

**AN EXAMINATION OF THE IMPACT OF TRAINING AND
DEVELOPMENT ON THE ADMINISTRATIVE FUNCTION
IN THE DEPARTMENT OF EDUCATION IN LIMPOPO
PROVINCE**

BY

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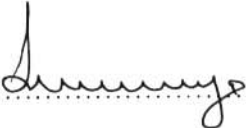
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DECLARATION

I, Mashangu Harold Masebenza declare that the work in this research is original and not a copy or duplication of any other research.

Signature..........

DEDICATIONS

I wish to dedicate this work to my late mother Florinah Johanna Masebenza, who has taught me that hard work does not kill, but hard work rewards. It is unfortunate she will not be able to read this work, but I believe it would have made her proud. The same gratitude goes to my wife Refilwe Lydia and our children, you have motivated me through my studies and understood that my absence from home while putting together this work will bear fruit at the end.

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-God Bless-

ABSTRACT

The topic Training and Development is imperative for quality service delivery in the Logistics directorate. The purpose of this research is to examine the extent to which training and development impact the delivery of services by the Limpopo Province Department of Education. Does the public outcry of poor service delivery has to do with lack of training and development? This research is to examine the extent to which, the Department has prepared its work force through training and development towards the use of new techniques, methods and procedures.

The hypothesis in this research is that there is poor service delivery in the Logistics Directorate, due to deficiency of skills. Officials are alleged to be incompetent, with the result that the services that they render are believed to be of poor quality. The Department is presumed to be relying much on consultants, because officials are failing to render quality services as expected by the public.

Chapter 1 introduces the readers to my research work, thus indicating what is contained in the research and its purpose. The background of the report is also in this chapter and it is explained why this research is necessary. This chapter also indicates what the research intended to achieve. The chapter indicates the relevancy of training and development in performance of duties and how the two relate to the delivery of services in the Department. The statement of the problem is also outlined in this chapter.

Chapter 2 reviews the literature on training and development and discusses different types of training methods. The chapter also indicates the suitable skills, which could be appropriate to the department. The theoretical perspective is also outlined.

The integration of different thoughts on the topic by different authors will also be covered in this chapter. The information collected from various authors was brought together in this chapter and integrated. Theoretical aspects will be linked with practical experience on the subject matter.

Chapter 3 focuses data sampling on which the research is based. The sampling technique that has been used will also be discussed in this chapter. The instruments for collecting data were designed in the forms of a questionnaire and interview. The problems encountered during research will be outlined, and the manner in which they have been overcome.

In chapter 4 the collected data was analyzed, with a view of scoring the data. The analysis of data was conducted through mind mapping and data infiltrating. The specific objectives were used as a guiding line for selecting the relevant data, and remain with

critical data for the research from the general objective to the specific objective as point of focus.

In this chapter the research topic and the findings of the research will be discussed. The hypotheses will also be tested. The findings were based on the information that have been gathered during the research. Once the findings are discussed, a conclusion will be made, recommendations and limitations of the study will also be made.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1. BACKGROUND OF THE STUDY

The Department of Education in the Limpopo Province, like any other department in the province is experiencing a problem of poor service delivery. The transformation of the separate units of the previous administration of:

- (a) National Department of Education and Training
- (b) Transvaal Education Department
- (c) Lebowa Education
- (d) Venda Education
- (e) House of Representative
- (f) House of Delegates
- (g) Gazankulu Education Departments, into a single unit, has created immense difficulties. This transformation could not have happened without affecting the smooth running of the activities of the administration of this department.

The Limpopo Province is now faced with this immense task to bring together these departments; which have for decades been operating as separate units, with each department having its own methods and approach, and capacity to carry out its responsibility. It is understood that the administrators from these departments are bringing their own approaches and procedures into the present administrative milieu of this department in order to support the line function. These officials have different background with regard to knowledge, experience and skills. It is

It is therefore, imperative, for the sake of effective administration, to review the available knowledge, experience and skills to identify where there is a deficiency for the purpose of improving these areas. The changes in technology and demographics of workforce, require investment of time and money to keep workers on the job (Bulletin 1995:272). In this way training and development of employees should be understood as an investment, because they improve performance and expand employee's abilities.

the employees are complaining about being shifted from one school to another, or for one subject to another

The allegations that there is a laxity in performing duties in Logistics Directorate, where by there are delays in the delivery of goods and services, makes it imperative to research the level of training in the department. In the Provincial Legislature in 1996, Mr Tjol Lategan of National Party questioned the late delivery and non-delivery of textbooks to some schools by the department as a sign of incompetence of employees who are responsible for the ordering of books in the department. This was followed by series of events: the Xolo Commission of Inquiry and Gobodo Forensic Audit, which probed into the performance of the Logistics Directorate: specifically, the supply of goods and services. The use of the services of consultants was recommended, which indicates lack of capacity in the directorate to deliver quality service.

Transformation as a positive change could best be accommodated once the department has prepared its workforce, through training and development programmes, which will yield positive results for the department in terms of delivery of service.

A research should be conducted to identify what the Limpopo Province Education Department has done to equip its officials with new skills and techniques for the purpose of making a meaningful contribution to the new democracy. It should be researched and whether training as a continuous process is given the necessary attention by the department or not.

The department is presumed to have a skill deficiency with too much reliance on consultants to perform duties within the department, at high costs. This situation could be caused by a lack of training and development in the department. In fact, the department is aware that it has done little in training and developing its employees. It has no trust that its employees can render competent service, hence the outsourcing of so many functions.

Training as a human resource function is the key to success for any organization. Therefore, the department should not perceive training as a secondary function and a waste of money, but rather as an investment that could ensure that services are effectively and efficiently rendered. All managers should see training as a necessity and that each and every employee should have been prepared by relevant training on the tasks he or she is performing. The changing circumstances and environment will always require that people be trained to adapt through new methods and techniques.

1.2. STATEMENT OF THE PROBLEM

The purpose of this research is to examine, through the perception of the workforce, to what extent has the Department has prepared its workforce by training them in the techniques and skills required to perform their tasks, and which also will give them confidence and make them enjoy what they are doing, while contributing to the mission of the department. The needs analysis survey conducted by the South African Management Development Institute (SAMDI) during July 2001 has indicated that there is poor service delivery in the D.O.E. The Logistics Directorate was also identified as a culprit in the report.

The Limpopo Province Department of Education is currently facing a problem in the administrative sector characterized by incompetence. This impacts on the delivery of

services. There are delays in the delivery of services, there is wastage of resources and the Department is unable to complete some of its projects and programmes by the stipulated times. The Department is facing a problem of poor service delivery^W. There are no clear directives from management to subordinates, and no procedures laid down for carrying out responsibilities^W.

It is imperative to examine the extent to which personnel in the administrative branch of the Department has been prepared to meet these new challenges. During the transformation process new techniques for performance of duties were developed. It is important for the effectiveness of the Department to develop the existing skills and acquire new skills and knowledge to fit into the changing circumstances. The change in the accounting system from doing work manually to computerization required personnel in those divisions to be trained along those lines.

The development of knowledge and skills, especially in management positions, is important for the achievement of the organizational goals. The change in work procedures, accounting system and social needs, means that it is not always possible for managers to remain up to date, resulting in obsolete management methods, which means they will obviously lack certain skills and knowledge that are required, hence continuous training and development is necessary. There is a wide spread perception by print media, commission of enquiry reports and the public at large, that there is poor delivery of service which is the causative factor of unsatisfactory service. Administrative personnel lack direction in the performance of their functions; especially in the logistics directorate which performs support functions to the line functions.

Through research, one must be able to identify those areas where performance is poor and ensure that employees who are lacking knowledge and skills are put on training programs. The conceptualization of this research assumes that training should be embarked on for the purpose of managing change. Transformation of the public

service cannot be avoided at this juncture because, according to the "Batho Pele" generic standards, the democratic dispensation requires public servants to be customer driven and not regulation focused.

1.3. THE RATIONALE OF THE STUDY.

The rationale of the study comprise the need to:

- a) identify causative factors responsible for poor service delivery as it relates to administrative function of the D.O.E:
- b) determine whether administrative officials are correctly placed;
- c) do skill audit;
- ✓ d) identify those employees who are over trained as well as those who need to be trained in a specific direction:
- e) enhance ethical conduct within the Department's personnel corp, that will encourage good governance; and
- f) print out to the department the importance of skills development in line with legislation.

1.4. OBJECTIVE OF THE STUDY

The objectives of the study are to:

- a) check the nature and extent of training provided to the staff in the department;
- b) investigate standard of service delivery in the Department; and
- c) provide methods and techniques that could sustain the quality of service delivery through training and development.

1.5. HYPOTHESES OF THE STUDY

a) HYPOTHESIS 1

Deficiency of skills due to lack of training and development affects delivery of services in the Limpopo Province Education Department.

b) HYPOTHESIS 2

Lack of training and development causes incompetence in service delivery which is experienced by the Limpopo Province Department of Education.

*reduce employees performance
affect the morale of the employees*

1.6. SUMMARY

Training and development should be an ongoing process to enhance skills, knowledge and techniques of employees. Training and developments will increase the level of employee's performance and consequently improve the delivery of services in the Department.

Properly trained employees will need less supervision and are able to operate independently, because they understand the goal and mission of the Department. Training will equip all public service servants, whether they are subordinates or managers, with the necessary skills and competencies to carry out their duties effectively in pursuit of the new vision and mission of the public service. It will assist them in being innovative and arm them with the required problem solving skills.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

Personnel are the most important component in any public sector (Andrews, 1996:131) Public institutions can effectively deliver services if their human resources are utilized to the fullest. Training and development can contribute to ensuring that individuals employed by a public institution are more productive because at least they will have acquired the necessary skills.

Given political changes, South Africa has been undergoing transformation from apartheid to democracy since 1994. This resulted in the mobility of employees in the public sector as a result of the integration of those from the liberation movements, those who served under the apartheid regime and people who were trained outside the country. This vast diversity of perspectives and approaches needed to be integrated through training and development. Training could ensure that there is uniformity in the execution of functions.

It is imperative that South African employees should match the global standards in terms of skills and quality of performance, for we are gauged equally with the rest of the world. This is very important because South Africa is now part of the global arena and the new democracy demands that it becomes a world competitor.

Employees in the Limpopo Province Education Department were absorbed from the seven previous administrations, namely: Gazankulu, Venda, Lebowa, Transvaal Education Department, National Department of Education and Training, House of Delegates and House of Representatives. The performance of duties was obviously different in these different institutions. Without training and development, the government's commitment to accelerate affirmative action cannot be realized (Seminar Report, 1997:16).

Another aspect of the changing public service is that South Africa is a developing country and development is taking place in different environments such as the technological, the social, political and the economic (Andrews, 1996:131). It is therefore imperative to make the necessary arrangements that will make sufficient trained personnel available in all public institutions to satisfy the increasing demands facing the public service.

The fact is that it is not possible during recruitment, in spite of academic qualifications, to find persons who are fully trained and could fit exactly into the system. This is because they may not yet have the required knowledge, experience and skills for a particular position (Botes, 1994:129). It is therefore, imperative that further training should be provided.

It is therefore imperative to examine the extent to which personnel in the administrative branch of the D.o.E have been prepared to meet these new challenges. During the transformation process new techniques for the performance of duties are sometimes implemented. It is important for the effectiveness of the Department to further develop staff's existing skills and to help them acquire new skills and knowledge required for them to fit into the changing circumstances. For example, the change in the accounting system, from doing work manually to computerization, required personnel in those divisions to be trained along these lines. Trained personnel are believed to be skillful in the performance of their duties and are doing so without wastage of resource, because they know exactly what needs to be done in a given situation (Seminar Report, 1997:16). The development of knowledge and skills in management positions is important for the achievement of organizational goals. People in managerial position are expected to perform their duties effectively. For them to carry out their allocated tasks effectively, they must constantly update their knowledge and skills and keep abreast of new developments in technology, economics, politics and legislation (Gerber *e.tal.*, 1995:505). The change in work procedures, accounting system and social needs means that it is not always possible for managers to remain up

to date without training, for this could result in obsolete management methods. This means that they may obviously lack certain skills and knowledge that are required, hence continuous training and development are required.

2.2. REASONS FOR TRAINING AND DEVELOPING EMPLOYEES

South Africa is a heterogeneous country with a vast diversity of cultures. Employees who are appointed in the public service come from different environments that shaped their lives. Transformation is a management issue and it is becoming a way of life in South African organizations (Swanepoel *et.al.*, 1998:725). South African organizations cannot escape the challenge of factors such as globalization, technological cycles, shifting demographics, changing customer demands, international economic trends and competition. These are some of the driving forces for change. South Africans cannot continuously blame everything on the legacy of apartheid; they should prepare for the new challenges and stop being paranoid. This changed circumstance can only be successfully managed if people have been prepared in terms of acquiring skills and knowledge through training and development. There is no employee who will take up a job and automatically fit into the system because of the different environments and cultural backgrounds from which they come. Training and development in the private and the public sector is necessary, for these sectors to achieve quality service delivery. We need to have human resources which are not wanting, but who know what should be done. The new democracy has created more challenges and opportunities for South Africa. It is important for South Africans to rebuild the economy of this country, and for this process to be successful companies and institutions need to raise performance and productivity standards through skill enhancement and development (Carrel *et.al.*, 1998:338)

Transformation could only be successful where employees are ready to accept it. It is normal that people are afraid of change, as they are not certain of what change will bring. Many employees would like to maintain the status quo for job security reasons. However, if employees are trained and continue to receive training, their perception will change and they will readily embrace change as a challenge and not as a threat

(Carrel *et.al.*, 1998: 338). Therefore, organizations should rigorously embark on training and development programs. The public service is not an exception. Training and development are aimed at ensuring that the employees have the required skills and knowledge to meet the changed circumstances for transformation. For all other factors that accompany transformation, such as cultural diversity and the application of new policies, to be a success, training and development are the vehicle through which to achieve this (White Paper On Transformation of the Public Service, 1995:13.2).

According to Session (1995,335) Britain realized the need to extend continuous training to the broader section of the work class because it was anticipated that 80% of the work force will have been employed by the year 2000 and many future skill requirements will have to be met by retraining the current employees. There is a need to channel the budget of a country to training and development; like it is the case in France and Germany, where it is a policy that every organization pays specific percentage towards training and development of employees. The United States of America spends \$59 billion on formal courses of training programs to build employees skills (Robbin & Coulter: 1999, 354).

The decentralization of functions should be coupled with departmental training plans to ensure quality service delivery. The reason why most of the functions, such as procurement in the Limpopo Education Department, are centralised to Head Office with the understanding that Regional offices are not competent to handle other logistical functions, is because there is lack of employees training.

The ongoing discussion of the right and down of public services in South Africa has necessitated the introduction of skills development legislations. This was to ensure that the current workforce meets the challenges within the public sector. The anticipated need of competition between private and public sectors to deliver quality service leaves the public sector with no choice but to have skillful employees.



2.3. CAREER PATHING

Training and development should be aimed at career pathing for employees. Employees should be encouraged to grow within the organization and realize their full potential. Employees should be developed to ensure that the application of a succession plan is apparent. In the process of career planning, employees must set out their priorities and undergo the necessary training. An employer should create an environment conducive for the employees to achieve their training objectives by making it possible for employees to do relevant courses.

The availability of the necessary skills and knowledge can only be made possible by training and developing employees on a continuous basis. The organization furnishes opportunities to employees for career development, along their respective chosen path, by arranging appropriate training and development programs. This can ensure that there is a pool of people who can grow within the organization with respect to the skills and knowledge that are required from them to perform whenever they are to take up much senior positions. This can be possible because of the availability of trained people within the organization.

Training and development should be carried out to achieve specific objectives and to develop the human potential to the benefit of an organization. It is important to match the job requirement with the employees, potential and create chance for upward mobility. Training and development will help the organization to manage its succession plan. Once those in the upper echelon decide to leave for whatever reasons, there should be people within an organization who could occupy the vacated positions.

2.4. TRAINING DESIGN

Training design relates to the analysis of the manner in which training is going to be conducted.

The Systematic approach has three phases, namely, the need assessment phase, the training phase and the training evaluation phase (Swanepoel, 1998: 481).

Training should begin with an identification of a problem. A problem arises when employees know what should be done but do not perform as desired (Erasmus & Van dyk, 1996:86). Training should be designed to address a specific problem. The purpose of need assessment is to identify a job performance problem. Needs assessment assists to determine which employees need to be trained and on what should they be trained (Swanepoel, 1998:481). The objectives of an organization should be clearly stated so that training should be designed to meet those objectives. The skills or competencies that are required of trainees, once they completed their training, should be mentioned. A careful analysis of needs should be undertaken before commencement of any training.

There are different approaches through which investigation could be conducted; these includes things such as interviews and questionnaires among others. The investigation focuses on the objectives of an organization, the job content and individual skills. There are number of factors creating a need for future training, such as product, economic change, sociological change, technological change and political change.

Political and technological changes are the ones requiring that the DoE in the Limpopo Province should vigorously embark on the training of employees, because of change circumstances in these environment and new methods which have been implemented. Personnel who are affirmative action appointees, and thus lack knowledge and required skills, are to be trained. The decentralization of duties to regions should be done where and when there is capacity.

Technological advancement, which has brought about new procurement and asset management system, is a new challenge facing the DoE. To meet this requirement of the new Treasury regulations, training should be conducted to keep personnel abreast with the new development and to subsequently render quality service.

It is important to measure skills possessed by an individual vis `a vis organizational objectives. It is also imperative that people should be trained to ensure that the objectives of an organization are achieved through their performance. The training objectives should focus on a behavior component, describing what the learners should demonstrate that he/she has learned. A standard of performance should be provided, to which the learners' success could be measured.

HUMAN RESOURCE PLANNING

Human resource planning ensures that an organization has the required personnel in terms of skills and knowledge to occupy positions in the future. It also ensures that the right number and kinds of people, capable of effectively completing their tasks and achieving a company overall objectives, are in correct positions (Andrews 1996:48). The future personnel requirements could be assessed through human resources planning. Subsequently, an organization should embark on training and development of the existing personnel to suit its future and present needs. Human resource planning requires detailed analysis of current and future circumstances to ensure that an organization has what it requires, in terms of employee numbers and the relevant skills to be able to realize its objectives. A personnel inventory should be created for assessing the existing skills, abilities, career interest and experience of the current work force (Cascio, 1991: 226). For an organization to succeed in a changing environment, it should be able to plan for the future, preparing its employees for challenges, which will come through political, social or economic change. Training and development of the existing personnel should be conducted, to enable them to acknowledge change and to assist in building a positive attitude towards change.

2.6. JOB ANALYSIS

Job analysis encompasses both the job descriptions and job specifications where job specifications outline the knowledge, experience and skills required for a person to perform the expected tasks in his /her position (Andrews: 1996:68). Job analysis will enable an employer to determine whether an employee meets the required level of

skills and knowledge and to channel training and development where there is a deficiency of knowledge and skills. Job analysis describes the activities as carried out in particular positions (Lyons, 1981:32). It therefore describes the required qualifications which the incumbent should possess. Since training and development are aimed at ensuring that people are suitable and qualified in their positions, job analysis will help in guiding training and development in the right direction. It will ensure that people are trained in skills which match the requirements of their respective positions. The fact that job analysis should describe the characteristics of a job makes it imperative for the purpose of preparing training techniques. Training and development are aimed at preparing employees to meet the set performance standards. Job analysis can also be used to determine training course content.

2.7. PERFORMANCE APPRAISAL

Performance appraisal can be used to judge the strengths and weaknesses in terms of knowledge and skills, of employees. An evaluation criterion should be job related and will obviously indicate where there is a need to improve. Performance appraisal is conducted by means of evaluating the performance of an individual employee in correspondence with the job description of the job involved. It will then be determined whether the employee performs better or worse than what is expected of him/her. (Andrews, 1996:303) This will enable a supervisor to determine the training needs of his/her employees. It is therefore important that in personnel appraisal not only the good things should be reported with a view improving the employees' compensation, but weaknesses should also be reported with the view of assisting them to improve their performance through training and mentoring. Assessment should be as objective as possible.

Performance appraisal is therefore necessary and should be conducted on a continuous basis to ensure that people occupying positions in an organization have the required skills and knowledge. Performance appraisal should also be used as a basis to discipline staff where employees have a negative attitude towards their work. Attitudes that are detrimental to productivity should be disciplined.

2.8. SETTING WORKPERFOMANCE NORMS AND STANDARDS

Norms and standards should be set for service delivery to which the performance of public service should conform. Such norms and standards should be relevant and meaningful to the user of the services/supervisors. This will afford management an opportunity to assess any lack of knowledge that may be the cause of poor performance.

The standards set should not be ambiguous, so as to be understood by the public. These standards should be checked as to whether the service has been satisfactorily rendered. The output should be measured through the set standards, thus enabling the public to measure the level of government efficiency. Standards make it possible to measure the manner in which the factors of production were used by the public servant; such services are measured in terms of quality. "Service standards must be set at a level, which is demanding, but realistic" (BathoPele, 1997:17). They should reflect the level of the required performance; which should be challenging but attainable. Public officials should be more professional in dealing with the people they serve. They should treat them as their clients and should handle conflict amicably. Set standards and norms should be realistic and accepted internationally.

Norms are a technique of measuring the level of production. It is advisable that norms should be work related; they should be able to gauge the efficiency level of performance of tasks. Norms are believed to be rules which are guidelines for acceptable and desirable action. These authoritative rules are agreed upon as a benchmark against which the cost effectiveness of the public officials, in performing the duties, could be measured, and thus measuring the ratio of input against that of output. "Training programs should empower workers to demonstrate the highest standard of personal integrity, truthfulness, honesty and fortitude in all public activities in order to inspire public confidence and trust in all public institutions" (Seminar Report, 1997:21).

2.9. METHODS OF TRAINING AND DEVELOPMENT

There are different methods of training and development that could be used to transfer skills and knowledge. In as much training is expected to relate to organizational goals, it is appropriate that the training methods that will economically enhance the achievement of these goals, be considered. Training and development are geared towards the improvement of work performance. Methods, which will achieve this, will be considered to be more relevant and appropriate. The on-the-job training and off-the-job training methods are commonly used and will be discussed in details in the following paragraphs.

ON-THE-JOB TRAINING METHODS

On -the-job training methods usually take place at an area of operation where employees will learn by doing the job/task. These methods of training are said to be fitting the needs of a particular employee and suit his/her background, knowledge and skills. These methods of training will require close supervision. Supervisors are therefore directly involved in the training of their subordinates. Employees work under the guidance of an experienced supervisor who can offer advice and suggestions for performing the job efficiently and effectively. The on-the-job training methods take place on the job, by performing the job (Erasmus and Van dyk, 1996: 149). The training method involves interaction in the work situation during work performance between a trainee and a trainer. A trainee performs the task under the guidance of the trainer who will normally be the supervisor. This builds confidence as the trainee is fully aware that he is trained on precisely what he/she will be doing in a work situation and that it is relevant to the job. Different on-the-job methods will be discussed namely coaching, Job rotation, and understudy, committee assignments.

In the coaching method the supervisor gives instructions to a subordinate with the purpose of developing the subordinate's potential (Gerber *et.al.*, 1995:511). Coaching includes daily guidance and it is a continuous process based on the face to face relationship between a supervisor and a subordinate. The interaction will enable the

supervisor to assess the ability of the subordinate, and by so doing, reinforces the existing knowledge and skills while imparting new ones where there is a deficiency. The subordinate is afforded an opportunity to make suggestions to the supervisors regarding the work done, and by so doing, making them to be innovative and to develop problem solving skills.

The subordinate must be satisfied that his supervisor has the necessary knowledge and skills which are above his/hers. This will motivate the subordinate to learn from the supervisor. On the other hand, the supervisor must be satisfied that the subordinate is willing to learn and has the potential to do so. A supervisor's coaching requires the supervisor to have a sound knowledge of his/her work, thus enabling him to impact on the training of subordinates. There should be openness between the supervisor and the subordinate which will make training and development successful. This will be because they will be exchanging information and it will be easy for the subordinate to communicate areas which are problematic. "The supervisor should be able to make the subordinates understand the value of their work and how it relates to the attainment of the anticipated organizational goal" (Gerber *et.al.*, 1995:510). Any form of training should not be done haphazardly, but should be directed towards an organization's objective. Coaching as a training method has become a trend internationally for expediting the development of individual skills (Sowetan, 2001:9).

Job rotation is a process whereby employees gain knowledge and experience through transfer from job to job within the same department. Job rotation does not necessarily mean only specific employees are to be rotated, but it involves everyone from managers to the lowest ranked officials. Job rotation develops generalists with wide experience of the organization to enable them to make high level decisions later in their career. The fact that employees are moved to new positions helps them to acquire new skills because they are assigned new tasks and responsibilities. This training method enables trainees to gain specific practical experience quickly, instead of having to wait for transfers or promotional opportunities.

The process ensures that the mobility of personnel horizontally and vertically is always possible, as almost everyone is familiar with activities that are taking place in other divisions or sections. It also prepares officials for promotion where they will be able to oversee a number of divisions within a department. The duration, which employees should rotate must be between two weeks and six months. According to Gerber *et.al.*, (1995:510) this rotation must also depend on how quick an employee is able to learn and grasp new approaches, which will enable an employee to establish new procedures and make changes in the existing jobs. Employees are encouraged to be innovative through this process by developing mechanisms to overcome obstacles in their operation.

Senior managers are expected to have general knowledge of an organization, be it technically, interpersonal, problem solving e.t.c. as they spend most of their time managing the total organization and less time managing functional areas (Erasmus and Van Dyk, 1996:181). The process has an advantage because it links a department's focus and an employees' development because of the range of activities undertaken (Mckenna and Beech, 1995:168). The negative impact of this process is that it does not afford people the opportunity to practice their complete range of skills because of the limited duration one spends on any one job (Mckenna and Beech,1995:168). It is therefore imperative to ensure that the people involved in this process should have the ability to grasp and learn with ease. Slow learners and poor performers may render job rotation a failure; as it may not achieve the expected results within the reasonable time.

In understudy a person acts as an assistant to a senior staff member. According to Erasmus and Van Dyk (1996:181) this method involves full time mentor-understudy arrangement whereby the subordinate is mentored on daily basis to learn how to do the job. It follows the same approach as coaching wherein an experienced supervisor guides the subordinate in doing the work of the supervisor. In this method subordinate observes the activities being performed by the senior manager and is subsequently helped to perform duties and at the same time afforded an opportunity to learn (Gerber *et.al.*, 1995:511). The supervisor allocates his/her duties to the subordinate and

observes him/her performing these duties. This method is used mostly on senior managerial positions. During the absence of the supervisor, the understudy assumes the responsibility of the supervisor by performing duties, which are normally performed by the supervisor. This method affords a subordinate a broader perspective because the work he or she does during training is carried out by the senior manager, and it also provides an organization with a pool of potential employees who could, after they have been successful as understudies, be promoted to senior managerial position. The succession plan could easily be implemented, as there would be people trained on jobs performed by managers and will be ready to take over once some managers retire or leave an organization for some other reasons. It will also facilitate delegation, because the senior manager would have personally mentored the understudy, and would thus have confidence that such a person will be able to carry out duties as expected.

With regard to committee assignments, according to Erasmus and Van Dyk (1996: 181), junior and middle managers are assigned to committees where they observe experienced managers perform their duties. The committees are used as vehicles for training whereby junior and middle managers are expected to participate and contribute to the activities undertaken. The main purpose is for the subordinates to observe the interpersonal process, decision-making process, negotiations, and the success and failures of the committee. Here learning is through observation of action of senior managers within the committee.

OFF- THE- JOB TRAINING

This encompasses training methods that are used away from the normal work place. It is usually done in a classroom situation and training is usually given to a mixed group (Gerber *et.al.*, 1995:514). Training is not based on what the supervisor needs from an employee but on the skills the job requires. However, the supervisor should ensure that employees attend courses that are relevant and would improve their work performance. People proceed at their own pace with the help of the course material (Mckenna and Beech ,1995:168). The success of training depends heavily on the preparedness and

the determination of the trainee. Self discipline and motivation is important in this method. The organization usually arranges with training institutions to include in their curriculum which will satisfy the needs of an organization. The off-the-job training gives an employee the opportunity to think afresh and to meet people with different experiences outside the job (Mckenna and Beech, 1995:168). This will enhance their knowledge and make them perceive things broadly and make them more competitive on global issues.

According to De Cenzo and Robbins (1988:260), a lectured course offers an opportunity for learners to acquire knowledge and develop their conceptual and analytical abilities. An organization can arrange short courses with relevant institutions to train their employees. The lecturing method familiarizes students with the course, introducing the course outline or overview of its scope and importance (Van Dyk *et.al.*, 1996:224). Basically, learning is based on theory and presumptions which broadens the perception of the learners. Learners are tested through examination after a longer period of learning to ensure that they have grasped what they have been taught. Lecturers clarify concepts and principles; thereby thus facilitate learning. Learners should actively participate for lecturing to be effective and for the creation of a culture of learning. Wherever learners are passive, it limits feedback from the participants (Van Dyk *et.a.l* 1992:224). In lecturing, a great deal of information is transmitted to a large audience by skilled instructors over a short space of time. Interaction is important to enable a lecturer to identify areas where learners experience a problem so that they can assist in clarifying the issues.

With regard to a conference method, an institution that is responsible for arranging a conference identifies a topic of discussion that is relevant to the organizational objectives. The topic under discussion is analyzed and discussed by participants. Specialists on the topic are invited to deliver papers in relation to the subject. The conference attendees then participate in opening discussion by asking questions. "Conferences are for specific discussion about a predetermined topic and are conducted according to specific plan" (Van Dyk *et.al.*, 1992:224). A conference assists

participants to understand and develop the ability to apply facts, concepts and policies. In this method, each participant plays an active role through participation and each articulates his/her understanding of the topic. The responses of the audience are sometimes recorded on chalkboard, flipcharts, *etc.* by the instructor (Gerber *et.al.*, 1995:517). Through participation, solutions are further developed and modified, since different views are heard.

When coming to seminars, a particular topic related to the work environment is selected, and related problems are identified for discussion. The group attending the seminar develops answers to the problems with the assistance of the trainer or facilitator (Van dyk *et.al.*, 1992:225). The contribution of group members is important for effective learning. Seminars are attended for a few days and support materials are also handed out in such seminars. The issues on the agenda are discussed, questions are posed and group participation takes place to find answers. Through listening and communicating with others, people learn and gain experience on new issues at seminars.

When coming to university programs, organizations arrange with institutions of higher learning to offer programs to managers. In the case of transformation in South Africa, these programs will help managers to change the outlook on events around them (Gerber *et.al.*, 1995:517). Programmes are arranged for middle and top managers to broaden their perspective and to prepare them for horizontal mobility in their organizations. The programs are aimed at making managers adaptive to changing circumstances. In these programs, there is an exchange of information, where the lecturing staff acts as an equal to its students, and by so doing, managers expand their knowledge. These programs ensure that managers become more professional in their field of management. The management facets prevailing under the management environment are discussed, this is the merging of theory and practice. The programs are tailor made according to an organizational needs. These programs are also necessary to keep abreast with changing circumstances.

University programs are also used for the further training of employees who are interested in self-development. Employees apply through their respective departments for their release to study either part-time or full time at accredited Universities and Technikons. Such employees follow a specific career path by enrolling in study fields relevant to their work. Government releases these employees to attend lectures and are examined at the end of each academic year, and they graduate under their respective faculties. These programs ensure that government departments have employees with relevant qualifications.

2.10. LIMITATIONS OF TRAINING

Although training can enhance service delivery, it may not be able to answer all of the problems affecting service delivery. There are factors that could limit the impact of training.

An employees' attitude is important to service delivery; attitude towards the work itself. Once an employee's attitude towards his/her work is negative, it will affect their performance adversely. Although employees could be put on a training program but once their attitude toward their work is negative, very little could be achieved through training with regard to service delivery.

An employee's attitude has a direct bearing on his/her input and subsequently the output thereof. It is important for employees to have positive attitude in order to achieve expected goals. There is a need to cultivate an attitude of dedication, sacrifice and commitment to delivery of service (seminar Report, 1999:84). Employees should consider themselves as part of what organization represents and believe in putting more contribution towards the attainment of the expected goals.

It is important that employees should be committed to their work. Commitment will make employees to be prepared to learn new techniques, procedure etc. Lack of commitment may limit the delivery of services. Employees should be committed to the delivery of quality service (Seminar Report, 1999:84). It is important that the

procedure tailored to achieve quality service should be observed at all times. Employees should be prepared to make a lot of sacrifices in the name of quality service delivery. “They should take pride of a job well done” (Seminar Report, 1999:84). Employees should avoid short-circuiting of tasks to speedily get the job done, but rather should perform the job in a more responsible manner. It is discouraging to find that there are employees who are not committed to their work; who put their personal gain above their job performance.

W Incorrect placement may limit the use of knowledge gained through training. It is important that trained officials should be assigned responsibilities for which they have been trained. Training employees and not affording them an opportunity to use the knowledge gained, renders training fruitless. “Trained personnel are not allowed to implement the gained knowledge due to an inefficient rotation program. Officials are being utilised in other sections which resulted in the loss of knowledge by not applying it in the workplace” (SAMDI Report, 2001:19). Training should always be followed by practice. Where trained officials are given other responsibilities, other than the ones they have been trained for, this limits the impact of training as well as the intended objectives; in this case, quality service delivery. Correct placement based on knowledge and skills is important to achieve quality service delivery.

The relationship between subordinates and supervisors could have a bearing in the performance of the subordinates. The manner in which the two interact and relate, could yield positive or negative results for better service delivery.

Managers should be more knowledgeable in the performance of their duties than their subordinates. It is important to have managers trained on the systems to be implemented by their subordinate. Information should be discussed, measured and debated in management meetings to enhance performance (SAMDI Report, 2001:20). Managers should also be able to articulate information prepared for them by their employees. Managers should also be trained to make work performance flow between them and their subordinates.

The appointment of incompetent people into positions in the name of affirmative action had a negative impact on the delivery of quality service. Efficiency and productivity have been compromised, for the purpose of promoting comradeship. For an affirmative action appointment to be successful, it should be backed-up by intensive training programmes. However, this may pose a problem because in most cases the capabilities and abilities of people are not considered in affirmative appointments and this may fail any training programmes if such people's abilities are poor. This is a problem of looking only at one aspect of a problem rather than looking at all dimensions that compromise any phenomenon (Seminar Report, 1999:179).

2.11. CONCLUSION

A proper training needs analysis should be made in the D.o.E. If training and development are to make an impact, the training needs should be clear, and key strategies are to be identified towards which training and development will be directed. This will also assist in identifying training methods which will be appropriate or suitable for an organization. Managers must accept training of their subordinates as their personal responsibility, and thus training of their subordinates must form part of their performance evaluation. Managers should bear in mind that the training and development of employees is both an organizational and national responsibility.

Different methods of training aimed at developing the skills of employees have been identified and discussed in this chapter, these methods have their own advantages and disadvantages. It is therefore, important to select appropriate methods that will benefit the D.o.E.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The research was conducted in the Logistics Directorate of the Education Department. Officials in the directorate were the population on which this research focused. A sample was drawn to be a representative of the population in this research.

The sample was categorized into three, namely, senior managers, middle managers and junior managers and below. It was not possible to collect data from all administrative officials in the provincial Department; as they are seven regional offices and thirty-one district offices. A sample drawn from the Head Office population for the support functionary is representative; as the large number is stationed here, and at least most of the post have been filled as compared to the Regional and District offices which are under staffed. This is also done to expedite the research process; especially that all these Sub-directorates in Logistics only exist at Head Office level due to the problem alluded above.

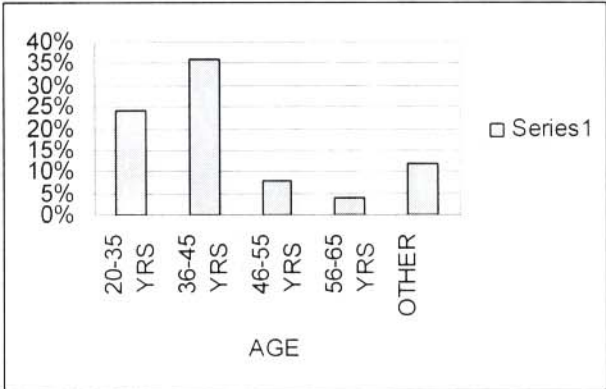
Instruments for data collection were designed, in a form of questionnaires and interview questions. Questionnaires were being distributed to the target group. Questions relevant to the research have been constructed for collecting the required information to be used in the testing of the hypothesis. The focus of the designed questions is on how training and development impacts on service delivery in the Education Department.

Data were collected by way of questionnaire and interviews; relevant documentation pertaining to the training trend in the Department were also inspected. The aim of collecting data was to get information which will be as reliable as possible; the reliability of the information is important for the results.

Research design is a process of planning the manner in which research was conducted, the manner in which the participants were grouped, and what the researcher has done to reach conclusions about the research problem. The steps that assisted in making conclusions about the problem are being explained below:

3.2. POPULATION SIZE
BIOGRAPHICAL DETAILS

AGE



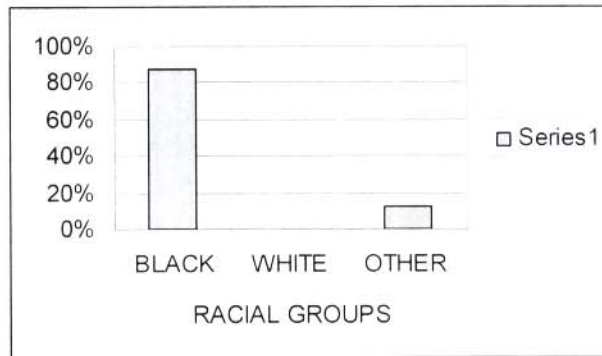
The majority of our population in the DoE is in middle ages, represented by 56% at an age ranging between 36-45yrs.

MARITAL STATUS



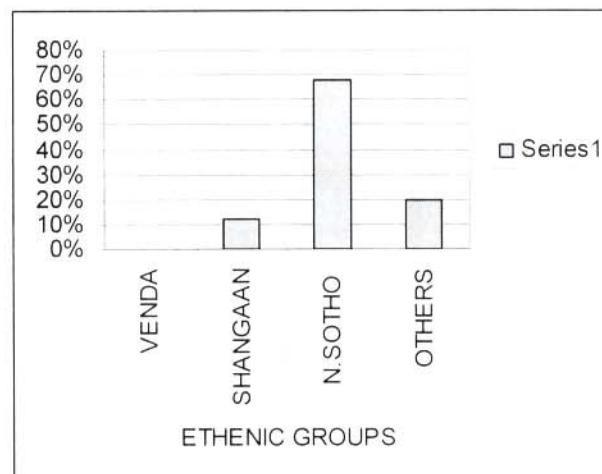
The majority of our population was married: represented by 56%.

RACIAL GROUPS



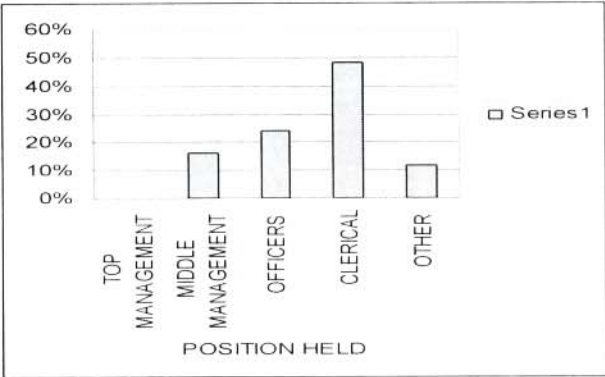
The majority of our population was Africans: constituting 88% of the entire population.

ETHNIC GROUPS



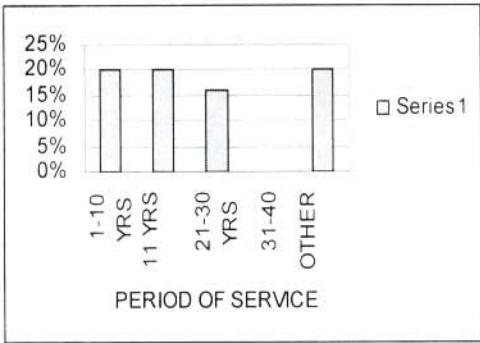
It is significant to note that 68% of the subjects is Northern Sotho. The main reason being that people who worked for the former Lebowa administration were not keen to be transferred to places outside Pietersburg.

POSITION HELD



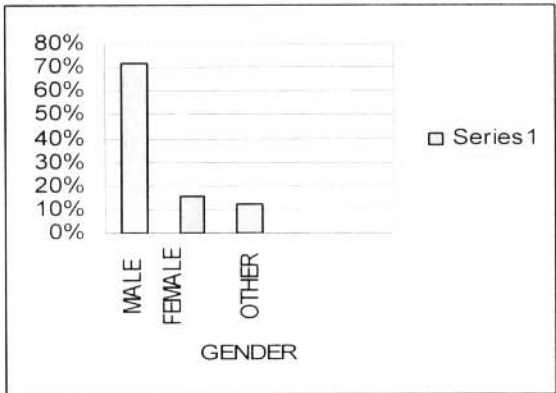
The majority of our population was at clerical ranks constituting 48%.

PERIOD OF SERVICE



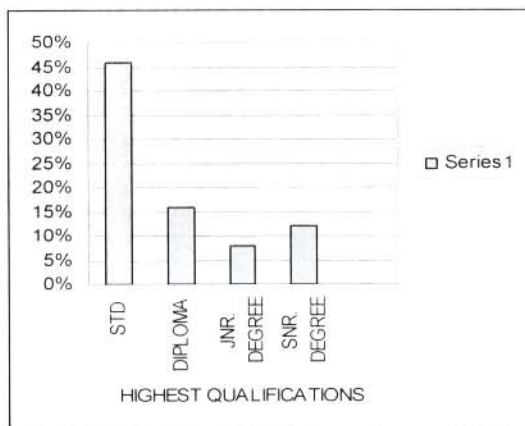
The majority of our population has working experience of between 11-20yrs.

GENDER



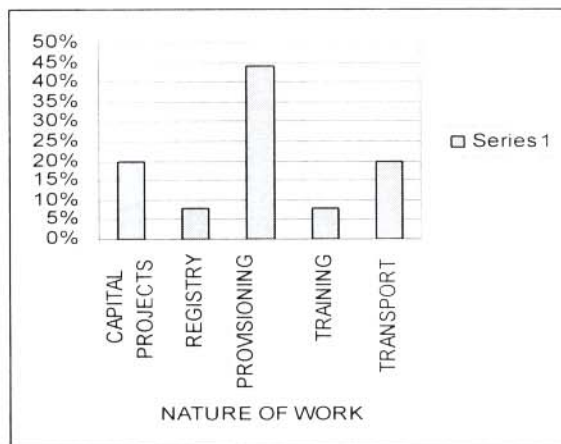
Most of our population was males.

HIGHEST QUALIFICATIONS



The majority of our population has a Std10 qualification and is in clerical ranks.

NATURE OF WORK



A larger percentage of 44% of our population is employed in Provisioning, the other four divisions share the remaining percentage.

Logistics directorate comprises (31) thirty-one personnel members, from the lowest rank of Telephone Operator to Senior Manager. The entry rank qualification varies from Grade 10 to a junior degree. This excludes

General Assistants and drivers, since they do not require formal training for doing their work. Relevant documents, such as training schedules, training records, needs analysis conducted by South African Management Institute and policies, also formed part of the population in this research.

The Logistics Directorate in the Education Department in this research was the population; it was the point of focus in relation to training and development of employees in the Logistics Directorate. The population helps the researcher to investigate the hypothesis by collecting data from it in order to solve the problem. The population in this context is a study object for research.

3.3. SAMPLE SIZE AND SAMPLING TECHNIQUES

The sample was drawn from Logistics and Human Resource Development Sub-Directorate. Officials were grouped according to their levels of operation, namely, junior, middle and senior management positions. The research was conducted among the Head Office personnel involved in administrative function. However, a sample of twenty-seven (27) officials in this research was deemed representative enough.

The random sampling technique was used so as to afford every member an equal opportunity in the target group who are eligible to undergo training to participate. The administrative personnel, irrespective of race, sex, religion and rank, were eligible to participate. Basically, sampling was used because the being researched problem affects a larger population in the Department and it was not possible to reach all of them within the stipulated time; due to distance between offices. During that process the aim was to get a sample, that was as representative enough as possible, of the target population that represents the support functionary of the Education Department. The sample was drawn in a manner that all administrative ranks in the Logistics Directorate were represented and it was to test the study hypothesis.

3.4. THE INSTRUMENTS

Questionnaires and interviews were simultaneously used in collecting data. Twenty questions were asked in the questionnaire. The questions were intended to establish whether or not the poor service delivery was the result of lack of skills and knowledge within the Department; by determining the extent to which training and development has been done. This set of questions will also indicate the impact that training has had in the performance of certain employees. It is also expected to establish whether or not there were programs for training and developing employees in the Department. The questionnaire had an advantage because the respondents were had time to study the questions and think about their answers.

To enable the researcher to reach a reasonable number of employees speedily, the use of a questionnaire was convenient; looking at the arrangement of offices in Department. There was also major renovations taking place which resulted in the mobility of officials between offices.

The moving of Human Resource Directorate from Transvaal Education Department building to Voorwaarts, has impacted much on the organizational structure, because of the shortage of offices. This resulted in officials cramping in one office which became so congested.

3.5. PROCEDURE FOR COLLECTING DATA

Questionnaires were distributed amongst staff members in the divisions of the aforesaid directorates, through divisional heads. Briefings were held with participants outlining the background of the research and clarifying certain questions to them lest they have difficulties.

The use of questionnaires has expedited the research process as staff members are scattered in different buildings. The moving of officials from other buildings to Voorwaarts and the renovation of offices to accommodate the incoming staff members, have temporarily left the Department with inadequate office space to enable one to can reach all

officials for interviews. Questionnaires were used for officials who are not yet settled.

Officials who are in the Human Resource Directorate were subjected to an interview so as to enable the researcher to inspect documents relevant to this research. This has assisted in establishing the focus of the Department with regard training and development of it employees.

A representative sample was targeted. The sample was representing the larger population of this research and it included all elements of the population. In this respect, the sample included all activities which made up the services as rendered by the Department. How certain aspects of work are carried out to determine the quality of the output, in terms of service delivery standards. The population was expected to express its best opinion.

3.6. POBLEMS ENCOUNTERED DURING RESEARCH.

Most middle and senior managers were under going computer literacy training programme at Damelin, this made it difficult to find them in their offices. Other officials, given that it was towards the end of the financial year, were doing a lot of fieldwork; trying to get the outstanding deliveries rounded up.

The transfer of the Human Resource Directorate, from T.E.D building to Voorwaarts, resulted in lack of office space which resulted in congestions in most offices and thus making interviews difficult to conduct with most officials; as they were temporarily housed in a hall. This scenario was followed by construction work taking place; the noise that goes with construction making it not conducive to conduct interviews.

The mobility of officials made it difficult to timeously retrieve the questionnaires. This has affected the researcher's progress. The change in management, especially the suspension of the Head of Department, has delayed authorization of data collection. Some officials failed to honour

interview appointments, because of other work commitments. These issues had a negative impact on the collection of data.

Some divisions could not return questionnaires as they felt it was for private use, while others could not have time to complete them, citing other work commitments.

3.7. CONCLUSION

The research design is a plan on how one intends to conducting his/her research. The procedure, which is going to be used in testing the hypothesis, is outlined. The population for this research has been discussed in this research design and the sample thereof; all levels of operation were represented in the sample.

The methods of data collection have been discussed. Many factors had contributed to the arrival of the methods that enabled the researcher to collect as much reliable information as possible in solving the problem.

A suitable instrument in a form of a questionnaire comprising of questions was designed for collecting data, needed to establish how training and development was being handled in the Department of Education. Research design is a plan according to which I obtained research participants and collected information from them and also to what was to be done with them in trying to reach conclusions about the research problem.

CHAPTER 4

4. DATA PRESENTATION AND ANALYSIS OF RESULTS

4.1 INTRODUCTION

The data collected were scored and presented in this chapter, the scores were categorized according to the similarity of the responses, and numbers were used to identify each category. Qualitative method of evaluation will be used in this evaluation.

Numbers were used in scoring the data and they were subsequently converted into percentages wherein the subjects were categorized according to the relatedness of their responses. The view of the category that has the highest was upheld.

4.2. Data Presentation

The following are question from the questionnaire and their responses

FINDINGS

REQUIRED SKILLS

Conflict management : 2(8%)	Training and development : 3(12%)	Computer Literacy: 13(54%)	Learning and experimenting : 2(8%)	None: 1(4%)
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Accounting: 2(8%)	Administration: 3(12%)
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It is significant that 54% of the subjects says they requires it skills in Computer literacy.

12% of the subjects says it requires Training and Development skills.

12% of the subjects says it requires Administrative skills.

8% of the subjects says it requires Conflict Management skills.

8% of the subjects says they requires Learning and Experimenting skills.

8% of the subjects says it requires Accounting skills.

4% of the subjects says it requires no skills.

INTERVALS IN WHICH TRAINING WAS RECEIVED

(44%)	Never: 1(4%)	Once a year: 9(36%)	Once in two years: 2(8%)	Twice a year: 2(8%)
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It is significant that 44% of the subjects says it rarely receive training.

36% of the subjects receives training once a year.

8% of the subjects receives training once after two years.

8% of the subjects receives training twice a year.

4% of the subjects says it never receive training.

THE LAST TRAINING ATTENDED

1988: 1(4%)	1998: 1(4%)	1999-2001: 23(92%)
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It is significant that 92% of the subjects received training between 1999-2001.

4% of the subjects was last trained in 1998.

4% of the subjects received training in 1988.

WHETHER TRAINING WAS RELATED TO THE JOB

NOT JOB RELATED: 11(44%)	JOB RELATED: 14(56%)
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It is significant that 56% of the subjects has received training which is related to the jobs.

44% of the subjects says it has received training that is not related to their jobs.

TYPES OF TRAINING RECEIVED

OTHER 6(24%)	PROVISIONING: 9(36%)	Computer : 4(16%)	Training : 2(8%)	Filing Management : 3(12%)	Accounting : 1(4%)
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It is significant that 36% of the subjects has received training in Provisioning Administration.

24% of the subject represents others.

16% of the subjects has received training in Computer literacy.

12% of the subjects has received training in Filing Management.

8% of the subjects has received training in Skills Development.

4% of the subjects has received training in Accounting.

WHETHER TRAINING HAS ENHANCED SKILLS

Yes: 14(66%)	No: 1(4%)	NOTMUCH 1(4%)	NOT CERTAIN 5(20%)	OTHERS 4(16%)
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It is significant that 66% of the subjects says "yes" training has enhanced their skills.

20% of the subjects its not certain.

16% did not give its answers.

4% of the subjects says "NOT MUCH"

4% of the subjects says training did not enhance its skills.

WHETHER TRAINING HAS HAD AN IMPACT ON THEIR PERFORMANCE

Yes: 15(60%)	Not 9(36%)	Certain: 1(4%)
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It is significant that 60% of the subjects says training has had an impact on its positive performance.

36% of the subjects is not certain whether or not training has had an impact on its performance.

4% of the subjects says it did not have an impact on its performance.

WHAT OTHER TRAINING DO YOU STILL REQUIRE TO IMPROVE YOUR PERFORMANCE?

Procurement Admin 3 (12%)	Transport Management 4 (16%)	HRM: 1 (4%)	Project Management 2 (8%)	Computer Literacy 14 (56%)
None 1 (4%)				

It is significant that 56% of the subjects says it require Computer Literacy.

16% of the subjects says it requires Transport Management.

12% of the subjects says it requires Procurement Administration.

8% of the subjects says it requires Project Management.

4% of the subjects says it requires Human Resources Management.

4% of the subjects says it requires no other training.

TRAINING HAS ENHANCED THEIR CREATIVITY

Yes: 20 (80%)	No: 5 (20%)
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It is significant that 80% of the subjects says training has enhanced its creativity.

20% of the subjects says it has not.

COLLEAQUES SHOULD ALSO BE TRAINED

(N/A.) : 25(100%)	Yes: 0(0%)
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It is significant that 100% of the subjects believes its colleagues should also be trained.

SUPERVISOR IS INVOLVED IN DEVELOPMENT OF SUBORDINATES

No: 5(20%)	Yes: 16(64%)	Yes with reservation: 14(16%)
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It is significant that 64% of the subjects says its supervisor is involved in its training.

20% says its supervisors is not involved.

14% of the subjects says yes with reservations.

TRAINING AND DEVELOPMENT IMPROVE PERFORMANCE

YES: 23(92%)	OTHER: 2(8%)
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It is significant that 92% of the subjects believes that T&D improves performance of employees. 8% of the subjects believes it does not. One respondent said, " people in government learn to forget due to lack of implementation." This indicates that training is important for advancement of quality service delivery. It is an instrument used to improve productivity

SHOULD TRAINING BE GIVEN A PRIORITY

Yes: 25(100%)	No: 0(0%)
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It is significant that 100% of the subjects says that training should be given a priority. One respondent said “Administrative work has changed tremendously in the last few years” while another said “that the training people receive from academic instructions need to be bolstered by training, since not everything is taught and T&D will make DOE to be more efficient in the delivery of services to the public.”

IS SERVICE DELIVERY ACCORDING TO GENERIC STANDARDS (BATHO PELE)

Yes: 8(32%)	No: 13(52%)	Average: 4(16%)
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It is significant that 52% of the subjects holds a view that the level of competence is not according to expected standards. One respondent indicated “There is no collective decision making among others and that there is centralization of functions resulting in poor service delivery, official lack a sense of urgency in the performance of their duties”. This brings us to a conclusion that there is poor service delivery in the DoE.

32% of the subjects says “yes”.

16% of the subjects says is “average”.

HOW CAN PERFORMANCE BE IMPROVED

Improve performance 2(8%)	Training 10(40%)	Equal Treatment of employees 1(4%)	Decentralization 3(12%)
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Communication 5(20%)	OTHER: 4(16%)
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It is significant that 40% of subjects believes that the level of competency amongst officials could be achieved through training.

20% of the subjects says the level of performance could be improved through Communication.

16% of the subjects did not give its view.

8% of the subjects believes it could be achieved through improving performance.

4% of the subjects believes it could be improved through Equal Treatment.

WHAT SHOULD MANAGEMENT IMPROVE TO ATTAIN QUALITY SERVICE.

Motivation 5(20%)	Chain of command (20%)	Training 13(52%)	Condition of service 2(8%)
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It is significant that 52% of the subjects believes quality service could be attained through training.

20% of the subjects says it could be done through chain of command.

20% of the subjects says through motivation.

8% of the subjects says through condition of service.

TRAINING NEEDS SHOULD BE DETERMINED BY

Performance evaluations 17(68%)	Time management 4(16%)	OTHER 4(16%)
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It is significant that 68% of the subjects says training should be determined by performance evaluation.

16% says it could be determined through time management.

16% did not give its views.

QUALITY SERVICES MEANS

19(76%)

24%)

It is significant that 76% of our subjects says quality service has to do with time management, efficiency and effectiveness in the execution of duties.

24% of our subjects says it has to do with customer satisfaction.

D.o.E DELIVERS QUALITY SERVICE

Yes 6 (24%)	No 14(56%)	OTHER: 5 (20%)
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It is significant that 56% of our subjects says the D.o.E is not delivering quality service.

24% of our subjects says D.o.E is delivering quality service.

20% of our subjects did not comment.

INTERVIEW QUESTIONS TO HRD PERSONNEL

This interview was intended for personnel in Human Resources Development Sub-Directorate, for the purpose of establishing the planning of training, checking the availability of training policy and the status of their budget. The Assistant Directors were interviewed with the permission of the Head of the Sub-Directorate; who is a Deputy Director. It was important to interview the HRD personnel responsible for the arranging of training courses

for D.o.E; such questions could not be included in the questionnaire since they would not be relevant to other respondents.

There exists a staff development plan which is not followed due to interference on the program, that causes deviation from the plan.

It is significant to note that the Human Resources Advisor is currently formulating staff development plan, with the assistance of National Institute Public Management Administration consultants. However, currently there are no training programs that are followed. Courses that were offered were initiated by the South African Management Development Institute. There is no consultation with directorates with regard to which courses should be offered.

The R40 000-00 allocated for training and development makes it impossible for the sub-directorate to arrange meaningful training courses.

4.3 ANALYSIS OF RESULTS

The above results indicate that, though training is done in the Department, it is not done up to the expected standard. The lack of training programmes is a serious oversight on the side of the Department as most officials indicate that they rarely attend training course. However overall, training is done in the DOE.

The quality of service delivery is not of the expected standard, according to this results and the Department

should embark on vigorous training programmes to address this anomaly. Skills such as computer literacy are in high demand as most officials indicate that they lack such skills to perform their duties to the expected standard.

The Provincial Treasury often arranges training that is conducted by SAMDI for all departments. In D.oE. this is coordinated by the Provisioning division which is also responsible for the identification of candidates. The purpose of this training is to train staff on the new procurement system.

The knowledge and skills gained in this training are beneficial to the Department in that the procurement of goods and services is currently done cost effectively, through determining the levels of consumption to identify stock items and non stock items. In this manner, procurement is planned in such a way that only items that will be consumed are purchased and this prevents any wastage.

Further training on the computer system of procurement is important so as to enable the D.o.E to move away from manual asset management to Logistical Information System; which is the extension of the Provisioning Administration Systems 1&2

4.4 INTEGRATION OF THE RESULTS WITH THE OVERALL RESEARCH

The results of this research indicate that there is poor service delivery. This view is based on the responses to question 21. The indication is that, training is not done in the manner in which it should be done. There are different obstacles in arranging training. According to HRD, there are budgetary constraints and interference to the programme planning. Training is also not regularly done. Programmes are not communicated to directorates; HRD makes unilateral decisions, with the result that courses that do not add much value are offered. The interviews with HRD indicate that they recommend courses on "communication skills," while 54% of the subjects recommends "computer skills"

The notion held by most respondents is that the quality service delivery could be achieved by training and development within the department. Skills development should be given the highest priority: they believe that there is room for improvement in the performance of duties. As most officials are doing duties which require computer knowledge. Officials should be trained in this field to improve their competence and thus improve their confidence.

According to Needs Analysis Report (SAMDI,2001:19), trained officials are afforded an opportunity to implement the gained knowledge due to insufficient rotation program. These officials are being utilized in other sections which results in loss of gained knowledge by not applying it in the work place.

The continuous use of the services of consultants by the Limpopo Education Department in Finance, Logistics and Human Resources, is an indication of a deficiency of these skills. Through this observation one can safely say there exists a problem of skills deficiency in the Department. The recommendation by the SAMDI Report (2001:17) to limit dependency on consultants and thus ensuring transference of skills cannot be overemphasized. One can draw an inference that training and development are inadequate in the Department.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY OF FINDINGS

Training and Development are conducted in D.o.E though not satisfactorily. In this research, it has been established that officials are rarely sent for training. Training whenever it is done, only concentrates on one category, namely, Provisioning Sub-Directorate, and very little is done for officials in the other categories, especially those in General Administration. There is a lack of equity in training of personnel as some attend training courses quite often, while others do so infrequently. Some respondents received no training in the last ten years. The D.o.E. does not have a training policy. It is only rather recently that the National Institute has been developing one for Public Administration Management consultants, which was to be completed by the end of March 2001. This came as a directive from the Department of Public Service and Administration.

It has also come to light that there is no training schedule that is being followed by D.o.E. The programs as drawn by HRD are not comprehensive because issues that are regarded as important interrupt them. The existence of such programs becomes useless as they do not serve the intended purpose. The D.o.E lacks training schedules where directorates come together and identify courses, seminars and workshops, which will be of benefit to their staff. The schedule is an important instrument to serve as guidance in training officials; the absence of it will result in

haphazard training. It is not surprising that the only training most officials have received is initiated through external institutions such as the South African Management and Development Institute, implies that D.oE lacks planning on how it wants to train its employees.

The budget of R40 000 - 00 for training Head office personnel, of around 260 members, is insufficient and makes it difficult for HRD to arrange courses, seminars and workshops.

Most employees in the D.oE administrative function are middle-aged people possessing only Std 10; which is the entry grade qualification. These people are eligible for training as their period of stay with the government is still long. The fact that these people predominantly possess only entry grade qualification means that it is important that they improve their knowledge and skills through training. It is therefore imperative that training be focused on this group.

It has also been found that those who have received training believe that they have been trained on issues that are relevant to their jobs, and are also of the opinion that such training has improved their performance. Training should always be related to the duties that are performed. Training should always be work orientated; its main aim should be to improve the knowledge, skills and behavior of employees in a manner conducive to the achievement of that organization objectives (Erasmus and Van Dyk, 1999: 2). Training is aimed at improving employee's job performance in an organization and therefore any training that is not relevant to the work or future work is not necessary. From the findings of this research, training in D.oE has been focused on provisioning administration; which only caters for one category of employees, as opposed to computer literacy; which is, according to this research,

demanded by most officials.

While a reasonable number of employees have received training, which they believe to be relevant to their respective job, there is an indication that such training is not followed by implementation of such skills, much to their frustration. Knowledge becomes useful only if it is put into practice. Where there is no immediate opportunity to practice their learnt skills people turn to forget what they have learned.

A trainee must not only acquire knowledge, but should also be able to perform properly: (Bittel and Newstrom, 1990:224). Training without implementing may not improve the competence of D.o.E. In the ensuing frustration training may even make the situation worse.

The research indicates that the level of competence is not up to the expected standard, and also that training should be embarked upon to improve the level of competence. It is for this reason that the research indicates that the administrative staff are not rendering quality service to line-function personnel.

5.2. RECOMMENDATIONS AND LIMITATIONS

- (a) The D.o.E should produce a training policy document, as a matter of urgency, which will form a guideline for employee training. Directorates should be consulted to make their input when HRD develops a training schedule. The training program by HRD should be adhered to as it will ensure that the sub-directorates realize their goals. The availability of the program may then influence the increase in budget as it will assist in

motivating for this additional funding. HRD should involve all directorates in planning courses to be offered. This will enable them to have a wide spectrum of training courses to be offered and subsequently it will enable them to motivate their budgetary inputs. The training schedule should influence the budget; the current situation of under funding may be the result of lack of a training plan.

- (b) Training of personnel in computer literacy should be given the highest priority so as to improve the quality of service. Computer usage has become an inevitable daily operations. This research has become an evident that the majority of the subjects feels their performance could improve once they have acquired computer skills. The development of computer skills will increase productivity as tasks will be completed within a reasonable time.
- (c) There is also a need to place well those employees who are trained but are presently placed in a wrong division or position. If correctly placed this would enable them to be gainfully employed, as they would be utilizing their skills where they are required. "Training is only effective when those who have received it are able to put it into practice, because training is aimed at improving job performance and it fails to do so once it is not transferred to the job" (Bittel and Newstrom, 1990:234). Correct placing of employees is therefore, important for any training to be successful.
- (d) The budgetary constraints experienced by HRD are hampering training in the D.oE. Training of employees needs to be budgeted according to training needs.

5.3. CONCLUSION

The D.o.E has to an extent, ignored the training function, this situation is costing the D.o.E a large sum of money because the performance of its officials is based on trial and error learning. Training employees may be expensive, but not training is more expensive. Training of employees by the DOE should be made a primary goal, which in return can bring about good results, because it can enhance performance and increase productivity.

Training and development is an important human resource function for the success of the Department of Education, thus enabling it to deal with changing circumstances. The policies of government can only be carried out as anticipated if a well-informed personnel carry them out.

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APPENDIX A

INTERVIEW QUESTIONNAIRE

AN EXAMINATION OF THE IMPACT OF TRAINING AND DEVELOPMENT ON THE ADMINISTRATIVE FUNCTION IN THE DEPARTMENT OF EDUCATION IN NORTHERN PROVINCE

INTRODUCTION

This is a research examination of the impact of training and development on the performance of personnel officials in the department of Education in Northern Province. This research is for the award of a Masters of Public Administration Degree of the University of the North.

Your participation will be highly appreciated.

This research focuses only on all employees attached to the Directorate Logistics, which has three sub-directorates of Procurement, Stores and Transport, Learners Support Material, Security and Buildings.

Instructions

Kindly give direct and brief answers to the question posed to you. The information given by you will keep confidential by the researcher. Since

information obtain from you would be used for research purposes only, feel free to express your honest opinion.

BIBIOGRAPHIC DETAILS

1. AGE : 20 – 35 yrs 36 – yrs 46_55 y 56_65yrs

2. MARITAL STATUS SING MARRIED DIVORCED
WIDOWED

3. LENGTH OF SERVICE : PLEASE SPECIFY NO

4. RACIAL GROUP BLACK AFRICAN WHITE AFRICAN

5. IF BLACK AFRICAN, WHICH ETHIC GROUP, VENDA
SHANGA N.SOTHO OTHERS

6. POSITION HELD : TOP MANAGEMENT MIDDLE
MANAGEMENT

OFFICERS CLERICAL

7. GENDER : MALE FEMALE

QUESTIONS

- 1. Give a brief summary of your work.
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2. What skills/qualities do you think you require enhancing your performance?

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3. What is your highest educational qualification?

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4. How often do you attend training course?

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5. When was the last time you attended a training course?

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6. Have you received any form of training pertaining to the job that you are doing?

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7. If you have received training, what courses, seminars or workshops you have attended in the last three years?

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8. Did you find that the training you received enhanced your skill?

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9. Would you say such training has had an impact in your work performance, decision-making ability, and how?

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10. What other training do you think you still require improving your performance?

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11. Has any of the training equipped you to be creative and innovative about your job?

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12. Do you think it is necessary that your colleagues should receive such training as well? Give a brief explanation of your answer.

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13. How is your supervisor developing your skills and knowledge?

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14. In your opinion, do you think the training and development of the administrative officers helps improve their performance?

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15. Do you think it is necessary that the department of education should give priority to the training of administrative officials? Give reasons for your answers.

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16. Would you say the level of competence in terms of service delivery, as outlined in this document on service delivery standard documents ('BathoPele') in your department is at the expected standard? Give reasons for your answers.

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17. If you are of the opinion that the level of competence is not to the expected standard, how can it be improved?

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18. If you were to suggest to management how quality service could be provided, what would you require them to improve?

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19. If you were in a management position how would do you identify the training needs of your subordinates?

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20. What do you understand by a quality service delivery?

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21. Do you think the Department of Education delivers quality service to its line personnel?

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THANK YOU FOR PARTICIPATING IN THIS RESEACH.

RESEACHER: M. H. MASEBENZA.
EXT 7760

APPENDIX B

INTERVIEW QUESTIONS .

- (a) Has Department Of Education a policy in respect of skill development?
- (b) Are there training programmes followed or courses being offered in the current financial year?
- (c) Are Directorates requested to make their inputs?
- (d) Are there specific problems hindering training?
- (e) What is your annual budget for training?
- (f) In your view do you think your administrative personnel is competent?
- (g) What do you think should be improved?

Employment equity

Editor: Sydney Mathaku Advertising: Earl Glennistor

Working on righting the wrongs



WHEN the Afrikaner nationalist government set about imposing its grand apartheid design on South Africa, not a single social, political or economic institution was left untouched. Education, housing, healthcare, all were affected deeply and the segregation imposed by them really eroded any sense of equality that might have existed in the delivery of these crucial services to the people.

The impact of apartheid was also most visible in these areas. And it was hardly surprising that these sectors became the focus of popular opposition and resistance. At the same time though, another process of deliberate disenfranchisement was under way. It drew little attention and seemed less important, if not naïve. And this related to the reservation of skilled high-paying jobs for the white electorate. The practice was given legislative support by laws such as the Mines and Works Act, the shop agreements

used by rightwing white trade unions to keep blacks out of certain trades and the conscious recruitment of whites only for public sector jobs. After decades of job colour-bar, the South African labour force assumed a unique feature — it was made up of an affluent class of white workers and a disenfranchised class of black workers. And in many ways, active job reservation served as the cornerstone of a policy intended to economically disenfranchise the black majority. Not only did it succeed in trapping black workers in a perpetual cycle of poverty, but in later years it became a formidable obstacle to skills development and economic progress for the whole country.

It is against this backdrop that the Employment Equity Act (EEA) was legislated. One of the centrepieces of transformative legislation, the EEA has been described as a key instrument with which to address the legacy of inequality and discrimination in the labour market.

The law was not passed without opposition, some of it rather fierce. Those opposed to it argued that the Government should move away from regulating the labour market and allow a voluntary approach to redressing the imbalance of job apartheid. But the Government and organised labour rejected this approach. They argued that business had failed to demonstrate any willingness to move away from discriminatory practices.

In the 1980s, when the National Party government was realising the consequences of its job reservation policies, especially in skill development — shifted the responsibility for training on to the private sector. But there was no legislative compulsion on them to invest in training. So employers simply failed to deliver.

Between 1990 — when it was clear apartheid's end was imminent — and 1999 when the EEA was promulgated, very little evidence was found to convince anyone that business had taken the initiative to right the wrongs.

A compromise was nevertheless reached and the Government passed a law that struck a balance between compulsion by the state and a measure of self-regulation by employers. This resulted in a requirement by the department of labour that employers submit equity plans detailing how they intended balancing the race equation on the shop floor. These plans would, according to provisions in the Act, have to be drawn up after close consultation with trade unions.

This removed the fear that the Government would impose rigid targets that employers would have to comply with. Instead it allowed for the targets to be negotiated between labour and employers.

These equity plans had to be submitted to the Government by June last year for employers with fewer than 150 workers. Companies employing more than 150 workers were expected to deliver the plans about a month ago. The response has not been uniform across the board.

Surveys conducted by the Commission of South African trade unions revealed both positive and negative trends. On the negative side, hostility was often encountered. Not only were employers reluctant to involve trade unions in negotiation over equity tar-

gets, but even conservative unions determined to protect privileges inherited under apartheid, tended to make progress difficult.

Much of this was no doubt in violation of the EEA. And that raised concerns about the lack of education to address fears and suspicions among white workers and employers.

By contrast, engineering employers succeeded in negotiating an affirmative action agreement with trade unions in the sector. A number of other employers in the retail sector have engaged unions in active consultation over their employment equity plans.

But these are early days yet. Exact benefits derived from employment equity plans can only be measured further down the line. The Labour Department itself has a huge task ahead of it. Each plan will have to be individually assessed before any real monitoring of the process of redressing racial imbalances in the labour market can begin.

One of the most tricky areas, no doubt, will be closing the apartheid wage gap — a key feature of the employment equity drive. The adequacy of provisions in the EEA relating to this area of equity has yet to be tested.

As the Act currently stands, employers must submit a statement to the Employment Conditions Commission (ECC) in the Department of Labour detailing wage levels in each category of their workforce.

Where there are disproportionate differences in pay levels, employers must take steps to narrow the gaps. These measures must be based on norms and benchmarks set by the Minister of Labour.

To a large measure, this process will be driven by the ECC. How long the process of closing the wage gap will take remains anyone's guess. One thing is clear though — without it, employment equity will remain meaningless.

Another area of employment equity likely to become increasingly contentious is the provision in the EEA which prohibits testing for HIV-Aids. This has not gone down well with employers, reluctant to take on the economic consequences of employing HIV-positive workers. But the potential for discrimination on the basis of workers' HIV status remains a concern.

Despite protection for women in the EEA against discrimination on the basis of pregnancy, there is still no guarantee that companies can refuse employment to expectant mothers. The Woolworths' case involving prospective employee and expectant mother Beverly Whitehead is a case in point. Woolworths refused her permanent employment when it established she was pregnant. The Labour Court ruled in Woolworths' favour despite the EEA provision and argued that it was economically irrational for any employer not to take account of the pregnancy of a prospective employee. The judgment placed women in the difficult position of having to choose between employment and motherhood.

Like this, there are many areas of the EEA which have yet to be tested. But as equity plans are implemented more and more of the Act and its actual impact will become clearer. What is certain is that progress towards a more equitable labour market is inexorable.

Employment Equity a top priority at Old Mutual

As a result of ongoing changes in the South African environment, Old Mutual has put in place a transformation project, which includes employment equity as an important component. To ensure that Old Mutual remains a leader for its clients and supporter of transformation and development.

Implementing the Employment Equity Act seeks to foster equity in the South African workplace. Says Nicky Bicket, Old Mutual's general manager (human resources), "We do not only accept, but embrace the overall staff profile is reasonably representative of South Africa's demographics, with all that we are under-represented at senior management levels. This is of course a result of systems that have been put in place to address the current situation. In order for us to be successful, we need to align the Group environment in which it conducts its business with the successful political change in South Africa, supported by economic change, which will result in a more equitable spread of wealth and opportunities among all South Africans.

Old Mutual's role is to play a strong part in transforming South Africa into a country where everyone has an equal chance to prosper. Our employees' skills and experience shortage is a major factor to difficulties experienced in employment equity at middle and senior management levels. However, says Bicket, "Old Mutual is appreciative of the huge talent that exists within this country, especially within Old Mutual, and is realising this potential through the development of a range of training, development and transfer programmes. These programmes are already producing results and are expected to contribute significantly to the Group's employment in the short term," adds Bicket.

Old Mutual operates effectively and competitively in the market, which delivers superior results for its shareholders and shareholders. Old Mutual's staff, particularly in senior positions, are of high technical expertise and

clally in the fields of information technology, accounting and actuarial science. In order to develop this expertise, Old Mutual is looking at a broad range of skills training programmes. "Our recruitment policy is currently under examination and includes mentorship programmes and other means designed to provide new recruits the opportunity to gain the experience necessary to prepare them for senior positions," says Bicket.

According to Bicket, it is Old Mutual's policy to employ, when possible, people from certain designated groups. "We give affirmative action candidates priority when recruiting into vacant positions. (Although Old Mutual is often regarded as a university for the financial services industry, we have measures in place to avoid losing people who have benefited from our extensive training programmes designed to equip them to occupy senior positions."

During 2000, Old Mutual invested considerable time and money in putting together a corporate university for the Group — the first of its kind in the country — which is due to be launched this year. This will benefit all employees and reinforce the concept of continuous learning within the Group. "This will also enhance our ability to grow our own talent," says Bicket.

Old Mutual's employment equity programmes also aim to provide employees with a better understanding of what employment equity involves, and why it is necessary, as well as to address any fears and concerns staff may have. This also applies to people from the designated groups as they often do not want to be seen to be the beneficiaries of "special treatment."

Steps are also being taken to facilitate the employment of people with disabilities. Old Mutual, which currently employs a significant number of staff with disabilities, is exploring all avenues to better accommodate people with disabilities, including networks with agencies that represent people in this group.

