CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

South Africa re-entered the world economy after 1994 with several disadvantages, of which an exceptionally high unemployment rate and a low skilled labour force were the most challenging. Each year over the past decade increasing numbers of jobs have been destroyed in South Africa. The challenge facing South Africa in addressing the problem of job creation is aggravated by the fact that its labour force is predominantly low skilled. Since 1994, several policies and strategies have been put in place with the aim of creating jobs in various sectors of the South African economy. This means that an integrated approach to the implementation of the different innovative policy framework by the responsible public service departments is needed. The Skills Development Act, Act No. 97 of 1998 was introduced in 1998. This Act was later followed by the Skills Levies Act, Act No. 9 of 1999. The Skills Development Act of 1998 compels organizations to draw up workplace skills plans and to submit them to an appropriate Sector Education and Training Authority (SETA). A SETA has to devise a sector skills plan and implement it by approving workplace skills plans and by monitoring education and training in its particular sector (Erasmus, Steyn & Mentz, 2005:16-37).

The Skills Development Act No. 97 of 1998, in chapter 7 of the document, requires that each public service employer in the national and provincial spheres of government must budget at least 1% of its payroll for the training of their employees. The Act encourages employers to use the workplace as an active learning environment. It is through observation over the years, that the researcher has experience that provincial departments in the Limpopo provincial government have spent a large amount of money on training their employees. They must be expecting something in return. This implies that employees who perform unsatisfactorily due to skills deficiency are to be trained in order to improve their job performance. It is important that employees who need training should be the ones who are actually receiving it. Training programmes should be designed to fill the gap between actual

and desired performance so that employees perform at standard levels (Skills Development Act No. 97 of 1998 and Skills Development Amendment Act No. 31 of 2003).

The role of human resource development practitioners should therefore be to identify employees' training needs and to ensure that skills programmes as a form of intervention are tailor made for individual employees' needs. To identify individual employees' training needs, human resource development practitioners should first conduct the skills audit for all occupational categories. In practice, through observation the researcher has noticed that the workplace skills plans are not informed by the skills audit. It has also been observed that the training of employees tends to focus on certain individuals leaving others behind. The researcher has further observed that training planned as per the workplace skills plans is not implemented. This means that the workplace skills plans are compiled for sake of compliance only. Training in this way does not produce any positive results on investment. To complete the training cycle human resource development practitioners should ensure that an evaluation is done. It is anticipated that employees' performance should improve after training and knowledge will be transferred to the present job (Grobler, Warnich, Carrel, Elbert, & Hatfield, 2006:300-322).

1.2   PROBLEM STATEMENT

The purpose of this study is to investigate whether the training that is conducted in the Office of the Premier is aligned to the training needs of employees. Furthermore, this study will determine whether training needs that have been identified through the performance agreements are taken into consideration when training programmes are planned. In theory, national and provincial governments are required to compile and submit workplace skills plans to their Sector Education and Training Authority affiliation every year (Skills Development Act No. 97 of 1998). In order to compile the workplace skills plan that will successfully address the needs of the employees, a skills audit has to be conducted.

The fact is that in practice, it has been observed that the compilation of the workplace skills plans is not informed by the skills audit, instead training is conducted through the use of a wish list and that does not have a positive impact on employee performance. This kind of training does not offer value for money since it tends to focus only on certain individuals, leaving others behind. The people who will be affected are those who are not receiving any training while those who are not trained according to their job descriptions and training needs undertake fruitless training that does not have any impact on their performance. This situation creates a problem when training funds are exhausted while identified training has not been undertaken. Therefore, departments tend to compile quarterly and annual reports that are not informed by the workplace skills plan. This leads to poor service delivery and the problem is further compounded when departments have not conducted a thorough skills audit. An inadequate audit means that the compilation of the workplace skills plan will not be informed by the training needs of employees.

Theories dictate that employees' training needs should be taken into consideration before actual training can be conducted. In practice, through observation, the researcher has experience that training is not conducted in that manner. The compilation of workplace skills plans not informed by the skills audit and training which is conducted through the use of a wish list does not have a positive impact on employee performance. The comparison between what the theories stipulate about how training should be undertaken and what is practiced creates a gap. The monitoring of the training programmes should ensure that proper training fills the gap between actual and desired performance (Skills Development Act No. 97 of 1998 and Skills Development Amendment Act No. 31 of 2003).

1.3   MOTIVATION FOR THE STUDY

The researcher is employed in the Office of the Premier, working in the Transversal Human Resource Development and Planning Division. The Office of the Premier is responsible for the monitoring of the Provincial Administration, and therefore the Transversal Human Resource Development Division is the overseer of all training activities of the Province. The researcher works with the analysis of the implementation of the workplace skills plans, the analysis of the training reports, the

coordination of transversal training programmes and the compilation of the provincial training report. It is through observation and experience that the researcher noticed that training which is conducted by departments is not informed by the workplace skills plans. This implies that departments conduct training that is not always informed by the needs of employees. Departments are training for the sake of training and as such their training does not have a positive impact on employee performance.

The findings of the study will be helpful to the Office of the Premier. They will assist a department to determine whether training does add value to investment or not. This implies that, the department will find out if employees' training does improve performance, knowledge and skills to the extent that it will ultimately lead to the delivery of quality service.

1.4   AIM OF THE STUDY

Although a lot of money is spent on training in the Office of the Premier, such training programmes are never evaluated to determine the efficacy. Thus it is not clear whether such training improves service delivery or not, if there is visible improvement, and how much of that improvement was brought about by such training programmes. The aim of the study is to investigate if employees' training programmes in the Office of the Premier are aligned with the employees' training needs. The study envisaged finding out if the performance management system is used as a tool to align employees' skills gap with training programmes. The training cycle ends with evaluation in order to determine if training has achieved its intended objectives. Hence the study aims to find out if evaluation is conducted in the Office of the Premier after employees have undertaken training. Furthermore, the study aims to determine if the compilation of the workplace skills plan is informed by the employees' skills needs through the skills audit. The National Skills Development Strategy (2005-2010) for the Public Service states that for the public service to succeed in its mandate of providing effective and efficient service delivery to the citizens, the government needs to invest in the training and development of the public service.

1.5   OBJECTIVES OF THE STUDY

The following objectives of the study will determine whether the aim of the study has been achieved:

- To establish whether employees' performance has been reviewed after the signing of the performance agreement.
- To establish if employees' have identified any skills gap during the review that impedes service delivery.
- To investigate whether training intervention has been undertaken since the skills gap has been identified.
- To examine the extent to which training has improved job performance, thereby improving service delivery.
- To determine whether human resource development has conducted the skills audit.
- To investigate whether the training intervention was informed by the skills needs identified.
- To establish whether training evaluation has been conducted after a specific programme ended.

1.6   RESEARCH QUESTIONS

The following research questions will be asked to determine whether the objectives have been achieved:

- Have you signed the performance agreement with your supervisor for the current financial year?
- Was your performance reviewed or evaluated?
- Did you identify any skills gap that hampers your performance?
- Is there any training programme that you have undertaken to close the skills gap?
- Have your performances been reviewed after the training intervention?
- Have you completed the skills audit questionnaire for this current financial year with your human resource development unit?

➢ Did you indicate your individual developmental plans? Have you received any training intervention since then?

➢ Did the human resource development unit conduct any evaluation after you attended a training programme?

1.7   SIGNIFICANCE OF THE STUDY

The findings of the study will help various human resource development practitioners in government as well as non government departments or institutions to align the performance management system, employees' training needs, employees' personal development plans, and the training plans with actual training. Some researchers will gain insight into the impact of employee training in relation to job performance. The findings will be beneficial to the policy-makers whose responsibilities are to develop policies and strategies for the implementation of such policies. It will also aid in drawing lessons in order to share widely and contribute to an understanding of issues in the field of skills development fraternity within the province and country-wide. The study will lay a foundation for future research.

1.8   DEFINITION OF CONCEPTS

1.8.1 Need

A need is defined as a discrepancy or gap between the way things are and the way things ought to be (Van Dyk, Nel, Van Z Loedolff & Haasbroek, 2001:179). Needs refer to things that people must have. They are often contrasted with wants, which are more discretionary (Wikipedia, n.d.). In this study, the term need, refers to the gap that exists between the skills employees possess as compared with the skills that they are supposed to have acquired as per the requirement of the post.

1.8.2 Training needs

A training need is defined as the determination of the gap between what employees must do and what they actually can do. It therefore deals with identifying the gap between current and expected results. There should be a prescribed standard with

which the employee should conform, and if the employee fails to do so, a deviation necessarily exists. The difference between the standard and the current performance forms the performance gap (Erasmus & Van Dyk, 1999:108). Training need analysis is defined by Meyer (1999:137) as a process of identifying an issue or problem, collecting, analyzing, and interpreting data and using the information obtained to select or design an appropriate intervention to address the issue or problem. Training needs are the basic necessities or requirements for training. They are those essential, indispensable skills which a person requires or lacks (Masitsa, 2005:175). For the purpose of this research the term will be used in order to emphasize the fact that training should be customized, meaning that training is not a case of one fits all.

1.8.3 Needs analysis

A needs analysis is defined by Van Dyk *et al.* (2001:179) as the detailed investigation of an apparent performance problem in order to establish real causes or needs of the situation and to establish which of these may be addressed by training. The ultimate aim of such an analysis is to establish:

➢ What needs actually exist;
➢ Whether they are important;
➢ How the needs became apparent;
➢ How they were identified;
➢ how best they may be addressed; and
➢ What the priorities are

Meyer (1999:137) defines needs analysis as the act and process of separating any material or abstract entity into its constituent elements, which involves determining its essential features and their relations to one another. The terms analysis and assessment are used interchangeably in the context of determining training needs. Therefore, for the purpose of this research the term needs analysis will be used.

1.8.4 Employee Training

Rothwell and Kazanas (1989:397) define training as learning related to the present job. It narrows the gap between what the individual knows or does and what he/she should know or do. Training refers to teaching employees how to do their jobs (Van der Wal & Van der Wal, 2001:204). Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2001:467). Swanepoel, Erasmus, Van Wyk and Schenk (2003:452) confirm that employee training is job related learning that is provided by employers for their employees. Masitsa (2005:175) defines training as a process of preparing or being prepared for a job with the focus on enhancing the specific skills and abilities required to perform the job. Training is therefore a learning experience because it seeks a relatively permanent change in an individual that will improve his/her ability to perform on the job. Martins (2005:40), defines training as any activity empowering an employee to implement a new functional operation. Cavaleros, Van Vuuren and Visser (2002:50-61) define training as an experience, discipline or regimen that causes people to acquire new predetermined behaviours.

Training, according to Erasmus and Van Dyk (1999:2), is regarded as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organizational objectives are achieved. It is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Training is therefore seen as an essential component of the enterprise, and is a major management tool with which to develop the full effectiveness of the organisation's most important resource, its people (Van Dyk *et al.,* 2001:149). Training is therefore directed at improving the employee's job performance in an enterprise. Training is usually offered when current work standards are not maintained, and when this situation can be ascribed to a lack of knowledge, skills or poor attitudes among individual employees or groups in an enterprise. Training is also presented as a result of technological innovation and because it may be required to satisfy the future needs of the enterprise. However, Hilliard and Kemp (2001:95) used the term intervention to define training. Intervention is defined as changes that are introduced to influence the performance

of either individuals or the whole organization. In this study, both terms will be used interchangeably to refer to training. For the purpose of the study the researcher focused on the main aim of employee training, that is, the improvement of employee skills and knowledge so that they can perform their duties according to set standards.

1.8.5 Skills development

The concept skills development refers to optimum personal and professional development of each employee (Greyling, 2001:38). Skills development refers to the process of building the capacity of individuals to be able to do things, to perform tasks, to create things, and to do these to specified standards (Public Service Sector Education & Training Authority, 2006:10).

1.8.6 Skills development facilitation

Grobler, Warnich, Carrell, Elbert and Hatfield (2002:375) define a skills development facilitator as the person in each company who is responsible for assisting the company with the planning and development of the company's skills development strategy. The skills development facilitator is responsible for the development and planning of a firm's or a group of firms' skills development strategy for a specific period. This includes the development and implementation of an annual workplace skills plan and the submission of an annual training report. The skills development facilitator also serves as a resource to the employer with regard to the criteria required for accreditation of courses, skills programmes and learnership development (EDGE Media, 2007).

1.8.7 Performance

Performance is defined by McConnell (2003:64) as an action or set of actions that can be observed and measured. Furthermore, performance is defined by Rothwell and Kazanas (1989:399) as the result of a pattern of actions carried out to satisfy an objective according to some standard. For the purpose of the present study, the relationship between training and performance will be studied.

1.8.8 Human resource development

Human resource development is defined by Swanepoel *et al.* (2003:451) as a learning experience organized mainly by an employer, usually within a specified period of time, to bring about the possibility of performance improvement and /or personal growth. Dijk (2005:164) defines human resource development as the planned learning and development of employees as individuals and as groups to the benefit of an organisation as well as its employees. In this study, the term human resource development will be used as a unit that deals with all the in- service training related issues. According to Heathfield (2007), human resource development is defined as the framework for helping employees develop their personal and organizational skills, knowledge and abilities. The focus of human resource development is on developing the workforce so that the organization and individual employee can accomplish their work goals in service delivery.

1.8.9 Recognition of prior learning

Recognition of prior learning is the process of granting credit for a unit on the basis of an assessment of formal and non-formal learning/experience to establish whether the learner possesses the capabilities specified in the outcome statement. Similarly, a person could gain recognition for prior learning in respect of an entire qualification, provided that such a person is able to demonstrate the full competence associated with the qualification (Moore & Van Rooyen, 2002:294). The same sentiment is shared by the University of Witwatersrand (2004) that recognition of prior learning is the granting of credit for a unit on the basis of an assessment and non-formal learning/experience to establish whether the learner possesses the capabilities specified in an outcome statement for the purpose of granting credit for a unit. Is the recognition of relevant knowledge experience, or skills that a student has before undertaking the course (Curtin University of Technology, 2003). Recognition of prior learning is the comparison of the previous learning and experience of a candidate, howsoever obtained, against the learning outcomes of a specific qualification, and the acceptance thereof for purposes of certification (MDT South Africa, 2007).

1.8.10 Evaluation

Evaluation in the training process is to determine whether trainees actually learned new skills and knowledge as a result of a training programme (Grobler *et* al.*,* 2002:332). Erasmus and Van Dyk (1999:192) define evaluation as the determination of the extent to which the training activities have met their goals. According to Van Dyk *et al.* (2001:228), evaluation completes the training cycle. It is integral to the cycle, and it has the key role of quality control of the cycle by providing feedback on:

➢ The effectiveness of methods used;
➢ The achievement of the objectives by both learners and trainers; and
➢ Whether the needs originally identified both at organizational and individual level have been satisfied.

1.9   Ethical considerations

In this study the following ethical issues were observed by the researcher

1.9.1   Informed consent

For the purpose of this study, the respondents were informed about the nature of the study and their rights to withdraw at any time (Flick, 2002:231). Denzin and Lincoln (2002:138) share the same sentiment, subjects have the right to be informed about the nature and consequences of the research. Research subjects must agree voluntarily to participate. The agreement must be based on full and open information.

1.9.2   Deception

During data collection, the researcher ensured that deliberate misrepresentation is forbidden (Denzin & Lincoln, 2002:139). According to De Vos (2002:66), deception involves withholding information or offering incorrect information in order to ensure the participation of subjects when they would otherwise possibly have refused. In this study, the researcher provided full information about the study.

1.9.3 Anonymity

In this study, the information received from the respondents was made as anonymous as possible. The administered questionnaires did not require any identification. This means that there was no space where a name and address were required on the questionnaire. The respondents were identified by number instead of by name. Many people are prepared to divulge information of a very private nature on condition that their name is not mentioned (Bless & Higson-Smith, 2000:100).

1.9.4 Confidentiality

In this study, the information gathered was treated as confidentially as possible. Information was not given to any one and was used for the purpose of the research only. According to Babbie (2001:472), it is the researcher's responsibility to assure the respondents that their information will be handled as confidentially as possible. In this study, the respondents were not named but identified by number. This sentiment is shared by Seale, Gobo, Gubrium and Silverman (2004:233) when they state that researchers are obliged to protect the participant's identity, and the location of the research.

1.9.5 Trust

Trust refers to the relationship between the researcher and the participants. It is the researcher's responsibility not to spoil the field for others in the sense that potential research subjects become reluctant to participate in further research. In this study, the researcher ensured that the relationship of trust is observed (Flick, 2002:234). This was done by making sure that whatever was stipulated at the beginning of the interviews and during the administering of the questionnaire was observed throughout. By so doing the researcher ensured that a relationship of trust with respondents was maintained.

1.9.6 Accuracy

According to Denzin and Lincoln (2002:140), accuracy is ensuring that presented data is accurate as this is a cardinal principle in any social science code. Fabrications, fraudulent material, omissions, and contrivances are both non-scientific and unethical. In this study, the researcher ensured that presented data is accurate and that fabrications are eliminated.

1.10 CONCLUSION

The current study focuses on whether the skills development plan of the Office of the Premier is aligned to the training needs of employees. As a background it was indicated in this chapter that South Africa's labour force is predominantly low skilled. In addressing the problem several policies and strategies have been developed. Departments are required to comply with the prescribed policy frameworks. In complying with the legislative frameworks, departments are required to compile a workplace skills plan. In practice, it has been observed that the compilation of the workplace skills plans is not informed by the skills audit. Instead, training is conducted through the use of a wish list and that does not have a positive impact on employee performance. The main aim of the study is to investigate if employees' training programmes are aligned with the training needs. The objectives of the study and the research questions will determine whether the aims of the study have been achieved. The significance of the study will lay the foundation for future research in the skills development fraternity.

1.11 LAY-OUT OF STUDY

The remaining chapters are organized as follows:

➤ Chapter 2: Literature review

The literature review includes information from International, African, South African, and provincial perspective on skills development.

➢ Chapter 3: Research methodology

The chosen research design will be discussed in this chapter as well as the reasons for choosing this design. The methods chosen for sampling, data gathering, data analysis and data interpretation will be discussed.

➢ Chapter 4: Data presentation, analysis and interpretation

The results section will constitute a discussion on the findings derived from the data analysis. The results from the data analysis will be presented in this chapter through tables, graphs and diagrams.

➢ Chapter 5: Summary, conclusions and recommendations

The research process will be reviewed and limitations will be identified. Suggestions and recommendations will be made for future research in this final chapter.

The following appendices will accompany the research report

➢ Samples of the data gathering instruments
➢ Letter to request approval to conduct research from authorities

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

According to the National Skills Development Strategy (2005-2010), skills development is the priority of the National Government. In objective 2, it is stated that this strategy promotes the acceleration of quality training for all in the workplace. It is further stipulated in the Skills Development Act No. 97 of 1998, that the skills of the South African workforce should be developed by improving the quality of life of workers so that service delivery can be improved and employees should be provided with opportunities to acquire new skills.

In the past, many adults and out of school youth attended non formal training programmes and acquired a great deal of knowledge and experience. Such experience was not recognized or certificated and this often led to exclusion from certain jobs, promotion on the job and from further education and training opportunities for all of which some kind of certificate was a prerequisite. Education and training should be available to all and the process of lifelong learning should be encouraged. Recognition of prior learning can be seen as a way of recognizing what individuals know and can do, irrespective of how achieved (Moore & Van Rooyen, 2002:293-296).

The main purpose of the Skills Development Act No. 97 of 1998 is to enhance the quality of life of all employees. The Act also aims at increasing institutional and organizational productivity. It is envisaged that by increasing the competency levels of all employees, real value will be added in terms of institutional and organizational effectiveness. Ideally all employees should benefit from the implementation of their organization's workplace skills plans. This implies that they should use their workplace as an active learning environment. All skills development should be aligned to the strategic training and development policy of institutions or organizations.

2.2   THE GLOBAL VIEW

In many countries, the skills policy framework aims to embrace and deliver on multiple objectives. As a result, contemporary national skills policies seldom focus purely on national skills formation. For example, in the UK, state policy around skills, learning and work seeks to simultaneously fulfil both economic and social goals, often involving many stakeholders. This entails meeting the skills requirements of industry and the labour market, whilst simultaneously enhancing social participation, inclusion and employability. The UK white paper on skills states that skills are fundamental to individuals and business institutions to create wealth and help people realize their potential. Likewise, the French approach to skills development and the sector council system in Quebec, Canada equally have a statutory training levy and collective arrangement in place. The sector-like bodies has been created in certain sectors. The French statutory employer involved system has a heavy emphasis on social objectives (Raddon & Sung, 2006:3).

A synthesis report was presented at the European e-skills 2004 Conference. This conference was organized by the European Commission in co-operation with the European Centre for the development of vocational training and leading stakeholders on 20-21 September 2004 in Thessalonica. The European Commission established The European e-skills Forum in March 2003 with the view to help to narrow the e-skills gap and to address e-skills mismatches. This report presented a shared vision of the problems and challenges and proposed actions to be taken at both the European Union and country levels.

Obtaining e-skills is not a once-off event, the speed of technological change requires that skills need continually to be kept up to date and relevant. In addition, learning objectives tend to be increasingly individual in character. Due to this, information and communication technology training have to be based on a methodological approach suitable to empower learners to define their skill needs themselves and be able to steer learning processes in a large extent on their own. More and more effective e-skills training should also help create better, safer and more efficient use of Information and Communication Technology (e-skills for Europe: Towards 2010 and Beyond, 2004).

The UNESCO Office, Beijing, and UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn (Germany), in partnership with the Chinese National Commission for UNESCO and the Chinese Ministry of education organized the international meeting to develop strategies to increase innovation and excellence in Technical & Vocational Education and Training (TVET) teacher education. The meeting was held in Hangzhou, China on the 8-10 November 2004. Sixty-eight experts participated from twenty-five countries, with a broad-based representation from developing countries within the Asian region. The meeting gave considerable time to discussing ways of improving the quality of technical and vocational education and training professionals through advanced study. The emphasis was placed on the importance of improving the technical and vocational education and training teacher / trainer education in China as one part of improving skills development for continued growth in China.

The quality of technical and vocational education and training relies on an effective interaction between teacher/trainer and learners. Indeed, an overall improvement in vocational skills for employability and citizenship can only be realized if there is an improvement in the quality, effectiveness and relevance of teaching. Many, both in developed and developing worlds, are increasing the emphasis they place on improving the capacity of technical and vocational education and training systems, in recognition of the important role technical and vocational education and training plays in equipping individuals with relevant skills and knowledge (UNEVOC, 2004).

The Food and Agriculture Organisation and the Institute for Educational Planning of UNESCO organized the eleventh working group meeting with the focus on the issue of education for rural people. The meeting was held in Rome, Italy, in November 2005. There is considerable evidence of the marginalization of rural populations and incidence of poverty within rural areas. Rural people in general are the most disadvantaged in terms of access to services, including education and training. Rural people are most likely in many settings to be amongst those who are not being reached in the drive towards the Millennium Development Goals. Their historical brain-drain to the cities has been accelerated by the international outflow of skilled people from poor countries. All of these challenges have led a range of agencies to focus on specific interventions towards the needs of rural poor. In a number of these

interventions, skills development has been given an important role. The deliberations of this working group were an illustration of how the technical and vocation education and training shifted to skills development. Thus it is argued by the World Bank that agricultural graduates need to develop skills that would prepare them for private sector employment. The emphasis became how to build on existing and knowledge of communities and individuals in order that they can access new ways of working (McGrath, 2005).

Figure 2.1: Millennium Development Goals (MDGs)

MDG 1:
Eradicate extreme poverty and hunger
• Much of poverty and hunger is concentrated in rural areas. • There is also strong evidence of the direct impact of literacy rates on hunger and poverty. • Agricultural production stimulates employment and improves incomes. • At the same time, food security positively affects labour productivity, livelihoods and education. • Thus, there is the possibility of a vicious cycle between food security, sustainable agriculture and education and training.

MDG 2:	MDG 3:	MDG 4:
Achieve universal primary education	Promote gender equality and empower women	Reduce child mortality

MDG 5:	MDG 6:	MDG 7:
Improve maternal health	Combat HIV/AIDS, malaria and other diseases	Promote environmental sustainability

MDG 8:		
Develop a global partnership for development		

Source: UN Millennium Project (2006:1).

Figure 2.1 above refers to MDGs especially Goal 1 which talks to the relationship between skills development and agricultural production. Therefore there is a need to promote skills development for rural people.

2.3 RESEARCH IN SOUTHERN AFRICA

2.3.1 Skills Development Legislation

The quality of a country's labour force is a crucial factor in successful competition in the global economy. South Africa re-entered the world economy after 1994 with several disadvantages, of which an exceptionally high unemployment rate and a low skilled labour force were the most challenging. Each year over the past decade increasing numbers of jobs have been destroyed in South Africa. The challenge facing South Africa in addressing the problem of job creation is aggravated by the fact that its labour force is predominantly low skilled. Various innovative measures for enhancing the skills base in South Africa have been introduced since the first democratic elections in 1994. These policies are designed to deal with the country's lack of international competitiveness and low rates of investment in the development of human capital (Erasmus, Steyn & Mentz, 2005:16).

Likewise, in the developing world, the South African National Skills Development Strategy (NSDS) has a twin focus on the economic and social objectives. In its transition from apartheid to a democratic country, the National Skills Development Strategy aims to build the national economy whilst developing skills for work, social inclusion, health and equity. The overall vision of the National Skills Development Strategy is to provide skills for productive citizenship for all and transform the South African labour market from one with a low skills base to one characterized by rising skills and commitment to lifelong learning. The National Skills Development Strategy also seeks to ensure that through responsive education and training the labour market is better able to support social development to reverse the challenges inherited from the past, such as poverty, inequality, disease and unemployment. It is an inclusive strategy that addresses national, provincial, sectoral and individual needs. The emphasis is on joint responsibility between state, employers, other social partners and individuals for skills development. Employers need to spearhead a demand led skills policy in order to ensure that training can closely support industries and those who work in them. Employers are required by law to invest in training and development. In order to deliver on the South African government's skills strategies,

employers are required to invest in training and development via a statutory levy (South African DoL, 2003:9).

As a further development in the government's overall human resource development strategy, the Skills Development Levies Act, No. 9 of 1999 was introduced in order to enhance the skills levels of the workforce. The levy was set up on April 1st 2000 and it is collected monthly through taxation by the South African Revenue Services. This is currently set at 1% of the wage bill. The levy supports the government's skills strategy in various ways. It has been used to:

➢ Establish a national network of 25 SETAs replacing the limited number of Industry Training Boards;

➢ Encourage employers to develop workplace skills plans and invest in skills by moving beyond compliance towards the development of an embedded culture of skills development and lifelong learning; and

➢ Fund National priority skills development programmes through the National Skills Fund (NSF), providing a range of training programmes and strategies to fill skills gaps and increase employment opportunities and social cohesion.

However, not every company in South Africa has to pay the levy. Companies that are not registered for PAYE tax or that have a wage bill of less than R250 000 per year do not have to pay the levy. Public service employers, religious or charitable institutions do not pay the levy either.
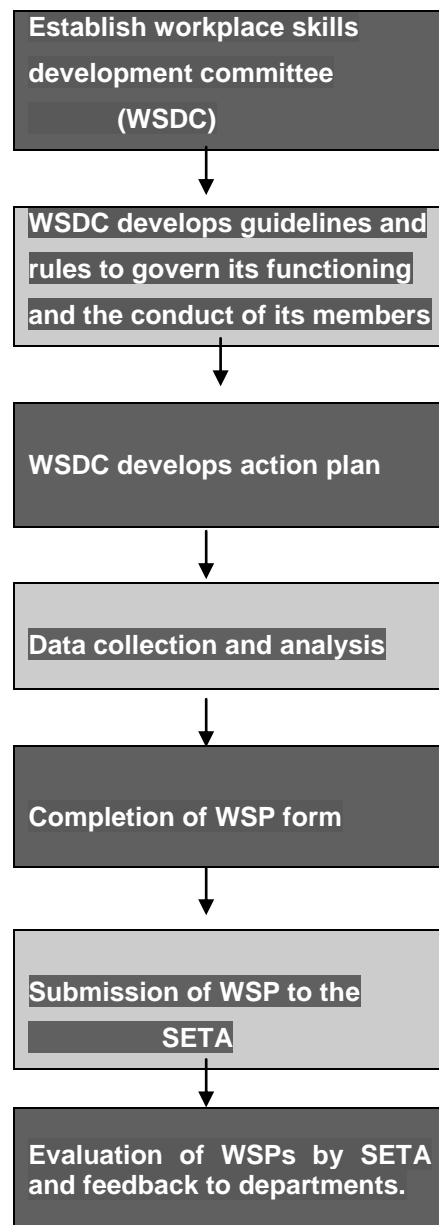
The South African government launched its first initiatives as early as 1998 by enacting the Skills Development Act No. 97 of 1998 (Lee, 2002:7). This legislation can be effectively used to improve employees' competencies, develop tailor made training programmes that meet specific company needs and generate a pool of skills essential for the success of the company. The South African government has taken several steps to develop skills in the workplace. These are mostly regulated under the Skills Development Amendment Act No.31 of 2003, the purposes of which are to develop skills in the South African workplace with the following aims:

➢ to develop the skills of the South African workforce;

- to increase the levels of investment in education and training in the labour market and improve the return on investment;

- to use the workplace as an active learning environment to provide employees with the opportunities to acquire new skills and to provide opportunities for new entrants to the labour market to gain work experience;

- to employ persons who find it difficult to be employed;

- to encourage workers to participate in leadership and other training programmes;

- to improve the employment prospects of persons previously disadvantaged by unfair discrimination, and to redress those disadvantages through training and education;

- to ensure the quality of education and training in and for the workplace;

- to assist work seekers to find work, retrenched workers to re-enter the labour market and employers to find qualified employees and

- to provide and regulate employment services.

The Skills Development Act No. 97 of 1998 compels organizations to draw up workplace skills plans and to submit them to an appropriate Sector Education and Training Authority (SETA). A SETA has to devise a sector skills plan and implement it by approving workplace skills plans and by monitoring education and training in its particular sector. It is hoped that the skills development strategy will succeed in fostering skills development in the formal economy, resulting in higher productivity and economic growth. Employers should be sensitized to the need to identify workers who have inadequate education and inappropriate skills levels, and to target them for training when workplace skills plans are developed. The Sector Education and Training Authority (SETA), should not only be responsible for the promotion of standards and training, but should take up the task of teaching employers to organize and implement training programmes effectively.

Figure 2.2: Process of workplace skills development planning

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┌──────────────────────────────┐
│ Establish workplace skills   │
│ development committee         │
│          (WSDC)              │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ WSDC develops guidelines and │
│ rules to govern its functioning│
│ and the conduct of its members│
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ WSDC develops action plan    │
│                              │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Data collection and analysis │
│                              │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Completion of WSP form       │
│                              │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Submission of WSP to the     │
│          SETA                │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Evaluation of WSPs by SETA   │
│ and feedback to departments. │
└──────────────────────────────┘
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Source: Public Service Sector Education Authority (2006:8)

Figure 2.2 above describes the workplace skills development planning process. It explains the step by step procedure in the compilation and submission of the workplace skills plan to Sector Education and Training Authority (SETA). The first step in the planning process is to establish the workplace skills development committee, whilst the last step is the evaluation of the workplace skills plans (WSP) by the SETA. The functions or activities in each step are performed by the skills development facilitator (SDF). The SDF serves as the link between the employer and the SETA to which the department or organization is affiliated to. This process

serves as a vital tool to be used by human resource development practitioners in developing the skills of their workforce.

The Sector Education and Training Authority started operating in 2000, covering all public and private sectors. Currently, there are twenty-five SETAs, the funding of which depends upon the size of the sector and the levy paid. The key roles of the SETAs are to:

➢ Organize and administer the levy funds and grants, 80% of which are passed on to them after the payment of 20% to the national fund;
➢ Develop a sector skills development plan and strategy for the sector;
➢ Develop, register, promote and monitor learnerships, ensuring access to quality training within the National qualifications framework (NQF);
➢ Help companies develop their workplace skills training and development plans and practices;
➢ Provide information about current and future skills needs in the sector; and
➢ Act as agents for National Skills Fund strategic projects e.g. bursaries, funding training places, etc.

The skills development of the country and its education and training system has to be responsive to the needs of a country, needs of the labour market and develop workers who can face the challenges of an ever-changing workplace. The emphasis within these approaches is on joint responsibility between state, employers, other social partners and individuals for skills development (Martins, 2005:33-58).

According to the National Skills Development Strategy, success indicator 2.1, all workplace skills plans (WSPs) should be submitted no later than 30 September 2005 and thereafter 30 June each year. The workplace skills plans are to be judged against three criteria, that is, the time frames (submitted in time), whether the workplace skills plans meet employment equity and the stakeholder sign off. From 2006 onwards, the workplace skills plans will be judged by an additional criterion, that is, a report on the performance against the previous year's WSP.

The main purpose of the Skills Development Act No. 97 of 1998 is to enhance the quality of life of all employees. The Act also aims at increasing institutional and organizational productivity. It is envisaged that by increasing the competency levels of all employees, real value will be added in terms of institutional and or organizational effectiveness. Ideally all employees should benefit from the implementation of their organization's workplace skills plans. This implies that they should use their workplace as an active learning environment. All skills development should be aligned to the strategic training and development policy of institutions or organisation. Skills training and development should thus include all employees from all occupational groups.

According to the Skills Development Levies Act No. 9 of 1999, all government institutions are required to budget 1% of the total payroll for training employees. They should register with the South African Revenue Services, establish a skills development and training committee, appoint and register a skills development facilitator with the SETA, submit a workplace skills plan, highlight skills development focus areas in the workplace skills plan and submit a combined training and development record. Skills development priorities need to be carefully planned and related to institutional strategic direction rather than being serendipitous and shaped by localized and individual concerns.

It is important to conduct a skills audit before compiling the workplace skills plans. In practice, workplace skills plans are not informed by the skills auditing procedures. This leads to wish list training by various institutions. Tsedu, Wrottsley and Clay (2002:5-10) conducted research on South African National Forum's 2002 South African National Journalism Skills Audit. The study was prompted by the quality of journalism as the major challenge facing the South African media today. There were a number of reasons, for instance the juniorisation of newsrooms and experience either due to movement outside the industry or upward mobility that removed senior journalists from writing to managing.

This state of affairs has led to what has been seen as shallow journalism that lacks depth and a minimum or no analysis. A process was then undertaken by the South African National Forum's Education and Training Committee to map out what

needed to be done, which included an analysis of reporting, writing and accuracy skills amongst reporters with between 2 and 5 years experience. The South African National Editor's Forum presented the audit results to regional media houses and encouraged them to seriously examine in-house training and resourcing for training. The plan was drawn which included a three-day seminar/workshop for media practitioners, owners and trainers.

A skills development needs analysis involving employees from all occupational categories should be conducted after the skills auditing procedures. The most important reason for doing a need analysis is to assure that your training addresses your situation. It is costly to recommend a direction that has no impact on the issue. Determining your training needs is the first step on the path to effective training. When you do a needs analysis, you focus your attention on the target and identify the needs for getting there (Sparhawk, 1994:10-11). The University of Johannesburg, former Rand Afrikaanse Universiteit, conducted a skills needs analysis involving employees from all occupational categories during March 2000. The result revealed clearly that especially academic managers and staff need to develop the capacity to react meaningfully to rapidly changing contexts and to reflect on their experiences, problems, ideas and planning frameworks in a structured manner (Greyling, 2001:39).

2.4   RESEARCH IN LIMPOPO PROVINCE

The Limpopo Provincial Growth and Development Strategy places a high premium on the development of the human resource potential of the Limpopo Province. Accelerated and Shared Growth Initiative of South Africa (ASGISA) has identified the shortage of skills as the single greatest impediment to economic growth. The shortfall is due to the policies of the apartheid era as well as the slowness of the education and skills development institutions and system to catch up with the current acceleration of economic growth. Human resource development is all about promoting a highly skilled and mobile workforce as well as an efficient and inclusive labour market thereby improving the standard of living and the quality of life of citizens. Human resource development is seen as a vital strategy for promoting social and economic development. Developing human resource is one of the five key

programmes of the Reconstruction and Development Programme (RDP) and has been recognized by government as key to achieving economic growth; therefore, not only maintaining but also increasing employment. The purpose of the Limpopo Human Resource Development Strategy (HRDS) is to support the broader goals of the national and provincial government to reduce unemployment and poverty, and to reduce the societal inequalities. This strategy gives effect to the Provincial Growth and Development Strategy objective of developing the human resource potential of the province. The strategy also ensures that the efforts to develop human resource are well co-ordinated and directed or focused on relevant and specific needs. The other aim, which is crucial given the country's background, is to ensure that those people who have suffered from discrimination in the past are put at the forefront of the identified programmes and priorities. The skills development training of the provincial departments is measured according to whether they are in line with these two mentioned strategies. Therefore, this means that whenever various provincial departments report on how they conducted training for their employees, it should be measured against the base line as per the Provincial Human Resource Development Strategy.

2.4.1 Identification of Training needs

It is important to identify the training needs before the actual training is conducted. Trainers are challenged to improve employee development, create job satisfaction and treat every human resource as part of the assets of the organisation (Bisschoff & Govender, 2004:70-79). Figure 2.3 indicates the elements of the ideal training process. The sequential steps in the process are as follows:

➢ Identification of training need
➢ Training objective
➢ Selection and design of programmes
➢ Carrying out training and,
➢ Evaluative feed-back loops

Figure 2.3: The main elements of training design

1. Identification of training need	2. Training objective	
5. Evaluative feed-back loops		3. Selection and design of programmes
	4. Carrying out training	
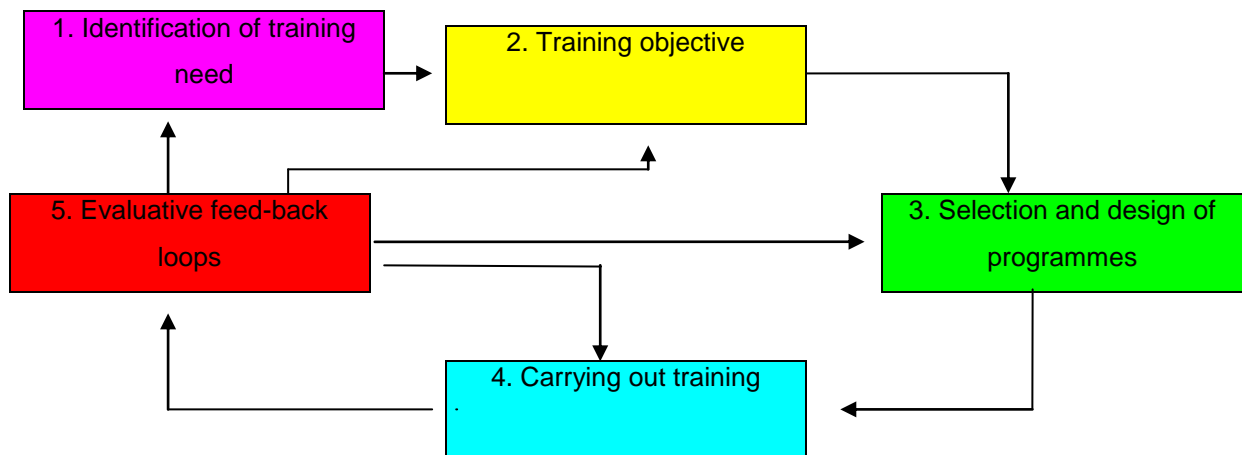
Source: Van Dyk, Nel, Van Z Loedolff and Haasbroek *(*2001:163)

There are various methods used by human resource development practitioners to determine the training needs. The common techniques include requests from management, employee interviews and the following:

➢ Advisory committees
➢ Assessment centres
➢ Attitude surveys
➢ Group discussions
➢ Skills tests
➢ Exit interviews

The questionnaire and performance management system are amongst the methods used to identify the training needs. If proper methods have been followed to identify the training needs, it is anticipated that the outcomes of training shall be achieved. In this study, literature on the need to identify training needs has been reviewed, because to identify the training needs is of cardinal importance before actual training can be conducted. Hence, the research done by Bopape (2005:64-73) on the management development needs of library managers was reviewed.

According to Bopape (2005:64-73), human resource should be managed as effectively as the other resources of the organization. People working in an

organization are its most important asset and crucial to the success of that organization. To be an effective manager in this aspect, however, requires continuous training and development. In this study, the specific training and development needs of library managers in performing human resource management activities and tasks were investigated by means of a questionnaire. The study focused on identifying knowledge and skills that library managers lack to effectively perform human resources management activities and tasks and manage library staff effectively. It aimed at improving productivity, performance and achieving organizational objectives.

Steyn and Foster (2003:75-88) conducted research on the role of criminology in the training of probation officers working with young offenders. This study was prompted by the fact that in 1997, the Inter-Ministerial Committee on young People at Risk (IMC) expressed interest in the training of officials responsible for the rendering of social services. This arose with the development of a new strategy for crime management and prevention. This new strategy provided for a variety of mechanisms that could be employed to prevent a young offender from entering formal trial procedures. The training needs of persons responsible for the management of young offenders in the Free State were looked into. Professionalism was needed to assist not only courts in decision making, but also to provide the young offender with the necessary support and guidance through the system. Such skilled personnel were required for the needs of young people in conflict with the law as it was anticipated that impediments to the effective administration of youth justice could pertain to personnel being inadequately trained. Hence it was decided to explore what criminology as both science and academic discipline could contribute to probation training focusing on the renewed emphasis on individualized development and early intervention in the case of youth offenders. The findings indicated that probation officers working with young offenders should be equipped with a broad range of legal knowledge. Amongst others, officials required training in both youth rights, and training in proceedings and arrangements related to their duties and responsibilities during court work.

In India, despite great expansion in education, the progress of literacy among women is still slow. Hence the need for training in literacy programmes such as

decision making, reasoning and intelligence. It was further discovered that there is no significant difference between the reasoning of rural and urban illiterate women (Patwardhan, 2005:361-372).

Netswera and West (2000:205-210) conducted research on computer literacy and internet usage within the distance Education Association of Southern Africa. The study was prompted by the fact that the use of Internet, e-mail facilities and other computer software was the subject of serious discussion. Technikon South Africa was requested to conduct a survey among the distance Education Association of Southern Africa members to determine the existing levels of computer and Internet literacy and to assess the training needs. To ascertain the willingness of respondents to acquire training in computer literacy and competency, respondents were asked about the areas in which they thought they needed to develop their skills. The findings indicated that respondents lacked competency in more advanced computer operation programmes. More than half the total respondents indicated that they were completely unskilled with regard to spreadsheets, graphic presentations and networking through the use of e-mail and internet facilities.

Laugksch, Rakumako, Manyelo and Mabye (2005:273-278) conducted a study on the development and validation of the Science Teacher Inventory of Needs for the Limpopo province (STIN-LP). The study was prompted when the South African government introduced the new National Curriculum statement for grades 10 to 12. It is believed that adequate skills and knowledge of mathematics and the physical sciences are vital components of successful contemporary life and socio-economic development. Among the many factors that influence achievement in mathematics and the natural sciences, the role of teachers' pedagogical knowledge and skills in their subject area is acknowledged to be a key factor. It was therefore important to establish an effective, widely available in-service teacher education and training programmes (INSET). The success of these programmes was the need for such activities to address expressly the perceived in-service teacher education and training programmes needs of teachers.

In the past, many adults and out of school youths attended non formal training programmes and acquired a great deal of knowledge and experience. Such

experience was not recognized or certificated and this often led to exclusion from certain jobs, promotion on the job and from further education and training opportunities for all of which some kind of certificate was a pre-requisite. These skills need to be certified in order to provide access to the labour market for these persons. Education and training should be available to all and the process of lifelong learning should be encouraged. People should be continually involved in acquiring new skills and should also gain rewards for existing skills, experience and learning previously unrecognized. Recognition of prior learning in South Africa can thus be seen as a mechanism to accelerate the redress of past unfair discrimination in education, training and employment opportunities.

Moore and Van Rooyen (2002:293-296) conducted research on the recognition of prior learning as an integral component of competence based assessment in South Africa. Recognition of prior learning is a process that enables people of all ages, backgrounds and attitudes to receive formal recognition for the skills and knowledge held as a result of formal training, work experience and/or life experience. It is a process which attempts to put a value on all learning, what people know and can do, irrespective of how achieved, for example through study, community work, on the job training or other life experiences which have not been formally recognized through the transfer of credit mechanisms. Recognition of prior learning can also be seen as a way of recognizing what individuals know and can do, before undertaking a task, job or course of study. Educators, trainers and other human resource development specialists are concerned that too much valuable time and effort is lost teaching people what they already know and can do. Recognition of prior learning will avoid unnecessary duplication of learning, encourage self-assessment, assist learning to make judgements concerning their own knowledge and skills, reduce the time learners need to spend in training and help build learner confidence.

2.4.2 Training Intervention and Performance improvement

Organizations are spending billions every year to train their employees. They must be expecting something in return. Employees who perform unsatisfactorily because of a deficiency in skills are prime candidates for training. Training analysis is important to ensure that employees who need training are the ones who actually

receive it and that programmes are designed to fill the gap between actual and desired performance (Grobler, *et al.* 2006:306). Training is designed to increase the skills and knowledge of people. If it is well designed, training can accomplish this end very well. We get into trouble when we expect training to accomplish other things. Training is a poor tool to change employee motivation or employee attitudes. It's also a poor substitute for a clear job description or for being provided with the right equipment to perform the work one is assigned. Performance improvement is focused on improving the organization's ability to achieve its objectives. What makes the organization successful is performance. Historically, management has viewed training as the intervention of choice for improving the performance of employees (Fuller & Farrington, 1999:1-35).

People are an organisation's most important resource. They should be developed to obtain the maximum benefit for both the organisation and the individual. In order for the organisation to remain efficient and effective, employees should be trained to such an extent that it would fulfill employee developmental needs. An organisation's sustainability will be measured according to its ability to place the correct person capable of performing his or her given duties in the correct job. Acquiring skills and competencies on a continuous basis will contribute to a life long process of learning, reflecting a viable society and an economy with positive growth potential. Through training knowledge, skills and attitudes are imparted that are necessary for job performance. Through training, job performance can be improved in a direct way. Training should be a continuous process through which an employee will acquire new or sharpen existing skills. Training is aimed at enhancing the potential of employees by improving their attitudes, habits, skills, knowledge and experience (Dijk, 2005:161-175).

Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organisation. Training brings about behavioural changes required to meet management's goal for the organisation. It is thus, a major management tool in developing the full effectiveness of the organization's most important resource, its people. Training is executed to ensure that a task is performed correctly and therefore, the behavioural change brought about by training must be result orientated; it must focus on enhancing those specific

skills and abilities needed to perform the job. It must be measurable and it must make a real contribution to improving both goal achievement and the internal efficiency of an organisation. Training is, therefore, directed at improving an employee's job performance (Nel *et al.,* 2001:467). The following are examples of studies which show the positive effect appropriate training can have.

Louw, Meyer and Van Schalkwyk (2000:27-31) conducted a study on a comparison of the job satisfied and job dissatisfied environmental health officer in South Africa. If one takes into account the need for trained environmental health officers, as well as the probable link between job satisfaction and job performance. The value of job satisfied environmental health officers is evident. If it is possible to distinguish further in terms of personality between officers who are job satisfied and those who are job dissatisfied. The training of students with certain personality tendencies will have a further beneficial effect on job satisfaction and job performance in environmental health. Significant differences were found between the personalities of job satisfied and job dissatisfied environmental health officers with respect to personality, values, achievement, motivation, interest and biographical factors. Certain significant differences between the environmental health officers who experience job dissatisfaction were found on both satisfaction instruments. They tend to be group dependent, emotionally stable and controlled. Environmental health officers with job satisfaction were indicated as being more interested in serving people and participating in enterprising activities than the officers with job dissatisfaction. It can therefore be expected that environmental health officers with the indicated personality tendencies will most possibly tend to be job satisfied and also tend to be more productive than job dissatisfied officers.

Hamblin and Kaul (2004:131-136) conducted research on family intervention for disadvantaged communities. In this research the needs of families in the slums of Kolkata were assessed. This included details of their daily routine. With the help of this information the Indian Institute of Cerebral Palsy team was able to produce an effective intervention programme incorporated into the family's routine that the families were able to carry out. The field workers, with basic training, were able to follow up the programmes. This method of intervention proved effective and simple. Training material was also produced to help the families and field workers with their

programmes. To meet the needs of the disabled children in Kolkata slums, the Indian Institute of Cerebral Palsy in the year 2000 embarked on a three year project entitled Family Intervention for Children with Cerebral Palsy and their Inclusion in the Community. This project was funded by the Department for International Development, United Kingdom, under the Higher Education Link Scheme and was run in partnership with the University of Wales College of Medicine and Manchester Metropolitan University. The field workers were often residents of the slum itself who had been given basic training in community development. These examples illustrate how simple intervention, fitting into the needs of the family and answering their requirements can be an extremely successful intervention method.

Masitsa (2005:173-201) conducted research on crucial management skills for principals of township secondary schools. Principals of secondary schools in the Free State were experiencing increasing management problems. They have insufficient or non-existent school management skills. This impedes academic success. The situation is aggravated by the rapid changes in education and the promotion of inexperienced teachers to the position of principal. Since the Department of Education does not have a training programme for newly appointed principals, they are bound to learn by trial and error. Training principals in the management skills identified as crucial would not only solve their management problems, but also improve the academic performance of their schools. Since these skills are diverse and complex, a principal or prospective principal required a considerable amount of time to learn and acquire them, which implies that he/she must receive formal training and continuous in-service training in order to keep abreast of developments. The effectiveness of a principal's management skills is probably the most important factor contributing to improved academic performance. The findings indicated that the principals of secondary schools in townships needed training in school management skills to overcome their management problems and their learners' poor academic performance.

Smit and Liebenberg-Siebrits (2001:121-132) conducted a study on the training of teachers in using a life space crisis intervention strategy. In this study, primary school teachers in a low income community in Cape Town were trained with life space crisis intervention strategies. This approach was aimed at youth in crisis and

assisted them with insight into self, circumstances and consequent behaviour as well as providing immediate emotional support. Currently, teachers in South Africa are faced with a multitude of challenges that place unprecedented demands on them. The teachers who used these strategies tend to highlight the issues with which they are confronted in class in a more constructive manner than those who utilize more conflict prone strategies. The former appeared to have more control over their classes, which highlighted the success of such strategies and the importance of training in strategies such as life space crisis intervention. The findings indicated that teachers required effective skills training in order to establish positive relationships with children.

Aguti and Fraser (2005:91-108) conducted research on the challenges of Universal primary education in Uganda through a distance education programme. The study concentrated on the role that distance education played in upgrading the equality of education in general and in supplying more qualified teachers to meet a growing demand for teachers in primary education. The need for trained teachers has been created by the introduction of the Primary Education policy which led to the increase in primary school enrolment. As a result teachers have been trained and upgraded. However, the findings indicated the need for distance educators to face the challenges created by programmes conducted in distance education.

Swart, Engelbrecht, Eloff and Pettipher (2002:175-189) conducted research on the implementation of inclusive education in South Africa. Teachers are the key to the successful implementation of an inclusive system and they will need time, ongoing support and in-service training. This is true because teachers are the key force in determining the quality of inclusion. They can play a crucial role in transforming schools or bring about no change at all. The findings indicated that teachers are of the opinion that they do not possess adequate training, skills and time or support networks to ensure quality education for all. Hence teachers needed to undergo appropriate training in order to respond effectively to these changes.

Pretorius (2003:100-111) conducted a study on the reading skills of undergraduate students. The main research questions were to find out if there is a relationship between the making of inferences during reading and academic performance and

also to find out if there is a relationship between low and high inferences made during reading and academic performance. The relationship between reading ability and academic performance stems to a large extent from the growth of language and cognitive information processing abilities that reading promotes. Students with difficulties in reading read less than good readers. Because they read less, the processing mechanisms are exercised less and subsequently the cognitive linguistic processes and skills that support comprehension are not as well developed as they are with good readers. They lose the motivation for reading which in turn affects the amount of reading practice they get. Their teachers and parents also tend to have lower expectations for these students. All these factors aggravate reading problems. The findings indicated that urgent attention needs to be given to improving the reading levels of undergraduate students and to creating a culture of reading at tertiary level. Students cannot become independent, autonomous learners at tertiary level if they are not skilled readers.

De Bruin, De Bruin, Derksen and Cilliers-Hartslief (2005:46-57) conducted research on predictive validity of general intelligence for adult basic education and training outcomes. This study explored whether scores on intelligence tests and personality questionnaires can predict performance in an adult basic education and training (ABET) programme. The relationships between measures of general intelligence, personality traits, practical and academic training achievement of people with limited formal education were investigated. The results showed that non-verbal intelligence tests and personality inventories can be potentially useful in the prediction of performance in an ABET programme. This correlation showed that intelligence tests retain predictive validity even for completely unskilled jobs.

Maree, Scholtz, Botha and Van Putten (2005:61-68) conducted a study on the experiential modification of a computer software package for graphic algebraic functions. The study was prompted by the incorporation of the former College of Education, Pretoria, into the University of Pretoria and became part of the faculty of Education under the name School of Teacher Training. The primary aim of this study was to enhance the understanding of the algebraic and graphical concepts of function by a sample of mathematics trainee teachers at the University of Pretoria's School of Teacher Training. The study reported that the attitudes of the students

were transformed to being positive, following the implementation of the intervention programme. Students indicated that they believed that they had moved onto a higher level of technical competence to meet the challenge of a techno-driven society. These results probably suggest that a need exists for the design of a new course that will be more appropriate for the mathematics practicals of student teachers.

The SETA Education, Training and Development Practices is responsible for promoting and facilitating the delivery of education, training and development. The professional development of educators is seen as an essential ingredient for promoting the delivery of education and training and improving learners' performance. Since educators have the most direct contact with learners as well as considerable control over what is taught, it can be assumed that enhancing educators' knowledge, skills and attitudes is a critical step in improving learner performance. The design of professional development requires a new way of thinking and interacting and most importantly should be a step towards improved educator and learner performance for the sake of effective knowledge and skills development. It is difficult for learners to attain high levels of learning unless staff themselves are continuously learning. The findings indicated that professional development should therefore be changed if they are to prepare staff to meet certain academic standards successfully and to improve learner performance (Steyn, 2004:217-224). Carl (2005:59-74) conducted research on the role of the departmental chairperson at a South African University. To be appointed head of a University without any leadership training programmes to provide support was a daunting task. The lack of institutional development plans was an acute shortcoming. The findings indicated that institutions should facilitate opportunities as part of human resource development.

Barnes and Peters (2002:157-183) conducted research on translating trauma using arts therapies with survivors of violence. The study explored the use of various art-forms to facilitate the personal, community and career development necessary for sustainable recovery from trauma. The project included training in basic art skills, the accessing of personal and community stories, the symbolizing and crafting of these stories into artworks and exploring income generating prospects within communities, using skills learned. The project culminated in a public performance and included a

community development task. The workshop was evaluated immediately afterwards by the facilitators in terms of its immediate effectiveness in personal development, the learning of arts skills and the creating of performance. There was evidence of personal growth in the handling of disputes and in the group's ability to interact effectively. Basic skills were learnt and were evident in the performances which were considered effective by the audiences who viewed them. Most of the participants voiced a feeling of pleasure and pride in this achievement and felt that they had succeeded in doing something they had not previously believed themselves capable of.

Wood and Lithauer (2005:1002-1019) conducted research on the added value of a function programme. The study showed that students who completed a foundation year tended to perform better in later degree studies than directly admitted students with similar academic profiles. The core purpose of a foundation programme was to provide students with alternative routes of access to tertiary education, by equipping them with necessary academic knowledge and skills. The study indicated that a well-constructed foundation programme not only achieves its core purpose, but also provides the students with a broad range of knowledge, skills, values and attitudes outside of the purely academic sphere. This added value contributes greatly to student academic success while simultaneously fostering development on a social and emotional level, enabling them to be successful in all facets of University life. The findings indicated that the foundation programme had a far-reaching effect on all aspects of the student's lives and not only on their academic performance. Students who completed a foundation year performed better in later degree studies than directly admitted students with similar academic profiles.

Vogel (2001:229-248) conducted research on coping skills for street children. In this study a programme was designed to teach positive life skills in the prevention of a lifestyle of crime. Children had to be motivated to change their poor skills in conflict management and peer relationships and learn new positive skills. The training of new skills involved the modeling of skills by peer facilitators, followed by an open and critical discussion amongst the participants of what has been observed and imparted. Peer facilitators facilitated others to think about themselves. They facilitated a group discussion or an activity by using skills that promote effective

communication and personal exploration. The aim of the study was to involve trained peer facilitators in understanding street children's basic needs as well as the understanding of certain values such as regard for dignity, understanding differences and empathy. The peer facilitators were to model life skills to street children under controlled circumstances through a facilitative process of cognitive restructuring and behaviour modification techniques. Street children had to be motivated to change their poor conflict management and relationship skills and learn new skills by watching and taking part in role plays. The development of positive social skills is one of the most important outcomes of the learning process. Many children with social interaction difficulties who are not accepted by their families, peers or the community are at risk of behaviour reflecting poor self-image and poor academic performances. A programme for social interaction skills and conflict management had to be part of an intervention with street children.

In this research, cognitive restructuring and behaviour modification were incorporated by peer facilitators under the supervision of the researcher. Facilitating coping skills through role modeling, analysis and logical discussions removed dysfunctional thinking patterns and replaced them with more rational beliefs. After each session, street children confirmed that they had learnt new coping skills. According to the school teacher, their behaviour in school changed by becoming less involved in fighting and more willing to discuss their disputes with other learners than before. Better language control developed following the introduction to positive self-talk and positive social skills. The programme was an effective way to develop communication and relationships skills. The street children were able to listen to each other, speak to be understood and were able to reframe emotionally charged statements into neutral, less emotional terms. These changes indicated changed communication skills and new ways of looking at old problems.

Peltzer and Mashego (2003:30-42) conducted research on perceptions of road traffic injury causes and intervention in the Limpopo Province, South Africa. This study examined intervention strategies of empowering vehicle drivers, other road users, policy-makers and the general public on how to prevent the occurrence of vehicle accidents and how to handle vehicle accident situations.

Cavaleros *et al.* (2002:50-61) conducted research on the effectiveness of a diversity awareness training programme. It is widely accepted that the single most valuable asset of any organisation is its human asset. It may be said that only organizations that appreciate their staff as much as their capital resources will succeed in today's marketplace. It is for this reason that the development of human resources is increasingly receiving top priority in the workplace. If human resource professionals are to successfully develop their staff, they have to, amongst other things, take employees' economic, social and psychological needs into consideration. Diversity in itself does not automatically lead to a competitive edge and that it is more likely to result in tension, conflict, misunderstanding and frustration if not adequately managed. The greater the diversity in an organisation, the higher the dissatisfaction and turnover. Furthermore, diversity that is not effectively managed has major cost implications for organizations in terms of employee absenteeism, poor performance as a result of unresolved intergroup dynamics, harassment behaviours, discrimination suits and inefficient communication.

The study indicated that when managed correctly, diversity can greatly benefit the organization. Diversity can result in a competitive edge and may positively impact on financial performance. Furthermore, a diverse workforce results in a larger pool of knowledge, skills and abilities and is essential for creativity and innovation. Diversity is also vital in the targeting and servicing of new markets, as the organization's perspective is broadened and employees are sensitized to enable them to interact with all market groups. Diversity can benefit the organization, as it will ensure that the best talent in the labour pool is attracted and retained. Employee satisfaction, morale and commitment to these organizations have to increase, resulting in the elimination or reduction of lawsuits and penalties related to discrimination. Organizations depend on the talents of their workforce to succeed and talent is distributed across all groups of people regardless of their differences. Organizations that value the unique contributions of all individuals and accept that employee's differences compete with as well as complement each other, will achieve a competitive advantage. In this way, the effective management of diversity entails the improvement of organizational performance. These organizations have diversity strategies and make use of training programmes to make employees more aware of

diversity and its implications, as well as to contribute towards the organizational culture in a positive way.

Schreuder (2001:2-7) conducted research on the development of industrial psychology at South African Universities. Working on the edge of chaos probably requires different roles and skills on the part of the worker corps, which does not exclude the industrial psychologists and human resource practitioners. Although the training offered by different universities varied, students were adequately prepared for their roles and probably did a good job. However, if industrial psychologists are to exist and work on the edge of chaos, they will have to adopt other roles and master appropriate skills. Industrial psychologists need to move beyond their specialized training and show a better understanding of how organizations work in the new economy.

Human resource departments are increasingly expected to play a role in organizational strategy and industrial psychologists must be prepared to fulfill this role. Industrial psychologists are playing an increasing role in facilitating reconciliation in order to place organizational effectiveness and individual needs in equilibrium. They are therefore striving to maintain equity in the workplace. Industrial psychologists will have to act more as impartial appraisers of organizational dynamics in order to give impartial feedback to rivals. This is followed up by the implementation of specific intervention strategies to promote organizational optimality. In this process, there is continuous role shifting in which the industrial psychologist's expertise is supported by inter and intra-personal abilities to operationalised research skills theories and techniques. In order to enhance the organisation's implementation of the learning organisation, training should be evaluated against a predetermined standard.

2.4.3 Evaluation / Assessment of Training

Training can never be effective if it is not properly assessed. It determines whether the training need, that is, the difference between the required performance and the actual performance has been satisfied (Nel *et al.,* 2001:483). To ensure that the training intervention has met the intended objectives, participants should be

evaluated. The purpose of evaluation in the training process is to determine whether trainees actually learned new skills and attitudes or a body of knowledge as a result of the training programme. The assessment should be two-fold. Firstly, the actual training conducted should be evaluated to ascertain whether it has met the expectations of the participants or not. Secondly, training should be evaluated to find out if the exposure has lead to performance improvement. It is necessary to evaluate training in any enterprise, not only to determine whether the investment in training made by the enterprise is money well spent, but also to determine whether the individual has benefited from training (Erasmus & Van Dyk, 1999: 192). The research conducted by du Preez and Luyt (2004:24-33) indicates the success of the Delaware project, in which a life skill programme was introduced. The purpose of the programme was to reduce general violent recidivism. The curriculum of the Delaware programme was based on an integrated approach to adult teaching. The success of the Delaware curriculum was tested after a four month period. Out of nine hundred (900) offenders, six hundred and ninety nine (699) completed outcomes of the learning programme successfully.

The Correctional Education Association, as a participant in an UNESCO Institute of Education project, investigated the post-release behaviours of 112 offenders who followed a variety of educational programmes in prison in the state of Maryland. Information from the Parole and Trial Division staff indicates a satisfactory level of employment and a lower rate of recidivism among the offenders who followed educational programmes. The central finding of the study was that educational programmes for adult prisoners during imprisonment made a difference when these people returned to the community. These programmes also contributed to the people finding jobs.

In the state of Illinois, recognition was given to the importance of after-care in the form of helping offenders by employing them immediately after release. A pilot programme of pre-release counseling and post-release follow-up by a coordinator entailed training in self-assessment, motivation, values and goal-setting. Out of the 38 people who participated in the programme, 28 found work and not one committed an offence in the first year after their release.

The South African Department of Correctional Services has made the elimination of illiteracy among prisoners a priority. Educational programmes are regarded as the basis from which further development opportunities for prisoners must be created. In terms of requirements that South African qualifications must meet, education in prison is outcomes-based and presented according to need. It is important to note that the literature has been reviewed and incorporated in this study because the researcher wants to highlight the idea that pre and post-training has to be done in order to determine if training has met the intended objectives.

2.5   CONCLUSION

From the above-mentioned facts, training intervention can improve performance if correct procedures are followed. The human resource development practitioner should ensure that the skills development legislation is followed and used as a guideline while conducting training. A significant contribution could be made by all trainers acting as mentors to staff to bring about organizational change and to smooth the way for successful public service transformation. Actually, whether training takes place on the job or off the job, the trainer inevitably has a crucial role to fulfill. In other words, trainers must make the appropriate inputs through their training activities which will not only direct trainees, but will also prepare them to become dynamic forces of change within the organizational context. Organizational development is a planned effort. The trainer has to pre-plan his or her training activities and refine his or her training effort in accordance with the future demands, and needs of the new South African public service. Therefore top management should give its unconditional support to all organizational development effort (Hilliard & Kemp, 2001: 87-99).

CHAPTER 3

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter provides information on the research methodology used in the study to investigate the alignment of the training needs and the skills development plan in the Office of the Premier, Limpopo Province. The research methodology used in this study was mainly within the quantitative paradigm; only a certain part of the study used qualitative techniques (Bless & Higson-Smith, 2000:38; Babbie & Mouton, 2003:47).

The quantitative approach involved data collection procedures based on structured questionnaires from employees in the Transversal HR and Corporate services in the Office of the Premier, Limpopo Province. The researcher had constructive consultation with the statistician prior to the administration of the questionnaire in ensuring that the questionnaire answered the aim, objectives and the research questions. Thereafter, bilateral briefing with respondents was conducted in explaining the purpose of the research. This was done to ensure that the validity of the collected data is not questioned due to lack of recognition. The questionnaires were distributed through the e-mail system as well as hand delivered. A record of distributed questionnaires was kept in order to track submissions and to do follow ups. Respondents who did not submitted their questionnaires in time were reminded by e-mail or telephonically.

The qualitative approach involved data collection procedures based on structured interviews directed to managers in the Transversal HR and Corporate services in the Office of the Premier, Limpopo Province. These interviews consisted of open-ended questions to ensure that the views and perceptions of management were captured. To ensure that all managers were interviewed, the researcher made prior appointments through their secretaries, taking into account their busy schedules.

The research methodology was conducted under strict ethical considerations to ensure that the respondents were treated with confidentiality and that their right to privacy was protected. Anonymity was observed throughout the study and respondents were not victimized physically or emotionally during the process of the study. Informed consent was secured from respondents to confirm their willingness to participate. Thus all the processes and procedures to be followed were disclosed to the potential respondents. Unethical tactics, such as intimidation, deception, incorrect information or withholding of important information in order to secure participation from respondents, were not used. Appropriate written permission was sought and granted from the Director General in the Office of the Premier to conduct research. The process of data collection commenced as soon as approval was granted.

3.2   RESEARCH APPROACH

The study relied on:

➢ Measurement through a structured questionnaire and a structured interview.
➢ Descriptive statistics to describe the data by investigating the distribution of scores on each variable and determining whether the scores on the different variables were related to each other
➢ Inferential statistics to draw conclusions about the sample data and infer it to the population.

The reasons for these decisions were:

➢ The best way of measuring the alignment of employees' training was through assessing the various skills development factors.
➢ The differences in the scores obtained could be interpreted and given meaning to in terms of the direction and intensity of skills development.
➢ The scores could be analyzed using descriptive and inferential statistics
➢ An attempt could be made to generalize the results and inferences to the South African population of employees involved in training.

3.3   RESEARCH DESIGN

The type of study, that best answered the questions that have been formulated, was survey research. Survey designs collect information on a wide range of cases, each case being investigated only on the particular aspect under consideration (Babbie & Mouton, 2003:230-266; Mouton, 2003:152-153).

Pre-structured questionnaires and structured interviews were administered to a sample of respondents selected from a population.

The reasons were:

➢ Considered to be convenient and economical as compared with other methods.
➢ The information required was fairly straightforward and uncontroversial.
➢ The structured questionnaire and structured interview was much easier to implement than other kinds of surveys.
➢ All employees in the Office of the Premier have access to the e-mail system. Hence the questionnaire hand delivered as well as e-mailed to respondents.
➢ The researcher and respondents are situated within the same Office.
➢ The structured questionnaire and structured interview was much easier to implement than other kinds of surveys.
➢ Possibility of anonymity and privacy could increase the response rate.

The total number of questionnaires received is 70 (seventy), whilst 7 (seven) managers were interviewed. The reason for the sample size was that the researcher had no choice but to take what was available. In this study respondents are from Transversal HR and Corporate services in the Office of the Premier, Limpopo Province. The purpose of the research was exploratory and descriptive. The unit of analysis was individuals and the point of focus was the orientations (personal views, opinions and perceptions) of employees. The time dimension was cross-sectional, as orientations were studied by taking a cross-section of the phenomenon at a given moment in time, analyzing that cross-section carefully (Bless & Higson-Smith, 2000:64-66).

3.4   AREA OF STUDY

The research was conducted in the Office of the Premier at the Head Office. The Head Office is situated at the centre of Polokwane in the Limpopo Province. The focus of the study was Transversal HR and the Corporate services sub-branches within the Office of the Premier. The sub-branches are both headed by General Managers respectively who have various divisions that directly report to them. These divisions are headed by Senior Managers.

The reasons for the area of study were:

➢ The researcher is employed in the Office of the Premier working in the Transversal human resource development and planning division.
➢ The human resource development division within the corporate services sub branch is responsible for the coordination of all training related issues, such as conducting skills audit, compilation of the workplace skills plan, compilation of training reports, and the coordination of skills programmes for the employees of the Office of the Premier, whereas
➢ The Transversal Human Resource Development and Planning division within the Transversal HR sub-branch is the overseer of all training activities of the Province.
➢ This implies that, the Transversal Human Resource Development division coordinates eleven provincial departments' training related issues, such as ensuring that, all the provincial departments conduct skills audit and compile workplace skills plans, including the Human Resource Development within the Corporate services.
➢ The Transversal Human Resource Development division is furthermore responsible for the analysis of the provincial reports as well as submission of these reports to the Sector, Education and Training Authority.

3.5   POPULATION

When we talk about population in research, it does not necessarily mean a number of people. It is a collective term used to describe the total quantity of cases of the

type which are the subject of the study (Walliman, 2001:232). A population is defined by De Vos (2005:193) as the term that sets boundaries on the study units. It refers to individuals in the universe who possess specific characteristics. The target population for the purpose of this study was the employees of the Office of the Premier. The Office has six branches. The Ministerial, Communication and International and IGR branch, the Public Service Transformation branch, the Administrative and Legal Services branch, the Planning, Coordination and Executive Council Support Services branch, the Provincial Government Information Technology branch, and the Provincial Internal Audit branch.

The reasons for the choice of the population were:

➢ As mentioned, the researcher is working in the Office of the Premier and collecting data from the respondents was easier.
➢ The Office of the Premier coordinates and monitors all the Provincial Administration.
➢ This means that provincial departments, including the Office of the Premier, submit their reports to Transversal HRD and Planning division wherein they are analyzed before submitted to the Sector Education and Training Authority.

3.6   SAMPLING PROCEDURE

A sample is a selected number of cases in a population (Walliman, 2001:232). Sampling theory distinguishes between probability sampling and non-probability sampling. Probability sampling occurs when the probability of including each element of the population can be determined. Non-probability sampling refers to the case where the probability of including each element of the population in the sample is unknown. Although probability sampling is the preferred method of sampling, non-probability sampling was used during the study. The type of non-probability sampling used during the study is convenience sampling. The procedure followed was to take all cases on hand until the sample reached its desired size. Subjects were chosen on the basis of what the researcher considered to be typical units. The purpose was to draw a sample that had the same proportions of characteristics as the population (Bless & Higson-Smith, 2000:86-92). For the purpose of this study, the sample was

drawn from various divisions / units within the Corporate services and Transversal HR in the Office of the Premier, Limpopo Province.

The reasons for the sampling decision were:

- ➢ The researcher just had no option but to take what was available.
- ➢ Both the sub-branches, which are the Transversal HR and the Corporate services, are the custodians of training.
- ➢ It was not possible to compile a list of the population.
- ➢ This method allowed the researcher to identify in advance the characteristics that were needed.

3.7   CHOICE OF INSTRUMENTS

In this study the researcher used structured interviews and structured questionnaires to gather information. The reason for choosing these methods was because the aim of this study was mainly to determine the frequency of various answers and to find relationships between answers to different questions (Bless & Higson-Smith, 2000:108). In this study employees' personal views, opinions and perceptions regarding the alignment of training were investigated. The structured questionnaire and structured interview can be viewed in Appendix A and B.

3.8   PILOT SURVEY

To test the validity of the questionnaire, the researcher identified a few respondents possessing the same characteristics as those of the main investigation. In this case few respondents from Transversal HR and Corporate services were identified to test the validity of the questionnaire. The purpose of this activity was to determine whether the relevant data could be obtained from the respondents and to ascertain certain trends. In conducting the pilot study the researcher was able to determine errors and omissions on the questionnaire which were not clear to the respondents. The researcher was also able to estimate the time and costs involved as well as pre-empting the problems that may arise during the actual process of data collection (De Vos, 2002:337). By conducting the pilot study, the researcher was able to re-work

the questionnaire. The respondents used in the pilot study were not engaged in the actual study. This was done to ensure that validity of the collected information is maintained.

3.9   DATA COLLECTION PROCEDURES

The researcher requested approval from the Director General in the Office of the Premier to conduct research. In seeking approval from the Director General, the researcher ensured that line managers were informed as well of the intended study. This was done to ensure that managers are made aware of the study and also to give support to the process. The process of data collection commenced as soon as approval was granted. The researcher did not have any difficulty in locating the respondents as they were situated within the same office as the researcher. The researcher ensured that cooperation from the respondents is maintained. In this regard the role of the researcher was to clarify and state the purpose of the research study. The information received from the respondents was treated with respect and they were assured of confidentiality. In order to minimize non-response questionnaires, the researcher ensured anonymity and assured the respondents' confidentiality.

The researcher used structured interviews for managers to collect data whereas structured questionnaires were administered to other officials. The structured questionnaires were analyzed quantitatively with the help of a statistician. The structured questionnaires were personally delivered to the respondents during the briefing sessions, wherein the researcher requested the respondent to fill in the questionnaire at own time and then collected the completed questionnaire later. The questionnaires were also e-mailed to respondents in case they needed to complete the questionnaire on line. This was done in order to ensure that non-response was eliminated. Each subject was asked to sign a letter of consent at the briefing session stating that participating in the study was voluntary and that they could drop out of the study at any time they wished. This was done to ensure that ethical standards were maintained.

The returned questionnaires were recorded per directorate. Even though respondents were from Transversal HR, the returned questionnaires were grouped according to the directorates/units. This was done to ensure that all questionnaires were returned. The completed questionnaires were coded before they were submitted to the statistician. The raw data were captured on the Ms Excel spreadsheet and thereafter taken to the statistician for analysis. Each row represented a unique subject and each column represented the scores on the specific variables. As the questionnaire was adequately pre-coded and a code sheet was developed prior to data gathering, it was possible to enter the data directly on the spreadsheet when a questionnaire was received. Since the questionnaire was written in English and the respondents were literate, the researcher never assisted any respondent to complete the questionnaire except in case of clarity seeking.

The structured interviews were directed to managers within Transversal HR and Corporate services in the Office of the Premier, Limpopo Province. The interview covered issues of training within their directorates/units as they are the managers concerned in those directorates/units. Interviews lasted for about two hours per respondent.

Errors invariably occur when coding and entering the data and it was necessary to clean the data before using it for statistical analysis. The data was entered twice, by the researcher, and then the two spreadsheets were compared to eliminate coding and entering errors.

3.10   CONCLUSION

While the study focused on the Office of the Premier, Limpopo Province, particularly the Transversal HR and Corporate services, the research methodology applied is, however, not limited to this study, but is of such a nature that it can universalize the study to apply on a broader scale to all areas in South Africa and other developing countries with similar challenges as the Office of the Premier. In this study, structured questionnaires and structured interviews were used to investigate the alignment of the training needs and the skills development plan in the Office of the Premier, Limpopo Province.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter, the research findings will be discussed based on the central themes extracted from the respondent's experience and perceptions. A total of 7 interviews were conducted with respondents who are Chief Directors and Directors from both the Transversal HR and Corporate services in the Office of the Premier, Limpopo Province. The reason for the sampling decision was that the researcher just had no option but to take what is available. All respondents are the custodians of training in the Provincial Administration of the Limpopo Provincial government. The data was collected using a structured interview based on open ended questions. The questions were asked in such a manner that respondents were allowed to explore more on the topic.

Responses received from the respondents allowed for various themes with regard to the experiences and perceptions of respondents regarding the alignment of training needs and the skills development plan in the Office of the Premier, Limpopo Province. In the section to follow, the profile of each respondent will be described in relation to the demographic factors. The research results are divided into two parts. First, qualitative data will be presented. Second, quantitative data will be presented and last, the conclusion of this chapter will be based on both qualitative and quantitative approaches.

4.2 QUALITATIVE ANALYSIS

4.2.1 The demographical profile of the participants

The profile characteristics of the respondents will be outlined in both table and graphical format in order to describe the survey group. The purpose of the graphical format is to provide a visual illustration of the sample. Information will be given on all relevant questions that were posed in Appendix B.

Table 4.1   The demographical profile of the participants

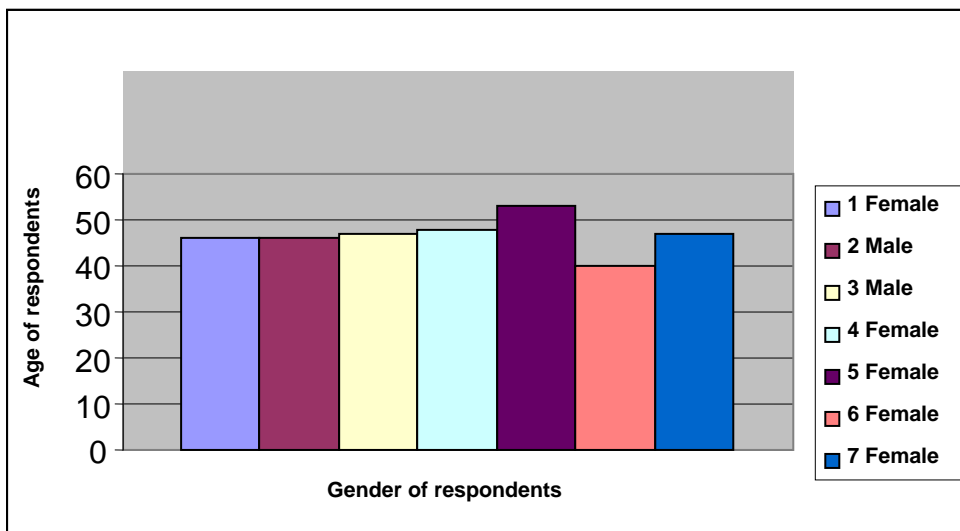| Respondent no.	Age	Gender	Highest qualification	Date of appointment
1	46	Female	B.A (hons)	1987
2	46	Male	M.Ed	1988
3	47	Male	National Dipl. in HR	1985
4	48	Female	B.A (hons)	1981
5	53	Female	B.A	1975
6	40	Female	MDEV	1987
7	47	Female	National Diploma	1984

Figure 4.1   The demographic profile of the participants

Table 4.1 and figure 4.1 above talk to the 7 (seven) managers interviewed (refer to Appendix B). It is explicit from the table and the graph that most of the managers are females and their ages range from 46 years to 53 years. The managers all have more than 20 years of experience in the Public service.

4.2.2 Summary of managers' responses

In the following section, central themes will be extracted from the responses of the managers. The responses will be presented chronologically according to the respondents' number. In cases where two or more respondents made the same comments, their number will be specified next to the question. In addition, if one respondent mentioned more than one response, the number of the respondent will be placed next to each of the responses.

4.2.2.1 Skills needed

In this section, respondents were asked to share their individual experiences with the skills needed by their sub-branch and or division during this financial year. The respondent's responses form part of the essential themes that were dominant during the interview. It is clear from the collected data that all the respondents responded in a different way based on individual experiences. Respondents 1,2,3,5,6 and 7 indicated that strategic management and leadership skills are the most needed skills in their various divisions. However, respondents 3,4,5,6 and 7 indicate that report writing skills are the most crucial skills needed in their various divisions in performing their duties as expected.

Discussion of data

From the responses above it is clear that respondents described the skills needed according to individual experiences and challenges within their various divisions. Analysis will be based on dominant themes that were extracted from the collected data.

4.2.2.2 Priority skills

In this section the respondents were asked to indicate only 5 priority skills needed in their divisions during this financial year. The following themes were extracted from the responses. Respondents 1,2,3,4,5,6 and 7 indicated that planning, strategic, leadership and financial management skills are the highest priority skills needed to

enable their various divisions to perform as expected. These skills indicated above were indicated as most crucial by all respondents.

Discussion of data

From the responses above it can be deduced that the indicated skills are those that are needed in the Transversal HR and Corporate services during this financial year. These skills were indicated by all respondents as the dominant priority skills needed. The following are the other skills indicated as priority skills needed, although they are not dominant skills and they were not mentioned by other respondents. Respondents 1,3,6 and 7 indicated organizational regeneration as priority skills needed in their various divisions. However, respondents 1,5 and 7 indicated analytical skills as other priority skills needed in their various divisions whereas respondents 2,3,4 and 5 indicated mentoring and coaching as priority skills in their various divisions.

4.2.2.3 Employees targeted for training

In this section the respondents were asked to list names of people targeted for training in the specific skills. Respondents 1,2,3,4,5,6 and 7 indicated names of their immediate subordinates as the ones who should attend training in the priority skills indicated above. These indicated skills are those specific skills that are required and viewed as crucial for divisions to perform as expected. All respondents listed names of their subordinates and the reasons were that it is cost effective and that mentoring and coaching will be implemented thereafter.

Discussion of data

From the responses above it is clear that all respondents preferred to take their immediate subordinates to training rather than training all employees in the same skills. The reasons given were that it is costly to train all employees in the same skills. The other reasons sited were that service delivery might suffer and that mentoring and coaching will be implemented to ensure that the skills learned are cascaded down to lower level employees through mentoring and coaching.

4.2.2.4 Types of training

In this section the respondents were asked to indicate the type of training intervention needed to close the skills deficiency. It is clear from the above that short courses were indicated as the preferred type of training intervention. Respondents 1, 2,3,4,5,6 and 7 all indicated that they would prefer short courses as compared with other training interventions. However, respondents 1,3,4,5,6 and 7 also preferred workshops as the type of training intervention. The reasons given were that employees would not be away from their official duties for the long time. If employees were out of the office for a long period, service delivery would suffer.

Discussion of data

From the responses above it can be deduced that short courses as the type of training intervention was preferred by all respondents compared to other training interventions. The reasons indicated for the choice were that this type of training will not interfere with service delivery, the core of public service. It was stressed by respondents that effective implementation of mentoring and coaching will ensure that learned skills are transferred to lower level employees.

4.2.2.5 Performance agreement

In this section respondents were asked to indicate when they sign the performance agreements with their subordinates. Respondents 1,2,3,4,5,6 and 7 indicated that they all sign the performance agreements with their subordinates at the start of the financial year. The reason given was that it will ensure that public service delivers as expected.

Discussion of data

From the responses above it can be deduced that the performance management system in both the Transversal HR and Corporate services is functional. The performance agreement system explains all the deliverables of the divisions and

targets for those deliverables are indicated. By implementing the performance management system as required will mean that service delivery will be improved.

4.2.2.6   Supervisees' performance review

In this section respondents were asked to indicate how often they review their subordinates' performance. Respondents 1,2,3,4,5,6 and 7 indicated that they all review their subordinates' performance quarterly. However, respondents 1,3 and 4 indicated that they also review their subordinates' performance monthly.

Discussion of data

From the above responses it is clear that performance management system from both the Transversal HR and Corporate services sub-branches is functional. If performance is reviewed quarterly then the annual performance of both these sub-branches will meet the set targets.

4.2.2.7   Performance improvement

In this section respondents were asked if they notice any performance improvement after their subordinates have attended any training intervention. Respondents 1,3,4, and 7 indicated that they sometimes notice performance improvement after training intervention. Respondents sited reasons that performance improvement is not always attributed to training as there are other contributory factors such as willingness and motivation to perform. However, respondents 2,5,6 and 7 also indicated that performance improvement is attributed to training as new skills especially technical skills need to be learned.

Discussion of data

From the responses above it is clear that an equal number of responses shared the same view on the matter. A total number of 4 respondents out of 7 shared the sentiments that performance improvement is not attributed to training; whilst the same number of respondents with the exception of 1 respondent argued that

performance improvement is attributed to training as new skills need to be learned in order to be abreast with the latest technological developments.

4.3   QUANTITATIVE ANALYSIS

The researcher analyzed the questionnaire data obtained from employees in the Transversal HR and Corporate services constituting the sample identified from the targeted population. The analysis will be presented as per the divisions within the two sub-branches. There are three divisions within the Transversal HR and those divisions are headed by senior managers. However, the data collected from the Corporate services will be analyzed as Corporate services. The questionnaire was constructed with the help of the statistician in such a manner that the responses received from the respondents answer the research questions (Refer to Appendix A). Below is the data reflection of the questionnaire results collected from employees from the Transversal HR and Corporate services. Data will be displayed in both table and graphical format. The purpose of the graphical format is to provide a visual representation of the sample.

4.3.1 Demographic data

4.3.1.1   Gender

The questions asked under this topic include age, gender, years employed and respondents' rank.

Table 4.2:   Gender per division

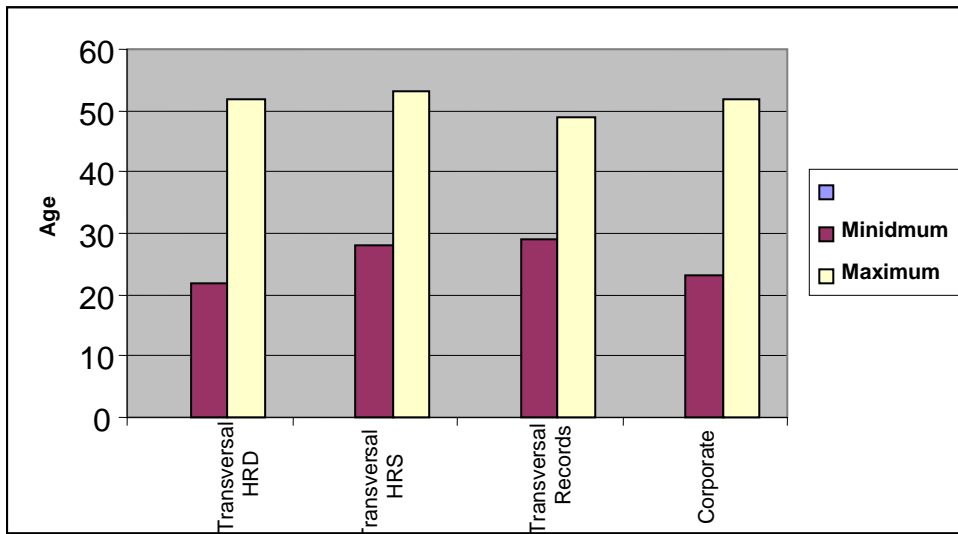| Gender	Transversal HRD	Transversal HRS	Transversal Records	Corporate
Male	23.3%	30.0%	16.7%	30.0%
Female	22.5%	15.0%	20.0%	42.5%

Figure 4.2:   Gender per division
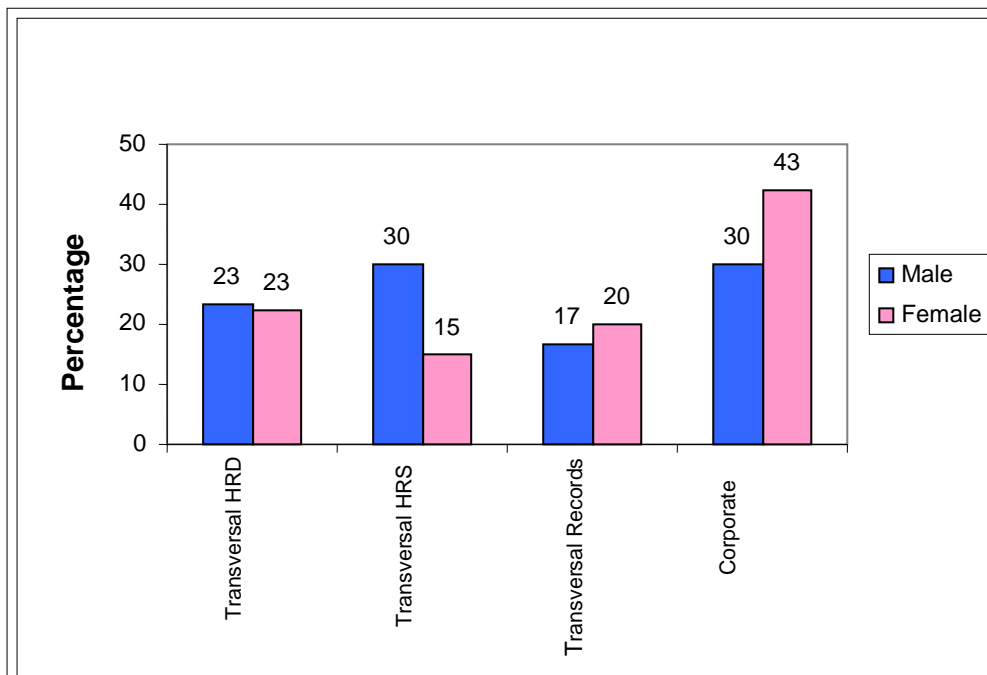
The data in table 4.2 as well as the graphic representation of the data in fig. 4.2 indicates that female respondents were in the majority, as they comprised 43% of the female respondents found within the Corporate services. Because of employee target and gender mainstreaming most posts are prioritized for females in the provincial administration to meet the employee target.

4.3.1.2   Age

Table 4.3   Age per division

Age	Transversal HR	Transversal HRS	Transversal records	Corporate
Minimum	22	28	29	23
Maximum	52	53	49	52

Figure 4.3   Age per division

From the data collected, the age of respondents ranges from the minimum age of 22 years to 53 years. The respondents with the lowest minimum age are found within the Transversal HR sub-branch.

4.3.1.3   Rank

Table 4.4   Rank per division

Rank	Transversal HRD	Transversal HRS	Transversal Records	Corporate	Total
6	12.5%	0%	0%	3.8%	4.3%
7	0%	13.3%	7.7%	19.2%	11.4%
8	18.8%	6.7%	15.4%	23.1%	17.1%
9	6.3%	26.7%	30.8%	0%	12.9%
10	31.3%	26.7%	15.4%	42.3%	31.4%
11	25.0%	6.7%	7.7%	3.8%	10.0%
12	6.3%	20.0%	23.1%	7.7%	12.9%

Figure 4.4   Rank per division
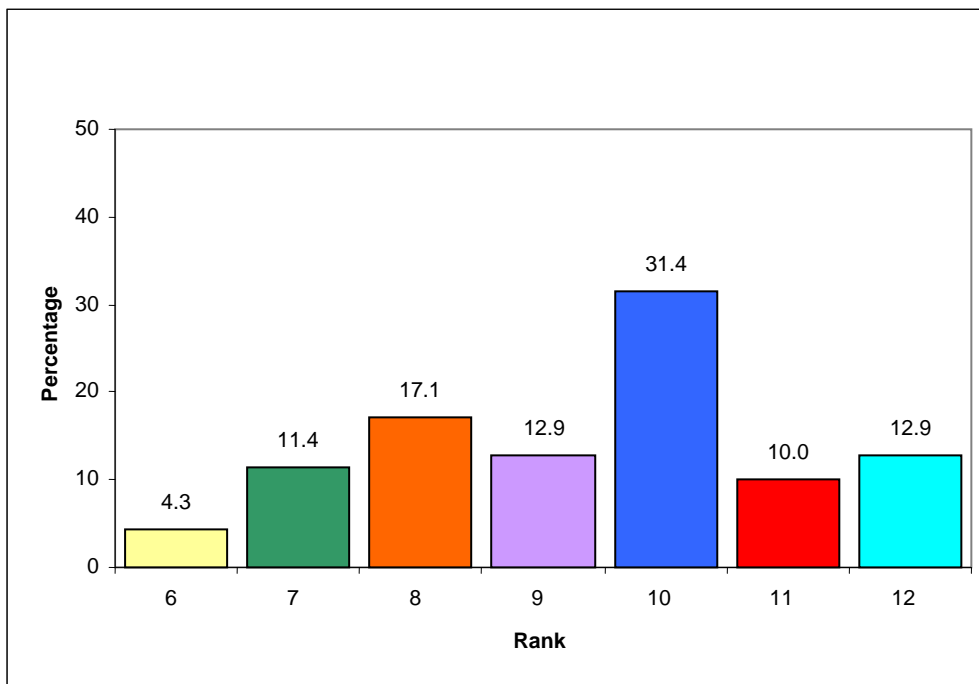
Table 4.4 and figure 4.4 above, depict the ranks of respondents in percentages. The focus will be mainly on the total figures per employee rank rather than individual division. From the above figure it is clear that 31% of respondents are at level 10, which is the assistant director level. In the Public Service, the assistant director level is the entry level of middle management. The majority of respondents at this level are found within the Corporate Services.

4.3.1.4   Years employed

Table 4.5   Years employed per division

Years	Transversal HR	Transversal HRS	Transversal records	Corporate
Minimum	1	2	2	2
Maximum	27	26	23	25

Figure 4.5   Years employed per division
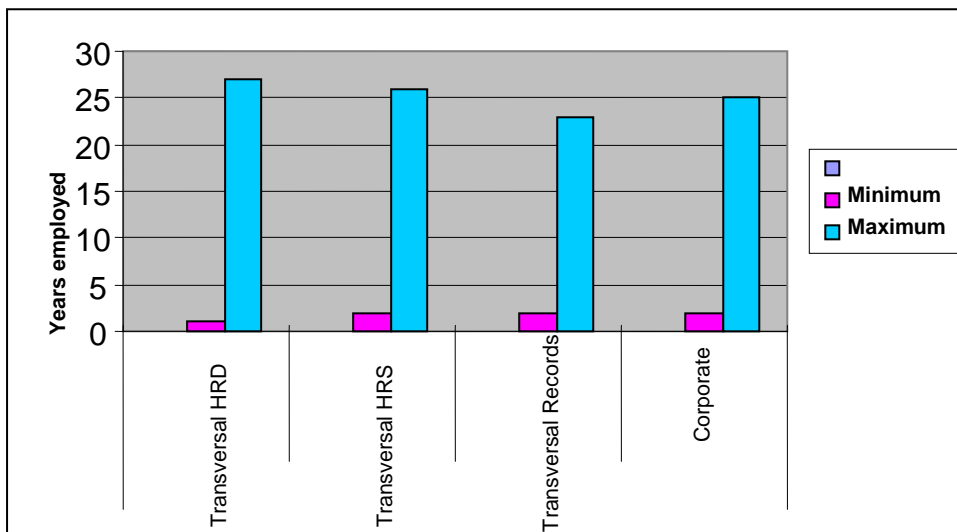
From the data received, the respondents' number of years employed in the Office of the Premier ranges from a minimum of 1 year to a maximum of 27 years. Respondents with the least years of employment are found within the Transversal HRD. These statistics tally well with the age of respondents found within the Transversal HR. Due to the fact that respondents within the Transversal HR have minimum age of 22 years, their years of employment therefore are also less. Respondents with the maximum number of years of employment are found within the Corporate Services.

4.3.2   Skills of respondents

4.3.2.1   Skills required

The skills required and rated by respondents in various divisions are organizing skills, planning skills, report writing skills, coordinating skills, team building skills, assessment skills, moderating skills, job evaluation skills, organization development skills, workstudy skills, Ms Word, Excel and Powerpoint computer skills, customer care skills, analytical skills, policy formulation skills, financial management skills, employee wellness programme skills, skills on HRD strategy, information technology skills and minute taking skills.

4.3.2.2 Received training

Of the skills required by respondents, the skills in which the respondents were trained are organizing skills, planning skills, team building skills, job evaluation skills, workstudy skills, Ms Word computer skills, information technology skills, and minute taking skills. However, respondents also received training in skills that they did not require but yet identified as crucial. These skills are diversity management, budgeting skills, interpersonal skills, skills on performance management system, information technology skills and skills on the functioning of the Persal system.

4.3.2.3 Training needs

The training needed by respondents in their various divisions and viewed as crucial are advanced organizing skills, advanced planning skills, advanced presentation skills, advanced research skills, advanced policy formulation skills, advanced financial management skills.

4.3.2.4 Type of training intervention

Table 4.6   Type of training intervention undertaken

Training intervention	Transversal HR	Transversal HRS	Transversal records	Corporate	Total
No training	1.4%	.0%	.0%	.0%	1.4%
Distance	1.4%	1.4%	.0%	1.4%	4.3%
Skills NQF	10.0%	7.1%	4.3%	8.6%	30.0%
Short course	17.1%	15.7%	14.3%	34.3%	81.4%
Workshop	21.4%	14.3%	15.7%	34.3%	85.7%
Learnership	.0%	2.9%	1.4%	.0%	4.3%
Seminar	11.4%	8.6%	7.1%	8.6%	35.7%

Figure 4.6   Type of training intervention undertaken
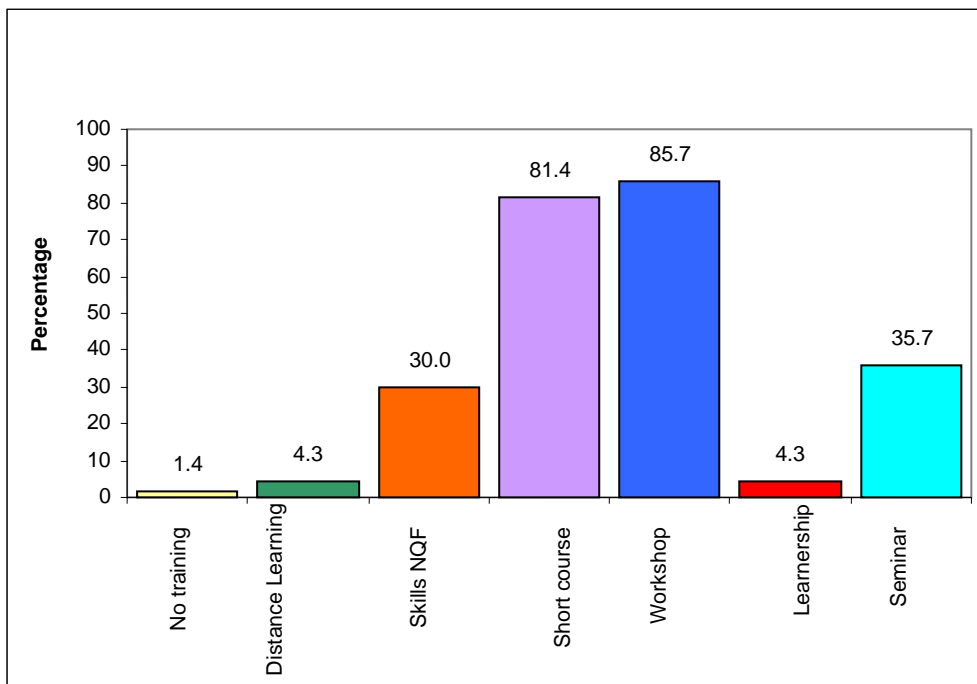
In Table 4.6 and figure 4.6 above, respondents rated the most preferred training intervention as workshops followed by short courses and seminars. The least preferred training intervention preferred by respondents is distance learning and learnerships. Although workshops has been rated as the most preferred training intervention, respondents (92,3%) who undertook this type of training intervention are from the Corporate Services.

4.3.2.5   Rating of Training intervention

Under this topic, respondents were requested to rate the training intervention(s) they have attended on a scale of 5 with 1 being poor and 5 as very good. Respondents rated the training interventions they attended as good with a 72,5% rate.

4.3.2.6   Performance reviewed

Under this topic respondents were asked to indicate whether their work performance has been reviewed after attending training. A rating scale of 3 was used for this question with 1 as never reviewed and 3 as reviewed. According to the responses

received, 53,6% of respondents indicated that their work performance was reviewed after attending training.

4.3.2.7   Skills transferred to work situation

Respondents were asked to indicate the skills which they managed to transfer to their work situation. A 5 point rating scale was used for this question with 1 being not at all and 5 being always. The skills rated by respondents as being transferred to the work situation are organizing skills, planning skills, report writing skills, job evaluation skills, workstudy skills, Ms Word computer skills, employee wellness programme skills, organization regeneration skills and minute taking skills. Ms Word computer skill was rated the highest by respondents with 98,4% as the skill transferred to the work situation.

4.3.2.8   Evaluation by HRD Unit

Respondents were asked to indicate whether they were evaluated by the HRD unit after attending a training programme. This question was asked on a 5 point rating scale with 1 being never evaluated and 5 excellently evaluated. The majority of respondents at 49,3% indicated that they were never evaluated after attending a training intervention.

4.3.2.9   Evaluation method

Respondents who indicated that they were evaluated after attending a training programme, a follow up question was asked to indicate the method used for evaluation. According to the few respondents which indicated that they were evaluated after attending a training programme, the method used for the evaluation was interviews.

4.3.2.10 Post training evaluation

Respondents were asked to rate the post training evaluation on a rating scale of 5 with 1 being poor and 5 very good. The respondents (52,3%) rated the post training evaluation as good.

4.3.2.11 Difficulty of competencies that hampers performance

Respondents were asked to rate the difficulty of competencies that hampers performance from rating scale of 1 to 4 with 1 being not difficult at all and 4 most difficult. The competencies rated as most difficult by respondents are advanced policy formulation skills, financial management skills, implementation of HRD strategy, assessor skills, analytical skills, and advanced research skills.

4.3.2.12 Skills competency

Respondents were asked to rate their level of skills competency on a rating scale of 5 with 1 being poor and 5 most excellent. The competencies rated as most easy to handle are planning skills, HIV/AIDS skills, and occupation health and safety skills with 100%.

4.3.2.13 Induction and orientation programme

Respondents were asked to indicate whether they have been inducted by their supervisors on their duties. From the responses received, respondents indicated that they were indeed inducted by their supervisors on their duties with 100% rate.

4.3.2.14 Satisfaction on induction and orientation programme

Respondents were asked to indicate their satisfaction with the induction and orientation programme on a rating scale of 5, with 1 being not satisfied at all and 5 very satisfied. From the responses, 84,3% of the respondents indicated that they were satisfied with the induction and orientation programme.

4.3.2.15 Re-orientation programme

Under this question, respondents were asked to indicate when last they were re-orientated on the latest developments attached to their posts. From the responses collected, 52,9% of respondents indicated that they were re-orientated two years ago on the latest developments attached to their posts.

4.3.2.16 Completion of skills audit questionnaire

Respondents were asked whether they have completed the skills audit questionnaire with the HRD unit. From the responses, it is clear that respondents did not complete the skills audit questionnaire this financial year. There was a 65,7% response rate.

4.3.2.17 Last completed skills audit questionnaire

Respondents were asked to indicate when last they completed the skills audit questionnaire. From the responses received, 92% of respondents indicated that the last skills audit questionnaire was completed between 5 to 7 years ago.

4.3.3 Performance management system

4.3.3.1 Performance instrument/workplan signoff

Respondents were asked to indicate whether they have signed the performance instruments or workplan with their supervisors. From the received data (100%) it is clear that respondents have all signed their performance instruments.

4.3.3.2 Performance reviews

Respondents were asked how often their performance is reviewed by their supervisors on a ranking scale from 1 to 4. The ranking of 1 indicated once and 4 monthly. From the data received, all respondents (100%) indicated that their performance is reviewed quarterly.

4.3.3.3 Last performance review

Respondents were asked to indicate when last their performance was reviewed by ranking their responses on a ranking scale of 4. The ranking of 1 indicated last year and 4 last month. From the data received, all respondents (100%) indicated that their performance was last reviewed last quarter.

4.3.3.4 Outcome of performance

Respondents were asked to rate the outcome of the performance on a 5 point ranking scale with the rating of 1 indicating that the supervisor was very dissatisfied and 5 indicating that the supervisor was very satisfied. Most respondents (67,1%) indicated that the supervisor was satisfied with their performance.

4.3.3.5 Job frustration

Respondents were asked to indicate or evaluate their job frustration on a 5 rating scale with 1 rated as not frustrating and 5 as very frustrating. From the data received, 41,4% of the respondents indicated that their job is fairly frustrating.

4.3.3.6 Job satisfaction

Respondents were asked to indicate or evaluate their job satisfaction on a rating scale of 5, with the rating of 1 as poor and 5 excellent. From the data received, 40% of respondents indicated that their job satisfaction is fair.

4.4 CONCLUSION

The researcher can conclude, based on the responses extracted from the respondents, that all respondents indicated the skills requirement of their post. Furthermore, respondents indicated their training needs. However, from the responses few respondents received training. Of the respondents who received training, the training was not always aligned to their training needs and their current posts. It can also be confirmed that the respondents are competent in skills that are

not relevant to their job, whilst they lack skills which are core to their posts. Furthermore, it is clear in this study that from the managers' responses, the skills they identified as specific to their divisions differed from those identified by officials from the questionnaires administered. This inconsistency raises a point of concern that future researchers can undertake to determine the reasons for these inconsistencies. The study further confirmed that respondents expressed job frustration and less work satisfaction.

From the findings, it can be concluded that, the respondents' skills were not audited this financial year and that in instances where respondents attended training no evaluation was conducted.

The next chapter will concern itself with an exposition of the conclusion and recommendation of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

In this chapter, the summary will be discussed while focusing on the aims and objectives of the study. Conclusions will be drawn from the data analysis presented in Chapter 4. Finally, this will be followed by recommendations based on the conclusions.

5.2   SUMMARY REGARDING OBJECTIVES OF THE STUDY

Although a large amount of money is spent on training in the Office of the Premier, such training programmes are never evaluated to determine their efficacy. Thus it is not clear whether such training improves service delivery or not, if there is visible improvement, and how much of that improvement was brought about by such training programmes. The aim of the study was to investigate if employees' training programmes are aligned with the training needs. Furthermore, the aim was to determine if the compilation of the workplace skills plan is informed by the employees' skills needs. The National Skills Development Strategy (2005-2010) for the Public Service states that for the Public Service to succeed in its mandate of providing effective and efficient service delivery to the citizens, the government needs to invest in the training and development of the Public Service. According to the Skills Development, Act no. 97 of 1998, employers should provide a conducive environment for life long learning.

The selection of this topic for research was motivated by the researcher's practical and professional experience in the field of Human Resource Development. In addition, the lack of literature studies concerning the subject, encouraged the researcher to research this subject.

The following were the objectives of the study and they were achieved through both a literature study and an empirical study:

➢ To establish whether employees' performance has been reviewed after the signing of the performance agreement.

➢ To find out whether employees' have identified any skills gap that impedes service delivery.

➢ To investigate whether training intervention has been undertaken since the skills gap has been identified.

➢ To examine the extent to which training has improved job performance, thereby improving service delivery.

➢ To determine whether human resource development has conducted the skills audit.

➢ To investigate whether the training intervention was informed by the skills needs identified.

➢ To find out if evaluation has been conducted at the end of the training.

An extensive literature review on the process of skills development was conducted with the view of integrating it with the experiences and perspectives of the respondents in the Transversal HR and Corporate Services in the Office of the Premier, Limpopo Province. The empirical study was conducted by making use of structured interviews with 7 respondents and structured questionnaires with 70 respondents.

5.3 CONCLUSIONS

The following conclusions are drawn from the research:

➢ The researcher asked the respondents to indicate the skills required by their posts, the skills they received training in, and those skills they still need to be trained in. This question was asked in order to determine the training needs or to find out if respondents have a skills gap that impedes service delivery. From the findings, all the training needs of respondents were identified. However, few respondents received training in identified training needs, and of those respondents who received training, overwhelmingly many respondents were not trained along their identified needs. Of the respondents who attended training the preferred type of training intervention are the workshops followed by the short

courses. These are non-credit bearing courses which do not lead to any recognized qualification. Training in this manner does not have any positive impact on employee performance to achieve the organizational objectives. As such employees are trained for the sake of training. The employees must therefore be trained to add value to the organisation (Bisschoff & Govender, 2004:70-79).

➢ The researcher asked respondents to indicate whether their work performance was reviewed after attending training. From the findings, it was clear that the performance of those respondents who attended training was reviewed. The highest rated skill at 98,4% which respondents were able to transfer to their work situation was computer skills. According to the office layout in the Office of the Premier, all employees are provided with a computer. Therefore, a computer skill is a generic skill for all employees, and that's why it was easy to transfer the learnt skill to their work situation.

➢ Respondents were asked to indicate whether they were evaluated by the HRD unit after attending a training programme. From the findings, the majority of respondents at 49,3% indicated that they were never evaluated after training. Although respondents indicated that they were evaluated after training, only one evaluation method was used, which indicates poor evaluation as true reflection of training would not be determined by the implementation of this method.

➢ Respondents were asked to indicate whether their skills were audited during this financial year. From the findings, it was clear that respondents' skills were not audited this financial year. The received data reflected that respondents completed the last skills audit questionnaire more than two years ago.

➢ From the findings, it can be concluded that performance management system is functional in the two sub-branches. The managers who are responsible for divisions within these sub-branches comply and understand the system as they are able to manage it properly. Employees within these two sub-branches also signed their performance agreements or instruments with their managers in time. Performance is reviewed within the stipulated period and managers are satisfied

with the performance of the employees during the review sessions. However, the concern whether there is a need to train employees whist their performance is satisfactory needs further research as this was not the focus of this study. The researcher concludes that the performance management system is aligned to training as managers are satisfied with the performance of employees.

➢ This study revealed that between 40% and 41% of respondents indicated that they are not satisfied with their current work. This question was asked so that the behaviour and attitudes of the respondents towards their work could be determined. From the findings, it can be concluded that further research needs to be done into the causes of frustration. If further research can establish what causes job frustration the department can keep its trained people which will increase productivity or service delivery.

5.4   RECOMMENDATIONS

The following recommendations are made in the light of the above-mentioned conclusions:

➢ The Office of the Premier should take all employees for training at least once per year.

➢ Training should be aligned to identified needs. The focus should be on specific training needs.

➢ Both the supervisor and supervisee should be involved in the identification of training needs.

➢ Training should focus on credit bearing skills programmes so that trainees can obtain a qualification at the end of the programme rather than short courses and workshops.

➢ The supervisor and the trainees should have information on the course before training.

➤ Supervisors should support employees in implementing the acquired knowledge and skills

➤ The Training or HRD unit should evaluate all training programmes.

5.5   LIMITATIONS OF THE STUDY

De Vos (2002:121) explains that potential limitations are often numerous even in the most carefully planned research.

The following limitations have become evident during the research study:

➤ The sample size narrowed the researcher's field in terms of options for statistical procedure and the sample consisted of employees from the Office of the Premier only, therefore the findings will not be generalized.

➤ The researcher envisaged using other methods of data analysis, however, the received data limited data analysis to presentation in tables and diagrams or graphs only.

➤ Analysis was only on an individual level. Due to the time frame given for the completion of the study, other analysis such as group and organizational analysis could not be conducted.

5.6   FINAL CONCLUSION

The **aim** of the study was to investigate whether the training that is conducted in the Office of the Premier is aligned to the employees' training needs. The rationale for the study is that, it has been observed through experience that employee training is not aligned to the employees' training needs. The results of the study indicate that training in the Office of the Premier is not always aligned to employees' training needs. Respondents received training in skills that they did not require but yet identified as crucial. However, data analysis reveals that the performance management system is functional in the Office of the Premier because management is satisfied with employees' performance. In conclusion, the study makes a useful

contribution to theories about the alignment of training needs, the performance management system, and training plans with actual training.

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ANNEXURES

A. RESEARCH QUESTIONNAIRE

My name is Dimakatso Phalane. I'm currently conducting research towards completing Masters in Development with the University of Limpopo. I'm working for the Office of the Premier based in the Transversal Human Resource Development and Planning. Your involvement in this study is important as your contribution will form part of the overall findings and recommendations. The information you provide will be treated with strict confidentiality. You will not be identified in any document, including this questionnaire and the research report.

Indicate your **Unit/Section** by putting a cross/tick next to the your answer

1	Transversal HRD and Planning
2	Transversal HRS
3	Transversal Records management
4	Corporate Services

1. SECTION A   (This section will focus on the particulars of respondent)

 Please indicate your answer by putting a cross/tick in the box opposite your answer.

1.1 Gender	Male	1	Female	2

1.2 Please indicate your **age**. _____ years.

1.3 In which **rank/ salary level** do you fall? _____ level.

1.4 How long have you been **employed** by the Office of the Premier? _____ years.

2. SECTION B (This section will focus on the skills of respondent)

2.1 The following question is **divided into three parts**. Tick **ONLY** those which are applicable to you in each part of the question.

Competencies/skills	1. Indicate the **skills required** by your post		2. Indicate the skills in which you **received training**		3. Indicate the skills you **need training** on	
	Yes	No	Yes	No	Yes	No
Organizing skills	1	2	1	2	1	2
Advanced Organizing skills	1	2	1	2	1	2
Planning skills	1	2	1	2	1	2
Advanced Planning skills	1	2	1	2	1	2
Basic report writing skills	1	2	1	2	1	2
Advanced report writing skills	1	2	1	2	1	2
Co – ordination skills	1	2	1	2	1	2
Advanced co-ordination skills	1	2	1	2	1	2
Team building skills	1	2	1	2	1	2
Advanced Team building skills	1	2	1	2	1	2
Presentation skills	1	2	1	2	1	2
Advanced presentation skills	1	2	1	2	1	2
Problem solving skills	1	2	1	2	1	2
Advanced problem solving skills	1	2	1	2	1	2
Assessor skills	1	2	1	2	1	2
Assessment training	1	2	1	2	1	2
Moderator skills	1	2	1	2	1	2
Skills development facilitation (SDF)	1	2	1	2	1	2
Application of job evaluation instrument	1	2	1	2	1	2
Organisation development skills	1	2	1	2	1	2
Workstudy skills	1	2	1	2	1	2
Mentoring skills	1	2	1	2	1	2
Coaching skills	1	2	1	2	1	2
Ms Word, Computer skills	1	2	1	2	1	2
Ms Excel, Computer skills	1	2	1	2	1	2
Ms PowerPoint, Computer skills	1	2	1	2	1	2
Advanced computer skills	1	2	1	2	1	2
Customer care skills	1	2	1	2	1	2
Advanced customer care skills	1	2	1	2	1	2
Analytical skills	1	2	1	2	1	2
Advanced Analytical skills	1	2	1	2	1	2
Research skills	1	2	1	2	1	2
Advanced Research skills	1	2	1	2	1	2
Policy formulation skills	1	2	1	2	1	2
Advanced Policy formulation skills	1	2	1	2	1	2
Financial management skills	1	2	1	2	1	2

	1. Indicate the **skills required** by your post		2. Indicate the skills in which you **received training**		3. Indicate the skills you **need training** on	
	Yes	No	Yes	No	Yes	No
Advanced financial management	1	2	1	2	1	2
Strategic management skills	1	2	1	2	1	2
Project management skills	1	2	1	2	1	2
Advanced project management skills	1	2	1	2	1	2
Leadership skills	1	2	1	2	1	2
Advanced leadership skills	1	2	1	2	1	2
Change management skills	1	2	1	2	1	2
Advanced change management skills	1	2	1	2	1	2
Diversity management skills	1	2	1	2	1	2
Advanced Diversity management skills	1	2	1	2	1	2
Conflict resolution skills	1	2	1	2	1	2
Advanced conflict resolution skills	1	2	1	2	1	2
Budgeting skills	1	2	1	2	1	2
Advanced budgeting skills	1	2	1	2	1	2
Interpersonal relations skills	1	2	1	2	1	2
Performance management system skills	1	2	1	2	1	2
Advanced performance management	1	2	1	2	1	2
HIV/AIDS skills	1	2	1	2	1	2
Occupation Health and Safety skills	1	2	1	2	1	2
Employee Wellness Programme skills	1	2	1	2	1	2
Service delivery innovation skills	1	2	1	2	1	2
Organization regeneration skills	1	2	1	2	1	2
Employment Equity skills	1	2	1	2	1	2
Human Resource Development Strategy	1	2	1	2	1	2
Other, specify	1	2	1	2	1	2

2.2 Indicate the **type of training intervention(s)** you have undertaken since your skills needs have been identified.

No training	0
Distance Learning	1
Skills Programme (NQF Aligned)	2
Short course	3
Workshop	4
Learnership	5
Seminar/Conference	6
Other (Specify)	7

2.3 On a scale of 1 to 5 **rate the training intervention(s) you attended**.

Poor	Fair	Average	Good	Very good
1	2	3	4	5

2.4 Indicate whether your **work performance has been reviewed after you attended training.**

Never reviewed	Partly reviewed	Reviewed
1	2	3

2.5 From the training attended, indicate which skills have you **managed to transfer to your work situation.** Tick **ONLY** those applicable to you.

Competencies/skills	Not at all	Somewhat	Seldom	Often	Always
Organizing skills	1	2	3	4	5
Advanced organizing skills	1	2	3	4	5
Planning skills	1	2	3	4	5
Advanced planning skills	1	2	3	4	5
Basic report writing skills	1	2	3	4	5
Advanced report writing skills	1	2	3	4	5
Co – ordination skills	1	2	3	4	5
Advanced co-ordination skills	1	2	3	4	5
Team building skills	1	2	3	4	5
Advanced team building skills	1	2	3	4	5
Presentation skills	1	2	3	4	5
Advanced presentation skills	1	2	3	4	5
Problem solving skills	1	2	3	4	5
Advanced problem solving skills	1	2	3	4	5
Assessor skills	1	2	3	4	5
Assessment training	1	2	3	4	5
Moderator skills	1	2	3	4	5
Skills development facilitation (SDF)	1	2	3	4	5
Application of job evaluation instrument	1	2	3	4	5
Organisation development skills	1	2	3	4	5
Workstudy skills	1	2	3	4	5
Mentoring skills	1	2	3	4	5
Coaching skills	1	2	3	4	5
Ms Word, Computer skills	1	2	3	4	5
Ms Excel, Computer skills	1	2	3	4	5
Ms PowerPoint, Computer skills	1	2	3	4	5
Advanced computer skills	1	2	3	4	5
Customer care skills	1	2	3	4	5
Advanced customer care skills	1	2	3	4	5
Analytical skills	1	2	3	4	5
Advanced Analytical skills	1	2	3	4	5
Research skills	1	2	3	4	5

Competencies/skills	Not at all	Somewhat	Seldom	Often	Always
Advanced Research skills	1	2	3	4	5
Policy formulation skills	1	2	3	4	5
Advanced Policy formulation skills	1	2	3	4	5
Financial management skills	1	2	3	4	5
Advanced financial management	1	2	3	4	5
Strategic management skills	1	2	3	4	5
Project management skills	1	2	3	4	5
Advanced project management skills	1	2	3	4	5
Leadership skills	1	2	3	4	5
Advanced leadership skills	1	2	3	4	5
Change management skills	1	2	3	4	5
Advanced change management skills	1	2	3	4	5
Diversity management skills	1	2	3	4	5
Advanced Diversity management skills	1	2	3	4	5
Conflict resolution skills	1	2	3	4	5
Advanced conflict resolution skills	1	2	3	4	5
Budgeting skills	1	2	3	4	5
Advanced budgeting skills	1	2	3	4	5
Interpersonal relations skills	1	2	3	4	5
Performance management system skills	1	2	3	4	5
Advanced performance management	1	2	3	4	5
HIV/AIDS skills	1	2	3	4	5
Occupation Health and Safety skills	1	2	3	4	5
Employee Wellness Programme skills	1	2	3	4	5
Service delivery innovation skills	1	2	3	4	5
Organization regeneration skills	1	2	3	4	5
Employment Equity skills	1	2	3	4	5
Human Resource Development Strategy	1	2	3	4	5
Other, specify	1	2	3	4	5

2.6 Indicate **whether you were evaluated** by the HRD unit after attending a training programme.

Never evaluated	Partly evaluated	Poorly evaluated	Satisfactorily evaluated	Excellently evaluated
1	2	3	4	5

2.7 If evaluated, indicate the **method which was used by HRD unit** when you were evaluated after attending a training programme.

Evaluated by questionnaire	Interviewed	Other, specify
1	2	3

2.8 Rank the **post training evaluation** on a scale of 5

Poor	Fair	Average	Good	Very good
1	2	3	4	5

2.9 Rank the **difficulty of the competencies that hampers your performance** from 1 to 4
Tick **ONLY** those applicable to you.

Competencies	Not difficult at all	Fairly difficult	Difficult	Most difficult
Organizing skills	1	2	3	4
Advanced organizing skills	1	2	3	4
Planning skills	1	2	3	4
Advanced planning skills	1	2	3	4
Basic report writing skills	1	2	3	4
Advanced report writing skills	1	2	3	4
Co-ordination skills	1	2	3	4
Advanced co-ordination skills	1	2	3	4
Team building skills	1	2	3	4
Advanced team building skills	1	2	3	4
Presentation skills	1	2	3	4
Advanced presentation skills	1	2	3	4
Problem solving skills	1	2	3	4
Advanced problem solving	1	2	3	4
Assessor skills	1	2	3	4
Assessment training	1	2	3	4
Moderator skills	1	2	3	4
Skills development facilitation	1	2	3	4
Application of job evaluation	1	2	3	4
Organisation development	1	2	3	4
Workstudy skills	1	2	3	4
Mentoring skills	1	2	3	4
Coaching skills	1	2	3	4
Ms word, Computer skills	1	2	3	4
Ms Excel, Computer skills	1	2	3	4
Ms PowerPoint, skills	1	2	3	4
Advanced computer skills	1	2	3	4
Customer care skills	1	2	3	4
Advanced customer care skills	1	2	3	4
Analytical skills	1	2	3	4
Advanced Analytical skills	1	2	3	4
Research skills	1	2	3	3
Advanced Research skills	1	2	3	4
Policy formulation skills	1	2	3	4
Advanced policy formulation	1	2	3	4
Financial management skills	1	2	3	4
Advanced financial management.	1	2	3	4
Strategic management skills	1	2	3	4
Project management skills	1	2	3	4

Competencies	Not difficult at all	Fairly difficult	Difficult	Most difficult
Advanced project management.	1	2	3	4
Leadership skills	1	2	3	4
Advanced leadership skills	1	2	3	4
Change management skills	1	2	3	4
Advanced change management.	1	2	3	4
Diversity management skills	1	2	3	4
Advanced diversity management.	1	2	3	4
Conflict resolution skills	1	2	3	4
Advanced conflict resolution	1	2	3	4
Budgeting skills	1	2	3	4
Advanced budgeting skills	1	2	3	4
Interpersonal relations skills	1	2	3	4
Performance management system	1	2	3	4
Advanced performance management.	1	2	3	4
HIV/AIDS skills	1	2	3	4
Occupation Health & Safety	1	2	3	4
EAP skills	1	2	3	4
Service delivery innovation	1	2	3	4
Organization regeneration	1	2	3	4
Employment Equity skills	1	2	3	4
Human Resource Strategy	1	2	3	4
Other, specify	1	2	3	4

2.10 Rank from 1 to 5 **your level of competency in** the following skills

Competencies	Poor	Average	Good	Excellent	Most excellent
Organizing skills	1	2	3	4	5
Advanced organizing skills	1	2	3	4	5
Planning skills	1	2	3	4	5
Advanced planning skills	1	2	3	4	5
Basic report writing skills	1	2	3	4	5
Advanced report writing skills	1	2	3	4	5
Co-ordination skills	1	2	3	4	5
Advanced co-ordination skills	1	2	3	4	5
Team building skills	1	2	3	4	5
Advanced team building skills	1	2	3	4	5
Presentation skills	1	2	3	4	5
Advanced presentation skills	1	2	3	4	5
Problem solving skills	1	2	3	4	5
Advanced problem solving	1	2	3	4	5
Assessor skills	1	2	3	4	5
Assessment training	1	2	3	4	5
Moderator skills	1	2	3	4	5
Skills development facilitation	1	2	3	4	5
Application of job evaluation	1	2	3	4	5

Competencies	Poor	Average	Good	Excellent	Most excellent
Organisation development	1	2	3	4	5
Workstudy skills	1	2	3	4	5
Mentoring skills	1	2	3	4	5
Coaching skills	1	2	3	4	5
Ms word, Computer skills	1	2	3	4	5
Ms Excel, Computer skills	1	2	3	4	5
Ms PowerPoint, skills	1	2	3	4	5
Advanced computer skills	1	2	3	4	5
Customer care skills	1	2	3	4	5
Advanced customer care skills	1	2	3	4	5
Analytical skills	1	2	3	4	5
Advanced Analytical skills	1	2	3	4	5
Research skills	1	2	3	4	5
Advanced Research skills	1	2	3	4	5
Policy formulation skills	1	2	3	4	5
Advanced policy formulation	1	2	3	4	5
Financial management skills	1	2	3	4	5
Advanced financial mangt.	1	2	3	4	5
Strategic management skills	1	2	3	4	5
Project management skills	1	2	3	4	5
Advanced project mangt.	1	2	3	4	5
Leadership skills	1	2	3	4	5
Advanced leadership skills	1	2	3	4	5
Change management skills	1	2	3	4	5
Advanced change mangt.	1	2	3	4	5
Diversity management skills	1	2	3	4	5
Advanced diversity mangt.	1	2	3	4	5
Conflict resolution skills	1	2	3	4	5
Advanced conflict resolution	1	2	3	4	5
Budgeting skills	1	2	3	4	5
Advanced budgeting skills	1	2	3	4	5
Interpersonal relations skills	1	2	3	4	5
Performance mangt. System	1	2	3	4	5
Advanced performance magt	1	2	3	4	5
HIV/AIDS skills	1	2	3	4	5
Occupation Health & Safety	1	2	3	4	5
EAP skills	1	2	3	4	5
Service delivery innovation	1	2	3	4	5
Organization regeneration	1	2	3	4	5
Employment Equity skills	1	2	3	4	5
Human Resource Strategy	1	2	3	4	5
Other, specify	1	2	3	4	5

2.11 Indicate whether you have been **inducted or orientated by your supervisor** about your duties.

Yes	1	No	2

2.12 If your answer to 2.11 above is yes, indicate on a scale from 1 to 5 **how you rate your satisfaction in induction or orientation programme**

Not satisfied at all	Partly satisfied	Moderately satisfied	Satisfied	Very satisfied
1	2	3	4	5

2.13 Indicate when last you were **re-orientated** on the latest developments attached to your post

0 – 2 years	3 – 5 years	6 – 8 years	9 – 11 years	More than 11 years
1	2	3	4	5

2.14 Have you **completed the skills audit questionnaire with your HRD unit?**

Yes	1	No	2

2.15 If yes, indicate **when last have you completed the skills audit questionnaire**

During the current year	**1**
2 – 4 years back	**2**
5 – 7 years back	**3**
8 - 10 years back	**4**
More than10years ago	**5**

3. SECTION C (This section will focus on performance management system)

3.1 Have you **signed a Performance Instrument (PI)/Workplan** with your supervisor?

Yes	1	No	2

3.2 **How often** is your performance reviewed or evaluated by your supervisor?

Yearly / once per year	1
Twice a year	2
Quarterly / 4 times a year	3
Monthly	4

3.3 When **last was your performance reviewed** by your supervisor?

Last year	1
Twice last year	2
Last quarter	3
Last month	4

3.4 What was the **outcome of your performance**? Your supervisor was :

Very dissatisfied	Dissatisfied	Fairly satisfied	Satisfied	Very satisfied
1	2	3	4	5

3.5 Indicate/evaluate your **job frustration** on a scale of 5

Not frustrating	Fairly frustrating	Moderately frustrating	Frustrating	Very frustrating
1	2	3	4	5

3.6 Indicate / evaluate your **job satisfaction** on a scale from 1 to 5.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

This is the end of the questionnaire. I thank you for the time you have taken filling in this questionnaire.

B. INTERVIEW QUESTIONS

1. What are the new skills needed by your Unit during this financial year?

2. Indicate only 5 priority skills needed to enable your Unit to perform as expected.

3. List the names of Officials targeted for training in the specific skills.

4. What are the types of training intervention needed to improve performance?

5. When do you sign the performance agreement with your subordinates?

6. How often do you review the performance of your subordinates?

7. Do you notice any performance improvement after your subordinates have attended any training intervention?

P.O. Box 31110
Superbia
0759
25 August 2006

TO: DIRECTOR GENERAL
              OFFICE OF THE PREMIER

FROM: D.M PHALANE
              TRANSVERSAL HRD AND PLANNING

REQUEST FOR AN APPROVAL TO CONDUCT A RESEARCH STUDY IN THE TRANSVERSAL HR AND CORPORATE SERVICES.

1. This letter serves to seek approval from the Director General to conduct research on Human Resource Development issues.

2. The applicant is a registered student for the Masters Degree in Development at the University of Limpopo, doing 2nd year of the Programme. Therefore, it is part of the study to conduct research during the second semester of the final year. Proof of registration with the University has been attached to this request. A study leader/supervisor from the University has already been identified, **Mrs. I. Swarts: Contact details: 015 287 0700 cell: 082 463 9483 Fax: 015 287 0737.**

3. The research topic is: **An investigation into the alignment of the training needs and the skills development plan in the Office of the Premier, Limpopo Province, South Africa:** The research approach will be both quantitative and qualitative in nature since the aim is to investigate perceptions, experiences, opinions and personal views of Officials regarding training and job performance.

4. The research will be conducted within the sub–branches: Transversal HR and Corporate Services. The process will unfold as follows:

   - The researcher will use structured interviews for managers to collect data whereas questionnaires will be administered to other Officials.
   - The questionnaires will be personally delivered to the respondents (Officials) whereby the researcher will leave the respondent to fill in the questionnaire at own time and collect the completed questionnaire later.
   - To interview managers, the researcher will ensure that an appointment is secured. The interview schedule will be informed by the availability of the managers.
   - The data collection procedures with identified Officials will be done during Office hours.
   - The time allocated to collect data will be 3 months.

5. It is of supreme value to indicate the benefits that this Office may yield from this process.

- It is envisaged that the outcomes will assist the management in decision making.
- It is again anticipated that the feedback from the study will continue to add value with regard to the implementation of training intervention in this office.
- It is further projected that this research will help in the alignment of training and Performance management system.

6. I am therefore committing myself through the signature hereunder, that the outcomes of this study will not be divulged to any party other than the University of Limpopo and the Office of the Premier.

7. Your contribution and assistance in this regard will be highly appreciated.

……………….
D.M. Phalane

Approved / Not Approved

Comments…………………………………………………………………………………
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Dr H N MANZINI   DATE
DIRECTOR GENERAL