ALIGNING EMPLOYEE TRAINING NEEDS AND WORKPLACE SKILLS PLAN IN THE LIMPOPO DEPARTMENT OF HEALTH: A CASE OF SEKHUKHUNE DISTRICT

RESEARCH STUDY

by

MATOME EDWARD TEFFU

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SUPERVISOR: PROF K.G PHAGO

DECLARATION

I declare that this Mini-Dissertation is not in whole or in any part being submitted for

any other qualification and is the work of my own research except otherwise stated.

………………………………………………………   …………
MATOME EDWARD TEFFU   **DATE**

DEDICATION

I would like to dedicate this piece of work to an organisation called **Public Policy Partnership in South Africa**, for their financial and non-financial support they gave me since 2004 and throughout my studies. Their support is always greatly appreciated and this organisation is always a source of my inspiration to strive harder in life.

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ABSTRACT

Government Institutions are in terms of the Skills Development Act, (Act 97 of 1998), required to develop employees in order to achieve good and effective performance. The Act makes provision for the development of Workplace Skills Plan by government institutions and mandates these institutions, including Government Departments, to budget at least 1% of their payroll for training and development of employees. It is, however, not apparent whether or not the developed Workplace Skills Plans are in line with the employees training needs and training interventions. As a result, the essence of this study is to determine how to align employees training needs with the Departmental Workplace Skills Plan in the Limpopo Department of Health. In addition, the study investigates whether or not training interventions in the Limpopo Department of Health are informed by the identified skills needs. The type of research methodology used in this study is the quantitative approach, which is in the form of a structured questionnaire. The main finding of the study is that although the Limpopo Department of Health developed the Workplace Skills Plan, training interventions were not aligned to it. In addition, a large percentage of the respondents was not aware of the skills audit exercise that the Department undertook. This study also reveals that the post-training evaluation which was done by the Department did not contribute to important subsequent training interventions. The key recommendation made is that the Limpopo Department of Health should make employees aware of the skills audit exercise the Department often undertakes. Additionally, Personal Development Plans should be continuously used to identify pertinent employee training needs relevant for the Departmental Workplace Skills Plan.

KEY WORDS

- Limpopo Department of Health

- Workplace Skills Plan

- Personal Development Plan

- Skills Audit

- Training Interventions

- Training Needs Analysis

- Employees Training Needs

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ABBREVIATIONS

ABBREVIATION	MEANING
LDoH	Limpopo Department of Health
DoL	Department of Labour
DoE	Department of Education
DPSA	Department of Public Service and Administration
WSP	Workplace Skills Plan
PDP	Personal Development Plan
SETA	Sector Education and Training Authority

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Training and development of employees in any public institutions is extremely important, especially for the achievement of the predetermined strategic objectives. The study argues that if training and development of employees is appropriately aligned to employees' training needs, then this intervention would result in the achievement of employees' confidence and self-esteem.

Many public sector institutions make a mistake of assuming that employees' training programmes are aligned to the workplace skills plan without facilitating these alignments. The focus of this study is on aligning employees' training needs and the Workplace Skills Plan in the Limpopo Department of Health with particular reference to Sekhukhune District. In this chapter, a brief background to the research topic is given. Thereafter, the motivation of the study, significance of the study and problem statement are considered. The aim of the study, objectives to the study, research questions and ethical consideration, are discussed and clarified. Finally, a chapter outline is briefly discussed.

1.1.1 BACKGROUND TO THE STUDY

According to Daniels (2007: 5), South Africa deals with the legacy of "Bantu" education and a subsequent dysfunctional education system whose resultant of these are skills shortages associated in the entire South African Public Sector. As Daniels (2007: 5) points out the results of skills shortages include: too few workers with adequate skills where labour supply is unable to match labour demand. In view of this fact, one would argue that the challenge facing South Africa today in addressing the problem of scarcity of job opportunities is hampered by the fact that its labour force is largely low skilled.

This shortage of skills implies that different approaches to implementation of diverse training and development policies in South Africa are needed. As a result, the South African Public Sector introduced the Skills Development Act 97 of 1998. In terms of which Government Departments in South Africa are required to develop Workplace Skills Plans which should be submitted to an appropriate Sector Education and Training Authority (SETA).

SETA have been established to ensure that the skills needs for every sector of the South African economy are identified and that training is available to provide for these skill needs (http/www.serviceseta.org.za). A SETA must (Section. 10 of the Skills Development Act) in accordance with any requirements that may be prescribed:

(a) Develop a sector skills plan within the framework of the national skills development strategy;
(b) Implement its sector skills plan by:
   (i)   Establishing learnerships;
   (ii)   Approving workplace skills plans;
   (iii)   Allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and training providers and workers;
   (iv)   Monitoring and training in the sector.

In order to ensure that Government is able to deliver on its approved twelve outcomes that have been identified and agreed to by Cabinet, the Department of Public Service and Administration (DPSA) has issued a directive on utilisation of training budgets in the Public Service (DPSA, 2013: 6).

The twelve key outcomes that have been identified and agreed to by the Cabinet (The Presidency, 2010: 13) are:

- Improved quality of basic education;

- A long and healthy life for all South Africans;

- All people in South Africa are and feel safe;

- Decent employment through inclusive economic growth;

- A skilled and capable workforce through inclusive economic growth;

- An efficient, competitive and responsive economic infrastructure network;

- Vibrant, equitable and sustainable rural communities with food security for all;

- Sustainable human settlements and improved quality of household life;

- A responsive, accountable, effective and efficient local government system;

- Environmental assets and natural resources that are well protected and continually enhanced;

- Create a better South Africa and contribute to a better and safer Africa and world; and

- An efficient, effective and development oriented public service and an empowered, fair and inclusive citizenship.

The said directive explains that the training and development interventions need to be focused on areas where the need has been identified, including but not limited to, coal face service delivery institutions like hospitals, schools, correctional facilities, police stations, customs and excise, junior/middle/senior management, identified scarce and critical skills (DPSA, 2013 :4).

Based on the above, the study argues that should public institutions utilise training budgets on training needs which are not aligned to the workplace skills plans, the Public Service will continue to experience skills shortages.

1.1.2 RATIONALE / MOTIVATION FOR THE STUDY

The researcher is employed in the LDoH in the Human Resource (HR) Planning Division. The Division is primarily responsible for development of the Departmental HR Plans, and provides technical advice and support on implementation of the

Departmental HR Plans. In addition, the Division is responsible for facilitating and analysing all Public Hospitals' HR Plans in the Limpopo Province.

What motivated the researcher to conduct this study is that in terms of the HR Planning Strategic Framework-Vision 2015, Workplace Skills Plan of the Department must be aligned to the Departmental HR Plan. This requires that training which is conducted in the Department should be informed by the Workplace Skills Plan so as to ensure appropriate alignment and successful implementation of the Departmental HR Plan.

The researcher has, through observation and informal meetings with some employees at the hospitals, noticed that training interventions which are being implemented, are not necessarily informed by the Departmental workplace skills Plan.

In view of the above, the findings of the study will be helpful to the LDoH, especially Human Resource Development and Planning Divisions. In addition, the findings will assist the LDoH on how to appropriately align training interventions to the Workplace Skills Plan and Departmental HR Plan. Lastly, the findings will also assist the Department to determine training interventions in order to improve employee performance and service delivery.

1.1.3 SIGNIFICANCE OF THE STUDY

This study will be of necessity in promoting alignment of employees training needs with the Departmental Workplace Skills Plan. Recommendations from the study will assist Human Resource Development and Planning Divisions in developing employee training development plans that are aligned to the Departmental Workplace Skills Plan. Additionally, the above mentioned Divisions will be made aware of the important roles they have to play in the effective training of employees in the LDoH. The study will serve as a guide to the Department when developing employee training development plans, and will also help to improve the quality of employee training in the LDoH. There is a

limited literature on the topic selected by the researcher. As a result of this, the research seeks to contribute by adding new knowledge to the existing literature.

1.2   STATEMENT OF THE PROBLEM

According to Bisschoff and Govender (2006: 70), South Africa's Department of Labour (DoL) and Department of Education (DoE) have joined forces to improve the country's lack of skills and to develop general human performance. Bisschoff and Govender (2006: 70) further observe that a skills revolution was initiated due to South Africa's 80% (12 million) semi-skilled, unskilled, or unemployed population versus the 20% (3 million) skilled or highly skilled and professionals.

The purpose of the study is to determine whether or not employees training needs and training programmes are aligned to Departmental Workplace Skills Plan in the LDoH (Sekhukhune District). In terms of section 2 (1) of the Skills Development Act, 1998 (Act 97 of 1998), public institutions' emphasis should be placed on employee development in order to achieve good and effective performance. The Act also stresses the necessity to determine the gaps between the job requirements and competencies of a particular employee in the public institutions.

In addition, the Act makes provision for the development of a Workplace Skills Plans by public institutions. Section 30 of the Act (Act 97 of 1998) stipulates that all public service institutions are mandated to budget at least 1% of their payroll for training and development of officials. This requires that a proper skills audit be conducted prior to the development of the workplace skills plan that will adequately address the identified training needs of the employees.

According to the DPSA (2013: 1), .employees in those Departments tend to attend training programmes that do not address their skills gaps and the current budgeting, utilisation and accountability measures in the Public Service have not yielded desired results. Training, in this regard, offers minimal value for money as it focuses on the skills

gaps that are not a priority for the Departments. This circumstance, therefore, creates problems where training budget is exhausted but the Department is still faced with acute shortage of the required skills. The results would then be poor service delivery as a result of lack of appropriate training by employees. Therefore, the research problem to be investigated seeks to determine employees training needs alignment to the Workplace Skills Plan of the Limpopo Department of Health.

1.3   AIM OF THE STUDY

In view of the above background and research problem, the aim of the study is to:

- Determine how to align employees' training needs to the Departmental Workplace skills Plan.

1.4   OBJECTIVES OF THE STUDY

The specific objectives of the study are to:

- Describe the alignment of training needs and the Workplace Skills Plan in the Limpopo Department of Health (Sekhukhune District).
- Investigate whether or not training interventions in the Limpopo Department of Health (Sekhukhune District) are informed by the skills needs identified.

1.5   RESEARCH QUESTIONS

In order to address the research objectives, the following questions guided the study:

- How has the alignment of training needs with the Departmental Workplace Skills Plan in the Sekhukhune District of the Limpopo Department of Health undertaken?

✦ Where training interventions in the Sekhukhune District of the Limpopo Department of Health informed by the identified skills needs?

1.6   DEFINITION OF KEY CONCEPTS

1.6.1   SKILLS

According to Daniels (2007: 2), skills refer to both qualifications and experience. The 1997 Green Paper, Skills Development Strategy for Economic and Employment Growth in South Africa, define skill as the necessary competencies that can be expertly applied in a particular context for a defined purpose.   The Green Paper further outlines a number of competencies that denote what is meant by a "skill". These include:

- Practical competence which is the ability to perform a set of tasks.
- Foundational competence which is the ability to understand what we or others are doing and why.
- Reflexive competence which is the ability to integrate or connect our performance with an understanding of the performance of others, so that we can learn from our actions and are able to adapt to changes and unforeseen circumstances.

1.6.2   TRAINING

According to Ahmad and Din (2009: 165), training improves the knowledge, skills and attitudes of the workforce and develops their services. Training prepares employees for the new job while development is essential for future assignments.

1.6.3   TRAINING NEEDS ASSESSMENTS

South African Management Institute (SAMDI) now known as Public Administration Leadership and Management Academy (PALAMA) defines training analysis, as

determining the gap between what employees must be able to do and what he or she can or is currently doing. A training needs assessment, also called a "training needs analysis", therefore identifies the gap between what the job expects an employee to do, on the one hand, and what the employee is actually doing, on the other. A training needs analysis discovers whether there is a discrepancy or conflict between what an employee ought to be doing and that which he or she can do (http/www.palama.gov.za).

1.6.4 HUMAN RESOURCE DEVELOPMENT

According to Pace, Smith and Mills (1991: 6), human resource development is the integration of individual, career and organisational development roles in order to achieve maximum productivity, quality, opportunity and fulfilment of organisation members as they work to accomplish the goals of the organisation.

1.6.5 WORKPLACE SKILLS PLAN

The Public Service Commission (2011) defines the Workplace Skills Plan as an annual plan which is a product of consultation between management and employees aimed at addressing skills shortages identified in a Department to enable it to meet its strategic objectives.

1.6.7 SKILLS AUDIT

According to the Public Service Commission (2011), skills audit is the process of measuring and recording the skills of an individual or group. In an organisation, this is done in order to identify skills and knowledge that the organisation needs in order to be effective.

1.7 ETHICAL CONSIDERATIONS

Ethics is defined as the basic concepts and fundamental principles of right human conduct. It includes the study of universal values such as the essential equality of all men and human or natural rights, obedience to the law of the land, concern for health and safety and, increasingly, also for the natural environment (http://www.businessdictionary.com/definition/ethics.html).

In this study, human beings are a source of information and, therefore, the researcher will ensure that the following ethical issues are observed:

1.7.1 Informed Consent

According to Polit and Hungler (1993: 36), informed consent means that the subject has adequate information regarding the research, is capable of comprehending the information, and has the power to free choice, enabling him/her to consent voluntarily to participate in the research or decline participation. The following information was given to participants:

> ➢ What was going to be researched;
> ➢ The objectives of the research;
> ➢ Their right to access the research report;
> ➢ Their right to withdraw anytime during the research process.

1.7.2 Deception

Deception refers to misleading by intentionally withholding information (Nafsika and James, 2009: 45). During data collection, the researcher ensured that deliberate misrepresentation was prohibited.

1.7.3 Privacy

Siebert in (De Vos, 1998: 27) defines privacy as that which is normally not intended for others to observe or analyse. Singleton, Straits and Straits in (De Vos, 1998: 27) further explain that the right to privacy is the individual's right to decide when, where, to whom and to what extent his / her attitude, beliefs and behaviour will be revealed. In this study, the privacy of participants was maintained.

1.7.4 Beneficence

Beneficence is defined as doing good for others and preventing harm (Orb, Eisenhauer and Wynaden, 2000: 95). It was ensured that any harm was prevented in everyway and participants' safety was prioritised especially during the data collection stage of the study.

1.7.5 Granting of permission

The researcher has requested and obtained approval to conduct the study from the Head of Department for Limpopo Health as well as the University of Limpopo.

1.8 CHAPTER OUTLINE

The chapters are organised as follows:

Chapter 1 discusses a background of the study, motivation of conducting the study, significance of the study, problem statement, aim of the study, objectives of the study, research questions, definition of key concepts, and ethical considerations.

Chapter 2 provides a review of relevant literature with the view to locating the study within the existing theoretical body of knowledge. The literature review considers the

concept of employee training, importance of identifying training needs, and alignment of training needs with the Workplace Skills Development plan.

Chapter 3 presents a detailed report of the research methodology followed in the study. In addition, reasons for choosing the methodology are outlined in this chapter. It further describes methods chosen for sampling, data gathering and analysis, as well as data interpretation.

Chapter 4 of the study presents the results of data collected through various techniques. Tables, graphs and diagrams are used to present the results from data analysis.

Chapter 5 summarises the findings and conclusions of the study. Recommendations for future research by other scholars and the researchers are also considered.

1.9 SUMMARY

In chapter one, the research gives a brief background to the research problem, rationale/motivation to the study, significance of the study, statement of the problem, aim of the study, objectives of the study, research questions, definition of key concepts, ethical consideration as well as the preliminary chapter outline. In the next chapter, literature review regarding employee training and development as well as alignment of employees training needs to the Workplace Skills Plan is discussed.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In chapter one, a brief background to the study and the problem statement as well as the objectives of the study were discussed. In this chapter, literature review regarding employee training and development as well as alignment of employees training needs to the Workplace Skills Plan are explored in order to clearly understand areas which other scholars have deliberated on.

2.1.1 UNDERSTANDING LITERATURE REVIEW AS A CONCEPT

According to Welman, Kruger and Mitchell (2005: 38), it is of little use to research a topic on which general consensus has been reached, unless the researcher intends to provide a new perspective on it. Welman, *et al.* (2005: 38) note that by compiling a review of research findings on a topic that has already been published, researchers may become aware of inconsistencies and gaps that justify further research.

Welman, *et al.* (2005: 39) state the following reasons why literature search is important :

- A review of related literature can provide the researcher with important facts and background information about the subject under study.
- Such a review also enables the researcher to avoid duplicating previous research.
- If a study on the same topic has been conducted before, a review provides the researcher with information about aspects of the problem which have not been investigated or explored before.
- A review can also help a researcher develop various parts of the study.
- Insights regarding the weaknesses and problems of the previous studies can be gained.
- The researcher can get ideas on how to proceed with the investigation.

- In relational and exploratory studies, review provides the researcher with a basis in order to determine variable relationships, types of relationships, and measurement.
- Findings and conclusions of past studies can be accessed which the researcher can relate to his own findings and conclusions.
- Lastly, a review often provides motivation.

Welman, *et al.* (2005: 39), also mention sources available to help researchers to develop a good understanding of and insight into previous research:

- Primary literature sources: these are the first occurrences of a piece of work that include published sources such as reports and some central and local government publications such as White Papers and planning documents.

- Secondary literature sources: these are sources such as books and journals and they are aimed at a wider audience and are easier to locate than primary literature as they are covered more thoroughly by the tertiary literature.

- Tertiary literature sources: these are designed either to help locate primary and secondary literature or to introduce a topic. They include indexes and abstracts as well as encyclopedias and bibliographies.

Terre Blanche, Durrheim and Painter (2006: 21) explain that literature review involves more than merely citing as many sources as possible. They argue that it should highlight pertinent literature and contribute to the field by providing novel and focused reading of the literature.

Terre Blanche *et al,* (2006: 21) identify four types of literature review:

- Historical reviews, which consider the chronological development of the literature, and try to break the literature down into phases or stages of development.

- Thematic reviews, which are structured around different themes or perspectives in the literature, and often focus on debates between different schools.

- Theoretical reviews, which trace theoretical developments in a particular area, often showing how each theory is supported by empirical evidence.

- Empirical reviews, which attempt to summarise the empirical findings, often focusing on different methodologies used.

Having identified these four types of literature review, Terre Blanche *et al,* (2006: 21) further explain that review of the literature should provide the researcher with sources for generating or picking up definitions of key concepts that need to be operationalised in the study. They continue to explain that literature review should be organised around a particular theme, and be written from the perspective or standpoint of the reviewer.

Similarly, Vithal and Jansen (1997: 14) explain that literature review offers a synthesis of:

- What has already been written on the topic;
- What has not been written on the topic, or is written in such a way that it is conceptually or methodologically inadequate with the goal of clarifying,
- And how the researcher's proposal addresses the gap, silence or weakness in the existing knowledge base.

2.1.2 THE PURPOSE AND IMPORTANCE OF STAFF TRAINING AND DEVELOPMENT

Training and development of employees in any public institution is important, especially for the achievement of the set institutional goals. As a result, a great deal of emphasis has been placed on training and development of employees both internationally and in South Africa, largely due to persistent reports of skills shortages (Robbertze, 2008: 7). According to Juhdi, Pa Wan, Othman and Moksin (2010: 1), employers do many things to help employees develop their skills and careers. Many scholars such as Saleem, Shahid and Naseem (2011) emphasise the importance of the employees training and development. These scholars argue that the right employee training, development and education at the right time provides big payoffs for employers through increased productivity, knowledge, loyalty and contribution. However, most of the scholars do not emphasise the importance of aligning employee training needs with the Workplace Skills Development Plans.

According to Juhdi, *et al.* (2010: 1), the idea of providing training and development to employees is mainly to allow them to be more employable for other tasks. They argue that regardless of the positions or where they work, exposure to various tasks and roles may increase the ability of employees to assume other roles which are initially not meant for them. Juhdi, *et al.* (2010: 1) also reminds researchers that human capital theory proposes that investment in employee training and education would lead to higher internal mobility and reduce external mobility. The theory according to implies that when employees participate in training and development programmes, they would be able to learn new skills and perform multiple tasks. In addition, employees tend to be more committed to the current employer and thus, lower the turnover rate.

Saleem, Shahid and Naseem (2011) contend that the purpose of training and development is pervasive. They postulate that employees who are trained regularly are well motivated, well-mannered and have enhanced confidence and self-esteem.

Training and development prepare and enhance employee's knowledge and skills to enable them to adapt to new technologies, changes that are happening inside the institution and the working environment. Saleem, *et al.* (2011) stress that training and development also creates a pool of employees and chances for promotion or to replace employees who have left the institution. In addition, training and development enhance job satisfaction and productivity for institutions because employees know what is expected of them as they are also equipped with knowledge and tools to perform their jobs efficiently.

The other purpose of training and development, as identified by Saleem *et al,* (2011), is safety considerations, the handling of equipment, facility and materials from the less risky to the hazardous and prevention of the cost of accidents and idle resources. With training and development, errors are reduced and efficiency is increased because employees are already well-equipped with the tools of work. The right training, development and education at the right time provide big payoffs for employers through increased productivity, knowledge, loyalty and contribution (Saleem, *et al.* 2011).

Saleem *et al,* (2011) also found that employees who are well-trained often have higher motivation and morale because they feel that the employer has invested in their ability and development. In addition, trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Saleem, *et al.* (2011) further points out that employees who receive regular training are more likely to accept change and come up with new ideas. What these authors do not emphasise is the importance of aligning employees' training needs with workplace skills development plans, which is the main focus of this study.

The argument advanced is that for training to be seen as the right training that enhances employees' performance and morale, it should be well-aligned to the institutions' Workplace Place Skills Development Plan. It should not just be employee training for the sake of training or for the sake of complying with what regulations require in terms of employee training of a particular country.

Shelton (2001: 45) postulates that employee training and development would not exist without support from the institution. Shelton (2001: 45) further mentions that managers must be trained to support employee development and embody that spirit in all of their actions. She also expresses that successful employee development can only take place when the entire institutional culture embraces the concept, that is, if an employee attends training sessions then that employee is not encouraged to utilise that training, it is a wasteful exercise. In addition, Shelton (2001: 45) provides that if employees are asked or required to write career goals, but no one helps them achieve the goals or hold them accountable to the goals, these goals become useless.

According to Juhdi, Pawan, Othman and Moksin (2010: 3) employee training is different from job experience because job experience is geared more towards employee development that is more relevant for future changes like promotion, transfer and change in technology. They further point out that training is for employees to master knowledge and skills that are required in their day-to day job activities. Juhdi, *et al.* (2010), similar to other authors, do not emphasise the importance of aligning employee training needs and Workplace Skills Plans in the institutions, hence the researcher sees it necessary to investigate the alignment of employees training needs to Workplace Development Plans.

2.1.3 TRAINING APPROACHES

Accordingly, Gemo (2004: 6), Halim and Ali (1997) identify three approaches of training which are related to formal and non-formal education, namely, the traditional, the experiential and performance-based. As outlined in Gemo (2004: 6), in the traditional programes, trainers develop objectives, teaching techniques, assignments, lesson plans, motivation, tests and evaluation.

Gemo (2004: 6) further postulates that in the experiential approach, real experiences and relevant simulated situations are incorporated into the training programmes in order to stimulate participation of trainees and influence the training process. In this model,

the objectives and elements of training are jointly determined by both trainers and trainees and elements of training are jointly determined by both trainers and trainees and the trainers serve as facilitators, catalysts, or resource persons.

Performance-based approach is, as explained in Gemo (2004: 6), focused on gaining skills for job-determined tasks. Trainees are challenged to obtain needed skills to pursue defined tasks. In view of these training approaches, it can be argued that should these training approaches be implemented or followed, then the importance of aligning employee training needs with Workplace Place Skills Development Plans in public institutions can be achieved.

2.1.4 FACTORS INFLUENCING THE EFFECTIVENESS OF TRAINING

Haslinda *et al.* (2009: 45), in the survey to examine the effectiveness of training and development in the Public Sector, revealed that most of the respondents suggest that there exist negative groups who resist and do not support the effectiveness of training programmes in the public institutions. It was also reported that employees lacked interest and were forced to attend training programmes. They further indicate that a study conducted by Nancy (1988) revealed that managers coming from institutions with an atmosphere favouring centralisation, showing resistance to new methods, suspicion of new ideas and of the delegation of authority, reported no impact on the training programme. The findings also revealed that budget was a constraint, lack of feedback after training, training needs analysis were not performed, inappropriate selection of trainer and lack of planning for training. Haslinda *et al.* (2009: 46) observe that good training practice is important to the effectiveness of training programmes, however, various deficiencies exist in managing training in the public sector.

In Haslinda *et al.* (2009: 46), it is revealed that training in the public sector is based on systematic identification of needs but selection of participants would often be decided haphazardly. In addition, it was revealed that there is inconsistency in the application of knowledge and skills on the job. Finally, Haslinda *et al* (2009: 46), points out that it was

reported by Nancy (1998) that there was no commitment from top management and fellow colleagues to implement new knowledge and skill on the job. According to Haslinda *et al* (2009: 46), top management without commitment can hinder the effectiveness of training in the public sector.

2.1.5 PROJECT MANAGEMENT FRAMEWORK FOR WORKPLACE TRAINING PROVIDERS

Bisschoff and Govender (2004: 77) assure that the project management framework is valuable to the new, fast-paced and learning workplace. They stress that many projects initiated in the skills development workplace are governed by beginning and end-dates and times. The life cycle of skills development is clearly visible in the skills legislation. Annual workplace skills plans, annual training reports and annual implementation of skills projects are the current legislative requirements for workplace training providers. As stressed in Bisschoff and Govender (2004: 77), skills levies are paid annually and skills grants are also claimed annually. Thus, the annual life cycle of skills projects must be broken down into various skills processes and skills development phases.

Bisschoff and Govender (2004: 77) further reveal that managers are required to budget for annual training, conduct a cost benefit analysis and report on annual budget projections. These authors emphasise that costing the skills projects is a necessary task prior to beginning the projects. That is, the cost of time, effort, resources and other factors of improving skills development must be calculated and budgeted for. Training providers, employers and employees must, therefore, achieve qualitative standards of performance in all skills development projects.

2.1.6 THE ROLE OF TRAINING NEEDS ANALYSIS

Mavin, Lee and Robson (2010: 10) observe that it is clear from all of the literature on learning and development that an effective system has to begin with a comprehensive training needs analysis process so that the organisation, departments and individuals

can identify their specific needs. Mavin *et a.l* (2010: 10) further explain that through careful identification of training needs and the organisation can identify where gaps exist in skills and knowledge and offer appropriate interventions to try and address these gaps.

According to Mavin *et al.* (2010: 10), the process of training needs analysis can take a variety of forms. At an individual level it may be discussed as part of performance management system process, it may be a discrete activity in its own right or they may be driven from other organisational data. They also argue that the increasing use of staff surveys is an example of using data to identify specific areas which needs development. They further point out that through training needs analysis process, attention should be paid to the linkage with the overall organisational strategy and goals to ensure that there is consistency and that training interventions have the potential to have an impact (Mavin *et al.* 2010: 10). In the final analysis, Mavin *et al.* (2010: 10) conclude that naturally, the training needs process has a close link with the evaluation of training and development as the objectives of the programmes/interventions should be considered as part of the training needs analysis process.

2.1.7 KIRKPATRICK'S EVALUATION OF TRAINING

Brinkerhiff, Haslinda and Mahyuddin (2009: 40) state that in order to initiate effective training, institutions need to look at how training and development system is aligned to the strategy of the institution and what is being done to make sure that all training and development activities are effective. The two authors identify Kirkpatric's model of evaluation which is applied in the Malaysia Public Service. The model consists of four levels of evaluation namely:

Level 1: Reactions

The first level is the reaction level in which reactions of trainees mean the way in which they perceive and subjectively evaluate the relevance and quality of the training. It

attempts to answer questions regarding the participants' perceptions such as establishing whether or not they like the training? Was the material relevant to their work? Haslinda and Mahyuddin (2009: 41), support Kirkpatrick that every programme should at least be evaluated at this level to provide for the improvement of training programmes. In addition, Kirkpatrick (1994) indicated that the participants' reaction have important consequences for learning in that a positive reaction does not guarantee learning, and a negative reaction reduces its possibility.

Level two: Learning

Once the first level is done, the second level of evaluation which is "learning" is observed, and can be described as the extent to which the attitudes of the participants change, their knowledge increases or their skills are broadened as a consequence of training. As Haslinda and Mahyuddin (2009: 41) explain, evaluation tests the participants to determine whether or not new skills have been acquired. This level also uses tests conducted before training (pretest) and after training (posttest).

Level three: Job behaviour or performance

According to Haslinda and Mahyuddin (2009: 41), job behaviour or performance involves studying change in job behaviour which takes place as a result of training. They concluded that evaluation, at this level, attempts to answer the question of whether or not the newly acquired skills, knowledge, or attitudes are being used in the everyday environment of the learner. They also assert that at this point, evaluation sees whether or not tasks are performed differently before and after the training.

Level four: Institutional Results

Haslinda and Mahyuddin (2009: 41) explain that level four of evaluation attempts to assess training in terms of institutional results. The two authors concur that at this point, evaluation of the results is undertaken at the end of the training initiatives. They further

explain that, this level measures the success of the programme in that managers and executives can understand increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even return on investment.

Haslinda and Mayuddin (2009: 41) conclude that assessing training needs often entails using the four-level model developed by Donald Kirkpatrick in 1994. According to this model, evaluation should always begin with level one, and then, as time and budget allow, move sequentially through levels two, three, and four. Information from each level serves as a basis for the next level of evaluation.

2.1.8 LIMITATIONS OF KIRKPATRICS TRAINING EVALUATION MODEL

According to Bates (2004: 342), there are three limitations of Kirkpatrick's model that have implications on the ability of training evaluators to deliver benefits and further the interests of organisational clients. The limitations are as follows:

The model is incomplete

Bates (2004: 342) mentions that the four level model presents an oversimplified view of training effectiveness that does not consider individual or contextual influences in the evaluation of training. Bates (2004: 342) argues that a broad stream of research over the past decades has documented the presence of a wide range of organisational, individual, training design and delivery factors that can influence training effectiveness before, during, or after training. Bates (2004: 342) further argues that there is a new understanding of training effectiveness that considers characteristics of the organisation and work environment as well as characteristics of the individual trainee as crucial input factors. Bates (2004: 342) provides the following example, contextual factors such as the learning culture of the organisation, work unit goals and values, the nature of interpersonal support in the workplace for skill acquisition and behaviour change, the adequacy of material resources such as tool, equipment, and supplies have been shown to influence the effectiveness of both process and outcomes of training. As Bates

argues, Kirkpatrick's model implicitly assumes that examination of these factors is not essential for effective evaluation.

The assumption of causal linkages

Bates (2004: 342) explains that Kirkpatrick's model assumes the level of criteria which represent a causal chain such that positive reactions lead to greater learning which produces greater transfer and subsequently more positive organisational results. Bates (2004: 342) further explains that although Kirkpatrick is vague about the precise nature of the causal linkage between training outcomes, his writings imply that a simple causal relationship exists between the levels of evaluation.

Bates (2004: 342) also mentions that in one of his publications Kirkpatrick states that "if training is going to be effective, it is important that trainees react favourably" and that "without learning, no change in behaviour will occur". Bates' argument is that research has largely failed to confirm such causal linkages and two meta-analysis of training evaluation studies using Kirkpatrick's framework have found little evidence either of substantial correlations between measures at different outcome levels or evidence of the linear causality suggested by Kirkpatrick (1994).

Incremental importance of information

Bates (2004: 342) observes that Kirkpatrick's model assumes that each level of evaluation provides data that is more informative than the previous one. Accordingly, this assumption has generated the perception among training evaluators that establishing level four results will provide the most useful information about the effectiveness of the training programme. Bates (2004: 343), however, points out that in practice, the weak conceptual linkages inherent in the model which result in data generation do not provide an adequate basis for this assumption.

Nickols (2013: 2) explains that Kirkpatrick's model can be used up front to establish the expected impact and value of training. He argues that the model can be used to clarify, analyse, verify and validate requests for training. Nickcols (2013: 6) further argues that on the back end, the logic of the Kirkpatrick's model flows from trainee reactions through learning and on-the-job behavioural change to results.

2.1.9 CONCLUSION

In chapter two, literature review as a concept was discussed in order to assist the researcher to identify inconsistencies and gaps that justify further research with regard to the researcher's topic. The purpose and importance of staff training and development were also considered. Additionally, factors influencing the effectiveness of training were identified and discussed. Lastly, the role of training needs analysis and Kirkpatrick's model of evaluation which consists of four levels of evaluation, namely, reaction, learning, job performance and results were explained. The next chapter deals with the research methodology used in this study as well as the target population and selection of a sample.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the preceding chapter, literature review on employees training and development as well as alignment of training needs to the Departmental Workplace Skills Plan were explored. This chapter provides information on the research methodology used in the study as well as the target population and selection of a sample.

3.2   RESEARCH DESIGN AND RATIONALE

A research design is the plan according to which researchers obtain research participants (subjects) and collect information from them. It helps researchers describe what they are going to do with the participants, with a view to reaching conclusions about the research problem (Welman, *et al.* 2005: 52).

Welman *et al.* (2005: 52) further explain that in the research design the researchers have to specify:

- The number of groups that should be used ;
- Whether or not these groups are to be drawn randomly from the populations involved and whether or not they should be assigned randomly to groups;
- And lastly, what exactly should be done with the number of gruops in the case of experimental research.

In this study, the researcher has adopted a quantitative approach in the two hospitals of the Sekhukhune District. Gethin (2008: 140) describes quantitative research as the manipulation of numerical data through statistical procedures for the purpose of

describing phenomena assessing the magnitude and reliability of relationship between them.

Terre Blanche, *et al.* (2006: 47) explain that quantitative researchers collect data in the form of numbers and use statistical types of data analysis. They further mention that qualitative methods begin with a series of predetermined categories, usually embodied in standardised quantitative measures, and use this data to make broad and generalisable comparisons.

For the purpose of this study, the researcher has used a survey research. According to Sukamolson (2009), survey research uses scientific sampling and questionnaire design to measure characteristics of the population with statistical precision. In addition, survey research requires that respondents should be "randomly" sampled, that is, there are defined techniques, such as random digit dialing and sampling procedures to ensure a scientific sample.

The researcher has chosen this research design because the he needs to gain insight into the Limpopo Department of Health's challenges pertaining to skills development. This will essentially assist in establishing the extent to which the Departmental Workplace Skills Plan is aligned to employees training needs.

3.3   TARGET POPULATION

A population is the full set of cases which consists of individuals, groups, human products, and events (Welman, Kruger, Mitchell, 2005: 52-53). Welman, *et al.* (2005: 119) argue that the target population is the population to which the researcher would generalise his/her results. The researcher, therefore, understood that it would be difficult to study all the hospitals in Limpopo Province and decided to focus on Sekhukhune District only.

The District is one of the five Districts in the Limpopo Province and the reason the researcher chose Sekhukhune District is because the District is considered to be one of the well performing Districts especially with regard to the development and implementation of the human resource plans. The said District has seven (7) hospitals and the researcher has used simple random sampling to choose two (2) hospitals out of the seven. Terre Blanche *et al* (2006: 49) define sampling as a selection of research participants from an entire population which involves decisions about which people, settings, events, behaviours, and social processes to observe. The main concern in sampling is representativeness; the aim is to select a sample that will be representative of the population about which the researcher aims to draw conclusions (Terre Blanche *et al*, 2006: 49). In simple random sampling, each member of the population has the same chance of being chosen (Leedy & Ormrod, 2001: 201). The researcher wrote the names of all the hospitals in the Sekhukhune District on pieces of paper and placed them in a small container. The researcher then randomly chose two (2) hospitals to be studied. The precise number of participants in this study was identified. The number came from the support staff at the chosen hospitals. Health Professionals were not selected to participate in the study because the research focuses mainly on generic trainings for support personnel. Support personnel consists of operational workers (Salary levels 2-8), Deputy Managers (Salary level 9), Managers (Salary level 11), and Senior Management Services (Salary levels 13-16).

3.4 SAMPLING

According to Pagano and Gauvreau (2000: 514), individual elements in the population of interest are called study units, or sampling units. A study unit may be a person, a family, a city, an object, or anything else that is the unit of analysis in a population. Sampling theory distinguishes between probability sampling and non-probability sampling. In the probability sampling, researchers can determine the probability that any element or member of the population will be included in the sample (Welman, *et al*. 2005: 56).

By contrast, in non-probability sampling, researchers cannot specify this probability. For the purposes of this study, a percentage (%) of the support staff at the chosen hospitals was selected using probability sampling which is simple random sampling, was employed. A percentage (%) consisted of lower and middle level staff numbers such as Cleaners and Personal Assistants as well as higher level staff members such as Deputy Managers and Managers were selected to participate in this research.

3.5   SELECTION OF A SAMPLE

The sample used in this study was Departmental Staff Members belonging to two Hospitals in the Sekhukhune District.

3.5.1   Selection of a Sample

Table 3.1: Selection of a Sample

Health Facilities	Total Population	Proportional Sample
Jane Furse Hospital	110 (filled posts)	20
ST Ritas Regional Hospital	223 (filled posts)	30
TOTAL	**333**	**50**

3.6   DATA COLLECTION

In quantitative research, there are several methods of data collection. For the purpose of this study, a structured questionnaire was used as an instrument to collect the required data relevant to the purpose of the investigation. According to Polit and Hungler (1995: 187-188), a structured questionnaire is a set of questions for gathering information from individuals, and it can be administered by mail, telephone, as handouts or electronically.

In addition, Polit and Hungler (1995: 187-188) emphasise that a structured questionnaire is helpful in gathering information that is unique to individuals, such as attitudes and knowledge. Terre Blanche *et al.* (2006: 485) identify the purpose of the questionnaire. They explain that the first step to take is to clarify the reason for the study, secondly, to determine information which is required from the respondents thirdly, list the research questions to be answered through a questionnaire, and lastly, identify any additional information required to address the research questions.

3.7   DATA ANALYSIS

Vithal and Jansen (1997: 27-28) point out that the purpose of data analysis is to make sense of the accumulated information. They further point out that data analysis includes at least three steps: Scanning and cleaning data, organising data and re-presenting data through the use of tables, graphs and selected quotations.

In this study, data was analysed using descriptive statistics. Descriptive statistic is defined by Steyn, Smith, du Toit and Strasheim (1999: 5) as ordering and summarising the data by means of tabulation and graphic representatives and the calculation of descriptive measure. Furthermore, data was analysed using Statistical Package for Social Sciences (SPSS).

3.8   CONCLUSION

In this chapter, the researcher discussed the methodology to be used in his study as well as research design. The target population and the unit of analysis were identified. In addition, the purpose of data analysis is explained. It is also indicated in this chapter that while the study focuses on the Department of Health in Limpopo, specifically the Sekhukhune District, the research methodology used may be beneficial to other hospitals in the province and elsewhere. The next chapter's primary focus is to present research findings and analysis of the research data obtained.

CHAPTER 4: DATA ANALYSIS AND RESEARCH FINDINGS

4.1 INTRODUCTION

In chapter three, the research design and methodology as well as data collection methods were discussed. In this chapter, the primary focus is not only to present findings but also to analyse the research data obtained. Data analysis in this chapter is based on the research data which was collected through the use of a structured questionnaire. Responses from various questions asked in the structured questionnaire are widely discussed.

4.2 FINDINGS FROM THE QUESTIONNAIRE AND ANALYSIS

In this study, the respondents were asked ten questions of which the first six were based on the necessity to understand their personal particulars. As discussed in chapter three, the focus of this study was on two Hospitals in the Sekhukhune District, namely St Ritas Regional Hospital and Jane Furse District Hospital.

The structured questionnaire which consisted of ten questions (Annexure A) was distributed to seventy employees as follows:

Table 4.1: Number of Questionnaires Distributed

Name of Hospital	Number of questionnaires Distributed	Number of questionnaires completed
St Ritas Regional Hospital	42	30
Jane Furse District Hospital	28	20
TOTAL	**70**	**50**

As indicated in table two above, a combined number of seventy structured questionnaires were distributed to two health facilities in the Sekhukhune District. Table

two above further shows that of the seventy structured questionnaires which were distributed, a combined number of fifty structured questionnaires were completed.

The occupational classification of the respondents varies from Operational/Junior employees, Deputy Managers and Managers. All the respondents were from the Support Function such as Human Resource Management, Human Resource Planning, Asset Management, Laundry Aid and Transport divisions.

The two health facilities consisted of a combined total of Three Hundred and Thirty Three employees as at 30 June 2014. Responses to questions asked in the questionnaires are analysed below:

4.2.1 Gender Composition

Table 4.2: Gender Composition of Respondents

Gender	Frequency	Percentage
Male	27	54%
Female	23	46%
Total	**50**	**100%**

In this study, respondents were asked to indicate their gender. As shown in the table above, a total number of fifty employees responded to the questionnaires. The table reveals that majority (54%) of respondents were male and 46% were female.

4.2.2 Academic Qualifications

Table 4.3: Academic Qualifications of Respondents

Education Level	Frequency	Percentage
Grade 12	22	44%
Diploma or certificate	15	30%
Baccalaureate Degree	8	16%
Post Graduate Degree	5	10%
Total	**50**	**100%**

As shown in table four above, the respondents from the two health facilities hold a range of educational qualifications falling between grade 12 and post-graduate degree. Of the respondents, 44% indicated that they had grade 12, 30% had diploma or certificate, 16% had baccalaureate and 10% had post graduate degree.

4.2.3 Salary Levels

Table 4.4: Salary levels of Respondents

Salary Levels	Frequency	Percentage
Salary Level 2	9	18%
Salary Level 3	7	14%
Salary Level 4	4	8%
Salary Level 5	9	18%
Salary Level 6	4	8%
Salary Level 7	6	12%
Salary Level 8	6	12%
Salary Level 9	4	8%
Salary Level 11	1	2%
Total	**50**	**100%**

Table five presents various salary levels of employees who participated in the study. The results of the table revealed that nine respondents (18%) were at salary level 2 and nine respondents (18%) were at salary level 5. In addition, the table indicates that seven respondents (14%) were at salary level 3, while six respondents (12%) were at salary level 7 while six respondents (12%) were at salary level eight. Table five further shows that 4 respondents (8%) were at salary level 4, 4 respondents (8%) were at salary level 9. The lowest number of respondents, one (2%) was at salary level 11.

4.2.4   Age Distribution

Figure 4.1: Age Distribution of Respondents
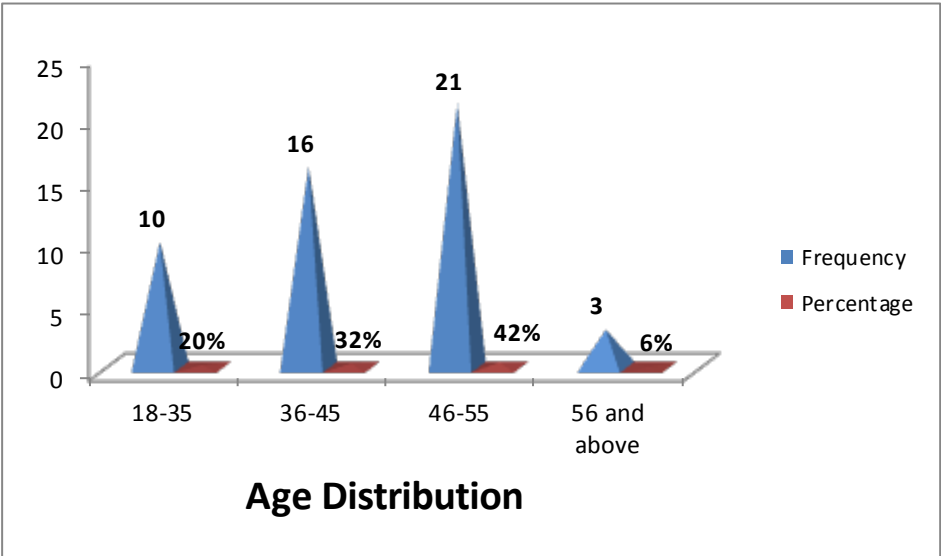
Data obtained from the questionnaire, shown in figure 1, reveals that 21 respondents representing 42% of the respondents between 46-55 years formed the majority. Of the 50 respondents, 16 respondents 32% were between 36-45 years, 10 respondents representing 20% of the respondents were between 18-35 years. Analysis of figure 1 above further reveals that the lowest number of respondents (1) representing 6%, were between 56 years and above. From the analysis, the researcher can conclude that most

of the respondents will soon be retiring and as a result of this training of subordinates is crucial.

4.2.5 Level of Experience

Table 4.5: Experience of Respondents

Level of Experience	Frequency	Percentage
0-5 years	16	32%
6-10 years	14	28%
16-20 years	1	2%
21-26 years	8	16%
26-30 years	7	14%
31-36 years	4	8%
Totals	**50**	**100%**

Table six presents various levels of experience of employees who participated in this study. The results in the table above, reveals that 16 respondents representing 32% of the respondents had 0-5 years of experience. In addition, the table above shows that 14 respondents (28%) had 6-10 years of experience, 8 respondents (16%) had 21-26 years of experience, 7 respondents (14%) had 26-30 years of experience, 4 respondents (8%) had 31-36 years of experience, and 1 respondent (2%) had 16-20 years of experience.
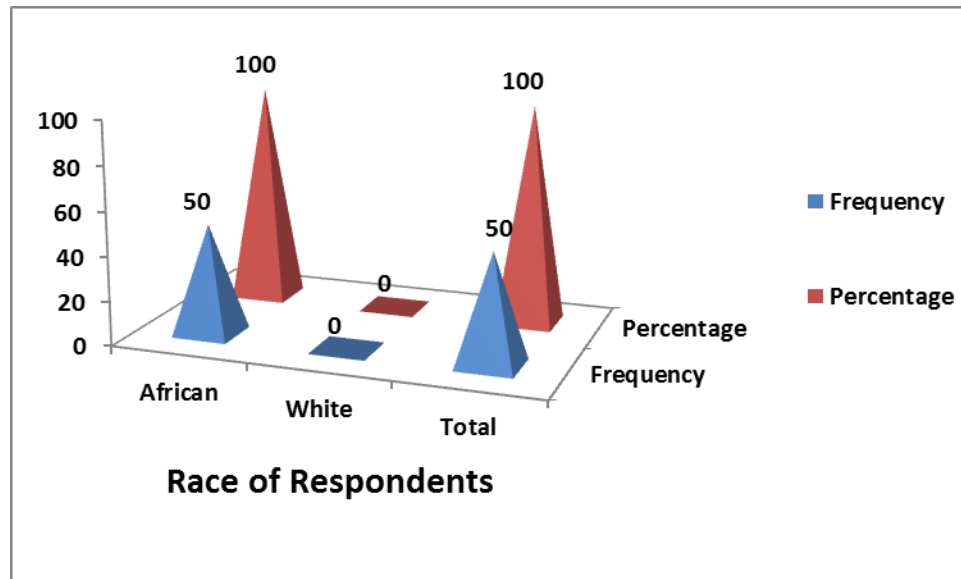
4.2.6 Respondents Race

Figure 4.2: Race of Respondents

Figure two above shows the race of respondents in the two health facilities in the Sekhukhune District. Analysis of the figure reveals that all the 50 respondents (100%) were Africans. This shows that in both health facilities, employees are mainly of African descent.

4.3 ALIGNING EMPLOYEE TRAINING NEEDS AND THE DEPARTMENTAL WORKPLACE SKILLS PLAN

4.3.1 Respondents' awareness of skills audit

Table 4.6: Respondents' awareness of skills audit

Items	Frequency	Percentage
Strongly Disagree	18	36%
Disagree	8	16%
Not sure	14	28%
Agree	7	14%
Strongly Agree	3	6%
Total	**50**	**100%**

Respondents were asked to indicate whether or not they were made aware of the skills audit exercise undertaken by the Department. As shown in the table above, of the fifty respondents, eighteen respondents (36%) indicated that they were not made aware of the skills audit exercise undertaken by the Department.

In addition, the findings reveal that eight respondents (16%) also responded that they were not made aware of the skills audit exercise the Department was undertaking. Fourteen respondents (28%) responded that they were not sure about the awareness of the skills audit exercise the Department was undertaking. Analysis of table 7 also provides that seven respondents (14%) and three respondents (6%) strongly agree that they were made aware of skills audit exercise the Department is undertaking. This is an indication that employees in the Department of Health are being sent to attend training interventions which are not aligned to their training needs. This is supported by the fact that a large percentage of the respondents is not made aware of the skills audit exercise the Department often undertakes.

4.3.2 Workplace Skills Plan

Table 4.7: Identification of training needs relevant for work place skills plan

Items	Frequency	Percentage
Strongly Disagree	13	26%
Disagree	12	24%
Not sure	9	18%
Agree	9	18%
Strongly Agree	7	14%
Total	**50**	**100%**

Respondents were asked if they believed the questionnaire used to identify employees training needs deal with identifying pertinent training needs relevant for Departmental Workplace Skills Plan. Of the fifty respondents, thirteen respondents (26%); twelve respondents (24%) believed that the questionnaire used to identify employees training needs did not deal with identifying pertinent training needs relevant for Departmental Workplace Skills Plan. Other employees responded as follows, nine respondents (18%) were not sure, while nine respondents (18%) and seven respondents (14%) believed that the questionnaire used to identify employees training needs dealt with identifying pertinent training needs relevant for Departmental Workplace Skills Plan. The implication is that if majority of respondents believed that the questionnaire used to identify employees training needs did not deal with identifying pertinent training needs relevant for Department Workplace Skills Plan, then alignment of the Workplace Skills Plan with employees training needs and training interventions is non-existant.

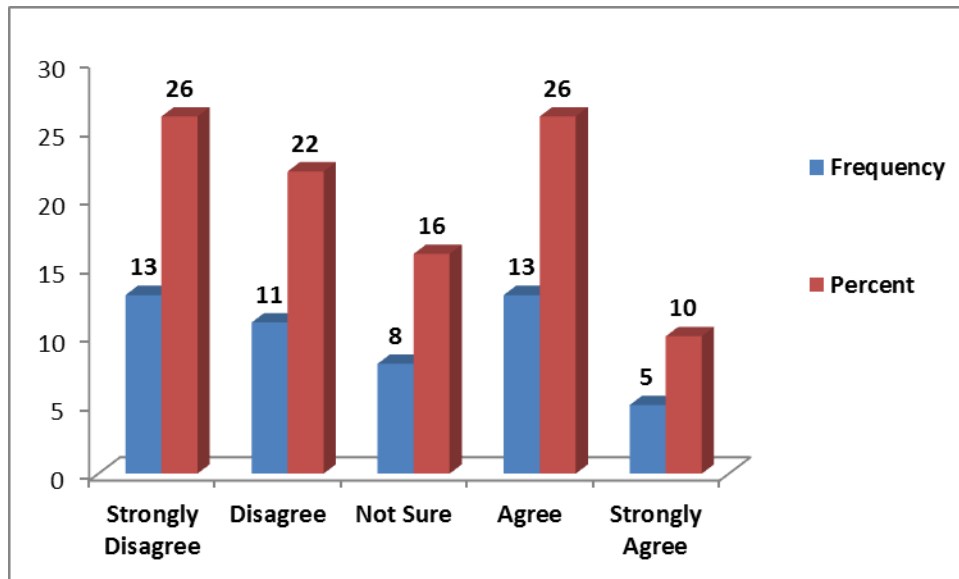### 4.3.3 Awareness of the development of the Personal Development Plan

Figure 4.3: Employees Awareness of the Development of the Personal Development Plan

Figure three above shows responses with regard to employees' awareness of the development of the Personal Development Plan. The figure reveals that of the fifty respondents, thirteen respondents (26%) strongly disagreed with the fact that they were made aware of the development of the Personal Development Plan, eleven respondents (22%) also disagree that they were made aware of the Personal Development Plan, eight respondents (16%) were not certain about the development of the Personal Development Plan. In addition, thirteen respondents (26%) agreed that they were made aware of the development of Personal Development Plan and five respondents (10%) strongly agreed that they were made aware as well. The fact that only a minority of respondents was aware of the development of Personal Development Plan implies that only a few employees could develop this instrument. This could lead to employees being sent for training interventions which are not aligned to Departmental Workplace Skills Plan.

4.3.4 Personal Development Plan as a useful tool

Table 4.8: Personal Development as a useful tool

Items	Frequency	Percentage
Strongly Disagree	16	32%
Disagree	4	8%
Not sure	4	8%
Agree	15	30%
Strongly Agree	11	22%
Total	**50**	**100%**

Respondents were asked to indicate whether or not a Personal Development Plan is a useful tool to indicate their training needs that they have identified. Table nine above describes that sixteen of the respondents (32%) strongly disagreed, four respondents (8%) disagreed and four respondents (8%) were not sure whether or not Personal Development Plan was a useful tool to indicate their training needs. Additionally, fifteen respondents (30%) agree that the Personal Development Plan was a useful tool to indicate their training needs that they have identified, while eleven respondents (22%) strongly agreed that Person Development Plan was a useful tool to indicate their training needs they have identified. In total, 52% of respondents believed that a Personal Development Plan is a useful tool to indicate their training needs that they have identified. However, as discussed in this chapter most of the respondents were not made aware of the development of the Personal Development Plan. As result, training needs identified by employees could be ignored as they would not be reflected in the Personal Development Plans.

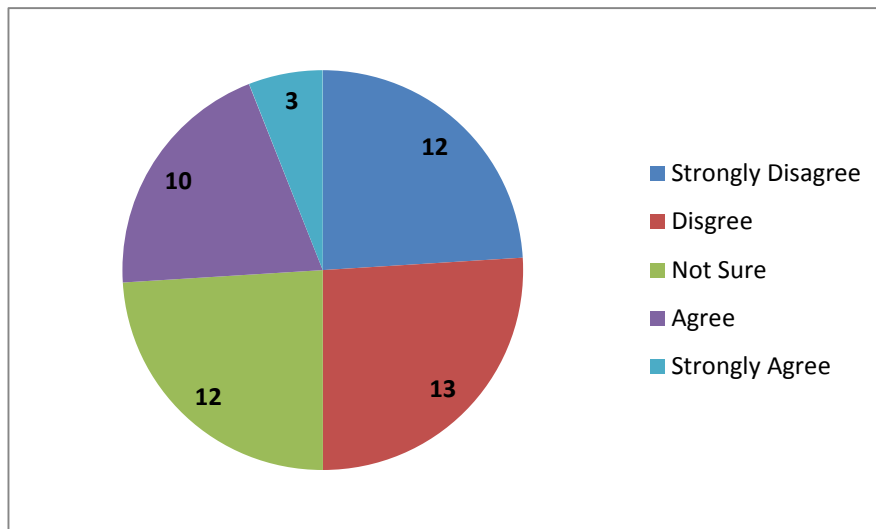### 4.3.5 Development of Personal Development Plan

Figure 4.4: Development of Personal Development Plan

Respondents were asked if they ever developed a practical and useful Personal Development Plan in the past year(s). Of the fifty respondents who completed the questionnaire thirteen disagreed and twelve strongly disagreed that they have completed a practical and useful Personal Development Plan in the past year(s). Twelve of those who completed questionnaires were not sure of their responses. Ten respondents agreed that they developed a practical and useful Personal Development Plan in the past years, while a small number of three respondents strongly agreed that they developed a practical and useful Personal Development Plan in the past years. A substantial number of respondents disagreed that they have never developed a practical and useful Personal Development Plan. This could imply that most of these respondents were also not sent to attend training interventions relevant to their work situation.

4.3.6 Importance of Personal Development Plan

Table 4.9: Importance of Personal Development Plan

Items	Frequency	Percentage
Strongly Disagree	12	24%
Disagree	6	12%
Not sure	2	4%
Agree	20	40%
Strongly Agree	10	20%
Total	**50**	**100%**

Respondents were asked about whether or not Personal Development Plans were important for aligning employees' training needs with the Departmental Workplace Skills Plan. Twelve respondents (24%) believed that Personal Development Plans were not important for aligning employees' training needs with the Departmental Workplace Skills Plan, six participants representing 12% also disagreed and two respondents (4%) were not sure about their responses. Additionally, the table depicts that of the fifty respondents, twenty representing (40%) agreed that Personal Development Plans were important for aligning employees' training needs with the Departmental Workplace Skills Plan. While ten respondents (20%) strongly agreed and believed that Personal Development Plans were important for aligning employees' training needs with the Departmental Workplace Skills Plan. The implication is that with a larger number of respondents indicating that Personal Development Plans were important for aligning employees' 'training needs with Departmental Workplace Skills Plan, employees could respond positively by developing the plan if they are made aware of the Personal Development Plan.

4.3.7 Employees attendance of training

Table 4.10: Employees attendance of training

Items	Frequency	Percentage
Strongly Disagree	12	24%
Disagree	13	26%
Not sure	12	24%
Agree	10	20%
Strongly Agree	3	6%
Total	**50**	**100%**

Table twelve above shows employees' attendance of training and relevant interventions organised by the Department of Health. From data obtained, the table reveals that twelve respondents (24%) and thirteen respondents (26%) indicated that they have never attended a useful training and relevant interventions organised by the Department of Health in the past two years. Twelve respondents (24%) were not sure of their respondents while ten respondents (20%) agreed and a small number of three respondents (6%) strongly agreed that they attended training organised by the Department in the past two years. This analysis implies that even though some of the employees were sent for training, the Department did not organise training interventions as per the employees training needs.
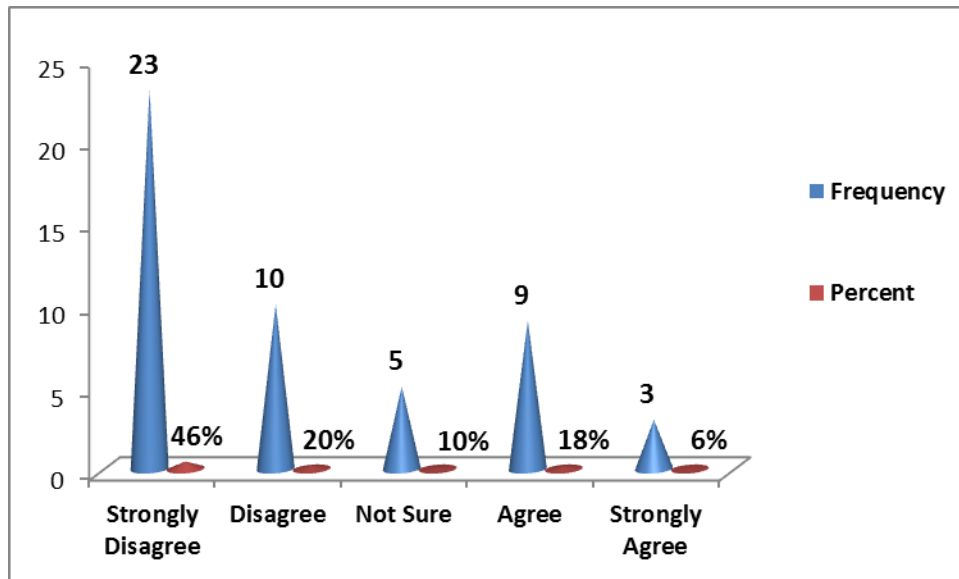
4.3.8 Training Interventions

Figure 4.5: Training Interventions

Respondents were asked if the frequency of training interventions supported by the Limpopo Department of Health for officials were sufficient. Twenty three (46%) of the respondents strongly disagreed while ten (20%) respondents disagreed. Additionally, five respondents representing (10%) were not sure of their answers. However, nine (18%) of the respondents and three (6%), agreed and strongly agreed that frequency of training interventions support by the Department for officials were sufficient. It is apparent that although the Limpopo Department of Health supports training interventions, they are not sufficient for employees. This could imply that there is lack of training or some of the employees hardly go for training.
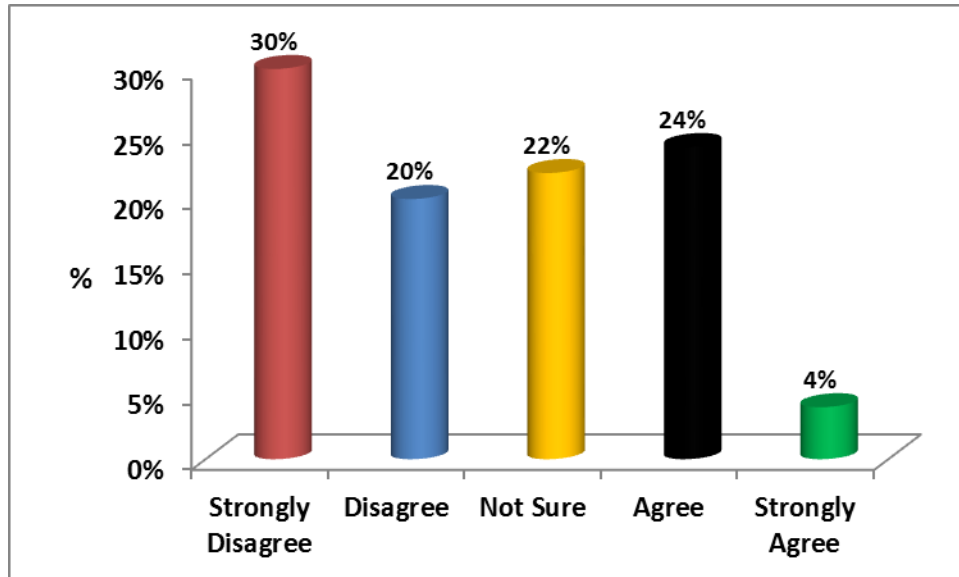
4.3.9 Post Training Evaluation

Figure 4.6: Post Training Evaluation

Figure 6 above depicts responses which indicate whether or not post-training evaluation done by the Limpopo Department of Health contributed to important subsequent training interventions. Of the fifty respondents 30% strongly disagreed and 20% disagreed that post-training evaluation done contributed to important subsequent training interventions. In addition, 20% of the respondents were not sure of their answers, while 24% agreed and 4% strongly agreed that post-training evaluation done contributed to important subsequent training interventions. Of those who responded, 50% believed that post-training evaluation done by the Limpopo Department of Health did not contribute to subsequent training interventions. This implies that if employees attended training interventions which were not relevant to their work situation, they continue attending the irrelevant training interventions.

4.4 COMPETENCIES TRANSFERRED BY EMPLOYEES TO THE WORK SITUATION.
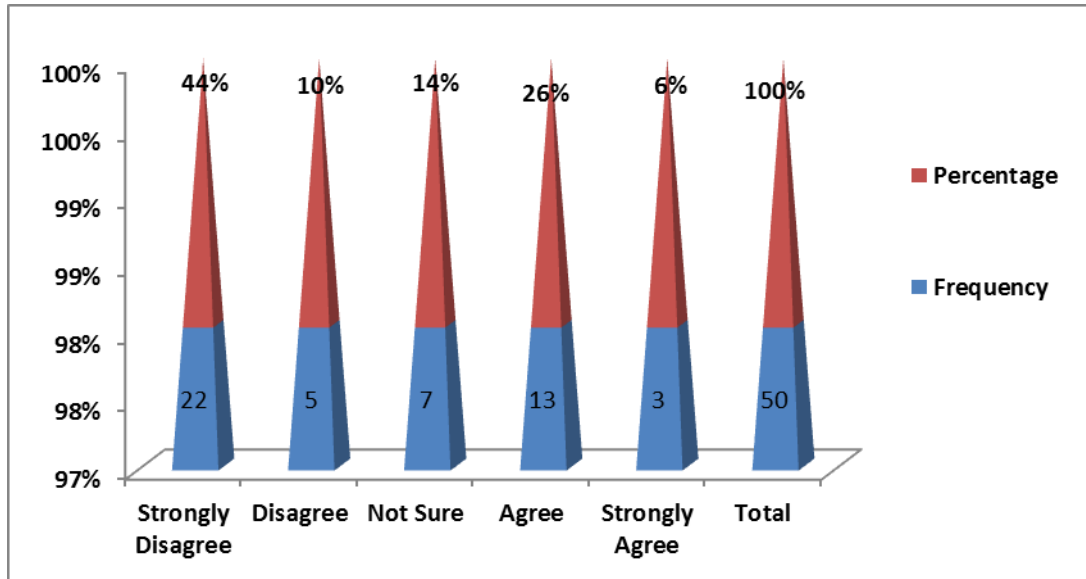
4.4.1 Organising Skills

Figure 4.7: Organising Skills

Respondents were asked to indicate, from the training attended, competencies/skills which they have managed to transfer to their work situation. With regard to organising skills, 44% of the respondents strongly disagreed and 10% disagreed that they transferred orginising skills to their work situation. While 14% of the respondents was not sure of whether or not, they transferred organsing skills to their work situation. However, 26% and 6% of the respondents agreed and strongly agreed that they have transferred organising skills to their work situation. The fact that a small number has transferred organising skills to their work situation could imply that these employees attended training interventions not aligned to their training needs.

4.4.2 Planning Skills
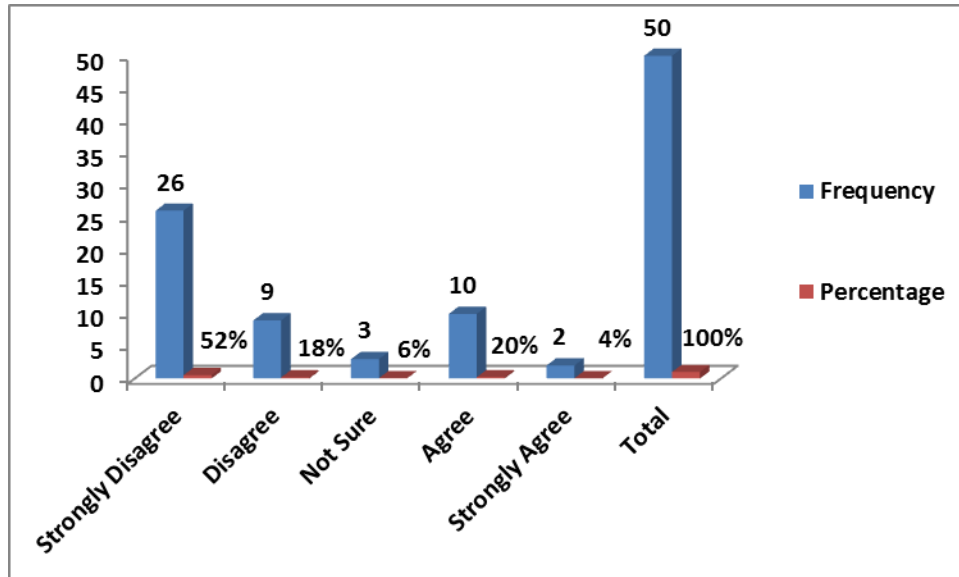
Figure 4.8: Planning Skills

With regard to planning skills, 52% and 18% of those respondents strongly disagreed and disagreed that they have managed to transfer planning skills to their work situation while 6% of the respondents were not sure of their responses. Additionally, 20% and a small percentage of 4% of the respondents agreed and strongly agreed that they managed to transfer planning skills to their work situation. The implication could be that employees, who also attended planning skills, attended training interventions not relevant to their work situation.

4.4.3 Report Writing Skills
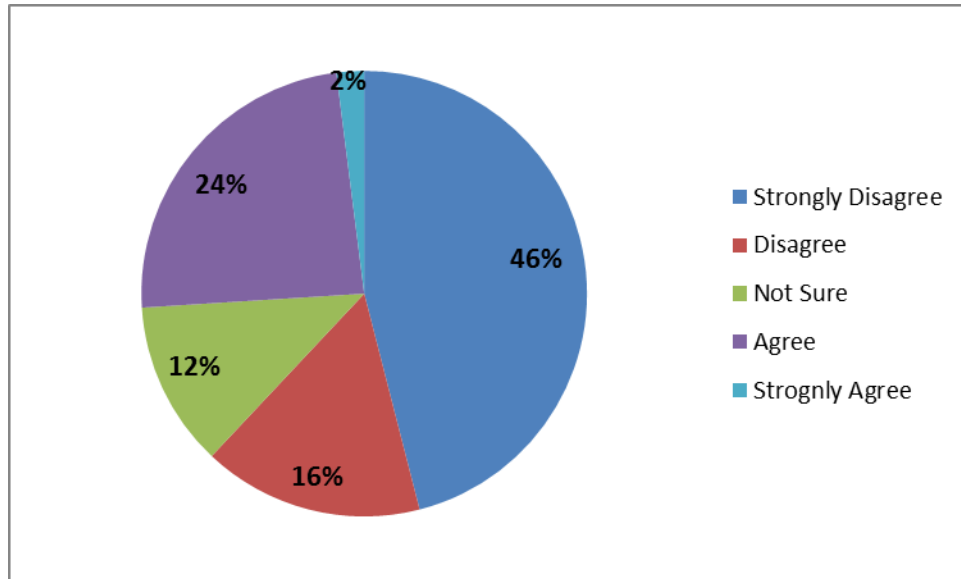
Figure 4.9: Report Writing Skills

Respondents were asked to indicate if they have managed to transfer report writing skills to their work situation. A large percentage of respondents (46%) strongly disagreed that they have managed to transfer report writing skills to their work situation. Additionally, 16% disagreed that they have managed to transfer report writing skills to their work situation. Of those who responded, 24% agreed that they have transferred report writing skills to their work situation while 2% strongly agreed about transferring reporting writing skills to their work situation. The implication could be that employees who attended report writing skills also attended training interventions not relevant to their work situation.

4.4.4   Customer Care Skills
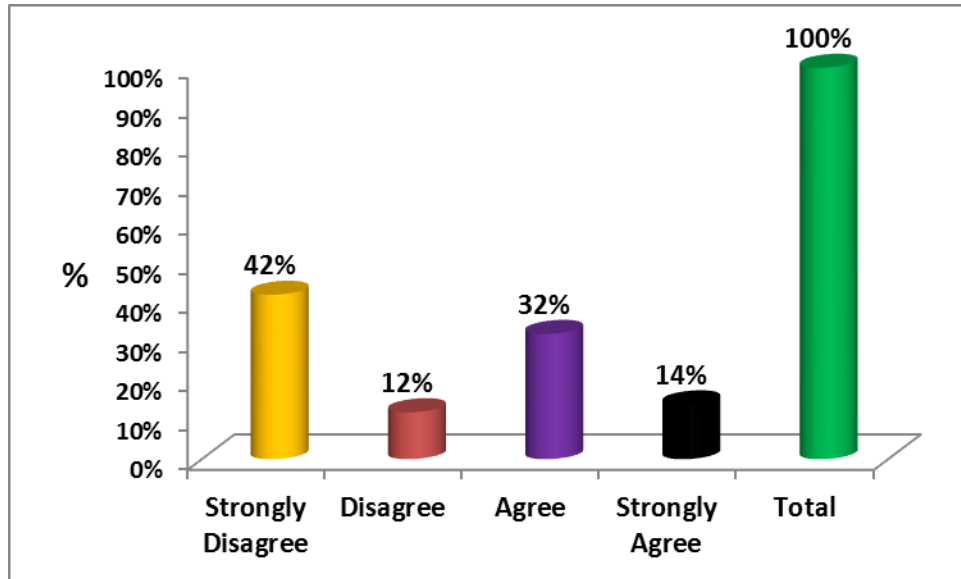
Figure 4.10: Customer Care Skills

Figure ten above shows responses with regard to customer skills which employees managed to transfer to their work situation. Analysis of the figure reveals that 42% of the respondents strongly disagreed that they have managed to transfer customer care skills to their work situation. In addition, 12% of the respondents disagreed that they have transferred customer care skills to their work situation. Figure ten also depicts that 32% of the respondents agreed and 14% strongly agreed that they have managed to transfer customer care skills to their work situation. This analysis indicates that at least there is a convincing number that customer care skills were transferred to the work situation. However, analysis also reveal that more work needs to be done regarding alignment of employees' training needs and training interventions with the Departmental Workplace Skills Plan.

4.4.5 Mentoring Skills
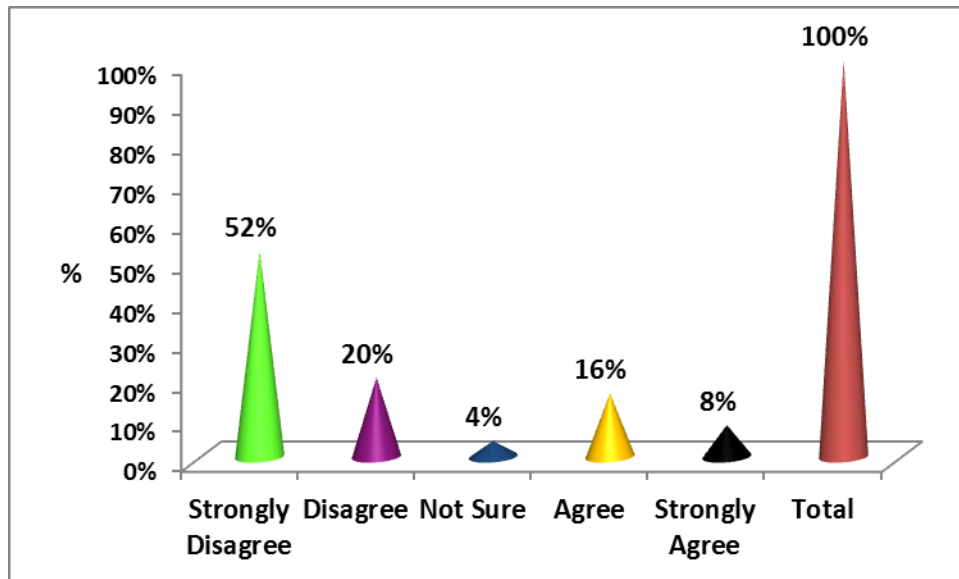
Figure 4.11: Mentoring Skills

With regard to mentoring skills, a large percentage of respondents (52%) strongly disagreed that they have managed to transfer mentoring skills to their work situation. 20% of the respondents disagreed that have managed to transfer mentoring skills to their work situation while 4% of the respondents were not sure of their answers with regard to transfer of mentoring skills to their work situation. Of the fifty respondents, 16% agreed and 8% strongly agreed that they have managed to transfer mentoring skills to their work situation. The fact that a small number of respondents was able to transfer mentoring skills to their work situation could mean most of the respondents did not have subordinates or people to mentor.

4.4.6   Coaching Skills
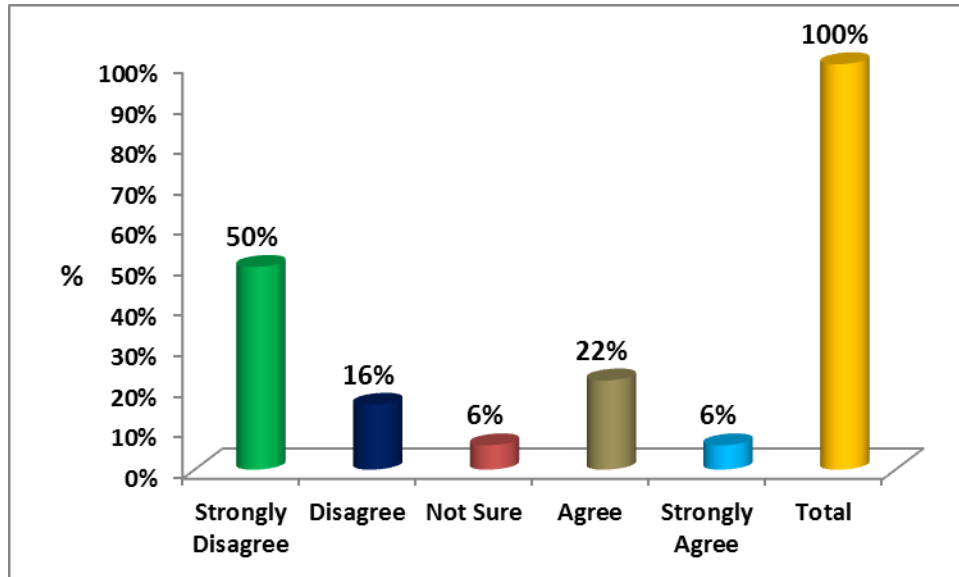
Figure 4.12: Coaching Skills

Respondents were asked to indicate if they managed to transfer coaching skills to their work situation. As shown in the figure, 50% of the respondents strongly disagreed and 16% disagreed while 6% were not sure about the transfer of coaching skills to their work situation. Additionally, 22% of the respondents agreed and a small percentage of 6% strongly agreed that they have managed to transfer coaching skills to their work situation. It is clear that employees could have not attended training interventions for coaching skills as a large number of the respondents hardly transferred these skills to their work situation.

4.4.7 Cordination Skillls
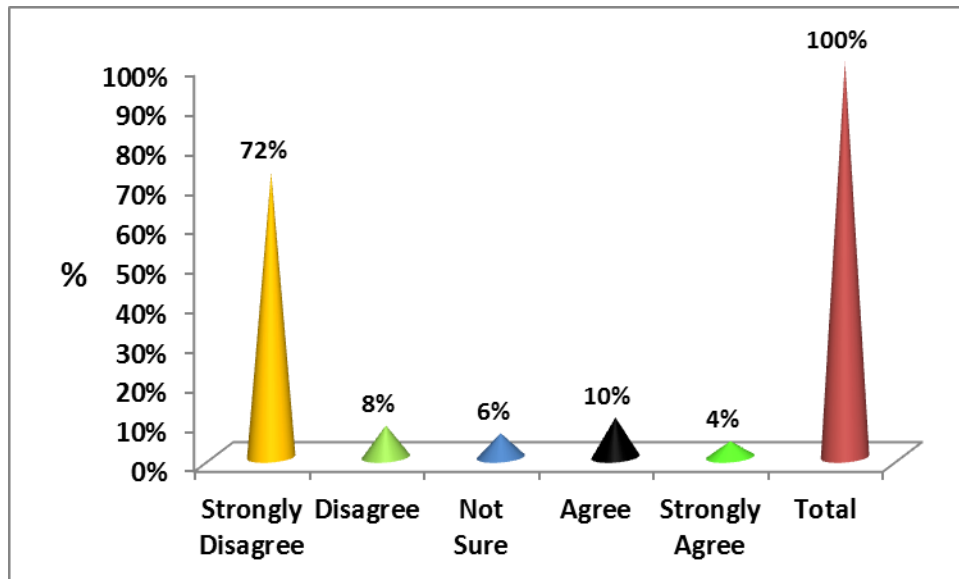
Figure 4.13: Coordination Skills

Figure thirteen above depicts responses with regard to the transfer of coordination skills by respondents to their work situation. The figure further shows that 72% of the respondents strongly disagreed and 8% disagreed that they have transferred coordination skills to their work situation. In addition, 6% of the respondents were not sure of their answers while 10% of the respondents agreed and a small percentage of 4% strongly agreed that they have transferred coordination skills to their work situation. The fact that a huge percentage of respondents did not transfer coordination skills to their work situation implies that these employees could have attended other training interventions relevant to their field of work.

4.5. IMPLICATIONS OF THE STUDY

The study reveals that 22 respondents (44%) obtained Grade twelve, 5 respondents (10%) obtained Post Graduate Degrees, and the rest had Diplomas and Degrees. This implies that there is a need for the Department to align training needs of these

employees with the Department Workplace Skills Plan, and ensure that the employees are appropriately trained to ensure improvement in the quality of services rendered.

Analysis of data also reveals that a high percentage of employees (52%) were not made aware of the skills audit exercise recently undertaken by the Department. This implies that a large number of employees are not aware of what the Department is undertaking especially with regard to the skills audit exercise. The researcher can argue that these employees were likely to attend training interventions which were not necessarily aligned to the training needs.

In addition, analysis of data indicates that of the 50 respondents, 30 (60%) highlighted that personal development plans were important to aligning employees training needs with the Departmental Workplace Skills Plan. However, 50% of the respondents indicated that the training they have attended was not useful and was also not relevant to their area of work. This implies that although the Department trained some of its employees, the training interventions were not in line with employees training needs.

The findings also show that most of the respondents indicated that the post-training evaluation which was conducted did not contribute to important subsequent training interventions. As a result, most of the respondents did not transfer the skills to their work situations. The implication is that although some of the employees attended training interventions, the interventions were not aligned to their training needs.

As discussed in Chapter 2, Haslinda and Mayuddin (2009:40), argue that in order to initiate effective training, institutions need to look into how the training and development system is aligned to the strategy of the institution, and what is being done to ensure that all trainings and development activities are effective. From the research findings, it can be concluded that what Haslinda and Mayuddin (2009) emphasised is not in line with what the LDoH is actually doing because most of the respondents indicated that Personal Development Plans were not used in their respective work situations to identify useful training interventions pertinent to their work.

4.6   CONCLUSION

The study can conclude based on the research findings that, few respondents were aware of the skills audit exercise that the Department conducted. It can also be concluded that, only a small number of respondents attended training interventions. However, most of the respondents indicated that they did not transfer their skills/competencies to their work situation. The researcher can conclude that there is a misalignment between employees training needs and the Departmental Workplace Skills Plan. Chapter 5 provides summary of the findings and additionally, it outlines recommendations based on the research findings.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous Chapter, data analysis was done and findings were discussed. This chapter provides a summary whose focus is on the main objectives of the study which were identified in Chapter one. In addition, the Chapter outlines recommendations based on the research findings. Finally, the study concludes by emphasising some of the key finding which were discussed in Chapter 4.

5.2 SUMMARY OF THE FINDINGS

Although, in terms of the Skills Development Act, 1998 (Act 97 of 1998), all public institutions are mandated to budget at least 1% of their payroll for training and development of employees, the research findings reveal that in this study, most of the respondents were unaware of the skills audit exercise undertaken by the Department. Additionally, 40% of the respondents indicated that they have never developed a practical and useful Personal Development Plans in the past two years. Most of the respondents however, indicated that Personal Development Plans are important for aligning employees training needs with the Departmental Workplace Skills Plan.

The research findings also revealed that most of the respondents did not attend useful and relevant training interventions organised by the Department in the past two years. Most of the respondents who attended training interventions organised by the Department disagreed that post-training evaluation conducted did not contribute to important subsequent training interventions. A substantial number of respondents also indicated that of the training attended, they have not managed to transfer the skills learnt such as planning, co-ordination, and customer care skills, to their work situations. The researcher can conclude that it is clear that training interventions organised by the Department were not aligned to the respondents Personal Development Plans.

The objectives of this study were firstly, to determine how employees' training needs in the Limpopo Department of Health are aligned to the Departmental Workplace skills Plan. Secondly, to describe the alignment of training needs and the Workplace Skills Plan in the Limpopo Department of Health (Sekhukhune District). Finally, to investigate whether or not training interventions in the Limpopo Department of Health (Sekhukhune District) are informed by the skills needs identified. The objectives of the study were achieved because the research was able to collect data which reveals that employees training needs in the Limpopo Department of Health are not aligned to the Departmental Workplace Skills Plan. Additionally, a large percentage of respondents confirmed that they have never attended useful and relevant training interventions organised by the Department.

The selection of this topic for this research was motivated by the researcher's practical and professional experience in the field of Human Resource Planning. There is lack of sufficient literature with regard to the selected topic and as a result, the researcher was motivated to conduct research about the topic in order to augment the body of existing literature in the field.

5.3   OVERALL CONCLUSIONS DRAWN FROM THE STUDY

The following conclusions were drawn from the study:

- Majority of the respondents (44%) have grade 12 as their academic qualifications.
- With regard to the salary levels, the highest number of respondents were at salary levels 2 (18% of the respondents) and 5 (18% of the respondents) respectively.
- Majority of the respondents (42%) were between the age group of 46-55.
- Of the 50 respondents, 32% had experience of between 0-5 years and a small percentage (8%) had experience of 31-36 years.
- A large percentage of 52% of the respondents was not aware of the skills audit exercise conducted by the Department in the past two years.

- A substantial number of 42% were not aware of the Personal Development Plans individual employees had to develop.

- Majority of the respondents (60%) indicated that Personal Development Plan is a useful tool and is important for aligning employees training needs with the Departmental Workplace Skills Plan.

- With regard to attending useful and relevant training interventions, 50% of the respondents confirmed that they have never attended useful and relevant training interventions organised by the Department.

5.4 RECOMMENDATIONS

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

- The Limpopo Department of Health should make employees aware of the skills audit exercise the Department often undertakes.

- Personal Development Plans should continuously be used to identify pertinent employees training needs relevant for the Departmental Work Place Skills Plan.

- Employees should be made aware of the development and importance of developing Personal Development Plans.

- Employees should be encouraged to develop practical and useful Personal Development Plans.

- The Limpopo Department of Health should organise useful training interventions for employees.

- Post-training evaluation done by the Limpopo Department of Health should contribute to important subsequent training interventions.

- Employees should be encouraged to study further in order to enrich themselves with more knowledge and sharpen their current skills / competencies.

- Supervisors should support employees in transferring the acquired knowledge and skills to their work situation.

- The Limpopo Department of Health should ensure that employees training needs are appropriately aligned to the Departmental Workplace Skills Plan.

5.5 CONCLUSION

The aim of the study was to investigate whether or not there was alignment of employees training needs to the Departmental Workplace Skills Plan in the Limpopo Department of Health. The rationale for the study was that it has been observed through experience and interaction with some of the employees that employee training needs were not aligned to the Departmental Workplace Skills Development Plan.

The results of the study indicate that employees training needs in the Limpopo Department of Health are not aligned to the Departmental Workplace Skills Plan. This is supported by the fact that majority of the respondents were not aware of the skills audit and development of Personal Development Plans.

In addition, a large number of respondents indicated that they have never developed practical and useful Personal Development Plans in the past two years. Of those who attended training, majority of the respondents agreed that they have never transferred the skills learnt to their work situation. With regard to post-training evaluation as emphasised by KirkPatrick, most of the respondents indicated that the post-training evaluation done by the Limpopo Department of Health did not contribute to important subsequent training interventions.

As indicated in Chapter one, the findings of this study could be helpful to the Limpopo Department of Health, especially its Human Resource Development and Planning divisions. In addition, the findings in this study could assist the Limpopo Department of

Health in the alignment of training interventions implemented by the Department are appropriately aligned to the Workplace Skills Plan and Departmental HR Plan.

Lastly, the findings could also assist the Department to organise appropriate and useful training interventions for employees in order to improve employee performance and service delivery.

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A SURVEY ON THE ALIGNMENT OF EMPLOYEE TRAINING NEEDS TO WORKPLACE SKILLS PLAN IN THE DEPARTMENT OF HEALTH: A CASE FOR SEKHUKHUNE DISTRICT.

The purpose of this survey is to gather information regarding the alignment of employees' training needs to Workplace Skills Plan in the Department of Health with a focus on the Sekhukhune District.

SECTION A: DEMOGRAPHIC PROFILE

Please provide the following information by indicating an **"X"** in the appropriate block

1. What is your gender?

Male	1
Female	2

2. What is your highest academic qualification?

Grade 12 (Matric, std 10)	1
Diploma or certificate	2
Baccalaureate Degree (s)	3
Post-Graduate Degree (s)	4

3. What is your Salary Level?

Salary Level 2	1
Salary Level 3	2
Salary Level 4	3
Salary Level 5	4
Salary Level 6	5
Salary Level 7	6
Salary Level 8	7
Salary Level 9	8
Salary Level 10	9
Salary Level 11	10
Salary Level 12	11

4. What is your age group?

18-35	1
36-45	2
46-55	3
56 and above	4

5. How long have you been employed by the Limpopo Department of Health?

0-5 years	1
6-10 years	2
11-15 years	3
16-20 years	4
21-26 years	5
26-30 years	6
31-36 years	7

6. What is your population group?

African	1
White	2
Coloured	3
Asian	4

SECTION B: ALIGNING EMPLOYEE TRAINING NEEDS AND WORKPLACE SKILLS PLAN

5-Strongly agree
4-Agree
3-Not sure
2-Disagree
1-Strongly disagree

Please provide the following information by indicating an **"X"** in the appropriate block:

1. Have you been made aware of the skills audit exercise the Department is undertaking?

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
5	4	3	2	1

2. If you are aware of the skills audit exercise, do you believe the questionnaire used deals with identifying pertinent training needs relevant for Work Place Skills Plan?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

3. Have you been made aware of the Personal Development Plan that individual officials need to develop?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

4. Do you believe that a Personal Development Plan is a useful tool to indicate your training needs that have been identified?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

5. Did you develop a practical and useful Personal Development Plan (PDP) in the past year?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

6. Do you believe that Personal Development Plans are important for aligning employee needs with Departmental Skills Workplace Skills Plan?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

7. Have you attended a useful training and relevant interventions organised by the Department in the past two years?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

8. Do you believe that the frequency of training interventions supported by the Limpopo Department of Health for officials are sufficient?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

9. Indicate whether post-training evaluation done contributed to important subsequent training interventions.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5	4	3	2	1

10. From the training attended, indicate competencies/skills which you have managed to transfer to your work situation.

10.1 Organising Skills

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

10.2 Planning Skills

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

10.3 Basic Report writing skills

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

10.4 Customer Care Skills

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

10.5 Mentoring Skills

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

10.6 Coaching Skills

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

10.7 Co-ordination Skills

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

This is the end of the survey. I thank you for the time you have taken to participate in this survey.

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF HEALTH

Enquiries: Selamolela Donald

Ref:4/2/2

Mr Teffu ME

University of Limpopo

Greetings,

Re: Aligning employee training needs and the work place skills development plan in the Department of Health: A case study of Sekhukhune District.

1. The above matter refers.

2. Permission to conduct the above mentioned study is hereby granted.

3. Kindly be informed that:-

    - Further arrangement should be made with the targeted institutions.

    - In the course of your study there should be no action that disrupts the services.

    - After completion of the study, a copy should be submitted to the Department to serve as a resource.

    - The researcher should be prepared to assist in the interpretation and implementation of the study recommendation where possible.

Your cooperation will be highly appreciated.

_____

Head of Department

09-07-2013

Date

18 College Street, Polokwane, 0700, Private Bag x9302, POLOKWANE, 0700
Tel: (015) 293 6000, Fax: (015) 293 6211/20 Website: http/www.limpopo.gov.za

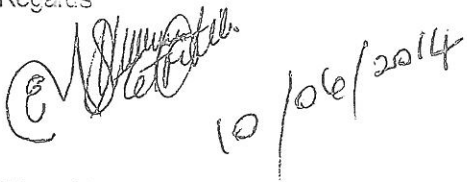**The heartland of Southern Africa** – *development is about people*

TO: CHIEF EXECUTIVE OFFICER (JANE FURSE DISTRICT HOSPITAL)

FROM: EDWARD TEFFU (Student at the University of Limpopo)

SUBJECT: REQUEST FOR PERMISSION TO VISIT YOUR FACILITY ON THE 17TH OF JUNE 2014 IN ORDER TO CONDUCT RESEARCH.

1. I am a registered student for Master of Public Administration Degree at the University of Limpopo (Turfloop Graduate School of Leadership).

2. As a student of the said University, I am required to conduct research and compile a research report which must be submitted to the University for Consideration.

3. In view of the above, I chose to conduct my research in the Limpopo Department of Health, specifically at Health Facilities in the Sekhukhune District.

4. Approval to conduct such research was obtained from the Head of the Department (Please see the Attached Memo).

5. I therefore, kindly request to visit your facility on the **17th of June 2014** in order to conduct research.

6. My Research Topic is: Aligning Employees Training Needs and the Workplace Skills Development Plan in the Limpopo Department of Health: A case for Sekhukhune District.

7. Please note that there will be no face to face interviews with the respondents, I will only distribute questionnaires to support personnel staff.

Regards

10 /06 /2014

Edward Teffu

Tel: (015) 293 6359

Cell: 078 067 8637

TO: CHIEF EXECUTIVE OFFICER (ST RITAS REGIONAL HOSPITAL)

FROM: EDWARD TEFFU (Student at the University of Limpopo)

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