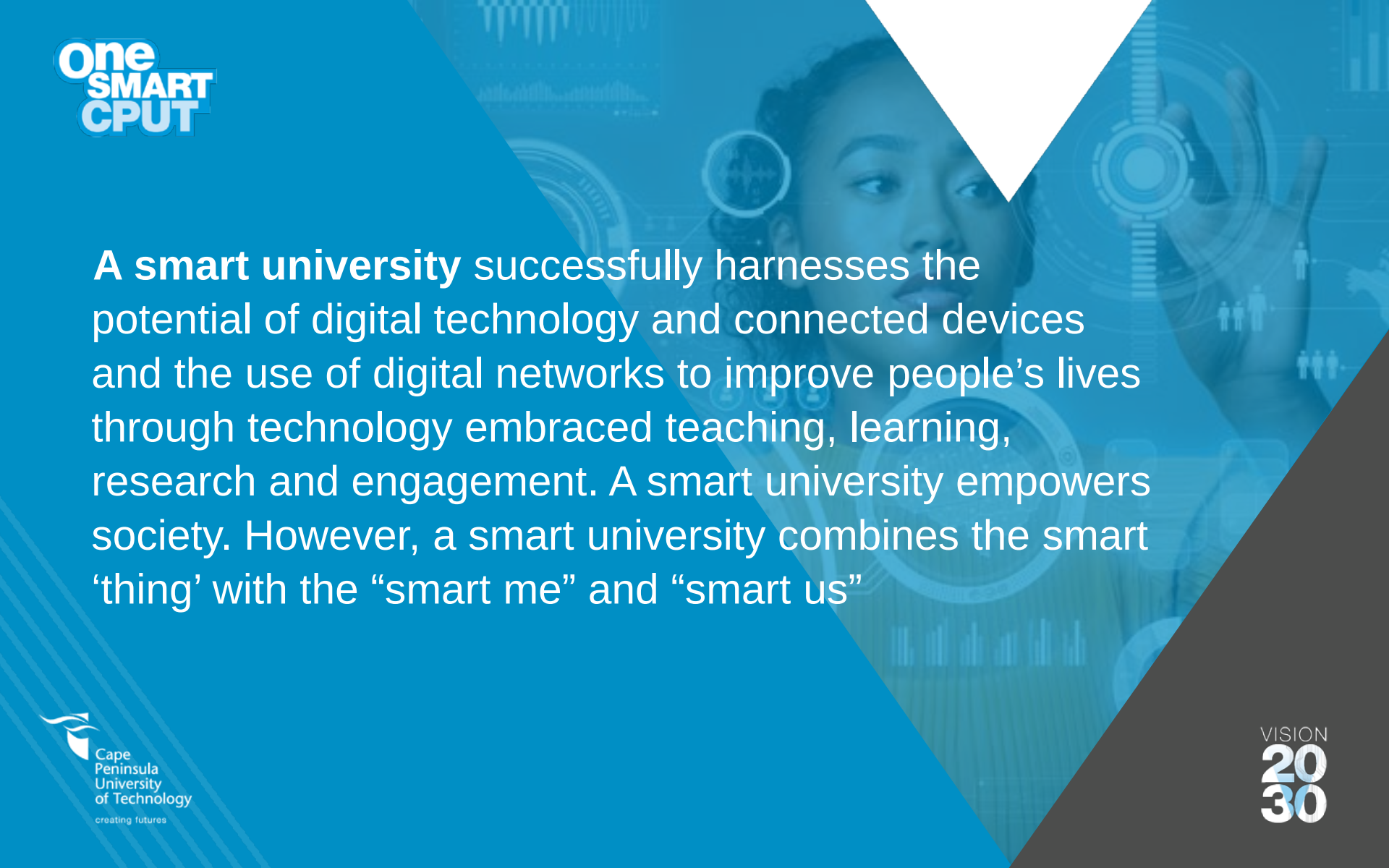

A smart university successfully harnesses the potential of digital technology and connected devices and the use of digital networks to improve people's lives through technology embraced teaching, learning, research and engagement. A smart university empowers society. However, a smart university combines the smart 'thing' with the "smart me" and "smart us"

Focus Area

1

A Smart ITC environment and ITC workforce

One Smart CPUT will have a highly efficient and effective ITC network in place that will support and enhance continuous improvement in teaching, learning, research and operations.

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one SMART CPUT

Focus Area

2

Smart Teaching and Learning and Learning Environments

A smart, multi-disciplinary student-centric education system - linked across the University using:

- adaptive learning programmes and learning portfolios for students
- collaborative technologies and digital learning resources to teach on and make use of
- computerized administration
- better information on our learners (learner analytics)
- online learning resources for academics and students studying at own pace, place and space, knowing that CPUT is an institution known for face to face teaching but makes use of a blended learning/multi modal approach to cater for the needs of different students and the aspirations of lifelong learning.

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Focus Area

3

Smart RTIP that is relevant and excellent in its knowledge production

Smart RTIP ensures the relevance and excellence of the knowledge that CPUT produces through the development of a range of activities in line with the needs of industrial revolutions and circular economy developments. Smart RTI focuses on being innovative and relevant and focused on modes 2 and 3 knowledge production in support of research outcomes whilst generating third income streams through innovations.

Focus Area

4

Smart Human Capital and Talent

Smart human capital and talent ensure that we remain focused on people as our most important resource. CPUT is a living system with smart people recognised and acknowledged and having a passion and a curiosity for technology.

Focus Area

5

Smart internationalisation

An internationalised university is characterised by the development of a multi-cultural ecosystem to provide an educational experience that prepares our staff and students at all levels, for a global environment.

Focus Area

6

Smart engagement and strong links with quintuple helix partners

In a smart university, there is collaboration and engagement with external stakeholders across all research and teaching activities, with the results of research integrated into a technology orientation. Stakeholders relationships and strategic partnerships are key to driving innovation. As One Smart CPUT we are committed to collaboration and knowledge exchange with industry, society and the public sector, and to partnerships and relationships with a wide range of stakeholders in respect of the quintuple helix concept. There must be strong links and dynamic exchanges with business incubators, science parks and other initiatives related to innovation and technology activities involving staff and students with industry and business.'

Focus Area

7

Smart student engagement and learning experiences

A smart university provides a learning environment that does not only enable learners with access to digital resources and interaction with learning systems in any place and at any time, but also actively provides the necessary learning guidance, hints, supportive tools, or learning suggestions to them in the right place, at the right time, and in the right form.

(Hwang 2014)

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THANK YOU!
ENKOSI!
DANKIE!

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Living in a time of Volatility, Uncertainty, Complexities and Ambiguity (VUCA)

"In the modern world, global higher education faces uncertainties due to globalization, the use of contemporary technologies and VUCA which describes the chaotic, turbulent and rapidly changing education environment, which is the new normal in global higher education."

(Korsakova, 2019:32)

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CPUT Graduate Attributes

Technological capability and foresight

Resilience and problem solving capability

A CPUT graduate will recognise the complexity of problem solving in society (including technologically) and will be able to engage confidently with such complexity

Ethical capability

A CPUT graduate will

- Have an orientation to the public good;
- An ability to discern whether professional practices are within ethical boundaries;
- An ability to take ethical decisions;
- An ability to act on unethical practices

Relational capability

A CPUT graduate will be able to ‘stand in the shoes of others’ in order to understand their needs, values and cultures so that what is being worked on can have optimal effects and/or the best chances of success.

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