

ANALYSIS OF THE 1996 DEPARTMENTAL POLICY ON  
EDUCATION, TRAINING and DEVELOPMENT TO DETERMINE  
ITS EQUITABLE IMPLEMENTATION AMONG THE  
EMPLOYEES WITHIN THE VARIOUS OCCUPATIONAL  
CATEGORIES IN THE DEPARTMENT OF HEALTH AND  
WELFARE, LIMPOPO PROVINCE.

BY

LESUFI PHP

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SUPERVISOR: MR M.H. KANYANE.

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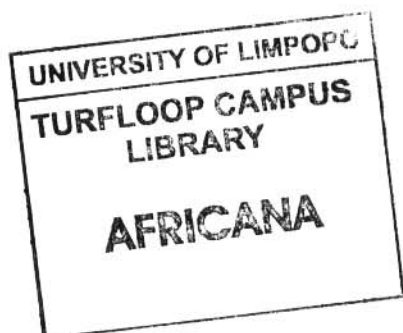
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## DECLARATION.

I declare that the research paper hereby submitted to the University of the North for the degree of Masters in Public Administration has not previously been submitted by me for a degree at this University or any other University, that is my own work in design and execution and that all material contained therein has been duly acknowledged.

Signed: -----

Date : -----



## **ACKNOWLEDGEMENTS.**

This work has been very demanding emotionally and physically that without divine guidance I would not have managed to complete it. I am therefore heavily indebted to the Lord my God for inspiring me to walk this journey to the last mile.

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MAY THE LORD BLESS US ALL!

## **EXECUTIVE SUMMARY.**

The training of employees in an organisation should be approached with great care lest it turns out to be a problem rather than a tool that managers could use to the advantage of the organisation. So often this human management responsibility is treated very casually that employees derive their source of discontent from the way it is applied within some organisations. It could be that the Department of Health and Welfare has fallen victim to this ill practice, as there are perceptions among the employees that training opportunities are unevenly distributed among the various occupational groups.

Employees are of the opinion that only nurses are benefiting from education, training and development practices in this Department. Once perceptions of this nature take root, there will always be some danger because, in the words of Grobler, et. al. (2002:384), "if employees perceive that they are being treated inequitably by the organisation, tension results. The perception of inequity causes an unpleasant emotional state that may cause employees to reduce their future efforts, change their perceptions regarding rewards for their work efforts or, as often is the case, leave the organisation".

Unfortunately this is seen in practice especially at the Polokwane/Mankweng Hospital Complex. This hospital complex can be likened to a whistle stop for many highly qualified specialists in the country. Being a training manager for the Complex one is exposed to the frustrations and sometimes the ridicule that these people with scarce skills have to endure when trying to access sabbaticals to go out and explore and learn novel practices somewhere else. The result is that their stay within this tertiary Complex is very short as they leave at the first opportunity offered to them by other institutions.

The Department designed a policy framework, the Education, Training and Development Policy, way back in 1996. This policy framework emphatically demands that training and development opportunities should be equitably distributed amongst all employees without any regard to status or occupational category into which an employee may be classified. In practice this demand does not seem to be heeded. This study therefore seeks to examine the following objectives in order to establish the reasons for this apparent non-compliance.

1. To determine the extent of involvement and contribution by district training managers towards the formulation of the policy.
2. To determine whether the training managers know the people and the structures that should be responsible for the implementation of the policy and the assessment of the impact thereof.

3. To assess whether the training managers are aware of the demand for equity when providing training opportunities to employees.
4. To review all study leave records in order to assess the impact and the rates of applications for full-time study leave by employees in the various occupational categories, as well as approval figures per category of applicant.
5. To suggest the mechanisms for the improvement of this policy and its application strategies and processes.

This study therefore was aimed at establishing the merits of the perceptions of inequity in managing training in the Department and we believe that this has been achieved. This is a retrospective study that looked into the records of applications for full-time study leave by all officers who made submissions from the various occupational categories in the seven districts of the Department of Health and Welfare.

The first chapter introduces the research theme in general and provides the statement of the problem together with the objectives of the study. It furthermore explores the reasons why the study is important to conduct and points out at the dangers of inequity in the distribution of training opportunities. A hypothesis is formulated to give direction to the study.

In the second chapter, a literature review states the problem within defined conceptual and contextual frameworks. This further helps to confine the work within manageable boundaries and provides sense and direction. The third chapter deals with research methodology and starts by providing for the ethical requirements needed for all scientific studies. The research methodology further provides for the study design, the population for the study, the sampling methods, and data analysis techniques. The chapter ends with the acknowledgement of prevailing limitations.

The fourth chapter discusses the findings of the study. It begins by analyzing the quantitative findings from the study leave records and then discusses the qualitative findings from the interviews with the training managers at the seven districts. The work concludes with chapter five that deals with conclusions and recommendations, emphasizing important areas of discussion and finally lists the recommendations that may assist in the improvement of the issues raised in the study.

A quantitative tool was used to gather data from records of applications submitted for full time study leave for the period 1998 to 2001. Secondly, a qualitative tool in the form of a structured interview was administered to the training managers in the seven districts. The results of the two surveys were used



to determine whether they corroborate each other in confirming or refuting the hypothesis that says nurses enjoy training and development opportunities more than employees from other occupational categories. It is disturbing to realize that the study seems to be confirming these widely held perceptions that there is inequity in the distribution of training and development opportunities in the Department, particularly the distribution of full-time study leave opportunities.

The study is, of course, not without its limitations.

1. First the employees themselves were not interviewed to measure their own opinions with regard to the offering of opportunities for full-time study leave. This could have shed even more light to the perceptions.
2. Secondly, the numbers of applications for full-time study leave from other occupational groupings outside nursing were very small and may not be representative enough.
3. The study did not cover the training managers at Head Office where the final decision to approve or not approve applications actually takes place.

Despite these problems the findings from the study unequivocally point to the fact that indeed there seem to be disparities in the distribution of full-time study leave opportunities among the various occupational groupings and that disparity is skewed to the advantage of the nursing staff.

The situation needs to be reassessed and, as the district managers have pointed out during the interviews, the policy on training needs to be reviewed and amended. Perhaps in the new version policy imperatives like equity should be given a centre stage so that all managers who are dealing with training and development at institutional, district and provincial levels are always consciously aware of the centrality of equal distribution of these opportunities.

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## **CHAPTER 1.**

### **INTRODUCTION.**

#### **1.1. INTRODUCTION**

For any department in the public service to survive and to keep its business viable at the market place, that department must ensure that its human resources needs, both in quantitative and qualitative terms are optimally met. This is one of the basic requirements for personnel utilization. The recruitment drive, selection and placement of the human resources in any department in the public service will not guarantee that the objectives, the aims and the goals of that department will be achieved if training and development is ignored. The training and development element of human resources forms an integral part of the personnel system and must therefore be taken into serious consideration. Van der Waldt and Du Toit, (2002: 21) capture Lord Fulton's observation succinctly:

"... the public expects the best possible management processes and services from public institutions. The demands and standards for effective action are therefore constantly increasing and officials have

to adapt to this. The necessity for training and development in this context is obvious".

The topic under discussion seeks to address the qualitative and quantitative human resource needs of the Department. The training and development of personnel in the Department at the districts and institutions is still problematic. There is seemingly a lack of direction with regard to the training of personnel in most of the occupational groupings and particularly the non-professional occupational classes yet as Robbins and Decenzo(2001:196) maintain, "employee training is a learning experience in that it seeks a relatively permanent change in employees such that their ability to perform on the job improves. Thus training involves changing skills, knowledge, attitudes or behaviour".

This apparent omission also effectively rules out the question of career advancement for employees in these groups. There appears to be a disparity in the distribution of training opportunities amongst the different occupational groups to the extent that there is a general perception that nursing is the only category favoured when the policy on training and development is implemented. The question to be asked is whether these perceptions have legitimate grounds or whether they are unfounded? Irrespective of what the

answer to this question could be, it should be borne in mind that once issues of inconsistency are aroused by real or imagined perceptions, the workforce will invariably feel hard done. "Factors that influence perception can reside in the perceiver, in the object or target being perceived or in the context of the situation in which the perception is made". (Robbins and Decenzo. 2001:269). It is the intention of this study to establish the merits or lack of substance in these claims. The contents of the policy had to be outlined to determine if there are any weaknesses that may affect the equitable distribution of training and development opportunities when this policy is being implemented.

The Constitution of the Republic of South Africa, 1996, (Act no 108 of 1996), lays down several principles that have to be adhered to by the various structures of public administration. To cite just a few, the following may be indicated:

- a) " ...public administration must be development oriented.
- b) services must be provided impartially, fairly, equitably and without bias.
- c) good human resource management and career development practices to maximise human potential, must be cultivated".



At the districts and institutions, the problems of training and development frustrate the employees to an extent that some of the highly qualified and skilled personnel leave the Department for other provinces and institutions with the hope that they would have opportunities for continuous life-long learning offered to them. This study has therefore tried to confirm whether management is failing to implement the training and development policy or whether the policy itself does not clearly outline the terms and conditions for training and development in the Department.

A study of the policy contents seem to suggest that the policy itself strongly advocates for the training of all employees without due regard to the categories in which they work. The following statements from the 1996 Policy on Education, Training and Development document attest to this view:

(a) Chapter 1.1. "Head of Department is directly accountable for the training and development needs of all departmental personnel".

(b)Chapter 2.2. (The policy is aimed at) "... facilitating the establishment of an effective life-long career management system for all categories of public servants"

(c) Chapter 3.2.1. " An integral part of the education policy of the Department is to address the ability of all employees to be able to read and write".

(d) Chapter 3.2.2.1. " Employees who need to upgrade their educational levels and staff who wish to undertake tertiary, post graduate/diploma education will be provided for ...'with loan bursaries'."

(e) Chapter 3.3.1. "... health and welfare training in the Department will be aimed at the development of skills, knowledge and abilities that aim at optimising individual performance of health and welfare workers...'through' ...upgrading the data gathered, consolidation and analysis of skills of all levels of workers... 'and' across the board development of skills knowledge and abilities necessary for the establishment of a caring ethos in the health and welfare..."

While these are the statements of intention as laid down in the policy framework the policy may not guarantee the actual implementation of these directives.

It was therefore important to also find out from the district managers that are charged with the implementation of this policy

whether they attach the same value and understanding of these policy intentions and statements particularly when implementing the directives of this policy. To establish the impressions and practical interpretations of these district managers regarding the policy framework and its implementation interviews were conducted amongst them because "in the public sector, policy analysis is also concerned with conditions affecting implementation such as executive structures, efficiency, goals and services, recipients, equity" (Hanekom, 1995:65).

Special emphasis is laid on the granting of full-time study leave to employees where they would be released for periods over three months and longer to attend full-time training programmes. Another way of establishing facts around the claims of bias and partiality was to look at patterns in the records of applications for full-time study leave over a period of four years during which this policy has been in use. These would confirm or refute those perceptions of partiality. This analysis is critical to ensure "the continued growth of governmental activities irrespective of growing complexities in social problems or the development of new technologies that have a

bearing on the quality of public service" (Hanekom. 1995:66). The adverse effects of an ineffective policy and/or improper policy implementation could stifle "the continued growth of government activities" (Hanekon.1995: 65). It is also important to realise that training "wins the confidence and cooperation of your workers" (Bittel and Newstrom. 1990:234).

The first chapter serves to provide an overview of the study and it pre empts the discussions of the rest of the document. It further provides the statement of the problem that guides and focuses research methodology so that sound conclusions are arrived at. This is followed by the objectives of the study that will indicate the extend to which district managers understand and interpret the current departmental policy on training and development and also enquire into the reasons why there is apparent inequity in the distribution of training and development opportunities in the Department. The chapter concludes with a hypothesis that suggests that nursing staff seem to be having ready access to theses opportunities that staff in any other occupational group. The findings of the study will be tested against this assumption.

Chapter two (2) will outline the contextual as well as the conceptual frameworks of the study as viewed from various authors on the subject of training and development. This will further be strengthened by the legislative imperatives that direct and guide the management of training and development in the public service.

The research methodology proper is streamlined in chapter three (3) that covers ethical issues in research, study design, the population for the study, the sample size and sampling methods. This chapter further deals with methods used to collect data, data analysis techniques and the limitations of the study. Quantitative data that is analysed reflect the total number of applications per occupational category that were submitted to head office for approval matched against the number of approvals received. Qualitative data is derived from the responses of district managers that were interviewed regarding the departmental policy on education , training and development.

Chapter five (5) presents concluding arguments and also provides recommendations that are suggested to assist the Department on how to correct the situation.

After the analysis of data in chapter three, the next step will be the interpretation of data so that the findings of the study could be discussed. Chapter four (4) presents these discussions that are assisted by graphic presentations to provide an outright schematic picture of the findings.

## **1.2. STATEMENT OF THE PROBLEM.**

This study proposes to analyse the 1996 Departmental Policy on Education, Training and Development in the Department of Health and Welfare in Limpopo Province in order to determine whether training and development opportunities are equitably distributed amongst employees in the different occupational categories within the Department.

### 1.3. OBJECTIVES OF THE STUDY.

In view of the concerns raised in the introduction to this work and the statement of the problem as it applies, the main objectives of this study are based around three areas namely:

- (a) Policy formulation process
- (b) Policy contents
- (c) Policy implementation and some general issues of policy management.

#### **Study objectives:**

- (a) To determine the extent of involvement and contribution by district training managers towards the formulation of the policy.
- (b) To determine whether training managers know the people and the structures that should be responsible for the implementation of the policy and the impact thereof.
- (c) To assess whether the training managers are aware of the demand for equity when providing training opportunities to employees.
- (d) To review all study leave records in order to assess the equity and impact of the training and development policy in respect of the rates of applications for full-time study leave by employees in the various

occupational categories, as well as approval figures per category of applicant.

(e) To suggest mechanisms for the improvement of this departmental training and development policy.

The main aim of this study was to find out whether the generally held view that nursing staff have ready access to formal full-time study leave opportunities as compared to other categories is valid or not. A study of full-time study leave records would provide some light into this matter.

#### **1.4. THE SIGNIFICANCE OF THE STUDY.**

The significance of this study lies in the significance of training and development of personnel itself. "The continual upgrading of its human resources is regarded by many as the most valuable contribution government can make to social and economic development" (Esman.1991: 95). "South Africa is a country with a considerable Third World component which means that the majority of the population lacks education beyond basic level, and also lacks trade or vocational training Unless the persons going on to labour market in the public sector are properly and adequately trained, service standards will decline, and in extreme cases, some services may cease altogether"



Craythorne. (1994:289). There is no better way of emphasizing the importance of training for public servants than the statements of these authors.

The government is faced with so many social needs than it can provide sufficient resources for. It is vital that every employee should be able to provide services to the highest of their potential. Human resources are crucial in ensuring that the limited resources at the disposal of government should be utilised fully, efficiently, effectively and with the greatest economy that is achievable to ensure that the people of the country get value for their taxes. Meaningful training is stressed because it means training that will impart lasting skills necessary for every one to carry out their work. In the main it is full-time training that results in providing people with lasting competencies. Short courses may not be effective in terms of building a baseline of competencies. Short courses are usually designed to upgrade and sustain built-in competencies or develop lateral skills to augment the baseline.

It is also important to attend to disquieting perceptions about inequity that have the potential to play havoc with peoples' emotions before these could bring into the workplace a sense of despondency and lower the morale of

the workers. This study examines whether there is truth in the perceptions of staff that the management of the policy on training and development favours the nursing personnel while it disregards the aspirations of the rest. If this can be disproved, the Department will hopefully be encouraged to devise ways and means for managing the situation, or alternatively devise intervention strategies to correct the situation should it be found that indeed these perceptions are real.

#### **1.5. THE HYPOTHESIS.**

Nursing personnel are afforded easier access to full-time study leave opportunities than employees from other occupational groups in the Department of Health and Welfare.

#### **1.6. CONCLUSION.**

The training of all employees in an organisation is very crucial. The reason for this need is that all employees are expected to provide services of high quality to the communities they serve. All statutory mandates, beginning with the constitution of the country direct that all public servants, irrespective of their levels on the organizational chart, must be fully trained to enable them to be gainfully employed.

The 1996 Departmental Policy on Education, Training and Development clearly directs managers to ensure that all employees are well trained and have the required skills to perform their duties. In spite of this it would appear that in practice only nurses have ready access to meaningful training in that annually quite a sizeable number of them are released on full-time study leave. This has created an impression among employees in other occupational categories that they are less considered by the system and they thus feel neglected.

This has prompted this study to establish whether indeed other employees within the department are denied training opportunities (deliberately or otherwise) or that perceptions of disparity are unfounded. A hypothesis that this perception is correct is formulated, and on the basis of this the study is conducted to test the merits or demerits of the perception, and inform the Department how to tackle this problem.

## **CHAPTER 2.**

### **LITERATURE REVIEW.**

#### **2.1. INTRODUCTION.**

It is very important for a researcher to map out both the conceptual framework and the context in which issues of discussions and investigations are to be handled. This will have the advantage of confining such discussions and investigations to a delineated specific field and locus thereby ensuring that the interrogations are focussed. This study examines secondary data about the distribution of training opportunities among employees within the Department of Health and Welfare in the Province.

Further to this it seeks to assess the level of understanding and interpretation of this policy by the district-training managers, as they are the people responsible for its implementation. For this matter it is important that the conceptual framework as well as the contextual overview that are presented should only lead the discussions to a better understanding of these phenomena. The literature should be able to lead this study towards an

intelligible conceptual framework and also provide an operational context that will lead the study to conclusive findings.

## **2.2. CONCEPTUAL FRAMEWORK.**

Three important elements characterise this study and therefore provide it with a nucleus for its conceptual framework. After careful thought it occurred clearly that the concepts equity, perceptions and training define the conceptual framework of the study and therefore determine the boundaries thereof.

Several authors' works have been consulted to establish the concepts mentioned supra in the context of the study as propounded in the introduction.

Mullins (2002:907) defines perception as "the dynamic and complex way in which individuals select information (stimuli) from the environment, interpret and translate it so that a meaning is assigned which will result in a pattern of behaviour or thought". It will be remembered that the study here is prompted by a perception that says nursing personnel seem to access training opportunities, specifically full-time study leave opportunities, more

readily than employees in other occupational groupings. Such perceptions could prove costly to the health services in this Province. Grobler et. al. (2002:314) state the obvious when they say "the perception of inequity causes an unpleasant emotional state that may cause employees to reduce their future efforts, change their perceptions regarding rewards for their work efforts or, as often is the case, leave the organisation". It is more serious than that where an organisation exposes itself to high staff turnover due to perceptions when efforts could be made to verify and counter these perceptions through conducting a study like this one to refute the perceptions or take corrective measures if the perceptions were founded. Grobler et.al (2002:384) goes on to say, "research has found that employee perceptions of equitable treatment were affected when an organisation altered its (reward) system..."

Perceptions may be groundless and more often managers think this justifies them to ignore them. Perceptions are born out of expectations. All employees expect to be treated like their counter parts in the same or similar situations. When this is not happening they feel left out. Uys in Kroon (1997: 525-526), is of the opinion that expectations by people may lead to perceptions around a given phenomenon (e.g. training) when he says that "expectation is the tendency to find in other people and situations precisely

what you expect to find, without their necessarily being there. Expectations can create a situation that inevitably evokes the expected behaviour from the other person". This clearly is an indication that workers as people are capable of making meaning out of the totality of the situation in which they work. A simplistic and casual treatment of the workers' conditions of services can be very taxing to the Department in a long run.

The equity theory developed by Adams J.S. is more to the point. "... equity theory says that employees perceive what they get from a job situation (outcomes) in relation to what they put into it (inputs) and then compare their input-outcome ratio with the input-outcome ratio of relevant others" (Robbins & Decenzo. 2001:318). Employees also compare their rewards against prevailing organisational systems like policies and processes to assess whether these are rewarding their efforts.

### **2.3. CONTEXTUAL FRAMEWORK.**

The foundation for the training and development of personnel in the public services is found in chapter 10, section 195 (1) of the Constitution of the Republic of South Africa, 1996,(Act 108 of 1996) that outlines the fundamental principles of public administration. The White Paper on the

Transformation of the Public Service, 1995, takes this further when it states " the government nevertheless sees itself as playing a direct and active role in building public sector capacity, accordingly, a coherent strategic framework for human resources development will need to be developed at both the national and provincial level". Employees access this opportunity by submitting their applications through their line function managers who comment and present these to a Training Committee. This committee, which is headed by a training manager, then do selections and recommend to the Head of Department for approval of the applications. To be able to provide a meaningful contribution to these tasks it is important for the districts and institutions to take it upon themselves to ensure that the directives of the Departmental Policy on Education, Training and Development are thoroughly implemented.

Furthermore Public Service Regulation 2001, part IX.(A), has among others, a principle that says: "employees should have ongoing and equitable access to training geared towards achieving an efficient, non - partisan and representative public service". In fact it was such policy intentions, which prompted this study because in practical terms equitable access to training seems not to be noticeable in this Department. In these regulations it is



expected of the head of department and managers to provide training and development to all employees. Casio (1998: 265 - 6) emphasizes issues of workplace training when he stresses the importance of "structural issues in the delivery of training". There is a direct relationship between productivity, the rendering of quality service and training, as captured so succinctly by Cloete(1998:238);"No employee will be able to perform his/her duties properly from the outset without suitable training... the public authorities should therefore prepare proper training programmes for all categories of officials".

The importance of equitable distribution of training opportunities cannot be overemphasised. Esman (1991:95) states, "The continual upgrading of its (an organisation's) human resources is regarded by many as the most contribution government can make to social and economic development".

Whatever the problems of training, these should be focused at the workplace thereby necessitating a confinement of the research problem around that operational area only. Pepper (1987:1-7) takes this further and advises that for training and development activities to run well an organisation

needs a well managed training and development unit which will be guided by a well-defined policy.

Human resources authors and practitioners alike hold the need for comprehensive meaningful training. Erasmus and Van Dyk (1999:145) point out that the success of training and development efforts in companies is theoretically based on the company's official policy on training but also acknowledge that policy alone will not bring this success. It is the implementation of policy directives and procedures, which will bring about the desired success. Even then policy implementation requires that those who are responsible for its operationalisation should clearly understand its provisions and operational strategies within the context and content of organizational business. Analysis"... requires the ability to break down (policy) into its constituent components to clarify the nature of the total structure" (Erasmus and Van Dyk, 1999:147). Policy analysis will help implementers to appreciate the problems, which initially led to the formulation of that policy in the first place. It is therefore important that the district managers who are responsible for the implementation of this policy should obtain clarity into the problems that have been dogging the training and development of personnel through the years. This will enable them to evaluate the efficacy of the policy and be able to determine whether it addresses key problem areas.

"In the public sector, policy analysis is also concerned with conditions affecting implementation such as executive structures, efficiency, goals and services, recipients, equity," (Hanekom, 1995:65). Now, this is the crux of the matter with regard to the current espoused department policy on education, training and development of 1996. While this policy keeps referring to the provision of those opportunities to all public servants, in practice only some professionals seem to be readily exposed to meaningful training and development opportunities, to the exclusion of the non-professional staff specifically. The analysis of this policy exposes the cause of these discrepancies, as it indicates whether the policy itself is biased or whether those who implement it are failing its purposes and intentions.

Training ensures "the continued growth of governmental activities irrespective of growing complexities in social problems or the development of new technologies that have a bearing on the quality of public services" (Hanekom, 1995:66). The dreaded consequences of an unclear policy can be the stifling of "the continued growth of governmental activities..." (1995:65). Such serious repercussions will have to be checked fast before serious setbacks in government business manifest themselves. While training

approaches are many and different, the formal training approach through the granting of full-time study leave, provides meaningful training and it is therefore the context in which this study is being conducted. Managers should also realise and appreciate the fact that "the changing workplace obsolescence and the need for multi-skilling, self-directed careers, and dejobbing are forcing employees to become continual learners. 'Going back to school' is becoming commonplace for workers of all types" (Robbin, 2000:218). If people do not feel that their training needs are being catered for, they will resort to resignations and this is a threat to government departments as a whole.

#### **2.4. CONCLUSION.**

The introductory section of this work has referred to training so often that it is becoming rather redundant to emphasise the concept any further. Kroon (1997: 315) states, "South Africa is experiencing a large shortage of well-trained employees and managers. Therefore it is essential that employees be trained to an acceptable level of skills and competency". It should be pointed out here, as it was done earlier on, that this study is confined to interrogating patterns in granting full-time study leave. The reason is that this type of study leave (full-time) can only be accessed through formal

application to the Head of Department. It is thus managed and controlled well through systems of record keeping and feeds back throughout the processing stages.

Three conceptual points of departure are identified to place the arguments within a suitable conceptual framework:

1. The first is training which is a human resource activity that is indispensable for providing specialized skills and knowledge needed by employees in their daily rendition of services.
2. Second is the concept of equity that prescribes that training and development opportunities in the public service should be equitably distributed among all public servants in the departments. and
3. Thirdly are perceptions which represent unverified conclusions about occurrences or phenomena that may not reflect the true state of affairs. In the context of this work these are perceptions of apparent inequity in the distribution of training opportunities among the employees. It has also been indicated that perceptions could be destructive irrespective of whether

they are real or imagined and that managers would do well to check these out before organizational business is disrupted.

Finally the context of training within government is mapped out to indicate the necessity of this function to the rendering of public services. Training in the public sector is prescribed by many statutes including the Constitution of the country, the Constitution Act, no. 108 of 1996, the Public Service Act, 1994, as amended, the Public Service Regulations 1999, the White Paper on the Transformation of the Public Service, 1995 and many other statutes and policies. The Skills Development Act, 1998, is the leading policy document in shaping training of all the citizens of the country whether they are employed or not. It is mainly within the context of this Act that training, as contemplated in this study, is put into context. The approach, and therefore the context within which this study was conducted is that of formal training through the granting of full-time study to those employees who apply for these opportunities.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY.**

#### **3.1. INTRODUCTION.**

Now that the two preceding chapters have set a scene for the study and provided the main issues that need to be researched, this section lays a foundation for the work-proper to resume. The issue of employee perceptions on the equitable distribution of training opportunities is widespread and accepted as a serious concern. It is taken as a given. The challenge here is to confirm or refute whether indeed nurses are favoured among employees that apply for permission to undertake full-time study leave while employees from other occupational categories are excluded from these opportunities.

This chapter is first dealing with ethical issues that needed to be satisfied. The study methodology is outlined next to explain the study design, the population and the sampling methods that were used. Methods of data collection are then handled to indicate how data from the various samples were collected and treated. The data analysis techniques are then explained to indicate how data were grouped and interpreted. Finally, those factors

considered as impediments to the process of the study are identified and exposed.

### **3.2. ETHICAL CONSIDERATIONS**

Permission to conduct this study was obtained through the Research Committee of the Department. The purpose of the study and the benefits of conducting this study were clearly outlined. All the participants, namely the District Training Managers, were informed about the purpose of the study. They were informed by a letter of invitation to participate that they were under no obligation to participate in the study and that their identity would not be revealed. Therefore, no names are mentioned anywhere in this study. They were also informed about the study in order to allow them time to assist in retrieving the required records as well as to allocate time for the interviews.

### **3.3 METHODOLOGY OF THE STUDY**

This section covers the research methodology and provides details of the study design, the population, sampling methods and the sample size as well as the data collection methods and data analysis techniques.



### 3.3.1 STUDY DESIGN

A descriptive retrospective study design was used with both quantitative and qualitative methods. For quantitative purposes, records of full-time study leave were reviewed to determine the number of employees who applied during the period 1998 to 2001. Annual records of applications for full-time study leave in each District of the Department of Health and Welfare over that period of four (4) years were studied with a view to determine whether employees from all or most of the occupational categories were given equal permission to undertake full-time study.

The seven districts, Polokwane/Mankweng Hospital Complex is a sub-district, annually submit records of all applications to the Departmental HRD and Training sub-Directorate for consideration by the Head of Department for approval. A thorough scrutiny of feedback on these records helped to corroborate results represented by the original applications received from the districts.

For qualitative purposes, questions were developed to interview managers who are responsible for training and development in the districts as policy implementers.

### **3.3.2 TARGET GROUP/ POPULATION.**

Applications from all officers within the Department of Health and Welfare who had applied for permission to go on full-time study leave during the period 1998 to 2001 formed the study population. All managers in the districts that are in charge of training and development formed a secondary population for the study. These managers are responsible for the implementation of the departmental policy on training and development. Their understanding and interpretation of this policy is critical to the implementation thereof. Any misinterpretations would affect the implementation of the directives of this policy adversely and could ultimately be a reason for the inequitable distribution of training opportunities as suggested in the hypothesis.

### **3.3.3. SAMPLING METHODS AND SAMPLE SIZE.**

In this study it was decided that the whole population consisting of all full-time study leave applications submitted by employees from the various occupational groups for the period 1998 to 2001, be included in the study sample, N = 2625. Equally, it was decided that all district training managers would form the second sample for this study,

N = 7. Sampling would have reduced the numbers of managers to insignificant margins while possibly introducing bias into the selected applications, thus casting a shadow of doubt on the outcome of this study.

#### **3.3.4. DATA COLLECTION METHODS.**

##### **(a) A structured questionnaire.**

This was used to obtain the views and opinions of the training managers in the seven (7) districts about their understanding of the departmental policy on education, training and development. The questions revolved around four areas of the policy, namely: - policy formulation, policy content, policy implementation and their general impressions on the policy.

##### **(b) Interviews.**

These were conducted with the district training managers, N = 7, using the above-mentioned questionnaire.

**(c) Record review data collection tool.**

This tool was used to collect data of all full-time study leave applications submitted by employees in the various occupational groups for consideration of approvals (N = 2625), as well as data on the approvals of these applications between 1998 and 2001.

**(d) Observations.**

These are observations made by the researcher that led to this study. As applications for full-time study leave were submitted and approvals were received from Head Office a trend started to emerge and this warranted scientific study. Given the general concern by employees over the seemingly disproportionate distribution of these opportunities, the researcher wanted to pursue this study to help improve the situation.

### **3.3.5. DATA ANALYSIS TECHNIQUES.**

All records collected in the districts from 1998 to 2001 were collated into one document. This was transferred onto an Excel programme to create graphs for easy interpretation.

Data collected from managers was analysed using content analysis. Themes were developed and categorised according to the defined objectives. Data was then coded according to similar responses given by managers for descriptive analysis. This was used to complement the results obtained from record reviews.

### **3.4. LIMITATIONS OF THE STUDY.**

This study was not extended to the Head Office, where final decisions on whether or not to approve study leave are being taken. Information from training managers at that point would have helped to indicate whether this policy is interpreted the same as at the districts. The researcher wanted to first establish how the district managers interpret and implement the departmental policy on training and development so as to advance solutions should it be found that this is not done correctly at that level. The policy was drafted and authorized at Head Office and it can therefore be reasonably expected that those responsible for its implementation at that level should be able to interpret it correctly.

### **3.5. CONCLUSION.**

This chapter of the study served to outline the research methodology that is the main pillar of the study. The first paragraph presented the ethical requirements that have been observed to protect all people involved in this work. This study is retrospective in nature as its main population is records on training, and also descriptive as the second population concerns a description of the policy and how training officers are implementing it. The methods used to collect and analyse data have been explained and finally some limitations that may have affected the study have been pointed out.

## **CHAPTER 4**

### **FINDINGS FROM THE STUDY**

#### **4.1. INTRODUCTION**

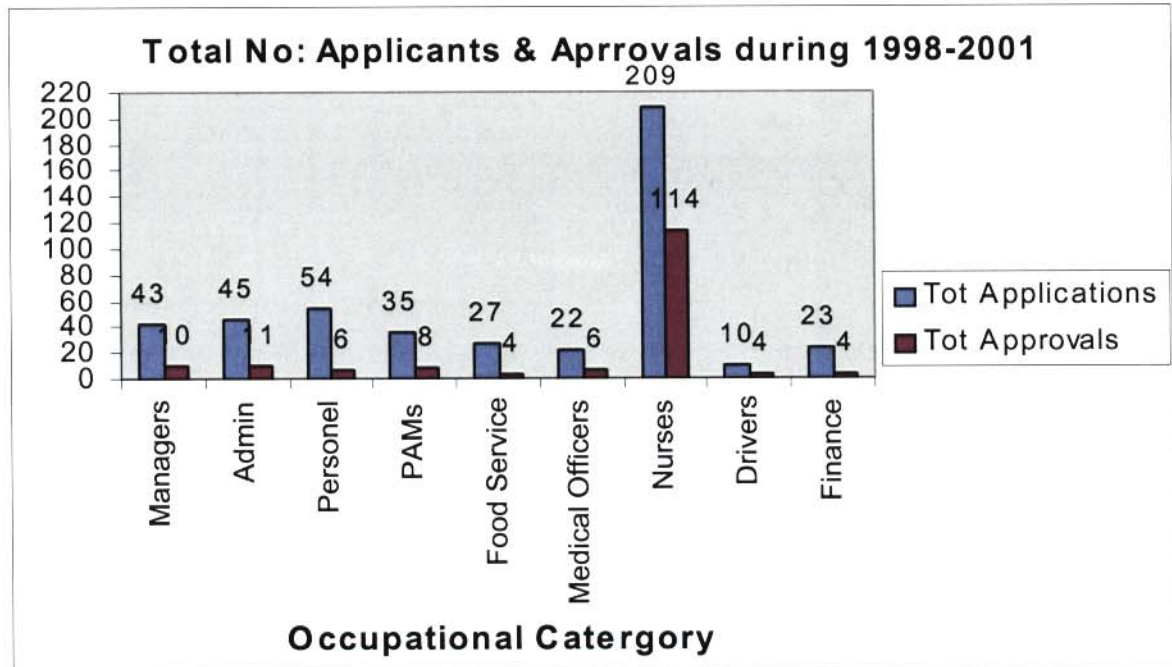
This study is relying on the outcomes of two processes namely, the review of training records and in particular the records of study leave applications from all districts for the period 1998 to 2001, as well as the opinion of the seven training managers in the districts. Structured interviews were conducted to get a view of the training managers' knowledge and understanding of the policy and its implementation, and the results of those interviews form part of this section of the report.

The findings from the records, which were reviewed from all the districts in the Province, are indicated in part I below, as quantitative data. The graphs show the total number of applications received per district and the number of applications that were approved. The last two graphs show the summary for all the districts in terms of the number of applications and the number of those applications that were approved. The results obtained from the managers from various districts are indicated in part II as qualitative data.

## PART 1.

### 4.2. Quantitative Data Analysis.

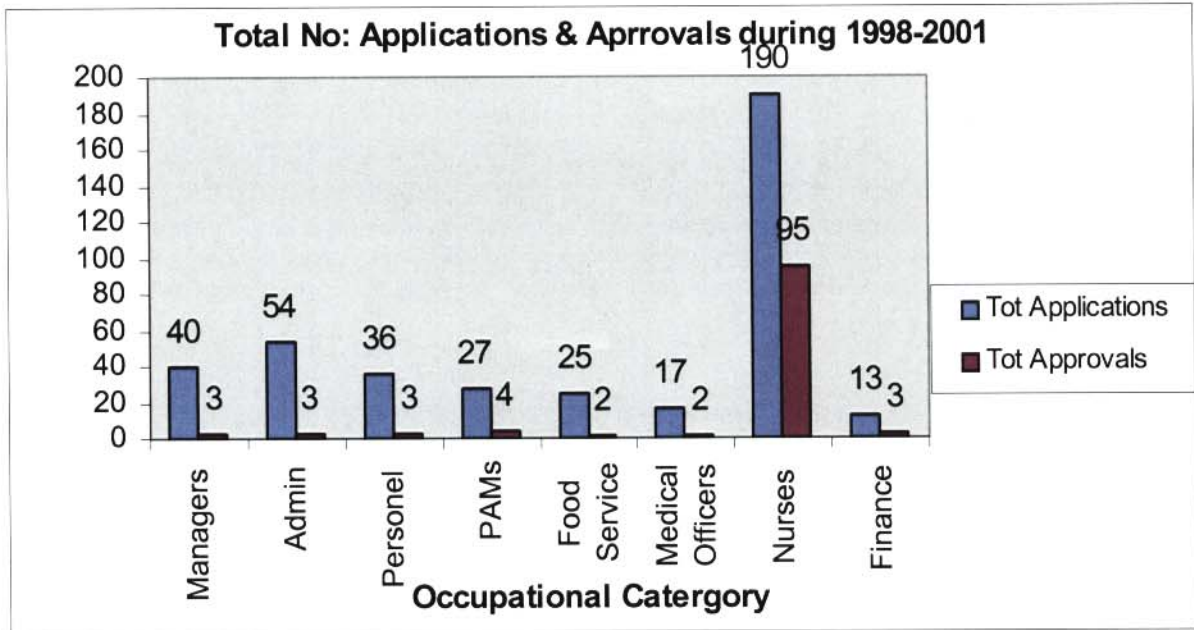
#### 4.2.1. Total applications and approvals for 1998- 2001: Vhembe District



This graphs shows that the majority of staff who applied for study leave after the implementation of 1996 policy for training and development fall under the nursing category. This is followed by the category of personnel, which yielded at least 54 applications during the sampling period. There seem to be a very limited number of applications with approvals for all categories as compared to nurses. Converted into percentages Nurses submitted 46% of the applications and scored 68% approvals. The rest of the remaining occupational categories submitted the remaining 54% of the applications of which 10% were from the admin section and 12% from personnel; the two representing the second and third larger numbers of applications. The approval rates for the last two categories are 7% and 4% respectively.

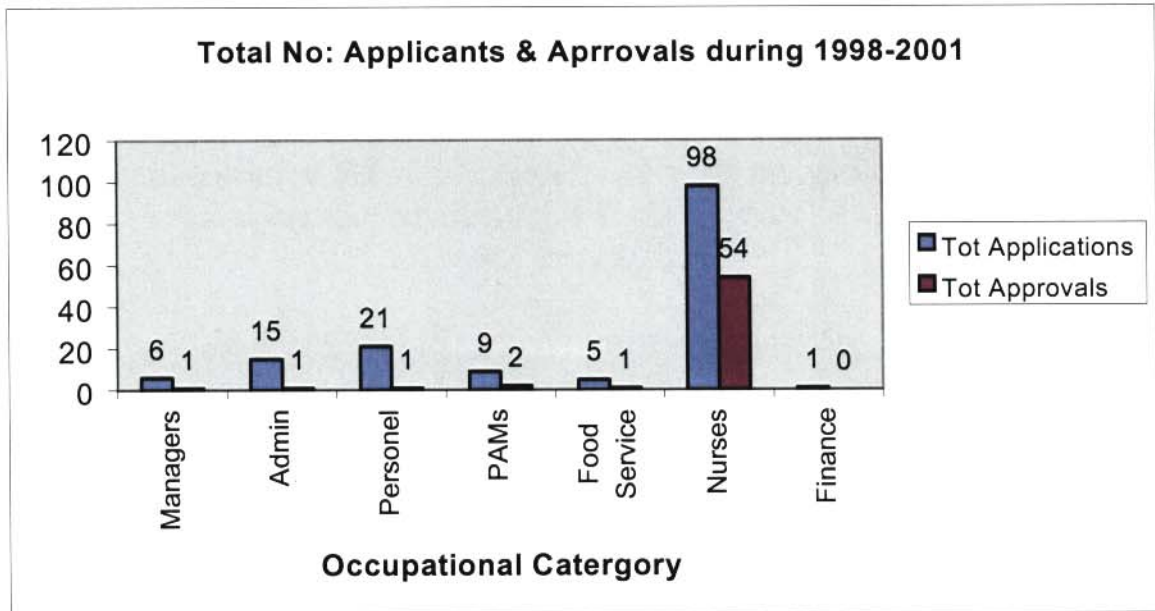


**4.2.2. Total applications and approvals for 1998-2001 :Sekhukhune District.**



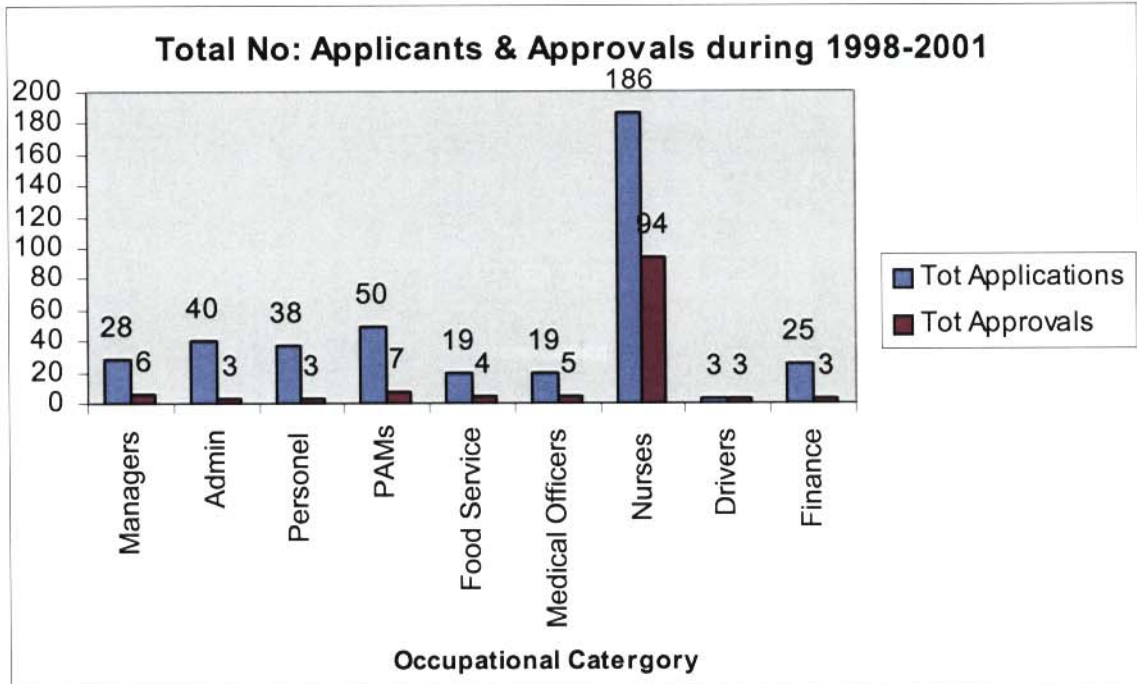
This still shows high rates of approvals for the nursing category. The graph also shows that there were no applications by the drivers as is the case in VHEMBE district. Once again the graph puts the approval rate for nurses at 83% while that of the second highest group, Admin. Officers are at a mere 3%, which is also the case with management, admin, personnel and finance groups. The minimum approvals are those of the food services and the medical officers' groups that are at the rate of 2%.

**4.2.3. Total applications and approvals for 1998-2001: Bohlabela District.**



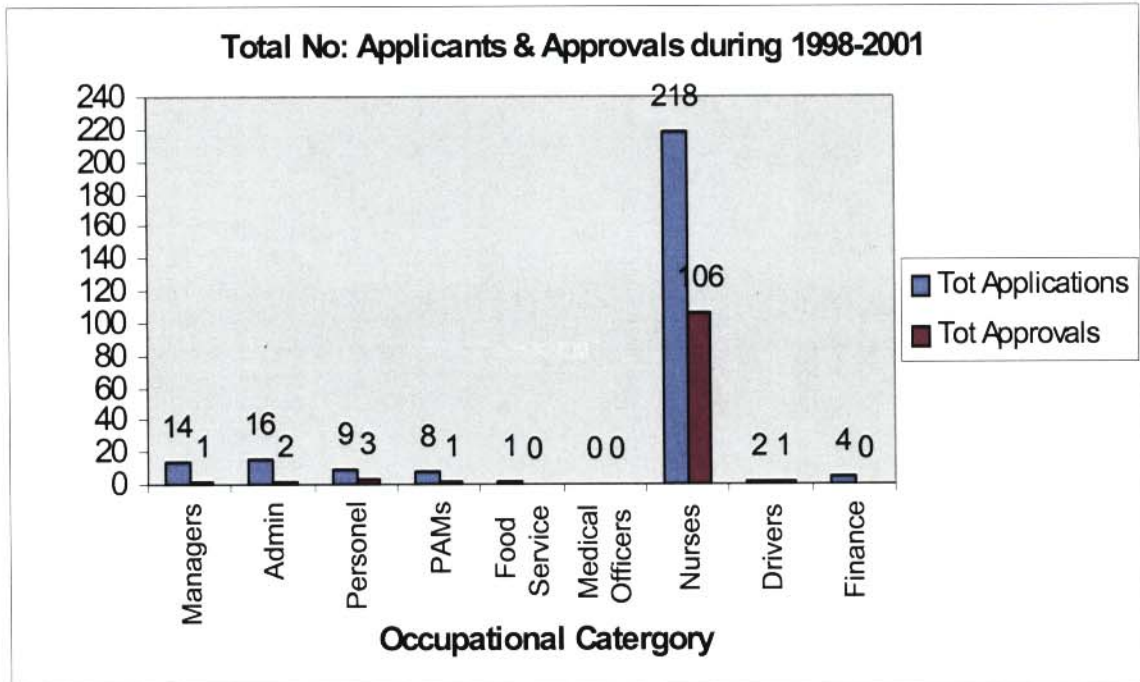
This graph shows that the majority of applications were also received from the nursing category; however this is a little lower as compared to the other districts. There seem to be very minimal number of approved applications for all the other categories as compared to nurses whose approval rates stand at 90%. For the rest of the groups the approval rates stand at between 3% and 0%. From this district, there is not even a single application from the drivers that was received.

**4.2.4. Total applications and approvals for 1998-2001: Capricorn District.**



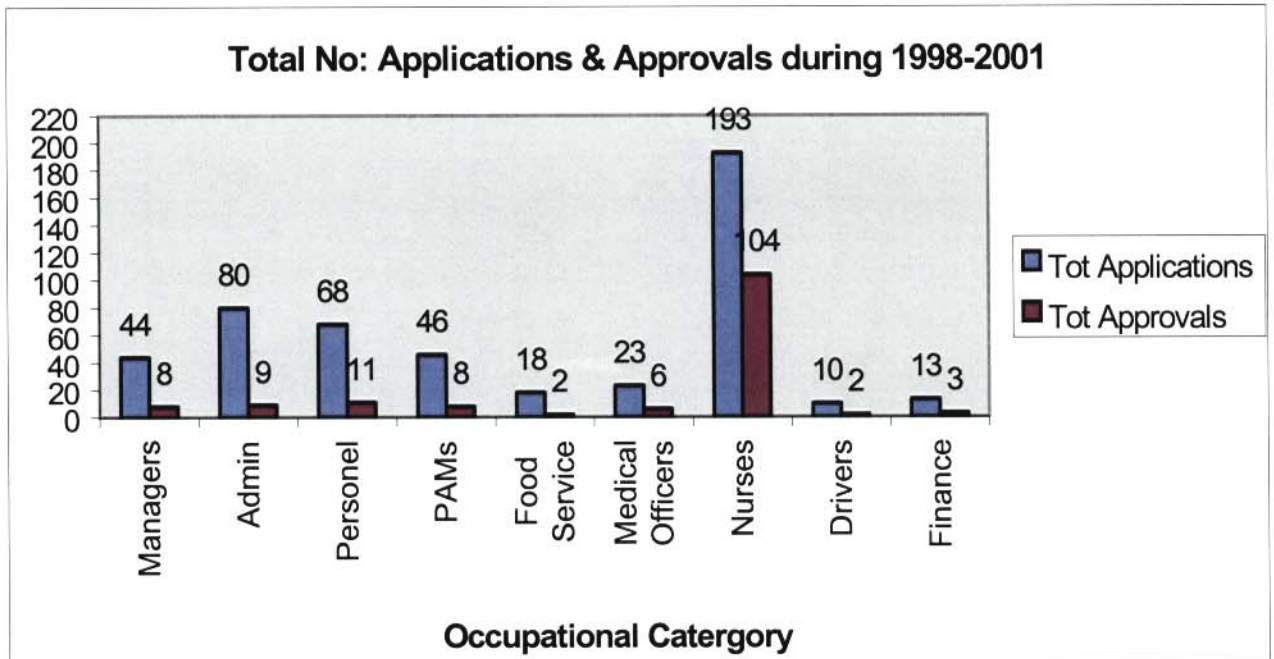
Like in all the districts, this graph indicates that most applications were received from nurses with an approval rate of 73%. At this district at least 3 drivers submitted their application and they were all approved, yet their rate of approval is among the lowest at 2%. The second highest rate is among the allied professionals at 6%. For all the remaining categories their ratings are between 5% and 2%. There appear to be problem of information around training and development among these categories.

**4.2.5 Total applications and approvals for 1998-2001:Waterberg District.**



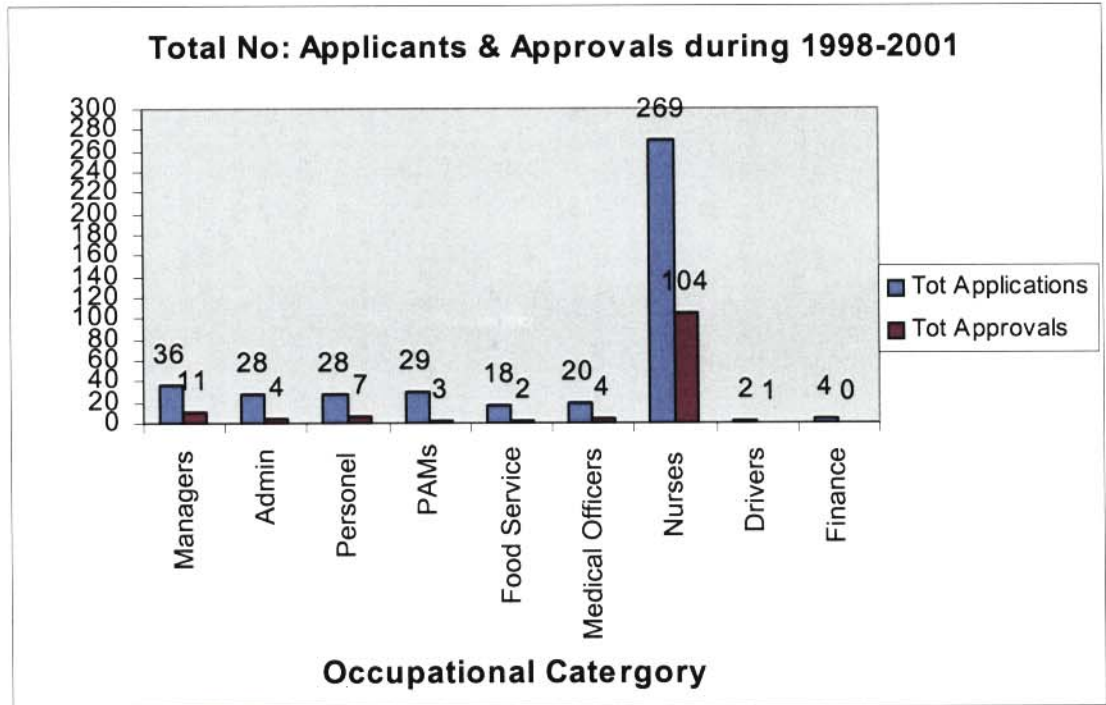
This graph shows that all the other occupational categories apply for study leave in very small numbers; for example, in the category of food services there was only one application received for that four-year period. Unfortunately the application was declined. It is also interesting to notice that not one medical officer from this district has ever submitted an application for a study leave during the period covered by this study. It is difficult to speculate on the reason for this phenomenon. Once more nursing submitted a good number of applications totaling 218 and got an approval rate of 93% of the total number of submitted applications.

#### 4.2.6 Total applications and approvals for 1998-2001: Mopani District.



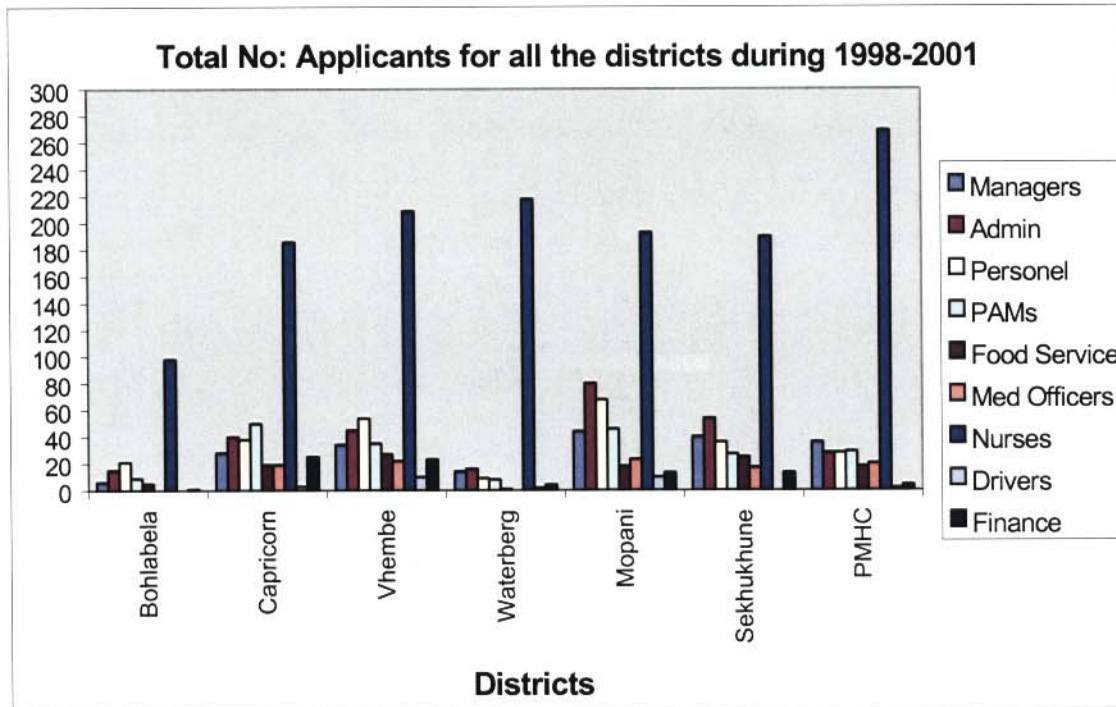
From all the districts, this district seems to be having a high number of applicants in all categories. However nurses still seem to have a high number of applications accounting for 40% of applications submitted and with an approval rate of 68%. The graph shows that there are 80 applications (16%) received from the administrative staff although the approval rate is low at 6% of the total approvals for all categories combined. The approval rate for personnel is second highest (nursing excluded) at 7% while the lowest rate is that of drivers at 1%.

**4.2.7 Total applications and approvals for 1998-2001:  
Polokwane/Mankweng Hospital Complex.**



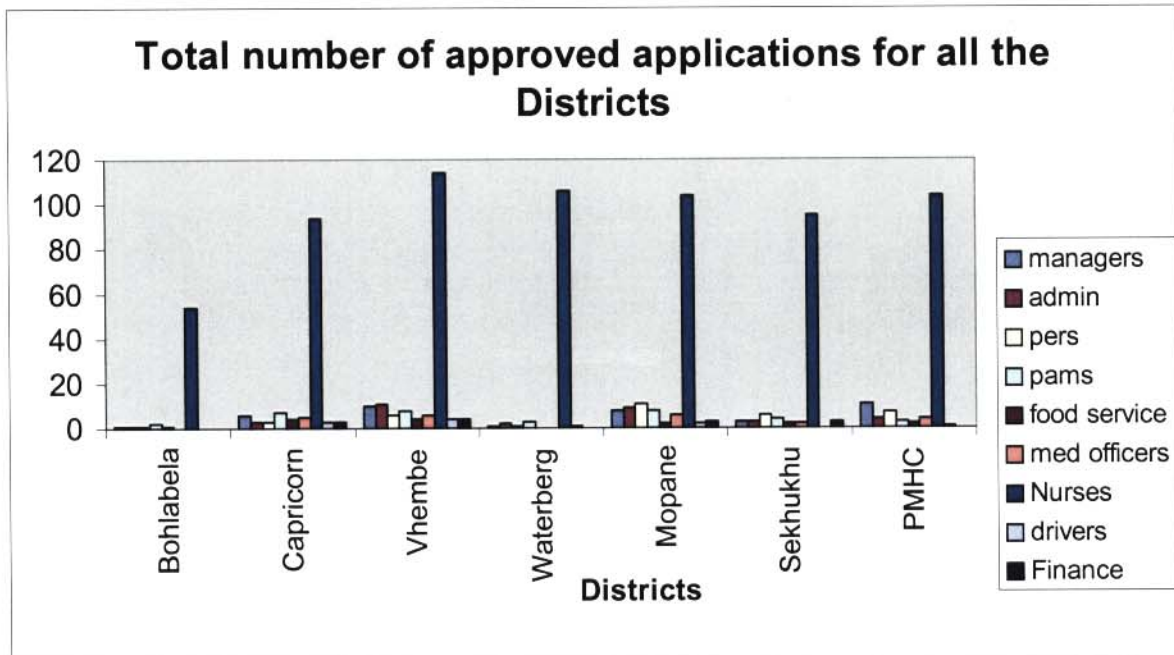
Very limited numbers of applications were received from the Complex with small rates of approvals except for nursing as usual with an approval rate of 77% while the smallest rate is that of drivers that stands at 0,7%. The finance section submitted four (4) applications but had no approval to show for their efforts.

#### 4.2.8. Total applications for all districts: 1998-2001.



This graph shows the summary of all applications received from all districts for the period 1998 to 2001. This still shows that the majority of applications for full-time study leave come from nurses, 1363 out of a total number of 2625 submitted applications. This represents 52% of all applications submitted. In all districts viewed individually, the number of applications submitted by nurses is higher than the number of applications that were submitted in from any other occupational group.

#### 4.2.9. Total approvals for all districts: 1998 - 2001.



Important issues to note here would be that both Bohlabela and Waterberg districts seem to be limiting their submissions thus the low rates of approvals. The difference is that Waterberg is long established and the graph shows that although their submissions are low compared to other long-established districts, their approval rates are on par with them while those of Bohlabela are very low. All the same, the nursing category is far in front in terms of the number of applications submitted as well as the approval rates. There were 873 total approvals with 671 approvals being accounted for to the nursing category. This represents 77% of the total approvals for the period under survey.



## **4.3. PART 2.**

### **4.3. Qualitative Data Analysis.**

Although there was no proportional representation of records because of the limited numbers of applications from non-nursing groups, the graphs show a high number of applications and approvals from the nursing category. Several questions regarding the 1996 policy on training and development were administered to training managers from the seven districts. The questionnaire was divided into four categories i.e. Policy Formulation, Policy Contents, Policy Implementation and General. The responses of the managers are herein explained. It was essential for the researcher to assess the extent to which every one of the training managers understood and interpreted the operational policy, as this would inevitably have a bearing on how each applies it.

#### **4.3.1 POLICY FORMULATION**

The results of the interview show that all district training managers, (N=7), are familiar with the policy, even though they were not involved with its design and formulation. They were quite comfortable with their interpretation and thus their understanding and implementation of the policy. They were clear about what the policy required them to do about the distribution of

training and development opportunities among the employees in the different occupational categories. Their only point of dissatisfaction with the policy was around the organization of the chapters of the policy document, which they felt was rather chaotic. They were of the opinion that several chapters were misplaced while some seemed to repeat themselves, thus causing some uncertainties of interpretation. The fact that they all recorded this was just a technical concern, but substantially they were confident with their usage of the policy. It shows that the policy was implementable to them.

#### **4.3.2 POLICY CONTENT.**

Despite the fact that most managers were not involved with the processes of formulating the policy, almost all of them were satisfied with its contents.

All managers were of the opinion that the policy is in line with national statutes on training and development as these statutes applied at that time. They specifically pointed out that the policy covered the training and development requirement as stipulated in the now defunct staff code. Almost all of them did not know whether the policy was in line with the strategic focus of the Department but they all agreed that the policy is in line with other human resource functions of the Department. Furthermore they all agreed that the policy advocates for equity in the distribution of training and

development opportunities, as well as providing for assistance for employees to access these opportunities. This is very important because the study revolves around the question of equity in the distribution of training and development opportunities.

#### **4.3.3 POLICY IMPLEMENTATION.**

All managers are clear about the responsible functionaries for the implementation of this policy. They had never experienced any difficulties with the implementation of this policy. The managers overwhelmingly thought that the policy seems to favor nursing staff, almost to the exclusion of employees from other occupational groups. They ascribe this to history and tradition, further strengthened by most correspondence on training and development coming from Head Office.

It has been pointed out that after the applications for full-time study leave have been sent through to Head Office, any feedback on the applications almost always refers to issues of nurses, for instance that institutions should make sure that enough nurses remain on duty to ensure that the quality of nursing care is not adversely affected. Another point was that the actual approvals communicated back to districts and institutions are

almost always that of nurses only. More often than not, district managers have to advise or enquire from Head Office about the outcome of the non-nursing applications. All these raise questions about the impartiality of application of this policy. To the question why employees in other occupational groups seem not to be applying in large numbers the responses from the managers ascribe that to history and to the fact that non-nursing employees are either satisfied with the status of their training or that these categories have fewer employees. The general view is that Head Office interprets this policy differently as pointed out earlier on. It would appear that Head Office does not heed the call for impartiality as required by the policy.

#### **4.4. CONCLUSION.**

All public managers interviewed are of the thinking that in the main the policy is good, but they wish that the implementers of this policy at head office could read and interpret it the same way the district managers do. This would help improve the equitable distribution of training opportunities among the officer in the different occupational groups. A few points emerge from the two sets of information, that show some agreement in terms of the understanding of policy directives and the actual implementation thereof by the district managers. There is a general agreement that the policy contains

clear instructions with regard to the equitable provision of training and development opportunities, and that there are ways through which employees can be assisted to access these opportunities. It is agreed that in spite of all these policy provisions there is still some bias in offering training opportunities and that this bias is in favor of nursing staff. All these have been clearly shown by no-statistical and statistical evidence from both respective qualitative and quantitative analyses that were conducted.

It is appropriate to confirm that the perception of inequity in the distribution of training opportunity has been justified. The big question now is to ask why this is happening, when all District Training Managers hold the same view and understanding of how this policy should be implemented. The answer lies in how the office of the Head of Department interprets and understands this policy. A close look at one of the questions answered by the training managers shows that respondents believe that the Head Office does not hold the same understanding and interpretation of the policy as the district managers do. With hindsight it would appear that this study should have been extended to that office for the study to access conclusive answers needed here.

## **CHAPTER 5.**

### **CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1. CONCLUSION.**

In chapter one the work introduced the field of study, its rationale, the objectives as well as the hypothesis. The main problem for this study emanated from a general perception among the employees in the Department of Health and Welfare that suggested that there was a disparity in the distribution of training opportunities, especially the granting of full-time study leave to employees of the department. This perception became a worrying factor for the researcher as it has the potential of destabilizing the workforce if left unchecked. The second chapter dealt with a literature review and served to put the problem in both a conceptual and contextual framework, for this problem to be delineated and confined within specific researchable boundaries.

Chapter three dealt with the methodology of the study and indicated such issues as ethical matters, the study design, the population and sampling as well as data collection and analysis techniques. The chapter closed with the identification and explanation of the limitations of the study.

In chapter four the findings of the study were discussed. The findings of each district were put on a graph comparing the rates of applying against the approval rates per occupational group per district. This was the quantitative analysis of data from the record of applications submitted both to the district offices and to Head Office. Without doubt the findings indicated a definite trend that confirms the perception held by employees that nurses actually have easier access to full-time study leave than employees from any other occupational group within the Department. This is also in line with the views of the district training managers who have also indicated that in spite of the requirement of the policy that training and development opportunities should be impartially distributed among all employees in the Department, the response from Head Office on the submitted applications shows that priority is given to nurses above employees from other occupational groups.

Finally, this chapter closes the work with an overview that affirms the hypothesis of this study and further provides some recommendations to the Department with the hope that these would assist in improving the overall implementation of this policy.

The aim of this study is to help improve the implementation of the Departmental Policy on training and development that seems to be surrounded by controversy. There are questions of whether this policy is providing equal opportunities in accessing training for all employees in the department. This could be determined by enquiring from policy implementers as to the nature of the policy itself, how well the policy implementers know and understand its contents, and how well they adhere to the basic requirements when they apply it. In fact it has been shown that all statutory prescriptions demand that training must be availed to all employees, something that does not seem to be consistent in the department. Hence the hypothesis of this work states that nursing personnel are afforded easy access to full-time study leave opportunities than employees from other occupational groupings in the Department of Health and Welfare. This, if found to be true, would negate the basic tenant of the policy as well as the statutory prescriptions as expressed in all the acts of parliament and the relevant white papers as they apply. Indeed the outcomes of the study confirm these perceptions.

The danger of perceptions that are allowed to fly around unchecked is that these may demoralize the employees if not attended to. In fact the rumors and perceptions that the policy on training and development practices



are aimed at assisting nurses prompted this study so that these perceptions could be attended to without delay.

After collecting and collating data about the patterns of application for full-time study leave as well as the rates of approvals of these applications it appears that there are merits in the perception that nurses enjoy training and development opportunities more readily than employees in other occupational groupings. Figures of applications from the nurses are high while very few applications are received from the rest of the occupational groups. Of specific concern are the numbers of approvals that come back from Head Office. These are really small and seem to suggest that Head Office is more concerned with nurses' training than the training of the other employees.

One major objective of this study was to check for equity in the implementation of the policy and this could be shown by the way in which all applications are finally adjudicated on at Head Office. It is satisfying to see that this study has indicated that at least the district training managers are adhering to policy guidelines because they seem to recommend applications conscientiously. As alluded to before, it would appear that Head Office needs to answer some questions with regard to how they control the approval

process. The study has also indicated a general agreement in the interpretation and understanding of the policy by all district training managers. In the final analysis "equity theory recognizes that individuals are concerned not only with the absolute reward they receive for their efforts but also with the relationship of these rewards to what others receive" (Robbins & Decenzo. 2001:320). It is for this reason that the Department should surely take a serious look at how the distribution of training opportunities is handled. This will obviate discontentment among the employees when they realize that there is even-handedness in the distribution of these opportunities.

The last objective of this study deals with suggesting mechanisms that may be employed to improve on policy implementation. That is dealt with in the next section of this chapter.

We all believe in the importance of building a skilled workforce for the country and giving people hope. There is no medicine like hope, no incentive so great and no tonics so powerful as the expectation of something better tomorrow. The Education Training and Development Practitioners Sector Education and Training Authority (ETDP SETA) has some valuable tools in hand to support learners in reaching their

dreams. The different constituencies had to take hands in the design of relevant policies in order to meet the required targets.

Two issues stand out from the above statement. First is the important issue of building a skilled workforce. This factor corroborates Cloete (1998) when he said that "no employee will be able to perform his/her duties properly from the outset without suitable training..." The point of training was succinctly expounded upon in chapter 2 section3 that dealt with the contextual framework of this study. Further to this is a question of hope, which suggests some expectations for better things to come. As alluded in chapter 2 section.2, once a particular group of employees in an organisation is perceived to be favored with certain privileges, the remaining groups will also expect the same privileges to be extended to them. This matter was comprehensively addressed citing Grobler et. al. (2002) when they say that " the perception of inequity causes an unpleasant emotional state that may cause employees to reduce their future efforts, change their perceptions regarding rewards for their work efforts or as often is the case, leave the organisation". The danger of

these tendencies towards the services is too ghastly to be contemplated.

One is also intrigued by the advice for "... the different constituencies... to take hands in the design of relevant policies in order to meet the targets we set ..." (ETDP - SETA, 2002). It should not elude our attention as it emphasizes the need for all stakeholders in policy management to jointly contribute to the formulation of that policy. One of the questions that were administered to the District Training Managers revolves around the question of their contribution towards the formulation of the policy. To this question most answered to the negative indicating that they were not invited to make any contributions what so ever towards the design nor the formulation of the policy. Potentially this could have caused many problems especially with regard to the implementation of the policy.

## 5.2. RECOMMENDATIONS

Given all the issues raised in this report, the following recommendations are drawn:

- (a) Independent exit interviews of former employees, with questions formulated around their experiences of training interventions could be very useful. The data so collected could be used to alert the Department about the problems of inequity in the distribution of training opportunities. That done, the Department would be in a position to take steps in rectifying these flaws so that training and development becomes accessible to all employees.
  
- (b) Education, training and development functions and programmes should be marketed throughout the department to make all employees aware of the opportunities available. An improved policy on education training and development should be widely publicized and if need be workshops could be conducted to explain the policy to all employees, indicating to them how they could access these opportunities. The Departmental induction and

orientation programme should cover all issues of human resource development and training and should be implemented thoroughly. These steps may assist in getting officers from other occupational categories making more use of the available training and development opportunities.

- (c) Revising and amending the policy consistently should be encouraged. Such a process should include all training managers from the districts. This will improve universal understanding of the policy thereby ensuring that its implementation is uniform throughout the Department and the Province. Another advantage would be that the combined experiences of training managers who had been in the practice of training and development would certainly provide the policy with diverse and sometimes novice ideas thereby enriching it. Further to this such a process will eliminate the error of one person imposing their personal disposition on the rest of those charged with policy management and implementation responsibilities. Hanekom et.al. (1993:25) are wary of this tendency and they caution advise that "policies (should be) based on known facts and thus prevent to a large

degree policies being made representing the personal views and interpretations of situations by policy-makers".

(d) Where as the Department has a twinning programme with other health institutions nationally and internationally it would appear that senior managers responsible for training and development are not taking full advantage of this to benchmark their activities and learn from best practices from these organizations. This study therefore recommends that the Department fully implement this twinning programme so that the experiences in policy development and management gained during such twinning excursions could be used to continually amend and improve our departmental policies.

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## **APPENDICES**

1. The questionnaire.
2. Data Collection Tool.
3. Letter of permission from Head of Department.
4. Letter to the respondents.

## Appendices

### 1. Questionnaire for District HRD and Training managers.

NAME of DISTRICT:.....

#### 1.POLICY FORMULATION.

1.1.Are you familiar with the Departmental Policy on Education, Training and Development, of 1996?

1.2.What are your general impressions about this policy?

1.3.Who designed it?

1.4.Were you informed about the process of designing it? -

1.5.What were your contributions towards its formulation?

1.6.Did the designers conduct training and development needs analysis prior to formulating this policy?

1.7.What do you think about the format of this policy?



## 2.POLICY CONTENT.

- 2.1. Is this policy in line with current statutes that regulate training and development in the country?
- 2.2. Is the policy in line with the strategic focus of the Department?
- 2.3. Does it align training and development with other human resource functions of the Department.
- 2.4. Does the policy clearly emphasize equitable distribution of training and development opportunities among all employees in all occupational categories in the department?
- 2.5. Does the policy provide for any manner of assistance for those employees who apply for training and development opportunities?

### **3.POLICY IMPLEMENTATION.**

- 3.1. Is the policy clear about who is to take responsibility over its implementation?
- 3.2. Have you ever had any difficulties in applying the regulations and guideline this policy?
- 3.3. If you had, please indicate the type of difficulties you encountered.
- 3.4. In practice it would appear as if the nurses are the only occupational group that readily access training and development opportunities. Is this your observation also?
- 3.5. If you are of this opinion, what would you ascribe this to?
- 3.6. Employees from other occupational groups do not apply for study leave in large numbers. What could be the reason for this?
- 3.7. The final approval of applications for study leave is done by management at Head Office. Do you think that these managers hold the same understanding of this policy as you do?

**4. GENERAL.**

4.1 Do you think that this policy has areas that need to be improved on?

4.2. What do you think should be done to smooth out the implementation processes of this policy?

✓

2. Data collection tool for record reviews.

Table 1.1.Total applications for full-time study leave with approvals per occupational category.

Occupational groups	1998		1999		2000		2001	
	Total Applicants	Approved Applications	Total Applicants	Approved Applications	Total Applicants	Approved Applications	Total Applicants	Approved Applications
Managers								
Admin								
Personnel								
PAMs								
Food Services								
Medical Officers								
Nurses								
Drivers								
Finance								

Manager includes all officers from level nine (9) upwards in charge of line functions.

General Worker are all non-professionals and include:

- ❖ Cleaners
- ❖ Porters and
- ❖ Gardeners





# Limpopo

PROVINCIAL GOVERNMENT

Private Bag X9302  
POLOKWANE 0700  
Dr. Jan Moolman Building  
34 Hans van Rensburg Street  
POLOKWANE 0700  
Tel.: (015) 290 9000  
(015) 290 9001  
Fax: (015) 291 5961  
(015) 291 5146

Enquiries: Sinah Mahlangu

Reference: Research & Quality Improvement

28 January 2004

Reference: Research -4/2/2

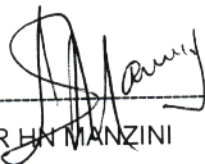
P.O. Box 186  
FAUNA PARK  
0787

Mr Lesufi, PH

ANALYSIS OF THE 1996 DEPARTMENTAL POLICY ON EDUCATION, TRAINING and DEVELOPMENT TO DETERMINE ITS EQUITABLE IMPLEMENTATION AMONG THE EMPLOYEES WITHIN THE VARIOUS OCCUPATIONAL CATEGORIES IN THE DEPARTMENT OF HEALTH AND WELFARE, LIMPOPO PROVINCE

1. Permission is hereby granted to Mr Lesufi to conduct a study on "Analysis of the 1996 departmental policy on education, training and development to determine its equitable implementation among the employees within the various occupational categories in the department of Health and Welfare, Limpopo Province".
2. The Department of Health & Welfare needs a copy of the research findings for its own resource centre.
3. The researcher should be prepared to assist in interpretation and implementation of the recommendations where possible.
4. Implications: The researcher's presence should be reported to institutional management to do research.

Sincerely,

  
DR H. MANZINI

HEAD OF DEPARTMENT

DATE: 2004/02/02

DEPARTMENT OF HEALTH & WELFARE

PO BOX 186  
FAUNA PARK  
0787.  
2002.07.18.

All Heads of Health and Welfare Districts  
Department of Health and Welfare  
Northern Province.

Attention: District Training Managers.

Review of the 1996 Policy on Education, Training and Development.

**Purpose.**

To invite all training managers in the district to participate in a study on the implementation of the Departmental Policy on education, training and development with aim to improve on its operationalisation.

**BACKGROUND.**

As we may well be aware, this policy has been in use since its inception in 1996 without being amended. My observations for the past four years have given me a hunch regarding the way in which applications for study leave opportunities are being managed. Almost in every selection session for considering applications for full time study leave opportunities, we at the Polokwane/Mankweng Hospital Complex receive and process large numbers of applications from the nursing staff with little or no applications from employees in other occupational groups. I have already discussed this with some of you and from those discussions it has been made clear to me that we share the same concerns especially regarding those issues around policy contents and policy implementation.

**RATIONNALE.**

Every policy needs revision in order for it to support and direct organizational processes. A policy that is not informed by both organizational plans and current applicable statutes will fall out of step with current affairs and thus become obsolete. There are also disquieting noises from non-nursing employees that training, in particular full time study leave opportunities, is a preserve for the nurses. This is worrying. It will help the department if we could investigate the merits of these complaints.

I am taking an added advantage from this operation to investigate these issues as part of my mini thesis for the Masters Programme that I am busy with at the University of the North. As a means towards the fulfillment of this requirement I will also be assisting with solving the problem of implementation of this policy.

**APPROACH.**

The study will take a simple shape as follows:

1. Questions for interview will be formulated around:
  - 1.1 Policy formulation,
  - 1.2. Policy content,

- 1.3. Policy implementation and
  - 1.4. Your general views and impressions on the policy.
2. A survey of records of applications for full time study leave for the period 1998 to 2001 will be conducted to determine whether there is equity in the distribution of these opportunities.

#### THE ROLE OF THE DISTRICT TRAINING MANAGERS IN THIS STUDY.

You are requested to participate in this study through:

1. Taking part by availing yourselves for the formal interviews as alluded earlier on in this Memo. Kindly indicate a provisional date for these interviews to enable me to prepare a schedule to suit your office and personal needs.
2. Preparing records of all applications for full time study leave for the period 1998 to 2001 and making these available during the interview sessions.
3. Being committed to these efforts of improving the implementation of the policy of this department by providing honest information where needed.

#### PROPOSAL.

I am aware of the tight schedules in your offices but I would like to believe that it is equally important for us all that we should attend to hidden problems of this nature if we want to provide effective training and development services to our clients.

I will make a follow up with you after the two coming weeks to establish whether your response is ready for collection and I will personally come and collect it. An easy response form is in enclosure for you to indicate whether you will or will not be able to take part in this study.

A provisional permission note from the Head of Department is enclosed for official ratification of this study.

I sincerely hope that you will be part of this venture.

Yours truly,

Lesufi P.J.  
Tel. No. (015) 287 5465 (work)  
Cell. NO. 083 411 88 16 (all hours).

Signed: \_\_\_\_\_

