Analysing the impact of training and development on service delivery
in the City of Cape Town

By

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DECLARATION

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I declare that this dissertation is my own original work, unless specifically indicated to the contrary. It has not been previously submitted for academic examination towards any qualification.

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DEDICATION

I would like to dedicate this work to my parents Cyril and Nomandi Ndevu for encouraging me to trust myself.

ABSTRACT

Every organisation needs to have well-trained and experienced human resources to perform organisational activities. In the absence of such resources, it is necessary to raise the skills levels and increase the versatility and adaptability of current personnel.

The aim of the study was to analyse the impact of training and development on service delivery in the City of Cape Town. Chapter one introduced the study and includes the terms of reference, the problem statement, the objectives of the study and the key questions pertaining to the study. As part of the methodology the researcher conducted a pre-testing of the competencies of the experimental group, investigating the extent to which present competencies contributed towards execution of service delivery obligations and the extent to which lack of capacity contributed to lack of service delivery.

Chapter two provided information on the evolution of local government training and development in South Africa. The chapter found that there has been a complete democratization of local government structures where the emphasis has been on greater development, particularly in terms of human resource development.

Chapter three analysed the Human Resource Development Strategy for staff development in the Western Cape Provincial Administration. Legislation such as the South African Qualifications Authority Act 1996 (SAQA), the Skills Development Act of 1998 and the Skills Development Levies Act of 1999 formed the basis for Human Resource Development Strategy in the Western Cape Province particularly the in City of Cape Town.

Chapter four put forward the research design and methodology. The technique used to obtain information for the study included a literature review. A survey was conducted with selected employees. In the chapter a brief overview of the study is provided, as well as the methods utilized, data collected and the proposed data analysis.

Chapter five concluded the study and put forward recommendations. One such recommendation is for example, the utilization of the concept training and development in a more concrete way, and the redefinition of the consequent roles or duties of trainers. It may appear as if implementation of training and development was not done effectively. It is unclear whether trainers were able to conceptualise and interpret the aims and objectives of training and development in the City of Cape Town.

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CHAPTER 1

1.1 INTRODUCTION

One of the crucial challenges, which face local government in the City of Cape Town, is to manage change, some of which is linked to national trends and some to the political and social conditions which prevail. Employees can only achieve success in the work place when they are adequately skilled to do the job. Workers constitute the core around which success in service delivery in the City of Cape Town can be acquired and managed. Only employees who are adequately trained in their sector can be productive and are able to contribute significantly to the challenges, which face local government (PAWC: VOL 3,2004).

Training and development amongst employees have not been given the necessary attention and has led to lower productivity within this sector, which has contributed largely to poor or non-service delivery.

The biggest challenge faced by the City of Cape Town is to provide training so that employees may have the necessary knowledge, skills and attitudes to efficiently execute all tasks given to them. Training and development are regarded as important tools to assist government, as well as employees, to improve service delivery.

Therefore, this research is aimed at analyzing the impact, which training and development has in the City of Cape Town.

1.2   CLARIFICATION OF TERMS

1.2.1 Training and Development

According to Graig (1987: 165), training and development is defined as all those planned and purposeful activities, which assist public servants to improve their knowledge, skills, insight, as well as thinking abilities, in such a way that they are able to perform a designated task more efficiently.   This implies that no employee will be able to perform his or her duties properly from the onset, without suitable training.

1.2.2 Productivity

Schuler (1989:140) contends that productivity is defined as the amount of work output per employee, expressed in relation to the cost of all inputs. Within the context of this research, organisational objectives will be measured by how they are achieved, in relation to the input of employees towards service delivery.

1.2.3 Local Government

Local government is that level of government which is commonly defined as a decentralized, representative institution with general and specific powers devolved to it by a higher tier of government (central or provincial), within a geographically defined area (Cloete, 1994:88).

It is that sphere of government that should render services efficiently and effectively. It is autonomous and people oriented. It is the third sphere of government, also referred to as municipal government.

1.2.4 Service Delivery

This refers to the provision of service to communities by local government and the structures that support it. This is the core business of local government in the country, in general, and in the City of Cape Town in particular.

Failure to deliver these services effectively would signal the incompetence of this structure to execute its duties adequately and accurately.

Service delivery is a joint, concerted, uniform and objective process to provide for goods and services. It should meet community expectations through the provision of goods and services (Du toit, Van der Walt, Van Niekerk, Doyle and Knipe; 2002:128).

1.3   PROBLEM STATEMENT

The bureaucratic inefficiencies and administrative bungling occasioned by a lack of capacity within middle management in local government, has resulted in poor service delivery. Communities are subjected to humiliation and unjustifiable poor levels of service provision (Mayor of Cape Town, Cape Times 2005:08).

Nkomo (1995:20-21) states that a large number of local government employees are not trained to serve in their present capacities and thinks that training and development is required to remedy this situation.

1.4 OBJECTIVES OF THE STUDY

- Define the concept of training and development with special reference to the public sector.
- Analysis of the education, training and development policy framework of the City of Cape Town.
- Analysis of the HRD strategy for staff development in the Western Cape Provincial Administration and the legislative framework for training and development in South Africa.
- Investigate the impact of training and development in the workplace (City of Cape Town).
- Analysis of the evolution of local government in South Africa (pre 1994).

1.5 KEY QUESTIONS PERTAINING TO THE RESEARCH

- After returning from training, were employees able to use what they acquired within the workplace?
- What issues prevent the use of acquired skills?
- Are the objectives of the training and development programmes communicated to the employees?

1.6 LITERATURE REVIEW

According to Schuler (1989:261), the major purpose of training and development is to remove performance deficiencies, whether current or anticipated. It is proposed as a result of an employee's inability to perform at a desired level and thereby enables employees to be more productive. Training for improvement is particularly important to organisations with stagnant or declining rates of productivity.

Another purpose of training and development, which is especially relevant to organizations that are rapidly incorporating new methods of operating, is that of making the current workforce more flexible and adaptable. If an organisation can increase the adaptation of its workforce through training and development, it can increase the adaptability of the organization itself, thus increasing its potential for survival and productivity.

According to Craythorne (1997:323), South Africa needs trained municipal employees if it is to meet the unfulfilled needs of its population. The demand for services is there and unless municipal employees are properly and adequately trained, service standards will decline and, in extreme cases, some services may cease altogether. Productivity is a problem in South Africa, without training and concerted efforts to increase productivity, the municipal organisation cannot be wholly successful.

There are councillors who question the need for training when departmental heads request funds for training facilities. " Why should the council pay for training?" they say, "surely all that is necessary is to employ trained people?" This attitude displays ignorance, not every councillor is familiar with controlling a large number of staff, nor are many of them educated in the principles of Personnel Administration. Admittedly, municipalities do not need to duplicate university or technikon courses.

According to Cheminais (1998:187), South Africa is characterised by rapid change in almost every area of society. This has lead to numerous issues and challenges.

Public institutions have been created to address specific social issues. The personnel responsible for the activities of these institutions should have the necessary knowledge, skills and attitudes to regard these issues as challenges and to confront them. The ongoing training and development of public managers is vital to create a favorable climate in which human resources of public institutions, as learning organizations, are able to address environmental challenges.

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According to Cloete (1994:135), training not only benefits the community by giving it greater stability, but also reduces poverty and raises the general standard of living. By training and developing public officials, the state ensures that the need of the community is met and that scarce resources are used optimally to the benefit of the whole community. Training and development can also increase the quality and quantity of services provided by public institutions.

By training and developing personnel, employers can ensure that the products and /or services constituting their purpose, are provided effectively. This may lead to the expansion of products and/or services and thus an increase in public funds, which in turn, may improve. Productivity may create a stable labour force, in which personnel are satisfied and motivated.

1.7   RESEARCH DESIGN

The following methodology was applied in this research:

This study employed a qualitative technique. Questionnaires were designed and distributed to the role players within the City of Cape Town, which included employees. The questionnaire was designed in a manner that prevented any bias, leading questions or unethical behaviour on the part of the researcher.

The researcher would conducted a pre-testing of the competencies of the experimental group (15-20 members of a team), investigating the extent to which present competencies contribute toward executing service delivery obligations and the extent to which a lack of capacity contributes to a lack of service delivery.

Once the above process had been undertaken, the experimental group participated in a selected training programme (Customer Care).   The programme was relevant to the competencies needed to effectively and efficiently undertake designated tasks. A post-testing exercise was conducted

by the researcher to determine the contribution of the experimental group, after acquiring new skills from the training programme (Customer Care). This formed part of the analysis of the research.

There was no personal contact between the researcher and the respondents during the completion of the questionnaires as a precautionary measure to ensure objectivity and honesty on the part of the respondents.

1.8   FRAMEWORK

The research will develop as follows;

Chapter 1:   Introduction, Terms of Reference, Problem Statement,
Significance of the Problem and Methodology.

Chapter 2:   The evolution of local government training and development in South Africa

Chapter 3:   HRD Strategy for staff development in the Western Cape Provincial Administration.

Chapter 4:   Research Design and Methodology

Chapter 5:   Conclusion and Recommendations

BIBLIOGRAPHY

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CHAPTER 2

THE EVOLUTION OF LOCAL GOVERNMENT TRAINING AND DEVELOPMENT IN SOUTH AFRICA

2.1 INTRODUCTION

Statt (1991: 154) defines training and development as:

Training and development is the organized procedure by which people obtain knowledge and skills for particular and defined purposes. Employees have to apply the knowledge and skills on the job in such a way that would aid in the achievement of organisational goals.

Training and development is often distinguished from education, which is broader in scope. Education is aimed at developing the mental faculties of the individual, while training and development is aimed at leaving the application of technical skills.

Education is normally associated with formal schooling, college or university teaching, whereas training and development is vocationally orientated, has an immediate utilitarian purpose and takes place in the work situation. Education is supplied to the "thinkers" (the managers) and training provides for the "doers" (the workers) Statt (1991: 154).

In practice, training and education often occur simultaneously, because some formal vocational schooling programmes have both a technical and mental application. On the other hand, some training programmes presented within the work situation, are broad enough in scope to sever broader educational ends, as well as cater for specific work related needs.

According to Kennedy and Reid (1990:xi), Training should be an integral part of the work and development of any company or organization, large or small. After all, a company's human resources are among its most important assets and the skills and

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motivation of its workers, are crucial to success. Everyone needs to recognise that training and development is not a luxury but a necessity.

Although an unambiguous and direct casual link between better training and improved organizational performance has yet to be conclusively demonstrated, there is widespread agreement about the perceived benefits of high training and development activity, which it is argued, leads to a greater volume of work resulting from fewer mistakes and greater rapidity. It improves the work performance of existing employees and keeps them up to date with specialist skills (Reid 1990:78).

Although training and development programme can contribute to organisational effectiveness, public organisations have traditionally, spent comparatively little on such programme. When public institutions have lean budgets, they often conclude that training and development are luxuries that should be eliminated. As a result, many training and development programme within the public sector lack continuity.

During cutbacks, trainers are released and training programme cease. Later, during better budget years, new training and development programmes begin. Such instability undermines the effectiveness and status of training and development programmes within public organizations (Armstrong 1991:415).

In recent years, however, public organizations have been investing more resources into training and development. Several factors may account for this. Employees and their unions have demanded more training and development programmes to upgrade and improve their skills. In addition, changing technologies such as microcomputers have demanded more training and development (Reid 1990:65).

Finally, affirmative action efforts have also required that training and development play and even larger role in preparing previously disadvantaged employees and women for roles and positions, which they have not held in the past.

Public Servants do not practice their progression in a vacuum, but within some other area of public administration and management. If public servants want to function as true professional public managers, their knowledge should be developed by means of

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training and development and should be supplemented with well-planned in-service training programmes.

Specialised training and development should assist staff members to keep up with current demands and should, therefore, contribute to the improvement of productivity.

2.2 THE PURPOSE OF TRAINING AND DEVELOPMENT

The essential feature of any training and development programme is that trainees are provided with the right sequence of experience and are helped to understand and learn from that experience (Armstrong 1991:415). Such a planned experience must be preceded by clearly identifiable aims of training and development for an organization.

According to Gerber, Nel and Van Dyk (1995: 462) some of the purposes of training and development would include the following:

(i)   To equip the workforce, including disable persons, with skills, values and attitude required to support the development of the economy in the formal and informal sectors:

(ii)   To optimise the training capacity of the employees by means of bridging training, the teaching of reading, writing, numeracy, job and learning skills as well as further training.

Heneman, Schwab, Fossum and Dyer (1983: 348) regard the following as some of the more immediate goals of particular training programmes:

(i)   To orientate new employees to the organization and their jobs;

(ii)   To improve employees performance levels on their present jobs;

(iii)   To enable employees to maintain performance levels as their present jobs change; and

(iv)   To prepare employees for new jobs.

According to Ghosh et.al (1991: 151) one of the reasons for undertaking training and development is for the organisation to ensure that it achieves the best possible return from its investment in its most important (and frequently most expensive) resource, which is its employees. To this effect, the main aim of any training and development will be to achieve some kind of change in knowledge, skills, experience, behaviour or attitude, which enhances the effectiveness of the employee. Specifically, training and development will be used to:

- Develop individual skills and abilities to improve job performance;
- Familiarise employees with new systems, procedures and methods of working; and
- Help employees to become familiar with the requirements of their particular jobs and of the organisation.

It is essential that any training and development that is provided, is based on a systematic analysis of its contribution to the effectiveness of the organisation.

The model below can be followed in doing that:

Figure 2:1

TRAINING GAP

ACTUAL PERFORMANCE

CURRENT LEVELS OF SKILLS AND KNOWLEDGE

DESIRED PERFORMANCE

REQUIRED LEVELS OF SKILLS AND KNOWLEDGE

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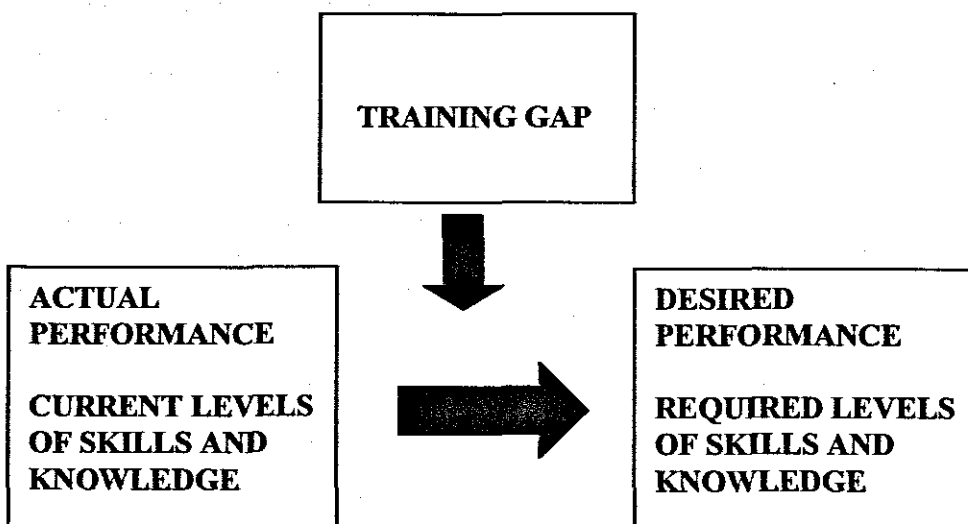
The White Paper of Public Service Training and Education (1996) indicates the vision of this paper as:

"To contribute towards the development of a dedicated, productive and people-centred public service. Stage by public servants whose performance is maximised and whose potential is fully developed through the comprehensive provision of appropriate, adequate and accessible training and development at all levels".

This vision is based on the belief that any organisation is only as strong as the people who work for it, and, in particular, on the conviction that training and development should and must play an integral and strategic part in the process of building a new public service for a new and democratic society in South Africa.

Whilst acknowledging the danger of securing training and development as the solution to all organizational problems, the government nevertheless, recognizes the significant contribution that training and development makes, as part of a broader strategy for human resources development, to the efficiency, effectiveness, accountability, responsiveness and representivity of the Public Service.

In particular, training and development, if properly conceived and structured, can help to equip all public servants, whether workers or managers, with the necessary knowledge, skills and competences to carry out their jobs effectively in pursuit of the new vision and mission of the public service, as outlined in the White Paper on the Transformation of the Public Service (WPTPS, 1995).

The training and development needs of frontline workers at all levels of government have historically been neglected and major interventions are needed in this regard if government is to realize its aim of efficient, democratic, accountable and equitable service delivery, as detailed in the principles contained in the Green Paper on Transforming Public Service Delivery (WPTPS, 1995).

The empowerment of frontline workers is a critical component of the government's attempts to create a framework for the delivery of public services, which places citizens/customers first and enables them to hold public servants accountable for the services they receive.

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2.3 Local Government Transformation in South Africa: A Historical Perspective

According to De Jager (1984:487), to transform is to change completely. The nature of changes that have taken place at local government level in South Africa over the past few years, matches this definition. As the following discussion will illustrate, not only has there been 'complete' democratization of local government structures, there has also been a 'complete' paradigm shift from a regulatory system of local government to a developmental one.

2.3.1 The Dutch East India Company (DEIC) rule

Extensive use was made of the work of Ismael et al (1997), due to a lack of information towards this particular topic.

The Dutch were the first Europeans to settle in South Africa. In 1652, Jan van Riebeeck founded the first permanent settlement in the Cape, on behalf of the Dutch East India Company (DEIC). Initially, his mandate was to establish only a halfway station in order to supply ships en route to India with fresh food (Ismael et al, 1997:37). According to Ismael et al (1997:62), Jan van Riebeeck's local governance and that of his successors, served only the interests of the DEIC and not those of the general populace.

In 1657, when the experiment of having only a halfway station proved too costly, the DEIC freed nine of its employees to become free burghers. They were each given 30 acres of land on which to farm (Ismael et al 1997:37). According to Parker and Pfukani in Ismael et al (1997:38), this exercise led to the creation of a group of people who were interested primarily in the development of the Cape as a settlement.

By the late 1650s, the burgher population had reached well over 400, which included slaves, half-castes and detribalized Khoi-Khoi. This, together with the need to access more grazing land in order to meet the increasing demand for meat, caused the free burghers to move more inland (Ismael et al 1997:38).

According to Parker and Pfukani in Ismael et al (1997:39), it was this movement into the interior that necessitated the development of a system of local government around the Cape. Local government had to be established in the rural areas in order to effectively administer the local affairs of these outlying areas. It can be inferred, therefore, that local government in these areas developed out of a need to control and regulate them. Stellenbosch became the first region to be administered in this way (Ishmael et al 1997:39).

The local authorities were known as colleges and consisted of the Landdrost, its chairperson, and four (which later became six in Stellenbosch) heemraden or councillors. According to Ismael et al (1997:39), this type of local government system "could be traced back to Holland where the office of 'heemraad' dates back to the 13th century lower court...".

In the urban Cape, local government developed much later. According to Ismael et al, (1997:41), separate local government in the Cape was initially rendered unnecessary by the fact that "all local matters were dealt with by the directorate of the DEIC in Holland". It was only in 1792, after pressure for political reforms from the burghers living in the Cape, that the ward masters were appointed to serve on the Political Council. These ward masters were responsible for resolving civil and judicial disputes (Ismael et al, 1997:41).

2.3.2 The British Influence

The British took control in the Cape in 1806, which led to the gradual anglicisation of government institutions in the Cape (Ismael et al, 1997:41). In rural areas, the Landdrost and Heemraden system was replaced in 1828 by a district magistrate system (Ismael et al, 1997:42).

In 1836, the Cape Municipal Ordinance was promulgated, which relied extensively on the English Municipal Corporation Act of 1835 (Ismael et al, 1997:42). This resulted in the importation of British local government conventions and terminology such as mayor, town clerk, councillors and many others.

2.3.3 The Union of South Africa

In 1910, the Union of South Africa created a unitary state, which consisted of the previously autonomous provinces of the Cape, Transvaal, Orange Free State and Natal. This, according to Cameron in Ismael et al (1997:43), led to the surrender of most of their powers and functions to the central government.

Local government became the third tier of government after the central and provincial governments. However, it had no autonomy and its bylaws could only be made within the parameters of central and provincial legislation (Ismael et al, 1997:43-44).

2.3.4 The National Party Rule

When the National Party (NP) came to power in 1948, it introduced the policies of apartheid and separate development, which divided local authorities along racial lines into White local authorities, Black local authorities, Local Affairs Committees for Indians in Natal, and Management Committees for Coloureds and Indians in the rest of the country (Cloete, 1993:16-19; Ismael et al, 1997:45; Woodbridge and Cranko in Fitzgerald, 1997:323). According to Ismael et al (1997:45), the National Party developed "one of the most highly centralized and fragmented political and administrative systems in the Western world..., which was inherently control oriented.....".

Ismael et al, (1997:47) also points out "local government was viewed as an agent of the state and local authorities therefore had to manage their affairs in terms of the apartheid framework". In black areas, for example, the Black local authorities were aimed at quelling dissatisfaction and uprisings in the townships, which were directed at the central government (Ismael et al 1997:51). These apartheid local government structures, according to Ismael et al, (1997:62), lacked legitimacy and popular support and only served to control and regulate local structures on behalf of the central government. Ismael et al

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(1997:57-58) observe that the net results of the apartheid local government were the following:

- Racial inequality: there were serious disparities between the affluent White and undeveloped Black local authorities.

- Top-down planning and centralized hierarchies: planning and important decisions were centralized in the top echelons without input from other stakeholders.

- Monopolosation of knowledge: senior professional administrations had a monopoly of knowledge, with the elected politicians having to formulate policies within the constraints and parameters set by them.

- Rules, not quality: officials were judged according to their ability to conform to the rules and procedures, rather than by the quality of services to consumers.

- Marginalisation of the citizen: citizens played a passive role, which was limited to the payment for goods and services and no consultation took place to determine the needs of citizens.

2.3.5 The post-apartheid era

The new democratic South Africa has introduced two important changes at local government that have been definitive of the process of transformation.

In the first instance, section 40 (1) of the Constitution of the Republic of South Africa (1996), renders local government as a distinct sphere of government, which in terms of section 41 (1), is autonomous vis-à-vis the national and provincial spheres of government.

Secondly, in terms of section 152 of the Constitution of the Republic of South Africa (1996), one of the objects of this new system of local government is "to promote social and economic development".

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The net effect of these changes has been the birth of what is generally referred to as developmental local government. The concept of developmental local government was first alluded to in the Constitution of the Republic of South Africa, 1996 (Section 153). According to section 153 (a), municipalities must structure and manage their administration, budgeting and planning processes in such a way that priority is given to the basic needs of the community and to promote the social and economic development of the community.

Later the White Paper on Local Government was introduced in 1998 (referred to henceforth as the White Paper, 1998), which has given substance to the concept of developmental local government. The White Paper, 1998 discusses the characteristics of developmental local government, identifies a series of development outcomes and proposes several tools to assist municipalities to become developmental (White Paper, 1998:17).

The importance that national government attaches to transformation at a local government level is quite evident from the following extract taken from the White Paper (1998:17):

> *Where municipalities do not develop their own strategies to meet community needs and improve citizens' quality of life, national government may have to adopt a more prescriptive approach towards municipal transformation.*

Furthermore, the White Paper, 1998 deals with two interrelated and equally important aspects of development local government. The first concept that it deals with is Integrated Development Planning (IDP),which "provides a powerful
tool for municipalities to facilitate integrated and co-ordinated delivery within their locality" (White Paper, 1998:19).

Secondly, it also refers to the concept of Performance Management that "ensures that (Integrated Development) plans are being implemented and that they are having the desired development impact....".

The concepts of IDP and Performance Management are dealt with extensively in Chapters 5 and 6 respectively of the Municipal Systems Act, No. 32 of 2000.

Because of the pivotal role that is placed on these two concepts within the system of development local government in South Africa, a more detailed discussion will be devoted to them in the following section, starting with IDP.

2.3.6 Integrated Development Planning (IDP)

Transformation at local government, from regulatory to developmental local government, is represented by the process of IDP. Section 35 (1) of the Municipal Systems Act, 2000, refers to IDP as the "principal strategic planning instrument, which guides and informs all planning and development, and all decisions with regard to planning, management and development in the municipality". Therefore, anything and everything a municipality does will have to comply with the guidelines outlined in the IDP (Government Law Bulletin, 2001:5).

What follows is a discussion of those facets of IDP that are regarded as essential, in terms of the Municipal Systems Act, 2000:

- **Adoption and Management**
  In terms of section 30 of the Municipal Systems Act, 2000, the driving force behind the drafting of the IDP must be the executive committee or the executive mayor or a committee appointed by the Council if the former two do not exist. The office-bearers or committees in charge of the drafting process must assign the responsibilities of drafting the IDP to the municipal manager. Once the IDP has been drafted, the Council must, in terms of section 24, adopt the plan as the blueprint of the development of the municipality.

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- **Minimum Content**

  The IDP has to comply with the following minimum requirements as set out in section 26 of the Municipal Systems Act, 2000, before it can be legally adopted by a municipality:

- An assessment of existing levels of development, including an identification of communities excluded from services;

- The development priorities and objectives, including local economic development aims and internal transformation needs;

- The development strategies, which must be aligned with national and provincial plans and planning requirements;

- A spatial development framework, including basic guidelines for land use management;

- The operational strategies;

- Disaster management;

- A financial plan, including a budget projection for at least the next three years; and

- The key performance indicators and key performance targets.

2.3.7 Community Participation

Community participation in the IDP process is of paramount importance, which is in line with section 152 (1) of the Constitution of the Republic of South Africa, 1996, that encourages the involvement of communities and community organizations in local government.

It is evident from this discussion that the IDP is essentially about planning. However, it is also important to ensure that those plans are implemented. Performance management serves to fulfill this function and is, for all intents and purposes, an extension of the IDP, as the following discussion bears testimony.

2.3.8 Performance Management

Plans could easily be derailed if, after their implementation, they are not evaluated. To safeguard against this possibility, the IDP has a built-in mechanism for its evaluation.

In section 38 (a) (iii) of the Municipal Systems Act, 2000, it is stipulated that "a municipality must establish a performance management system that is in line with the priorities, objectives, indicators and targets contained in its integrated development plan".

Such a performance management system should, in terms of section 41 (1), include the following key components:

- Key performance indicators that will serve as a yardstick for measuring performances with regard to the municipality's development priorities and objectives;

- Measurable performance targets with regard to the identified

development priorities and objectives;

- Monitoring of performance;

- Measurement and review of performance; and

- A process of regular reporting to the Council, the public and appropriate organs of the state.

As with the IDP, community involvement is also regarded as crucially important, particularly in the development, implementation and review of the municipality's performance management system (section 42).

2.3.9 Evaluation

Many changes have taken place at local government since the days of the DEIC rule. Considering local government at present, there is little doubt that transformation has taken place. Developmental local government represents a revolution at local government sphere.

For human resources, this transformation means a whole new ball game with a different set of challenges. It requires a shift in the collective mindset of human resources from the previous regulatory and oppressive mode to that which is geared towards the promotion of the economic and social development of local communities.

However, before testing the above theory, it should be worthwhile to consider comments that have been made by some writers about the implications of transformation at local government for human resources.

2.4   DETERMINING TRAINING AND DEVELOPMENT NEEDS

According to Van Wart, Cayer and Cook (1993: 67) effective training and development programmes identify and develop specific skills needs in a holistic manner. As noted before, public service training programmes have been traditionally control-orientated with management skills, moulded largely according to a generic administrative process.

As mentioned above, training and development should address the need for critical skills (with an emphasis on proactive planning) and sensitise the workforce to broader environmental influences.

In addition, an underlying theme would be the promotion of a community and value-orientated training and development ethos. As Ngutshane (1995:15) concludes:- Human Resource Development (HRD) does not only address the provision of skills, but as a much broader concept that should also involve imaginative programmes to create social and political stability. Refining and incorporating the above skills focus within a training and development strategy framework, is consequently essential.

Van Wart (1993: 70) suggests that three types of analysis are necessary to determine training and development needs within an organization. Firstly, organizational analysis is necessary to determine where training is needed within the organization. Secondly, operations analysis is necessary to find out who needs training and what kind of training is needed.

2.4.1   Organisational Analysis

Organisational analysis involves several kinds of investigations. One aspect of organisational analysis is the estimation of how many people need to be trained to accomplish the future goals of the organisation. To make this

estimate, one must be familiar with the goals of the organisation and the abilities of the current personnel.

Good human resource planning involves personnel audits, which take inventory of the skills and talents available in the organizations and project the kinds and numbers of employees that will be needed in the future. Personnel audits consider anticipated future technological and organisational changes. These future needs can be met by both the recruitment of needed individuals and the training of current employees to assume new duties.

Another type of organisational analysis examines various indices to see where training might improve performance. These indices include reports on productivity, safety, and quality control. With a regard to Absenteeism, and turnover, such indices can signal where problems may be occurring and why, but further

investigation may be necessary to determine whether additional training and development would solve the problems.

The third type of organisational analysis investigates the climate within an organization, which is composed of members' attitudes and feelings about the organisation, about others in it, and about their own problems, which may be alleviated by more training and development. In addition, such analysis can indicate whether a good environment for training and development indeed exists.

This analysis of the organization's climate is generally concluded by means of attitude surveys of all employees. Personnel reports on grievances and absenteeism may also be used, as may exit interviews of employees who leave the organisation.

2.4.2 Operations Analysis

Operations analysis is useful when determining which tasks employees should perform in order to do their jobs effectively. This analysis also indicates the level of performance expected from position occupants and it determines any differences between the incumbent's actual performance deficiency, as to whether it can be corrected by training and whether the cost of the deficiency exceeds the cost of the training necessary to correct it.

2.4.3 Individual Analysis

Individual analysis focuses on the individual employee. One type of individual analysis uses their need for training and development. Unfortunately, the use of performance appraisal for salary administration purposes, complicates their use of counselling and training.

If they are objective and performance – orientated and not trait-orientated, they may be useful to determine training needs.

Another method of determining the training needs of employees, is simply to ask them. Given the expenses and complexity of other more sophisticated methods of determining need, a survey of employees may be a good, cost-effective option.

2.5   TRAINING AND DEVELOPMENT CONSTRAINTS

According to Armstrong (1991: 460) as can be imagined, many factors contribute to the present training and development crisis in South Africa's public service, especially in the Western Cape. Since the inception of political transition, organizational change has been closely shadowed by a multitude of new service delivery and efficient management.

In terms of national policy, as expressed through the Reconstruction and Development Programme (RDP) mandate, expectations are that public service

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organizations will play an integral role in improving South Africa's service quality and productivity. However, as noted above, many inequities continue to hamper this process.

Some needs may be the result of inadequate human resources planning. Training will reduce problems, which are caused by poor performance and poor recruitment, but it cannot seriously alleviate them. Similarly, low employee morale caused by remuneration dissatisfaction, is not correctable by training and development. Therefore, managers must be certain that their training and development programmes are appropriate for the identified needs before they invest considerable resources in such programmes.

Even if a training and development program is appropriate to resolve a need, it may not be efficient or effective. Since it is unlikely that a training and development programme will completely correct a problem, the cost of the programme should be considerably less than the cost of the problem.

2.6 LEGISLATIVE FRAMEWORK FOR TRAINING & EDUCATION IN SOUTH AFRICA

2.6.1 Introduction

The principal aim of the White Paper on Public Service Training and Education (WPPSTE) is to establish a clear vision and policy framework, to guide the introduction and implementation of new policies, procedures and legislation aimed at transforming public service. It has transformed the concept of training and education into a dynamic, needs-based and pro-active instrument, capable of playing an integral and strategic part in the processes of building a new public service for a new and democratic society in South Africa.

2.6.2 Background and policy context

The government has committed itself to transforming the public service through its White Paper on Transformation, of the Public Service (WPTPS, 1995). This transformation is inspired by the vision of a people-centred and people-driven public administration, characterised by the principles of equity, quality, high ethical standards and professionalism. A critical element needed to transform the public service is the training and education of public servants.

The introduction and extension of an adequate and appropriate training and education programme for public servants is seen as an essential condition for the successful implementation of the WPTPS. It is internationally accepted that the performance of public servants can be substantially improved via training and education programmes.

2.6.3 National Strategic Policy Context

Before the advent of the new democratic dispensation in April 1994, public service training and education was limited to meeting narrowly defined needs, with a particular emphasis on management, which was predominately white and male in composition. The new policy proposed in the White Paper advocates a radical departure from that approach and is guided by a combination of policies, which include:

- The Constitution of the Republic of South Africa, 1996;
- The Reconstruction and Development Programme (RDP), 1994;
- The Macro-Economic Strategy for Growth, Employment and Redistribution (GEAR), 1996;
- The White Paper on the Transformation of the Public Service, 1995;
- The Department of Labour's White Paper on Skills Development Strategy, 1998; and
- The White Paper on a National Disability Strategy, 1997.

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- The White Paper on the Transformation of the Public Service, 1995;
- The Department of Labour's White Paper on Skills Development Strategy, 1998; and
- The White Paper on a National Disability Strategy, 1997.

The policy context that emanates from these policies points to the need for a major investment in skills development and capacity building to improve the performance, productivity, quality and cost-effectiveness of the public service.

In particular, it points to the need to bring public service training and education policies in line with international trends towards competency-based training and education, the South Africa Qualification Authority (SAQA), a consideration for accessibility and equity in the provision of training and education, and approaches towards Adult Basic Education and Training (ABET).

2.6.4 Focus

Firstly the White Paper addresses, the qualitative and quantitative dimensions of the training and education programmes that are designed and delivered by institutions that are located within and outside the public service. These programmes should build the knowledge, skills and attitudes required by both serving and prospective public servants if they are to become efficient and effective members of the type of public service envisaged in the WPTPS, 1995.

This combination of knowledge, skills and attitudes is what is referred to in more general terms as the "capacity" that public servants are expected to develop both prior and subsequent to joining the service. The WPPSTE is concerned with the training and education services that both prospective and serving public servants can access.

Secondly, the WPPSTE addresses the training and education needs of three broadly defined categories of personnel, namely:

- Senior management and senior professional staff;
- Middle management, skilled supervisors and professional staff; and
- Front-line staff.

2.6.5 Training versus Education

Whilst recognizing that there are many different types and levels of training and education from a professional degree to structured forms of on-the-job training, this White Paper nevertheless rejects the rigid distinction between education and training that has been inherited from the past, which equated education with knowledge acquisition and training with operational skills development. This division was, in the past, associated with the split between tertiary education and skills training by training institutions. It is now national policy that tertiary educational institutions should also take responsibility for skills training within a competency framework. In line with international trends, as expressed most clearly in the White Paper on Skills Development Strategy, training and education should be seen as equally weighted components of the entire learning process.

In line with these trends and developments, the WPPSTE is, therefore, based on the assumption that training and education are equally weighted components of a holistic capacity building process, which should become the foundation for all programmes that cater for the training and education trends of the public service, irrespective of who is responsible for delivering them.

2.6.6 VISION, MISSION AND GOALS

Public service and development will be founded on the following vision that it should contribute to the development of a dedicated, productive and people-centred public service, staffed by public servants whose performance is maximized and whose potential is fully developed via the comprehensive provision of appropriate and adequate training and education at all levels.

This vision is based on the belief that any organization is only as strong as the people who work for it, and, in particular, on the conviction that training should and must play an integral and strategic part in the processes of building a new public service for a new and democratic society in South Africa.

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Whilst acknowledging the danger of seeing training and education as the solution to all organizational problems, the government nevertheless recognizes the significant contribution that training and development can make, as part of a broader strategy for human resources development, to the efficiency, effectiveness, accountability, responsiveness and representivity of the public service. In particular, training and education, if properly conceived and structured, can:

- Help to equip all public servants, whether workers or managers, with the necessary knowledge, skills and competence to carry out their jobs effectively in pursuit of the new vision and mission for the public service, as outlined in the White Paper on the Transformation of the Public Service;

- Enable public servants to deal effectively and pro-actively with change and the challenges of a dynamic work and external environment;

- Form an integral part of the process of increasing the representivity of the public service in terms of race, gender and disability, by facilitating respect for, and accommodation of, diversity in the workplaces;

- Enable public servants to acquire a new development oriented professionalism and the appropriate skills and knowledge with which to implement the RDP;

- Assist public servants in re-orienting many of the values and practices which they acquired under the previous dispensation;

- Help to address issues of diversity, while also promoting a common organizational culture to support unity in the workplace and the ethos of a single public service;

- Be a powerful instrument for anticipating, as well as facilitating, the introduction of institutional changes within the public service;

- Assist public servants in developing a better understanding of the needs of the communities which they serve, as well as a capacity to respond to these needs;

The above-mentioned vision is based on the underlying values and principles as expressed in the Constitution, the RDP, the WPTPS, the Department of Labour's Skills Development Strategy and other policy statements.

- Equality of access by all personnel at all levels to meaningful training and education opportunities;

- Empowerment of previously disadvantaged and marginalised groups,

- Democratic, non-racist and non-sexist policies, practices and values;

- Lifelong learning, particularly through the NQF framework;

- Effective career paths for all public servants;

- Broad participation and involvement by all relevant stakeholders, including the public;

- Mutual understanding and respect and tolerance for diversity;

- Quality and cost-effectiveness in human resource utilisation;

- Efficiency, effectiveness and responsiveness;

- Professional service ethos;

- Accountability and transparency; and

- Flexibility and decentralisation within national norms and standards.

2.6.7 MISSION

In striving for the above vision, the policy will seek to achieve the following vision: The creation of a coordinated framework for ensuring the provision of appropriate and adequate public service training and education that will meet the current and future needs of public servants and contribute positively to the realisation of the vision.

Though the creation of such a national policy framework for training and education, the government will seek in particular to, Van Wart (1993: 70):

- enable all public servants to develop their knowledge, skills and attitudes in ways, which serve to maximize performance in their current roles;

- allow them to regularly review their training and education needs and requirements, and to provide ways of meeting these;

- provide opportunities for them to prepare themselves for changing roles, duties and responsibilities within the public service;

- increase job satisfaction and facilitate career progression; and

- motivate and enable all public servants to contribute positively to the transformation and operation of the new public service in South Africa.

2.6.8 GOALS

The goals of the aforementioned vision and mission will be to:

- establish clear and effective national norms and standards, with particular reference to training and education principles, priorities and guidelines;

- establish appropriate institutional arrangements for the formulation, implementation and evaluation of policy, and to ensure, in particular, that such arrangements are strategically linked to the broader processes of human

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resource development, institutional building and transformation in the public sector;

- ensure that the implementation of the policy framework and recommendations set out in this document are effectively monitored and evaluated, in accordance with realistic and relevant performance measures, targets and time-frames;

- ensure that departments, at national and provincial level, are supported;

  develop appropriate institutional programmes to address the current and future needs of public service, its diverse clients and the people who work for it; and

- secure adequate financial provision for the implementation of the new public sector training and education policy, and to ensure that training budgets are not the first item to be sacrificed in times of financial stringency.

2.6.9 POLICY INDICATORS

The realization of the above vision and mission will be evaluated in terms of the following indicators on an annual basis, Van Wart (1993: 70):

Vision

Output: Whether the capacity of public servants has improved in accordance with an agreed measurement.

Impact: Whether improvements in the capacity of public servants have improved the overall efficiency and effectiveness of the public service from a citizen's point of view.

Means: Annual reports of the Public Service Commission and the Public Service Sector Education and Training Authority (PSETA), which will be delivered to parliament in the case of the former and to the Minister of Public Service and Administration in the case of the latter;

Mission

Output: Whether an efficiently and effectively coordinated framework to ensure the provision of appropriate and adequate public service training and education has been established and sustained.

Input: Whether the training and education needs of public servants have been met.

Means: Annual reports of the Department of Public Service and Administration, Public Service Commission and PSETA.

2.6.10   POLICY ALTERNATIVES

Scenarios

Four broad scenarios have been drawn from an international context and have been used here to identify an appropriate institutional framework for public service training and education.

Option 1: Centralised Model

A centralized and prescriptive training and education system, pertaining to countries such as France, whereby all public servants are required to attend a single state-controlled institution.

Option 2: Decentralised State-Provision Model

The introduction of a fully decentralized system of internal state provision under which national and provincial administrations would have the resources

and freedom to design and deliver their own internal training programmes independently of each other.

Option 3: Decentralised Non-State Model

The introduction of a fully decentralized non-state system, pertaining to countries such as the United States, under which national departments and

provincial administrations would be free to select external providers that meet their needs without interference from higher levels of authority.

Option 4: Coordinated Flexible Competency-Based Model

This is an approach, which is based on the Department of Labour's proposed Skills Development Strategy, which combines:

- Strong central strategic direction, accountability, coordination and the adherence to national norms and standards; and

- The increasing decentralization to departments and provisional administrations of day-to-day managerial responsibility and decision-making.

Such an approach will be based on the understanding that actual provision would be provided by in-house and external providers on an equal and competitive basis.

2.6.11   ANALYSIS OF ALTERNATIVES

Whilst affording the opportunity for central strategic direction and coordination, the first option would undoubtedly encounter problems associated with the prescriptive rigidities of the past. Moreover, it would be in sharp contrast to the declared intention of the government, expressed, for example, in the RDP White Paper and the WPTPS, to encourage flexibility and creativity in meeting

local needs through the devolution and decentralisation of managerial responsibility.

The first model is also potentially costly and is often unable either to meet specific needs or to do this in a flexible manner.

The second and third options would offer the benefits of decentralization and maximum flexibility, but at the serious risk of the emergence of an uncoordinated and inefficient provision of public service training and education which may be characterised by an uneven adherence to national norms and standards, and a potentially wasteful duplication of programmes and activities.

For these reasons, the government will base its institutional arrangements for the new public service training and education policy on the fourth option above. This should ensure a balanced mix between:

- A uniformly applied set of national norms and standards;

- Flexibility at departmental and provincial levels in order to design and deliver programmes tailored to meet specific needs; and

- A competitive environment for providers (both in-house and external) who will be required to deliver high quality products if they want to secure contracts for the delivery of training and education programmes.

2.7 SUMMARY

Training and development should not be viewed in isolation since both contribute towards enhancing an employee's repertoire.

Training succeeds when the trainees need it, when they know they need it and when they believe it will work. The implication is that training only succeeds if it is a direct respond to a specific problem.

Needs analysis at the individual. Organizational and strategic levels are of cardinal importance in planning a training and development programme.

A needs analysis not only identifies areas in which training and development is required, but also assists in the selection of appropriate instructional methods.

An effective training and development programme, has tangible benefits for the organization, the employees and society.

To ensure that appropriate training and development programmes reach the target employees, consideration should be given to, inter-alia, developing an acceptance of change, organizational objectives, feedback and evaluation.

It can therefore be stated that training decisions are based on facts and not feelings.

CHAPTER 3

HUMAN RESOURCE DEVELOPMENT (HRD) STRATEGY FOR STAFF DEVELOPMENT IN THE WESTERN CAPE PROVINCIAL ADMINISTRATION

3.1 Introduction

During the late 1990s a shift was made from *training to human resource development*. This shift was facilitated by the promulgation of the South African Qualifications Authority Act (SAQA), 1996, the Skills Development Act, 1998 and the Skills Development Levies Act, 1999. These pieces of legislation laid the political and legal foundation for human resource development and skills development. In order to operationalise this new legal foundation, a management foundation was developed through the National HRD Strategy for South Africa, 2001, the National Skills Development Strategy, 2001, as well as the HRD Strategy for the Public Service, 2003.

The national strategies were aimed at providing strategic direction for organizations, government departments and provincial administrations. In order to operationalise the national human resource strategies, the Western Cape Provincial Administration embarked on a process to develop an internal staff development strategy. This document sets out the internal human resource development strategy, which is used to empower and develop all its employees to improve delivery in the Western Cape.

3.2   Legal Mandate

This internal human resource development strategy derives its mandate from the following legal and policy documents, as stated in Chapter 3 of the Constitution:

- The Constitution of the RSA, 1996;
- The SAQA Act, 1996;
- The Skills Development Act, 1998;
- The Employment Equity Act, 1998;
- The Skills Development Levies Act, 1999;
- The National Skills Development Strategy, 2001;
- The HRD Strategy for SA, 2001; and
- The HRD Strategy for the Public Service, 2003.

The following policies refer to the provincial context:

- The White Paper: Preparing the People of the Western Cape for the 21st Century Knowledge Economy;
- Medium Term Expenditure Budgetary, Policy Statement, 2003-2007 (Western Cape Provincial Government);
- Fiscal Policy 2003-2007 (Western Cape Provincial Government);
- Provincial Growth and Development Summit, PGDS, November 2003;
- Final Report of HRD Task Team, 2003; and
- Framework for the Development of the Western Cape Province – An Improved Life for All, *iKapa Elihlumayo*, 2004.

3.3 Western Cape Context

3.3.1 The Western Cape Province is one of nine provinces in the Republic of South Africa. It has a population of 4.5 million, which amounts to approximately 10% of South Africa's population. Geographically, it is approximately 120 000km² in size. The Western Cape Provincial Administration has 69 000 employees.

3.3.2 The Western Cape Provincial Government has adopted a framework for the development for the Western Cape Province. This framework, or as it is generally referred to, *ikapa Elihlumayo,* the Xhosa term for the growing Cape, represents the strategic development framework for the Western Cape. The vision of the *iKapa Elihlumayo* is to create a world-class province, which cares for all its people, underpinned by a vibrant, growing, sustainable economy (Western Cape Provincial Government, 2004:5). Its mission is to serve the people of the Western Cape through:

- Building social capital;
- Building human capital; and
- Enhanced economic participation and growth.

3.3.3 In line with the philosophy of *iKapa Elihlumayo,* the Western Cape provincial government established the following eight key development priorities:

- Building social capital with an emphasis on youth;
- Building human capital with an emphasis on youth;
- Strategic infrastructure investment;
- Micro-economic strategy;
- Spatial development framework;
- Co-ordination and communication;
- Improving financial governance; and
- Provincialisation of municipal rendered services.

3.3.4 In order to deliver its development priorities, the Western Cape Province needs an effective and efficient public service. This HRD strategy for staff development represents one contribution towards the creation of a competent workforce in the Western Cape Provincial Administration.

3.3.5 Link with *iKapa Elihlumayo*

The framework for the development of the Western Cape Province 2004-2007 makes provision for the creation of a:

- Transversal foundation;
- Safety net;
- Economic anchors; and the
- Creation of an enabling environment.

This internal HRD Strategy for internal staff development provides a transversal foundation for staff and skills development. The purpose of this transversal foundation is to improve communication and co-ordination between the various stakeholders involved in human resources and skills development.

This HRD Strategy for staff development in the Western Cape Province draws heavily on the first of the eight provincial government strategic priorities, namely, building human capital. The vision of *iKapa Elihlumayo* is to create a world-class province. The employees of the Western Cape province now have a moral responsibility to deliver and implement programmes and projects, which would adhere to the goals of iKapa Elihlumayo. The HRD Strategy is aimed at developing the professional, personal and technical competencies of its employees to enable them to deliver the goals of *iKapa Elihlumayo* (Van der Walt, 2002: 152).

3.3.6 Scope of Application

This strategy covers all employees, both permanent and non-permanent, of the Western Cape Provincial Administration in all Provincial Administration departments.

3.3.7 Purpose of this HRDS

The HRDS document presents a strategy of how the Western Cape Provincial Administration intends to develop its most important resource, namely its human resources. It presents a strategic approach towards staff development and spells out clear strategic objectives and performance indicators in order to receive value for money. This document is a communication tool between employer and employees in terms of their human development. It is also a management tool to create a pool of administrative and management expertise through development (Van der Walt, 2002: 152).

3.3.8 Vision

Create a world-class Public Service

3.3.9 Mission

Creating a world-class Public Service through:
- Skills Development;
- Capacity Building; and
- Personal Empowerment.

3.3.10 Philosophy

The philosophy of the HRD Strategy is rooted in the belief that, in order to create a world-class province, excellent education and training is needed. To achieve a learning province and a learning administration, the following features should be established, Armstrong (1991: 460):

- **Education:** Excellent education and training systems at all levels, with high participation rates.

- **Partnerships and networking:** High levels of collaboration, networking and clustering within and across economic and knowledge sectors, especially around areas of innovation and poverty.

- **Information:** Good quality systems for access, collection, analysis management and dissemination of information.

- **Out of the silos:** A constant challenge of traditional categories to suit rapidly changing social and economic realities.

- **Accessibility:** Providing frequently, easily accessible information and counselling services to enable citizens to maximize their learning opportunities.

- **Valued lifelong learning:** High value placed on formal, non-formal and informal learning throughout life, which is expressed in a tangible improvement in the learner's employment and community situations.

- **Social cohesion:** Learning supports high levels of social cohesion (across social class, ethnicity, gender, ability, geography and age) within a society of limited social polarities.

3.4 Provincial Commitment to HRD

The Western Cape Provincial Administration is committed to staff development and skills development when:

- An employee enters the organization;
- An employee assumes new responsibilities;
- An employee's job performance requires improvement;
- New conditions require changes in legislation, technology, policy and operational procedure;
- A department's annual review indicates a need for further development; and
- A department has a workplace skills plan for a particular current year.

3.5 HRD Building Blocks and Conceptual Framework

Human resource development, as an internal staff capacity strategy, has four building blocks (see Fig 3.1).

4.
- **Link HRD to national strategies**
- **Link to Ikapa Elihlumayo**

2.

HRD

for

empowerment

Personal

Level

HRD IN THE WCPA

3.

HRD

service

delivery

Organisational

Level

1.

FOUNDATION

Fig 3.1 Building Blocks for Human Resource Development

3.5.1 Foundation Building

This implies that the HRD strategy starts with the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996). Particular reference is made to Section 195 (i) (h):

"Good human resource management and career development practices, to maximize human potential, must be cultivated."

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This call from the constitution, 1996, is for the Western Cape Provincial government to be development orientated. This developmental orientation is supported by a high standard of professional ethics.

Thus, human resource development will focus on sound human resource practices, which are developmental in nature and which will create a pool of public employees with high morals and ethics.

3.5.2 HRD for Personal Empowerment

This building block implies that the Administration will invest in personal empowerment programmes, short courses and skills programmes.

Each individual staff member should be given the opportunity for personal empowerment. Individual staff development plans are the tools for personal empowerment.

3.5.3 HRD for Service Delivery

Public institutions render a service to the public in general, which should be cost-effective and of the highest standard. In order for this to happen, employees should have the necessary skills, knowledge and competencies.

HRD for service delivery represents an investment in staff development in order to improve service delivery in the spirit of Batho Pele, which means placing people first.

HRD tools for service delivery are functional training, learnerships, in-service training (on the job training), benchmarking, coaching and mentoring.

3.5.4 Link with National HRD Strategies

The Western Cape Provincial Administration is part of the broader South African public service and there should be a link between provincial and national HRD agendas. In order to have a coherent and integrated public service, the Western Cape Provincial Administration is committed to co-operating with, as well as advancing, national HRD strategies.

The tools to link national and provincial HRD strategies are the HRD co-ordinating council, liaison with national departments (DPSA, SAMDI, Department of Education and the Department of Labour); representation on the PSETA and other line function SETA's and the National Service Trainers' Forum. Institutionally, the Governance and Administration Cluster Committees have the responsibility to oversee the integration between national and provincial strategies, policies, programmes and projects.

3.6   THE PROVINCIAL HRD CONCEPTUAL MODEL

3.6.1   The purpose of the Provincial HRD Conceptual Model is to distinguish between the different typologies of HRD interventions in the Western Cape Provincial Administration.

3.6.2   The following model depicts the typologies of HRD interventions in the Western Cape Provincial Administration.
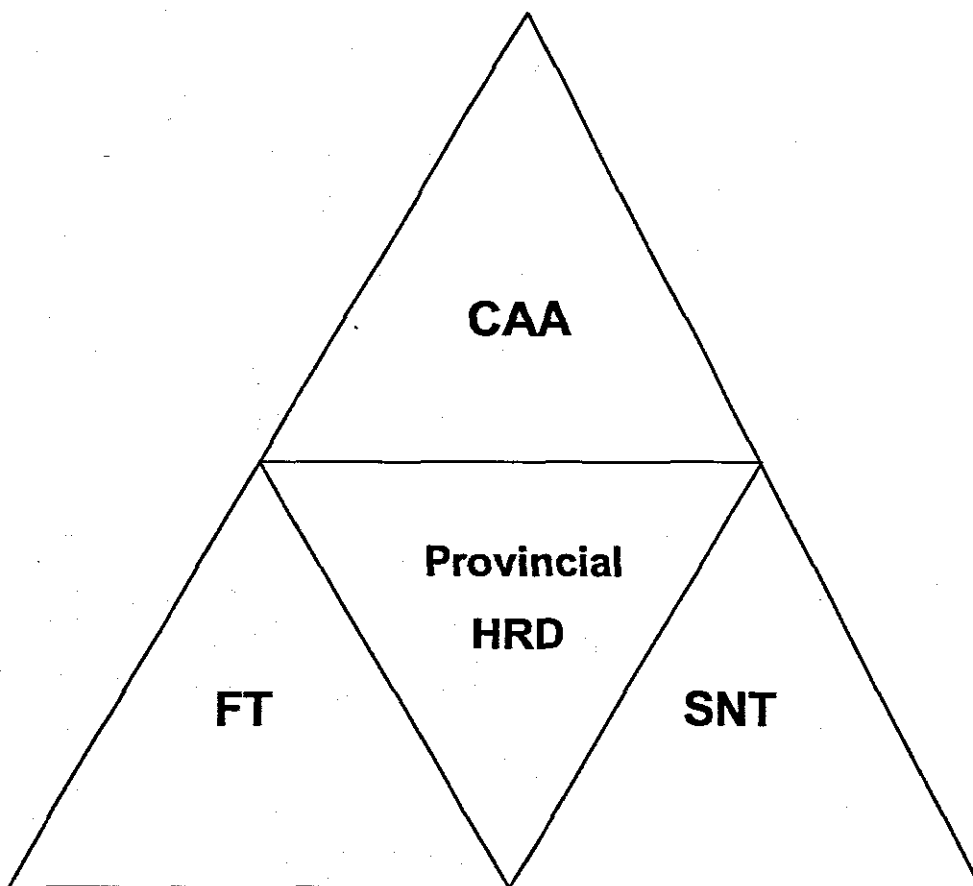
(Fig. 3.2 HRD Conceptual Model)

Key: CAA = Cape Administrative Academy, **FT** = Functional Training, **SNT** = Special Needs instruction

3.6.3 Provincial HRD

Provincial HRD coordination is located in the department of the Premier and executed via the Director General through the Chief Directorate Provincial Training (Transversal Mandate).

3.6.4 Cape Administrative Academy

This institution is the provincial civil service college and offers training and development services to all provincial administration departments.

3.6.5 Functional Training

Functional training is the mandate of all departments as it relates to the core functions of the various provincial administration departments.

Functional training is the role and responsibility of each provincial administration department. Various functional training institutions exist in departments and each institution is regarded as a provincial asset.

Functional training of a transversal nature is also provided by leading in this area of expertise.

3.6.6 Special Needs Training

Special needs training are those interventions defined by specific circumstances. It is of a short term nature and is delivered on a project-by-project basis. These are needs defined by either a department or by the province and have a specific focus and locus for an intervention.

The above Provincial HRD Conceptual Model allows for a clear separation of roles and responsibilities between the various provincial administration departments. It outlines the HRD structures in the province and, in unambiguous terms, communicates the role of the various HRD units in departments, Armstrong (1991: 460).

3.7 Goals for the HRD Strategy

The Human Resource Development Strategy for staff development has four goals:

GOAL	DESCRIPTION
Goal 1	Creating foundations for learning
Goal 2	Building human capital
Goal 3	Improving service delivery
Goal 4	Promoting national and provincial HRD strategies

Table 3.3: Goals of the HRD Strategy

Table. 3.4: Goals and Strategic Objectives of the HRD Strategy

Goals	Strategic Objectives
1. Creating foundations for learning	Strategic Objective 1: Building the foundation of learning Strategic Objective 2: Creating new ethos in the workplace Strategic Objective 3: Progressive learning model Strategic Objective 4: Strengthening FET college capacity Strategic Objective 5: An integrated HRD Information System
2. Building human capital	Strategic Objective 6: Supporting iKapa Elihlumayo Strategic Objective 7: 21st Century Knowledge Economy Strategic Objective 8: Professional development of SMS members Strategic Objective 9: Responding to scarce skills Strategic Objective 10: Professional HRD practitioners Strategic Objective 11: Providing for job coaching Strategic Objective 12: Sectoral skills interventions
3. Improving service delivery	Strategic Objective 13: Improving quality of teaching in the province

	Strategic Objective 14: Improving quality of school leadership
	Strategic Objective 15: Creating partnerships
	Strategic Objective 16: Creating Training Centres of Excellence
	Strategic Objective 17: Developing a Quality Management System (QMS)
	Strategic Objective 18: Improving the procurement of HRD services
	Strategic Objective 19: Organisational development for service delivery
4. Linking national and provincial strategies	Strategic Objective 20: Implementing National HRD Strategy
	Strategic Objective 21: Linking the strategic objectives
	Strategic Objective 22: Contributing to NEPAD
	Strategic Objective 23: International benchmarking for foreigners
	Strategic Objective 24: Facilitating transformation and equity
	Strategic Objective 25: Mainstreaming HRD for persons with disabilities
	Strategic Objective 26: Offering learnerships
	Strategic Objective 27: Investing in staff development
	Strategic Objective 28: Offering Employee Assistance Programmes
	Strategic Objective 29: Succession plan/career planning
	Strategic Objective 30: Improving financial growth

PART THREE: STRATEGIC OBJECTIVES AND INDICATORS

This part of the Strategy outlines the strategic objectives and indicators for HRD as follows (White Paper, 1998:17).

Strategic Objective 1	Success Indicator
Building a culture of lifelong learning.	- Introduction of ABET learning programmes in all departments. - Add foundational learning inputs (group).
Activities:	

Strategic Objective 2	Success Indicator
Creating a new ethos in the	- All departments develop and present an annual

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workplace.	Departmental Induction Programme. - Deliver 100 seminars in basic professional conduct in workplace. - Deliver 68 000 booklets on basic conduct. - Popularise Batho Pele in every department. - Deliver ethics seminars to all departments. - Provide each new employee with the Public Service Code of Conduct. - CAA presents Induction Programmes to all new staff.
Activities:	
1. Annual Protocol seminar by Directorate International Relations.	
2. Module on Ethics in all management training programmes.	
3. Integrating Batho Pele into all training programmes.	
4. Present annual Whistle-Blowing Workshops.	

Strategic Objective 3	**Success Indicator**
Progressive learning model.	- Development of a progressive learning model
Activities:	
1. Research a learning model.	
2. Develop a learning model.	
3. Apply the learning model.	

Strategic Objective 4	**Success Indicator**
Strengthen FET college capacity.	- Offering Leadership Development for CEO's of colleges.
Activities: Education.	

Strategic Objective 5	**Success Indicator**
An integrated HRD Information college.	- Development of an integrated HRD Information System.

Activities:
1. Develop an Integrated HRD Information System.
2. Maintain the HRD Integrated Information System.
3. Share data.

Strategic Objective 6	Success Indicator
Support *iKapa Elihlumayo*.	- Development, implementation and review of internal HRD strategy.

Activities:
1. Develop a staff development strategy .
2. Communicate with all staff members.
3. Implement HRD strategy.
4. Monitor HRD strategy.
5. Review of HRD strategy, 3 years MTEF cycle.

Strategic Objective 7	Success Indicator
Prepare the staff for the 21st Century Knowledge Economy.	Development of alternative HRD Service delivery models.

Activities:
1. Promote the Learning Cape.
2. Promote the International Cape.
3. Promote an Entrepreneurial Cape.
4. Promote the Cape of Good Hope for al.
5. Develop e-learning opportunities.
6. Provide mobile learning facilities.
7. Establish a centre for E-innovation.
8. Build community capacity to impact on service delivery.
9. Create partnerships with business, government, labour and civil society.

Strategic Objective 8	Success Indicator
Professional development of SMS members.	Facilitation of competency-based training Of all SMS members.

Activities:

1. Encourage self-development amongst managers.

2. Deliver an orientation programme to the SMS.

3. Present a Senior Executive Management Programme.

4. Present an annual Practical Management Seminar.

5. Present an annual International Benchmarking and Best Practice Development Programme.

6. Facilitate leadership development programmes.

7. Encourage international benchmarking on functional levels.

Strategic Objective 9	Success Indicator
Respond to scarce skills.	- Development of scarce skills profiles. - Action plans for managing scarce skills per department.

Activities:

1. Staff retention.

2. Bursaries for specific skills.

3. Recruitment and selection.

4. Learnerships for scare skills.

5. Job design.

6. Compensation management.

7. Conditions of service.

8. Transfer of skills.

9. Broad banding.

Strategic Objective 10	Success Indicator
Creating a pool of provincial professional HRD practitioners.	Standards for HRD practitioners.

Activities:

1. Facilitate quarterly HRD forum meetings.

2. Facilitate SDF forum meetings.

3. Develop HRD toolkits for practitioners..

4. Develop HRD FAQs.

5. Identify roles and responsibilities for HRD practitioners.

6. Forge partnerships with professional HRD organizations.

7. Develop Benchmarking and Best Practices in the area of HRD.

8. Offer HRD accredited learnerships to HRD Practitioners.

9. Develop and maintain HRD e-Net.

10. Participate in the Annual National Training Conference (PSTF).

Strategic Objective 11	Success Indicator
Providing for job coaching.	

Activities:

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Strategic Objective 12	Success Indicator
Promoting Special Sectoral Skills Interventions.	Improve sectoral skills.

Activities:

1. Human Resource Management Training (Credit level NQF Level 5).

2. Sport Management.

3. Agriculture – BA Agriculture degree in consultation with University of Stellenbosch (NQF Level 8).

4. Housing – Management Diploma (NQF-Level), refer.

5. Health: - Oliver Tambo course – post graduate diploma (UCT).

       - Pharmacist Assistance programme.

       - BOSS project: Bursary project for community member (Wolseley).

6. Transport and Public Works: Learnership MAMA project;

              Learnership: E Contr.;

              Learnership: CS.

7. Treasury: Learnership – Public Sector Accounting Certificate and also Public Sector Accounting Diploma.

8. External bursary programmes: Health and Transport and Public Works.

9. Community Safety: Chrysillis project;

          Victim Support Programme;

          Oversight of SAPS;

          Neighbourhood Watch programme;

          Taxi programme, etc.

10. PAWC –Train-the-Trainer programme (NQF Level5);

          -Assessor Training (NQF Level 5).

11. Education – Khanya Project;

      - Women Management LP.

12. Local Government – External local government training.

Strategic Objective 13	Success Indicator
Improve the quality of teaching in the province.	Increases number of pass rates in matric.
Activities: Education will provide.	

Strategic Objective 14	Success Indicator
Improve the quality of school leadership.	Empowerment programmes for school principles.
Activities: Education will provide.	

Strategic Objective 15	Success Indicator
Creating partnerships.	HRD interventions delivered through partnerships.
Activities: Education will provide	
1. Outsourcing.	
2. Public – private partnership.	
3. Partnerships with higher educational institutions.	
4. Exercise quality control.	

Strategic Objective 16	Success Indicator
Creating Training Centres of excellence. SETAs and DOEs.	All provincial training centres/units receive accreditation as registered service providers of courses by their respective
Activities:	
1. Accreditation of trainers (EDT Practitioners).	
2. Accreditation of courses.	
3. Accreditation of institution (centers of learning).	
4. Sign commitment of IIP (Investors in People).	
5. Identification of new infrastructure for training.	
6. Accreditation of service providers.	
7. Align courses with NQF.	

Strategic Objective 17	Success Indicator
Quality Management System (QMS).	Development and implementation of a Quality Management System (QMS).
Activities:	
1. Develop the Quality Management System.	
2. Develop benchmarks.	
3. Develop checklist (QMS).	
4. Implement the QMS.	

Strategic Objective 18	Success Indicator
Improve HRD Procurement.	Development of guidelines for the Procurement of HRD Services.
Activities:	
1. Develop procurement guidelines for HRD.	
2. Implement the system.	
3. Review the present system.	

Strategic Objective 19	Success Indicator
Organisational development for service delivery.	Deliver functional training (work-based training) to enhance service delivery.

Activities:

1. Deliver plans and schedules for functional training.

2. Conduct workshops on satisfaction survey.

3. Deliver client care seminars.

4. Provide assistance and training on strategic planning sessions.

Strategic Objective 20	Success Indicator
Implementing National HRD Strategy.	Monitor compliance with national HRD Strategies.

Activities:

1. Monitor budget in compliance with Skills Development Act, 1998.

2. Monitor internship/learnership projects.

3. Monitor the implementation of the HRD strategy for the Public Service (2002-2006).

4. Implement the departmental training committees.

5. Appoint and operate an SDF Committee.

6. Implement annual WSPs.

7. Submit quarterly and annual training reports to the Department of Labour and

   relevant SATAs.

8. Introduce special advanced programmes to promote equity.

9. Deliver accredited training and in-house courses.

10. Register courses in line with SAQA and NQF.

Strategic Objective 21	Success Indicator
Linking the Strategic Objectives.	An integrated and coherent approach towards HRD in WCPA.

Activities:
1. Analysing HRD performance in the WCPA.
2. Providing HRD strategic advice to the departments.
3. Provincial Training and Personnel Development Committee meetings.
4. Coordinating the SETA activities in the province.
5. Coordinating SAMDI HRD interventions in the province.
6. Compiling composite provincial HRD reports.
7. Linking up with HRM environment.
8. Training in developing operational and business plans.

Strategic Objective 22	Success Indicator
Contributing to NRPAD.	Supporting capacity building programmes on the African continent.

Activities:
1. Support the SADC-HRD protocol.
2. Share HRD expertise and capacities on the African continent.
3. Provide technical assistance via national governments in Southern Africa.
4. Encourage HRD benchmarking on the African continent.

Strategic Objective 23	Success Indicator
Offer international benchmarking to foreigners.	Develop and offer international study visit programmes for foreigners visiting the Western Cape province.

Activities:
1. International fact finding interventions.
2. Hosting academics and scholars.
3. Offer internships for foreign students.
4.Facilitate dedicated learning in the WCPA (programme design, delivery, evaluation).

Strategic Objective 24	Success Indicator
Facilitate transformation and equity.	Offering special advancement programmes for designated groups.

Activities:

1. Facilitate women in management programmes (development of women).

2. Deliver Gender Equality in Practice Programmes.

3. Present an annual Provincial Executive Programme (PEP).

4. Implement gender mainstreaming.

5. Deliver Diversity Management training.

6. Present Leadership Development Programmes.

7.Facilitate career-pathing.

Strategic Objective 25	Success Indicator
Mainstream HRD for persons with Disabilities.	Gender mainstreaming training package.
Activities:	

Strategic Objective 26	Success Indicator
Offering learnerships.	Implementation of learnerships in every department.

Activities:

1. Identify registered learnerships (and unit standards).

2. Train assessors and moderators in the workplace.

3. Learnership selection and recruitment process.

4. Placement of learners.

5. Assess compliance against unit standards.

6. Certify competence.

Strategic Objective 27	Success Indicator
Investing in staff development.	Budget for and invest at least 1% of salary component of personnel expenditure on HRD and skills development.

Activities:

1. Allocation of bursaries with focus on scarce skills within department.

2. Ring-fencing training and development funding.

3. Investing in infrastructure for training facilities.

4. Delivering of training at the Civil Services College of the Western Cape, e.g. The Cape Administrative Academy.

5. Reporting to the Standing Committees of Parliament.

6. Offering financial assistance for staff development and for attendance at conferences and seminars that are work related.

7. Delivering HRD programmes through partnerships.

8. Funding research programmes to fulfill departmental needs.

9. Introducing study vouchers.

10. Implementing Individual Staff Development Plans (ISDPs).

11. Implementation of WSPs.

Strategic Objective 28	Success Indicator
Offering Employee Assistance Programmes.	An EAP in every department.

Activities:

1. Design an EAP.

2. Communicate with all staff members.

3. Offer EAP to all staff.

4. Receive and analyse EAP reports (annually).

5. Manage the trends from the EAP reports.

Strategic Objective 29	Success Indicator
Succession planning (career planning).	Offer mentoring and coaching programmes In every provincial administration department.
Activities:	
1. Develop a pool in preparation (for example PEP).	
2. All SMS members act as mentors for PEP candidates.	
3. Implementation of the Provincial Mentorship Programme.	

Strategic Objective 30	Success Indicator
Improving financial governance.	Develop and deliver financial competency training.
Activities:	
1. Improving financial competencies.	
2. Improving financial technical competencies.	
3. Offer financial management learnership.	

PART FOUR: IMPLEMENTATION

Implementation and role clarification

1. The Director General[1]	- Accept transversal leadership in terms of HRM and training in the WCPA. - Determine transversal policy, norms and standards, strategic direction and co-ordination of HRD activities in WCPA.
2. Provincial Top Management	Provide strategic leadership in terms of HR and staff development in the WCPA.
3. Head of Department	Responsible and accountable for the implementation of the HRD strategy in their relevant departments.
4. Chief Directorate: Provincial Training	- Responsible for transferral of HRD strategies, policy guides and co-ordination of provincial HRD programmes and projects through HRD forum. - Represents the WCPA nationally on HRD Co-ordinating Council.

5. HRD Forum	- Consists of reps from all Provincial Administration Department (SMS Level). - Serves as a policy advocacy and advisory forum (at strategic level) to the provincial top management in the area of HRD.
6. PTPDC/SDF Forum	Consists of reps from all departments and focuses on operational HRD matters.
7. Departmental Training Committees	- Meet on regular basis to encourage and advocate the implementation of the departmental workplace Skills Plan. - Report on progress regarding the implementation of the WSP.
8. HRD Managers	- Responsible for advising the HOD on all HRD and related matters. - Responsible for the operational planning in terms of HRD. - Ensure development and implementation of a departmental workplace skills plan. - Ensure that skills development is budgetted for in terms of funding regulations. - Ensure that their departments are registered and take part in the programmes of their line function SETA.
9. Line Function Managers	- Actively ensure that all their employees are given the opportunity to learn within the departmental career development framework. - Approve formal learning activities such as courses and seminars. - Ensure that there is an effective transfer of learning from training programmes to the workplace. - Determine performance standards and assess employees against these.

	- Actively involve themselves in career planning, coaching and mentoring, in consultation with employees, to develop them to their full potential and ensure that they are available for appointment in increasingly responsible positions that become available in the Public Services.
	- Encourage personnel to participate in learnerships and skills programmes.

10. Employees	- Determine training and development needs and personal development plans, in consultation with their supervisors.
	- Plan and manage learning and career development with their supervisors in a way that is consistent with the needs of the department and the Public Service at large.
	- Demonstrate a willingness to develop and learn through work experience.
	- Always accept responsibility and take the initiative in their own training and development.
	- Take full advantage of the training and development opportunities available to them.
	- Commit themselves, in terms of learning and development, to the application of learning in the workplace and in private life.
	- Apply the knowledge and skills learnt to improve their work, performance and job satisfaction.
	- Participate in the evaluation of their training and implementation of personal development plans.

	- Participate in the learnership and skills programmes.
11. Skills Development Facilitators	- Identify skills shortages and priorities.
	- Identify opportunities for learnerships.
	- Facilitate the development of workplace skills plans (WSPs).
	- Submit workplace skills plans to the relevant SETA.
	- Facilitate and co-ordinate departmental committee meetings..
	- Complete quarterly monitoring reports.
	- Monitor and evaluate training programmes.
	- Assist the department in completing key reporting documentation as required by the SETA and the department.
	- Assist the department with the drafting of an annual training report evaluating the WSPs.
	- Serve as contact between the department and SETA.
	- Maintain operational infrastructure (delivery).
	- Provide guidance and serve on DTCs.

[1] This function is performed by the Chief Directorate Provincial Training, PAWC.

The HRD Directorates in Departments are the key agents for the monitoring and implementation of the HRD Strategy. The following are the tools for implementing the HRD Strategy:

This document will be reviewed annually through a consultative process involving all key stakeholders. The strategic review of the entire strategy will be done every three years to coincide with the medium MTEF cycle.

3.8 EDUCATION, TRAINING AND DEVELOPMENT POLICY FRAMEWORK IN THE CITY OF CAPE TOWN

3.8.1 INTRODUCTION

Training will be provided on an in-sourced basis, depending on the internal capacity available and the specific training need. Providers should be accredited in terms of relevant legislation, where applicable. Tendering procedures and the selection of training providers will be in terms of the Procurement Policy and, with due consideration for quality control. Training that is undertaken will support the principle of capacity building. Whenever possible, the training will lead to the acquisition of credits for learners in terms of the National Qualification Framework.

3.8.2 SCOPE

The terms education, training & development cover various forms of learning that take place at diverse sites, as well as at specialist and academic institutions. The content of learning covers technical and non-technical fields, capacity building, as well as general employees training (such as Occupational Health and Safety, Life Skills and Adult Basic Education and Training (ABET).

- **To whom does this policy apply?**

This policy applies to *all employees of the CCT*. Some sections of this policy may also apply to *councillors*, who may be able to access opportunities for education, training and development, which is in line with their Councillor roles and responsibilities. Some sections also apply to *people who are not employees,* but who participate in some way in education, training and development programmes at the CCT e.g. as bursars or learnership trainees, or as people in CCT community development projects.

- **To what does this policy apply?**

  This policy applies to *all accredited and non-accredited capacity building, education and training supported by and/or provided by the CCT.* This includes both in-house delivery, as well as provision, which take place at other learning sites. It includes full-time and part-time training delivered through, e.g.

  - on-the-job training;

  - courses;

  - learnerships and skills programmes;

  - seminars and conferences;

  - study at formal learning institutions; and

  - other education, training and development interventions.

3.8.3 NATIONAL POLICY AND STRATEGY CONTEXT

There are a number of national laws and policies, which impact on how an organization approaches education, training and development. The legislation includes:

- The Occupational Health and Safety Act, 85 of 1993;

- The South African Qualifications Authority Act, 58 of 1995
  (This lays the foundation for the National Qualification Framework (NQF);

- The Labour Relations Act, 65 of 1995;

- The Constitution of the RSA, 108 of 1996;

- The Basic Conditions of Employment Act, 75 of 1997;

- The White Paper on Local Government, March 1998;

- The Employment Equity Act, 55 of 1998;

- The Skills Development Act, 97 of 1998;

- The Skills Development Levies Act, 9 of 1999;

- The Municipal Systems Act, 1999;

- The Demarcation Act, 1999; and

- The Promotion of Equality and Prevention of Unfair Discrimination Bill, 57 of 1999.

These laws underpin and inform the CCT's Education, Training and Development Policy Framework. The local context will include the Conditions of Service of Employees, as well as the Procurement Policy.

3.9   EDUCATION, TRAINING AND DEVELOPMENT STRATEGIES

The Skills Development Act (No 97 of 1998) requires employers to:

- Use the workplace as an active learning environment;
- Provide employees with opportunities to acquire new skills;
- Provide opportunities for new entrants to the labour market to gain skills and work experience and;
- Employ persons who find it difficult to be employed.

3.9.1 Learnerships and Skills Programmes

Learnerships and skills programmes contribute to these aims by combining structured learning with structured work experience to obtain an NQF registered qualification. They are the main ways in which the workplace Skills Development Plan will be implemented (Erasmus, 1999: 89).

Learnerships replace and extend traditional apprenticeships to non-trade learning areas and result in a whole qualification registered by SAQA and related to an occupation.

Skills programmes are smaller units of learning, which are credit-bearing and may build credits towards a qualification.

The *Learnership contract* governs the relationship between the employer, the employee/learner and the accredited training provider. Contracts should be registered with the Sector Education and Training Authority (SETA) before learnerships commence.

The CCT is committed to learnerships and skills programmes which:

According to Van Niekerk, 2002:55.

- Are diverse (i.e. cover different fields);
- Are provided on the basis of organizational needs;
- Involve partnerships and co-operation between various workplace contexts to
  provide learners with the necessary work experiences;
- May be undertaken in any occupational field, not only traditionally technical
  trades;
- Integrate education and skills training and will provide a work-based route to
  a qualification or build credits towards a qualification;

- Provide a basis for lifelong learning; and
- Implement the Skills Development Plan.

3.10 Career Streaming

Career streams are vocational pathways along which an employee can move, to promote their own development and the organization's capacity. Streams should be developed within the strategic priorities of local government and within its responsibilities for service delivery. Career streams do not necessarily provide a promotion (upwards), but rather a number of different ways of moving within the organization (Van Niekerk, 2002: 59).

The CCT will:

Ensure that education, training and development provision is within identified career streams. Assist employees to decide on the career paths they could follow through the Learner Support Programme. Provide study assistance to permanent employees according to organisational needs, capacity and priorities. Provide study assistance to members of the local community within its. financial capacity as part of the social responsibility and with a view to making provision for future needs of the organisation.

3.11 Assessment and Quality Assurance

As the new organizing mechanism for all education, training and development in South Africa, the National Qualifications Framework (NQF) will ensure that standards and qualifications have the same value nationally. This is because the standards and qualifications have been set nationally with the participation of all stakeholders in various fields of learning (Doyle, 2002: 109).

The CCT is committed to:

Ensuring that specialist employees are trained and registered in outcomes-based assessment. Establish and implement a corporate internal quality assurance system, which includes a system of learner assessment and a record of learning for all employees, in terms of National Education and Training Quality Assurance (ETQA) guidelines and identifying which learning standards and qualifications it will register as a provider of learning.

3.12 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process through which learners may be awarded credits for learning that which they have already obtained through work experience or some form of prior learning. During this assessment, they have to show that they meet the learning outcomes in the learning standards for a particular qualification through demonstrating what they know and are able to do. It is possible to obtain a whole qualification, or part of a qualification, through RPL (Knipe, 2002: 74).

RPL Assessments are subject to:

- Operational requirements;
- Organisational needs;
- The availability of financial and human resources; and
- Operational constraints.

The CCT is committed to:

- Advocating RPL as an accessible and development tool for building the organisation and its employees, and recognizing the rights of employees to participate on a purely voluntary basis;

- Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures and resources of an RPL function;

- Implementing a CCT-wide system of RPL to redress the past career limitations of employees;

- Provide renewed impetus to employee motivation towards lifelong learning.

3.13   BUDGETS

The following principles will apply to the structuring of the training budget (Du Toit, 2002: 74):

The training budget of the CCT will be determined by the legislative requirements, as well as the strategic priorities of the organization, as reflected in the business plans of the Service Delivery Units, the Workplace Skills Plan and the business plan of the ET&D Unit.

The training budget of the CCT will be centrally budgeted to effectively manage training financial allocation and to facilitate reporting to the Council and the LGWSETA.

The budget will have the following components:

- Provision for the skills development levy;
- Provision for the income from levy grants;
- An indication of funding requirements of each the of the Service Delivery Units;
- An indication of funding requirements for programmes/projects of a corporate nature;

- The operating and capital budget of the ET&D Unit.

- The ET&D Unit and Service Delivery Units must agree on an equitable basis for the costing and payment of training services provided;
- The budget must be submitted to the City of Cape Town Training Committee for information and bi-annual reports on training expenditure in relation to the business plans of the Service Delivery Units;

The following general principles also apply:

- The heads of the Service Delivery Units are responsible and accountable for the education, training and development of their employees and must, therefore, ensure that sufficient financial provision has been made;

- The ET&D Unit plays a facilitatory, guiding and supportive role to the service delivery unit;

- The principles of cost effectiveness while ensuring quality in training provision, although all attempts will be made to access the levy grant system, it must be understood that not all training provided would qualify for a grant from the SETA. The training budget must, therefore, accommodate non-grantable training provision;

- All training that is provided internally must be accurately costed for comparative purposes.

3.14   PROCUREMENT

Procurement will be in terms of the Council's Procurement Policy and the ETQA guidelines for the accreditation of providers.

3.15   ROLEPLAYERS: ROLES AND RESPONSIBILITIES

3.15.1 Council

The Councils role is to encourage and facilitate the education, training and development of all employees and councillors in recognition of the strategic importance thereof (Du Toit, 2002: 74).

The Council is responsible for:

- Ensuring compliance with relevant legislation and national strategies, as well as consultation with the unions with regards to the implementation thereof;

- Approving (with due consultation) the education, training and development policy, the workplace skills plans, and the implementation thereof. Evaluating and assessing results and /or progress; and

- Providing the required resources, as well as the infrastructure for delivery in order to meet strategic objectives, implementation plans and priorities for education, training and development.

3.15.2   Line Managers

The education, training and development of staff is a key performance area for Line Management. Their role is proactive, developmental and monitoring (Nel,1995: 120).

Line Management is primarily responsible and accountable for:

- Ensuring that employees are educated, developed and trained to do their work competently, by continually monitoring performance and identifying

developmental needs;

- Coaching, counselling and mentoring staff on an on-going basis;
- Liaising with the Education, Training and Development Function (HR) to address the identified developmental needs;
- Facilitating and actively supporting the ETD by providing time off for, and transport to and from, approved learning interventions;

- Facilitating and actively supporting the transfer of skills to the workplace (i.e. the implementation of the newly acquired or enhanced skills and knowledge);
- Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action;
- Implementing corporate and service delivery unit decisions around ETD issues and the workplace skills plan; and
- Familiarising themselves with the relevant legislation in order to ensure compliance.

3.15.3 Employees

Employees should play an active role in the identification of their own development needs, and should commit themselves to participation in an ownership of education, training and development programmes in order to ensure the success of learning interventions (Ngutshane, 1995: 28).

Their responsibilities include:

- Liaising with Line Management regarding their competency and performance in order to identify developmental needs;

- Making use of education, training and development opportunities in a responsible manner; and

- Transferring the newly acquired or enhanced skills, knowledge and attitudes into the workplace, thus improving performance.

3.16 Trade Unions

The recognised collective employees organizations are acknowledged as stakeholders in the processes of skills development. They should play an active role in consultative forums in order to represent the interests of their members, both collectively and individually, with regard to education, training and development (Van Wart, 1999:70).

Their responsibilities include:

- Informing, encouraging and motivating their members to participate in appropriate education, training and development interventions;
- Actively engaging in the consultative forums and processes regarding skills development; and
- Familiarising themselves with the relevant legislation in order to ensure compliance.

3.17 Human Resources Service Delivery Unit

The Human Resources Service Delivery Unit plays a supportive and integrative role with regards to education, training and development (Cloete, 1994:145).

The Business Unit is primarily for:

- Providing the infrastructure, systems, procedures and policies to ensure compliance with legislative requirements and corporate education, training and development initiatives; and
- Ensuring that all education, training and development activities and initiatives are aligned with the overall integrated Human Resources Strategy for the organization.

3.18 Education, Training and Development Function

The Education, Training and Development Function within Human Resources plays a strategic, facilitative, consultative and co-ordinatory role with regards to all education, training and development interventions in order to facilitate learning throughout the organization (Bayat, 1998:23).

The Education, Training and Development Unit is responsible for:

- Facilitating, implementing, monitoring, evaluating and assessing all learning Interventions, as set out in the policy framework;

- Advising and providing guidance to all role players with regard to education, training and development initiatives of a corporate or a functional, specific nature;

- Ensuring in the development and implementation of the workplace skills plan;

- Establishing and maintaining a data base with all relevant information of the education, training and development of any particular staff member;

- Custodian of the Education, Training and Development Policies, monitoring and reporting on budgets and expenditure relating to education, training and development; and

- Liaising and co-operating closely with functional ETD units, ETD units, e.g. Traffic, Electricity, Law Enforcement, Engineering, Occupational Health and Safety.

3.19 Functional/Technical Education, Training and Development Units

The Functional/Technical Education, Training and Development Units, where they exist, play a strategic, facilitative, consultative and co-ordinatory role with regard to specific education, training and development interventions to a Particular Service Delivery Unit(Gerber, 1995:57).

The Functional/Technical Education, Training and Development Units are responsible for:

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- Facilitating, implementing, monitoring, evaluating and assessing specific learning interventions relevant to that specific service unit, as set out in the policy framework;

- Advising and providing guidance to all role players with regard to specific education, training and development initiatives in that service unit;

- Providing specific service unit input into the development and implementation of the Workplace Skills Plan;

- Providing the Education, Training and Development Unit with data pertaining to specific training interventions undertaken within the service unit; and

- Liaising and co-operating closely with the ETD unit.

3.20   City of Cape Town Training Committee

The role of the Training Committee is that of a consultative forum for the organization, primarily responsible for, Armstrong, 1991: 460.

- Interpreting and translating national and local education, training and development issues with a view to inform strategy and policy in the CCT;

- Determining the strategic direction of education, training and development in alignment with the corporate vision, mission and values of the organization;

- Developing the Skills Development Plans in accordance with legislative, regulatory and organizational priority requirements;

- Ensuring the uniformity of the implementation of education, training and development strategies, interventions and initiatives at a corporate level; and

- Monitoring and evaluating the implementation of the Skills Development Plans.

3.21   External Education, Training and Development Providers

In order to ensure the effective implementation of the Workplace Skills Plan, external ETD providers may be utilized(Nel, 1995: 120).

The External Providers are responsible for:

- Ensuring that they comply with the conditions/requirements, as set out in the contracts with CCT; (refer to Section 7: Procurement); and

- Conducting continuous integrative assessments, where appropriate.

3.22 Skills Development Facilitator

The roles of the skills development facilitator is to ensure compliance, as per legislative requirements and to act as a link to the LGWSETA.

The responsibilities include the following:
- Establishing consultative structures;
- Preparing and submitting the Workplace Skills Plan;
- Ensuring the implementation of the Workplace Skills Plan;
- Reporting on the implementation of the Workplace Skills Plan;
- Ensuring the effective management and co-ordination of the arrangement related to the Skills Development Levy and levy grants;
- Acting as convenor of the CCT Training Committee and;
- Facilitating communication between Council and the LGWSETA.

3.23   RIGHTS AND OBLIGATIONS

3.23.1   Council

The Council has the right to determine education, training and development opportunities, in accordance with organizational objectives, priorities and budgetary constraints, and to evaluate/determine the developmental needs of employees(Cushway, 1994: 261).

The obligations of the employer include the provision of equal equitable access for all employees to learning interventions in accordance, with legislative requirements and national strategies.

3.23.2 Employees

Each employee has the right to be educated, trained and developed, in accordance with organizational objectives, priorities and financial constraints. The employee is also entitled to gain access to information pertaining to career development, as well as his/her competency profile (Craythorne, 1997: 147).

Employees are obligated to attend learning interventions, to actively participate in the learning and to transfer their learning into the workplace.

3.23.3 Unions

The Unions have the right to consult with employees and management, and to be consulted on education, training and development issues.

3.24 DISPUTE MECHANISMS

All disputes/disciplinary enquiries regarding education, training and development, which cannot be resolved between the parties concerned, will be dealt with in accordance with Council's dispute resolution procedure (Nel, 1995: 120).

3.25 COMMITTEE STRUCTURES AND LEARNING RESOURCES

3.25.1 Committee Structures

- The overarching Training Committee (the City of Cape Town Training Committee) comprises of representation from councillors, unions and the skills development facilitator.
- Functional Area/Business Unit Training Committees will be established, comprising of representation from management, employees and unions.
- The terms of reference of the Training Committee are available on request (Armstrong, 1991: 460).

3.25.2 Learning Centres and Other Venues

Dedicated learning centre will be identified for the purposes of education, training and development. These learning centre will be equipped with basic training facilities to accommodate the needs of learners.

Other suitable venues may be identified and utilized in the vicinity of the delegates' workplace in order to provide learning interventions with the minimum service delivery disruption. Portable training equipment will be made available for this purpose (Craythorne, 1997: 147).

3.25.3 Training Material and Licensing

Copyright agreements with external training providers are respected.

Licensing agreements will pertain to the education, training and development of all CCT employees, and will not be restricted to a regional basis.

All internally developed courses remain the property of the CCT.

3.25.4 Human Resources

The principle of shared capacity will be followed.

3.25.5 Financial Resources

A centralized budget for Education, Training and Development is recommended in order to ensure coordination of all learning activities for the purposes of reporting to the LGWSETA regarding the implementation of the Skills Development Plan (Nel, 1995: 120).

3.26 SUMMARY

This chapter outlined the policies framework in which the two levels of government operate in, which are the Western Cape Provincial Government and the City of Cape Town.

These policy frameworks focus on the Human Resource Development Strategy and Training and development policy.

Both the Human Resource Development Strategy of the Western Cape Provincial Government and the Policy Framework of the City of Cape Town Compliments each other in terms of the main objectives.

The City of Cape Town, as a new and dynamic organization, is committed to ensuring a competent work force. It is in this spirit that the aforementioned policy framework document has been developed. A detailed ETD policy will be developed, in consultation with the relevant role-players.

The following chapter will focus on the research design, methodology and the interpretation of data.

CHAPTER 4

RESEARCH DESIGN, METHODOLOGY AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The techniques used to obtain information for this research included a literature review, discussion papers and a survey research (questionnaires) conducted with employees. In this chapter a brief overview of the study is provided, as well as the methods utilized, data collected and the proposed data analysis.

4.2 STUDY AREA

This study was confined to the City of Cape Town. Due to the vastness of the public servants and employees in the City of Cape Town, it was decided that a selected representative sample of employees in the City of Cape Town will be used for the purpose of this research.

The nature of the research topic is such that it brings into focus the role of employees in the delivery of service. Training and development, as a tool to improve the capacity of employees to service delivery, will also be examined in the research. It is the researcher's contention that the nature of the topic in itself would be regarded as being sensitive and possibly a reflection of their commitment and compliance as employees.

It is for this reason that the research methodology was by means of an anonymous questionnaire for employees only. Permission was granted to the researcher to conduct the questionnaire after a compulsory Customer Care training programme for employees.

4.3 METHODS OF DATA COLLECTION

Data was collected by means of a questionnaire (Appendix A). In a random way the researcher approached fifteen participants to complete the questionnaire.

The following factors were highlighted by way of introduction of the administration of questionnaire:

Participation was voluntary; there will be no remuneration for participation in the research; the responses will remain anonymous/confidential; trustful/honest answers should be given; all questions were phrased in such a manner to solicit a tick response in the appropriate space provided. However, the respondents were allowed to elaborate if they needed to do so; clear instructions were given at the start of the questionnaire.

4.4 DATA ANALYSIS

All returned a questionnaire was examined for completeness and accuracy. The data collected were in the form of statistical data (Appendix B). These were gathered, coded and captured using *Excel* software, which enabled basic mathematical calculations and graphical presentations of data. A total of ten questionnaires were selected and fifteen participants were also randomly chosen.

The design of the questionnaire comprised two sections:

Section A: Pertained to the attitudinal or behavioural responses of the
respondents; and

Section B: Requested information for clarification of content, manner and
Feedback.

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The design of the questionnaire reflects the desired outcomes of the research and the flow of the questions reveal a climax to the eventual purpose of the research findings, namely, the effectiveness of training and development towards service delivery in the City of Cape Town (Du toit, 2002: 74).

Repeat questions were rephrased and disguised in order to allow for some degree of validation and consistency of responses.

The incorporation of tables and graphs within the text of Chapter 4, also serves the purpose of easy readability and understanding of the statistics presented.

This chapter presents the data, as well as the researcher's interpretations of the data, and a discussion of the significance of the results obtained.

4.5   PRESENTATION AND INTERPRETATION OF DATA

4.5.1 INTRODUCTION

The data that was obtained is presented in tabular form, as well as graphically. The data is presented in chronological order, according to the questions in the questionnaire.

Each question is analysed individually, as per questionnaire, as this provides a logical progression of questions that eventually leads to the research question, namely, the effectiveness of training and development in service delivery in the City of Cape Town.

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4.5.2 THE STUDY

4.5.21 Ability to use skills/knowledge learned

The study has shown that 35% of participants are able to apply the skills that they have learned from the course within a week. This is not a good percentage, as it is important for participants to be able to use the skills that they learned as soon as possible in order for them to address the problem that warranted the provision of the skills that they have acquired from training.

While 30% said that they were able to use the skills acquired immediately after the training, another 30 % indicated that they would need a month to be able to implement what they learned from training, owing to the environment that they work in. It was also difficult to implement some of the progressive ideas that they learned in training, as they are frontline workers and implementation needs full support from their supervisors, who are not always aware of the development with frontline workers.

The above are those who indicated that they would need 2-3 months after the training to familiarise them with the environment and with the skills learned before they can utilise those skills effectively.

The above response is illustrated in the diagram below.

Able to use skills/knowledge learned
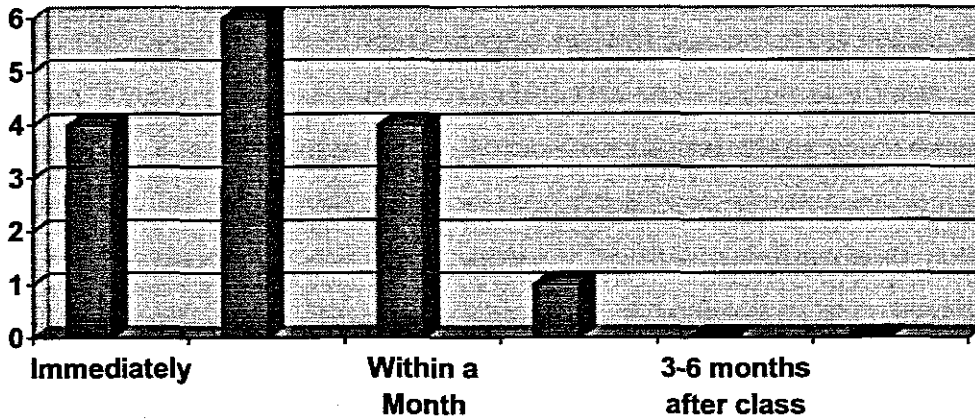
gure: 4.1

4.5.2.2   Resources are available on the job

The aim of the above question was to check whether resources are available
to help participants in their workplace to enable them to implement what they
learned in training when they go back to their respective workstations.

The majority of the responses that the researcher received have indicated that
resources are available to help them to implement the skills that they learned
into practice.

Resources are available on the job

Figure: 4.2

4.5.2.3   Discuss objectives prior to training

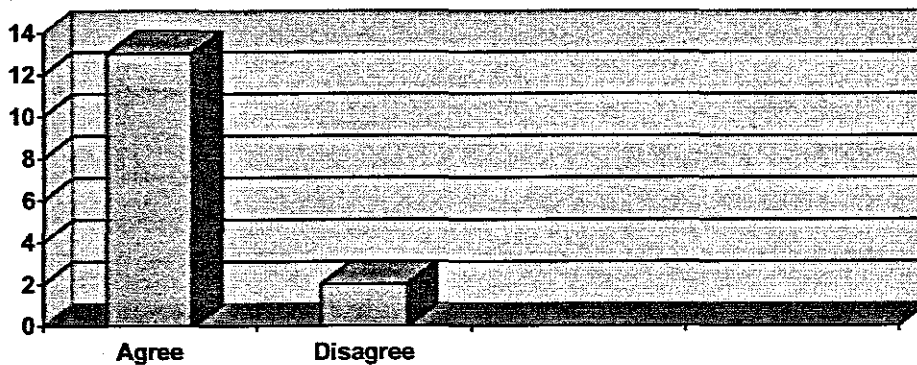It is important in any training course that employees attend, that they know what the objectives of the course are, as well as the skills provided by the course. Those who are aware of objectives of the training are better placed to understand the importance of the training than those who are not aware of the objectives.

In this study, the majority of the participates indicated that they discussed the objectives of the training prior to the actual training course, which means that they understood the importance of attending and the expected outcomes of the course in terms of their job performance.

This is a progressive move by employers to involve their employees in the process of discussing the content of the course, to ascertain whether employees need the skills that the course provides, in order to improve their work conditions and to increase productivity.
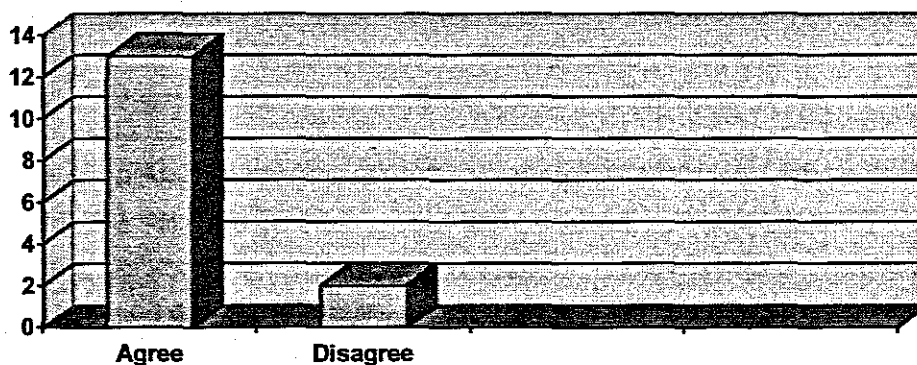
Discuss objectives prior to training

Figure: 4.3

4.5.2.4   Have situations arisen to apply new learned skills?

The purpose of the statement is to find out whether the trainee received an opportunity to apply the skills they acquired in the course.

The majority of trainees indicated they applied the new skills in their working environment. In fact as the table below illustrate, all the participants reported that a situation arose whereby they were able to apply the new skills.

The issue is further illustrated in the table below:

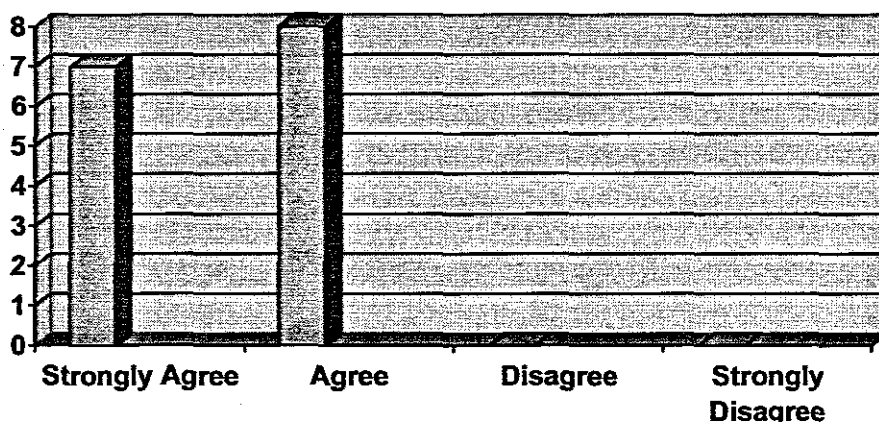Figure: 4.4

4.5.2.5   Some issues that prevent one from using new skills

Although many of them indicated that they applied the skills that they acquired, in the response given to the above question many of them also strongly agreed that there are issues that prevent them from applying the new skills.
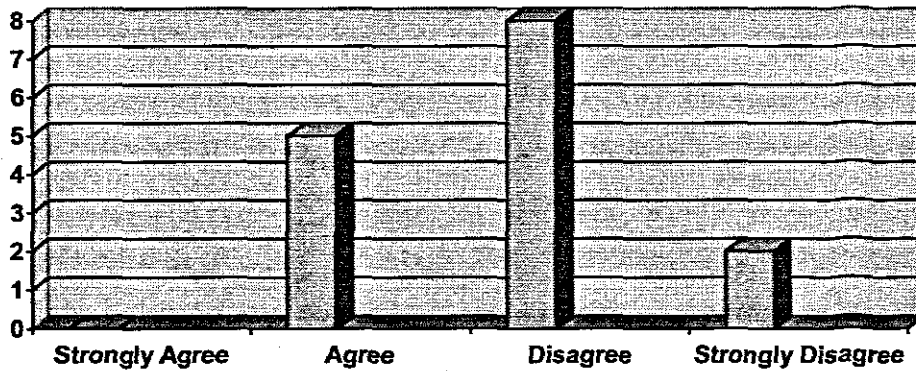
Figure: 4.5

The question below will try to justify the above contradictions.

4.5.2.6 Reason for the above responses

The reasons that were given for the above question are as follows:

a)   Changing of jobs;

b)   Manager does not support them;

c)   Resistance to change (self);

d)   Resistance to change (group);

e)   Has not had the opportunity;

f)   Did not learn anything new;

g)   Does not recall content; and

h)   Resources not available.

The analysis and the interpretation of the data clearly illustrate that the issue of training and development is not a simple matter. The wide range of responses to some of the questions indicate that there are mixed views around the effectiveness of training and development.

4.6   SUMMARY

Data was collected by means of a questionnaire (Appendix A). In an informal way the researcher approached fifteen participants to complete the questionnaire.

In this chapter a brief overview of the study is provided, as well as the methods utilized, data collected and proposed data analysis.

The next chapter discusses the conclusions that can be drawn fro the data in this chapter and proposes some recommendations based upon those findings.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Care should be taken not to formulate an overarching training and development strategy, which expands its efforts and energies on developing standardized curricula. This approach may undermine the very essence of an effective training and development programme that leads to effective service delivery, which is a service which can adapt to service delivery and is versed in qualities much needed for the effective and efficient provision of services.

On the other hand, care should also be taken not to advocate an approach, which is ad hoc by nature and which leaves the overall responsibility of developing our human resources largely in the hands of each department. This could lead to an unnecessary wastage of already limited resources.

As discussed in this research, a viable training and development framework for the City of Cape Town should advocate a work ethic, which is clearly committed to human resource development and which primarily undertakes to empower individuals. Such a framework should make use of available educational resources and enjoy the mandate of all stakeholders, including the community of Cape Town.

Importantly, criteria for improving service delivery should be founded on competencies, rather than formal qualifications. Re-orienting training and developing strategies, which subscribe to new policies and municipal ideals that mirror the political transformation process, seems imminent.

However, the question remains: How can service delivery be achieved through training and development, and, perhaps most importantly, the support of employees in the initiative? As noted in the previous chapter, the understanding and support of employees is essential as without this commitment, initiatives can be wasted. As Lynton and Pareek (1992:6) warn: A new strategy, which does not attain popular support and attempts to impose

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rather than facilitate training and development, will, in all likelihood, fail. Consequently, a clear vision of the goals sought must be sent out and agreed to by the city of Cape Town and its employees.

Realistically though, some setbacks and difficulties can be expected and this should be well prepared for in advance to deter unreasonable or unrealistic expectations. Cultural re-orientation or sensitization will play an integral role in training and development, which will probably lead to effective service delivery.

In a developmental sense, new behavioural patterns or traits and changing workplace attitudes, will be critical factors to ensure effective service delivery in the City of Cape Town.

However, it must be borne in mind that such a process will be difficult, time consuming and inseparable from overall learning. A viable training and development framework would enable the City of Cape Town to perform and provide essential services effectively and effienciently, while providing opportunities for self-empowerment of employees.

The primary objectives laid out by the RDP hinge largely on the capacity of the pubic service (including the city of Cape Town) to fulfill its tasks in this manner.

The ultimate challenge, therefore, lies in finding a balance between an effective training and development programme, the City of Cape Town's willingness to adapt to new conditions, fulfilling expectations raised by political transformation and ensuring organisational capacity to meet these tasks.

Once these goals are met, an enabling environment can emerge, which promotes capacity for critical and creative thinking by the City of Cape Town employees and
contributes to its long-term sustainability in expertise and human resources, which leads to effective service delivery.

Finally, in order to secure a successful training and development ethos, which leads to effective service delivery, it is imperative that present training personnel be sensitized to the tasks and issues discussed above.

5.2 RECOMMENDATIONS

The following recommendations are made for considerations:

5.2.1 RECOMMENDATION ONE

ESTABLISHMENT OF A POLICY FRAMEWORK

The City of Cape Town needs to have a policy in place regarding training and development. The draft policy document that they have at the moment needs to be finalized and adopted as a policy or amendments is made where necessary.

A new genre of training would, therefore, have to be adopted, which prevents trainers from applying the traditional didactic approach, which advocates skill or job centered training content, to one which facilitates empowerment and service delivery instead.

5.2.2 RECOMMENDATION TWO

TRAINING OF TRAINERS

The need for skilled and well-versed trainers is essential for improved service delivery. Subsequently, an important step would be to re-skill trainers in the City of Cape Town, specifically in competency-based programmes and service delivery issues (i.e. issues involving the *transformation of attitudes or traditional skill values*).

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5.2.3 <u>RECOMMENDATION THREE</u>

STRATEGIC HUMAN RESOURCE PLANNING

To narrow the gap between present labor supply and future demand, managers can do more than just make better use of available supply. They can change the allocation of work, which may affect the numbers and skills of people needed in the future.

5.2.4 <u>RECOMMENDATION FOUR</u>

A TRAINEE WORKSHOP SHOULD BE HELD AT THE BEGINNING OF THE TRAINING AND DEVELOPMENT CYCLE

Such a workshop would facilitate the roles, the purposed structure of the relationship and clarification of expectations and objectives of training and development.

5.4.5 <u>RECOMMENDATION FIVE</u>

NEEDS ANALYSIS

It is important to analyse the needs of the individual employees, the units, the division and the strategic outlook of the City of Cape Town. Needs analysis does more than identify the gap between the desired performance and the actual performance. It also serves as a basis for any training and development programme.

5.2.6 <u>RECOMMENDATION SIX</u>

A FORMAL CRITERIA FOR TRAINING AND DEVELOPMENT SHOULD BE INSTITUTED BY THE CITY OF CAPE TOWN

The City Cape Town should establish uniform selection criteria for training and development. This would facilitate a more adequate representation of all genders from the City of Cape Town on Training and Development.

5.2.7 <u>RECOMMENDATION SEVEN</u>

DEFINE TRAINING AND DEVELOPMENT

There is a need to define Training and Development in a more concrete way, and define the consequent roles or duties for trainers. It may appear as if implementation of training and development was not done effectively. It is unclear whether trainers were able to conceptualise and interpret the aims and objectives of training and development.

5.2.8 <u>RECOMMENDATION EIGHT</u>

THEORY VS PRACTICAL

It is important that trainees are exposed to the world of theory that is not insulated from their practical work experiences. In order for the trainers to be able to apply the skills acquired in training at their respective workplaces.

5.2.9 RECOMMENDATION NINE

REVIEW TRAINING AND DEVELOPMENT POLICY

Training and Development should not only make the employees more accessible to those previously excluded, but also retrain and resocialise those already in the City of Cape Town within the context of a new public service attitude and ethos.

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APPENDIX 1

Dear Sir or Madam:

During the past few months you attended the Customer Service training class. Please take a few moments to answer the following questions to the best of you ability. We are attempting to evaluate the training we are providing to you. You input will be greatly help us to improve this and other courses offered in the future.
Please Reply by Friday,

SECTION A

1. After returning from training I was able to use the skills/knowledge I learned in the class.

    (1) Immediately
    (2) Within a week
    (3) Within a month
    (4) 2-3 months after class
    (5) 3-6 months after class
    (6) Have not used yet
     Please enter your response here>>
    Comments:

2. My supervisor and I discussed my objectives for going to this course prior to training.
    (1) Agree
    (2) Disagree
    Please enter your response here>>
    Comments:

3. The skills/knowledge-related resources that were used in the class are available for use on the job (e.g., reference manuals, tools.)
    (1) Agree
    (2) Disagree
    Please enter your response here>>
    Comments:

4. Situations have arisen in which I have been able to apply my newly learned skill/knowledge.
    (1) Strongly agree
    (2) Agree
    (3) Disagree
    (4) Strongly disagree
    Please enter your response here>>
    Comments:

5. I am currently applying the skills/knowledge on my job.
    (1) Strongly agree
    (2) Agree
    (3) Disagree
    (4) Strongly disagree

Please enter your response here>>
Comments:

6. There are some issues that are keeping me from being able to use my new skills/knowledge properly.
    (1) Strongly agree
    (2) Agree
    (3) Disagree
    (4) Strongly disagree
    Please enter your response here>>

7. the reason(s) that I have been able to use my new skills/knowledge properly. Please enter "X" for each applicable response below. Enter the "X" between the ">>" and "-" symbols:
    >> - Hasn't had the opportunity
    >> - Job changed
    >>- Manager doesn't support
    >>- Resistance to change (self)
    >>- Resistance to change (group)
    >>- Didn't learn anything new
    >>- Don't recall content
    >> - Resources not available
    >> - Other
    Comments:

SECTION B

		Much Better	Somewhat better	No change	Somewhat worse	Much better
1.	To what extent have your listening skills changed? (e.g. encouraging dialogue, concentrating, and clarifying)	5	4	3	2	1
	Comments:					
2.	How would you describe your ability To communicate information in a clear And specific manner?	5	4	3	2	1
	Comments:					
3.	How would you describe your ability to Provide timely, significant, and specific Positive feedback?	5	4	3	2	1
	Comments:					

APPENDIX 2

CAPE PENINSULA
UNIVERSITY OF TECHNOLOGY

Cape Town Campus
P O Box 652
CAPE TOWN 8000

Bellville Campus
P O Box 1906
BELLVILLE 7535

10 March 2005

Mr Rodney Pick
Director: Training
City of Cape Town

Dear Mr Pick

RE: ZWELI NDEVU (STUDENT NO: 9731563)

Please be advised that the above student is registered for a M.Tech Degree in the Department of Public Management, Cape Peninsula University of Technology, Cape Town Campus (Academic Year – 2005).

A core part of his research focuses on human resource training in the City of Cape Town. Any information the City of Cape Town officials provide will be utilised towards academic research only.

Kindly contact me should any further information be required.

Yours faithfully

ROZENDA HENDRICKSE
LECTURER: DEPARTMENT OF PUBLIC MANAGEMENT
TEL: 021 – 460 3929
EMAIL: hendrickseR@cput.ac.za

FACULTY OF MANAGEMENT
10 MAR 2005
CAPE TECHNIKON