

**EMPLOYEE PARTICIPATION IN TRAINING AND DEVELOPMENT AT A SELECTED  
MUNICIPALITY IN THE WESTERN CAPE, SOUTH AFRICA**

by

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## DECLARATION

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## ABSTRACT

The study focuses on Human Resource Development through employee training and development practices. This research sheds light on the relationship between employee training practices and employee development, with specific emphasis on employee performance and job satisfaction. The purpose of training and development programmes is to improve employee competence and organisational performance. A number of employees are perceived to be reluctant to attend training and development opportunities and do not want to develop themselves. The objectives of the research were to investigate employee training and development practices followed at a selected municipality in the Western Cape in South Africa and to explore and understand the dimensions of employee training and job satisfaction. It was anticipated that this would give an indication of the various training and development programme types, as well as its benefits, offered to municipal employees of the selected municipality. It also focuses on employees' expectations and involvement in such types of training programmes. The aim of the study is to analyse the implementation of training and development intervention practices of a selected municipality as well as its impact on the perceptions about employees who do not want to attend training and development interventions organised which, in the long run, will lead to job performance improvement and job satisfaction.

An investment in training activities is returned in the form of retaining more productive and effective employees. Training and development intervention programmes may focus on individual or team performance. It is observed that municipalities following systematic and scientific training and development practices create high job satisfaction levels amongst employees. In contrast, municipalities who do not put training interventions in place to make sure employees are given opportunities to undergo training and development, do not perform well, and usually receive disqualified audit statuses and experience community protests for lack of service delivery. Municipal employees who attend training and development programmes are more committed towards better performance – results show positive outcomes. The development and implementation of training interventions should be based on needs

analyses. Information obtained could be useful for the improvement of training and development practices in all departments. Factors affecting the effectiveness of training and development intervention practices in municipalities include lack of support from top management and peers, employees' individual attitudes, job-related factors and deficiencies in training practices.

In an era where Government struggles to address community's crisis, public service employees should be managed efficiently and effectively by implementing systematic training and development intervention programmes in order to enhance job performance and understanding of job criteria. This will ensure effective transmission of basic services to communities. There is an urgent need to reshape training and development interventions in order for Government to provide advancement possibilities in Local Government and for departments to be centres of excellence. Government departments should design training policies that resonate with communities' needs and develop guiding documents that are understandable and implementable. Departments also need to review training budgets and the relevance of training programmes. In addition, the training opportunities provided should be accredited and recognised to afford workers opportunities for growth and promotion as well as to gain a qualification that will give them access to obtaining a formal qualification.

Keywords: Training, Development, Policies, Staff Training, Employers, Employees, Government.

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## DEDICATION

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## LIST OF ABBREVIATIONS

ABET	Adult Basic Education and Training
CEPD	Convener of Continuing Education and Professional Development
CFO	Chief Financial Officer
CPUT	Cape Peninsula University of Technology
EEA	Employment Equity Act
ETDP SETA	Education Training Development Practices Sector Education Training Authority
FBREC	Faculty of Business Research Ethics Committee
FET	Further Education and Training
FTI	Further Training Institutions
HDC	Higher Degree Committee
HR	Human Resources
HRD	Human Resources Development
HRM	Human Resources Management
LGSETA	Local Government Sector Education and Training Authority
MDF	Manpower Development Fund
MFMA	Municipal Finance Management Act
NSA	National Skills Authority
NSDS	National Skills Development Strategy
POE	Portlio of evidence
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETA	Sector Education Training Authority
SGB	Standards Generating Body
SSP	Sector Skills Plan



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## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.1 INTRODUCTION**

South African public service institutions requires competent and experienced public servants in order to achieve good service delivery. Ongoing changes caused by radical economic and social issues in the labour market in recent years, have highlighted the central role played by the learning process in individual career development and organisational success. Contexts, skills and competencies rapidly change or become outdated and need to be continuously addressed by Government and other key role players so that the labour force becomes empowered and knowledgeable, as this is a strategic factor for global competitiveness.

Good service is one enabling objective for an efficient public administration model and is set out in The Constitution of the Republic of South Africa, 1996. The Human Resources (HR) processes of municipalities, as far as training and development interventions are concerned, ought to be geared towards selecting applicants who will acquire the appropriate competencies and expertise to deliver on the mandates required for employee and organisational growth. The research is aimed at identifying factors influencing employee participation in training and development initiatives at a selected municipality in the Western Cape.

As a Human Resource function, training and development initiatives are viewed as further investment in employees. Training and development initiatives also enhance performance for higher levels of effectiveness, greater efficiency and better economical provision of services. Therefore, training and development initiatives by a municipality ought to be fast-tracked to identify programmes which will train public servants in a variety of skills for improving performance.

The Training and Skills Development Agreement (TSDA) of the selected municipality in the Western Cape, highlights the importance of promoting the ability of employees to perform core delivery objectives. The aim is to implement successful programmes to

assist staff members to better perform their duties to achieve municipal mandates in a progressive and sustainable way. The above correlates with the HR training and development intervention aim which is to increase the ability of individuals to improve performance and productivity. In a nutshell, training deals with the improvement of job skills, while development deals with knowledge improvement.

According to Van Zyl (1982:523), "Training and Development is about educating employees to perform better, to educate employees beyond the requirements of their present positions. This will enable employees to prepare for promotion and to take a broader view of their role in the organisation". Better education for employees should better enable employees to broaden their roles and views in an organisation. In attempting to achieve this aim, Chapter 5 of the Local Government: Municipal Finance Management and Regulations Act (56 of 2003) on capacity building outlines that "the national and provincial government must, by agreement, assist municipalities in providing platforms for training and development in order to empower administrators to provide efficient, effective and transparent financial management".

## **1.2 BACKGROUND TO THE RESEARCH PROBLEM**

Administrative staff members of a selected municipality in the Western Cape have different perceptions regarding participation in training and development programmes. These perceptions result, at times, in a lack of adequate service delivery. Hence, a number of municipalities are faced with the problem of having unhappy ratepayers.

The training and development of municipal staff is a crucial intervention to develop employee confidence so that good service is rendered. Offering training and developmental opportunities to public sector staff not only empowers staff but also management teams. Management teams can then delegate tasks with the assurance that the key tasks will be carried out effectively and efficiently. The Municipal Finance Management Act (56 of 2003) stipulates that "the employer must, further, participate in skills training and development on all levels in the organisation. Employers must

commit themselves to the implementation and continuous participation in the succession planning and career path programme of the municipality”.

The succession plan of this specific municipality, reviewed on 25 June 2014, states that “the employer must accept responsibility for the training and development of all its employees subjected to the financial position of the municipality”. It further states that “the employer must participate in skills training and development on all levels in the organisation and commit itself to the implementation and continuous participation in the succession planning. Capacity building activities must be fully integrated into the overall objectives and formulated plans must be specific in order to be able to provide good service to the community”. In addition to the above, the succession planning states that “training must occur within an institutional, organisational and individual human resource framework that supports and reinforces the different training and development. To develop a framework which supports staff development is not easy – it requires an appropriate partnership between employers and recipients that will support a sound organisational development approach to capacity building. That will require commitment on the part of stakeholders and, importantly, it will also require time”.

The study is confined to a selected municipality in the Western Cape, South Africa. To date, most municipalities have not been able to plan a successful strategy to promote and support training and development of staff. Training and development programmes are still associated with capacity building. The goal of this study, therefore, is to analyse factors affecting training and development of employees in the workplace at the selected municipality. A Human Resource Development viewpoint of obtaining new interventions was adopted and was aimed at reconciling both the organisation’s and individual’s stances implied in the process. The qualitative methodology to investigate training and development interventions is to review the most recent information related to workplace training and development, with a special focus on administrative staff. Therefore; employers must give employees support so as to encourage to attend training and development intervention programmes, or part thereof, where employees have not fully developed the required abilities to do their jobs. The Municipal

Management Finance Act (MFMA) states that “effective training and development opportunities increase the learning capacity of individuals, through the development of learning-based interventions for the purpose of optimising human and organisational growth and effectiveness”.

### **1.3 PROBLEM STATEMENT**

The administrative staff of a selected municipality have different perceptions regarding training and development interventions. There is, therefore, a need for management to intervene and encourage staff to attend training and development opportunities to enhance their jobs. The Human Resources Department of this municipality arranges training for staff without doing a background check on the needs of staff members in terms of job performance and development. It is therefore important to know staff perception to understand their roles and how they can best contribute to the bigger picture, hence regarding employee perception, it is crucial for companies to ensure aggressive communication about its goals, mission, and vision to its employees.

This creates problems as these training interventions are arranged for staff who have different levels of education and, at times, work in different departments. The venue in which they accommodate staff is the same venue for all. A number of staff are discouraged because some are illiterate and the training would be conducted in a language in which participants are not fully conversant – participants decide to not attend. It is a fact that if staff members do not attend training initiatives or get developed in their jobs, their productivity is low. Low productivity manifests as poor service delivery in Local Government and, therefore, communities protest for their rights. Lack of capacity and lack of development in the workplace result in staff who underperform. It is very important that management teams invest in staff empowerment in order to motivate staff to do their jobs effectively and efficiently. Municipalities in South Africa constantly face the challenge of having dissatisfied communities due to lack of quality service delivery. It is the duty of organisations or municipalities to make sure staff deal with essential tasks and are trained and developed continually.



#### **1.4 PURPOSE OF THE STUDY**

The purpose of the study is to investigate administrative staff's perceptions of the potential benefits of participating in training and development initiatives. The study aims to also explore diverse factors influencing administrative staff's decision on whether or not to be involved in training and development programmes. This study intends to encourage organisations, including decision-makers and Human Resource Development practitioners, to establish relevant training needs, strategies and human interventions. Although many studies have examined the factors influencing employee participation in training and development initiatives, most studies have explored training and development opportunities as enhancing skills and performance rather than considering the role and contribution of training and development as interventions for growth.

One motive of organisational development is to develop the organisation through its people. According to Grievies and Redman (1999), "Training and development is related not only to the identity of human resource development as a tool to promote personal and organisational development, but also to increase the opportunity to understand the organisation's strategy in terms of organisational development and service delivery".

The study further clarifies and investigates the relationship between training interventions and development interventions of administrative staff. The study investigates diverse factors influencing administrative staff's decisions on participation in training and development interventions and encourages the organisation, including decision-makers and Human Resource development practitioners, to establish relevant strategies, structures and human-oriented interventions. The study is designed to explore employees' perceptions regarding training and development initiatives at a selected municipality and to gain insight into the factors which obstruct employees from participating in training and development programmes. The focus of this study is on administrative staff at a selected municipality.

## **1.5 RESEARCH QUESTIONS**

The following questions should be responded to in order to achieve the purpose of the study:

- What are employees' perceptions about training?
- How committed is the organisation to staff training and development initiatives?
- How does the workplace environment contribute to a lack of participation in training and development interventions arranged for administrative staff?
- What are the causes of lack of training and development interventions arranged for administrative staff?
- What training programmes are offered to staff in this municipality and how do these training interventions affect employee performance?
- What are the benefits of the programmes offered?
- What needs to be done to fast-track participation of administrative staff in training programmes?
- How will training and development interventions assist management teams with policy formulation and decision-making?
- How will training and development initiatives address the different needs of the staff?

## **1.6 RESEARCH OBJECTIVES**

To address the research problem, the following objectives were formulated:

- to explore administrative staff's perceptions of the potential benefits of participation;
- to investigate the commitment organisation has on staff training and development.
- to examine administrative staff's participation in training and development intervention activities offered through the Department of Human Resources;
- to investigate training intervention programmes that administrative staff are exposed to.

- to analyse whether training and development initiatives address the needs
- to determine the reason staff do not attend training and determine to analyse whether certain working conditions influence employee participation in training and development

## **1.7 SIGNIFICANCE OF THE STUDY**

The study will be significant to the Department of Human Resources and administrative staff in local government. In terms of contribution to better service delivery, it helped the municipal employers to manage and encourage employees to improve the way services are rendered. The study was the first to be conducted at this particular municipality. The aim was to assist in drafting a framework in support of the current system used for staff development. Thereafter, an overview of policies on employee participation, selection and training and development opportunities was undertaken to see if these components were relevant and in place. Furthermore, an evaluation of the training programmes, to test if the content was relevant and to test if the implementation of the skills was done effectively, was also done.

Employees must be motivated by employers to attend training and development courses to enhance their job performance. This study is significant for administrators as the focus is on administrative employees' perceptions regarding training and development interventions. It also added to the debate of the relationship between training and development interventions. According to Phillips and Stone (2002), "effective training not only increases employees' knowledge and skills and as a result raises employee performance, but also has some intangible benefits". The authors considered organisational commitment as one of the intangible benefits of training. Meyer and Herscovitch (2001) argue that, in turn, "high levels of effective commitment, producing quality work, meeting deadlines and competency are associated with valuable outcomes as opposed to lower withdrawal cognition and turnover, lower absenteeism, higher organisational citizenship behaviour and job performance".

In order to identify the reasons why staff do not participate in training and development interventions offered by the municipality, the data received from conducting the survey was assessed. This shed light on what was done previously and why employees lose interest in attending training and development interventions arranged by the organisation. The results of the study should provide management teams with a guiding document which provides a framework that highlights the strengths and weaknesses of the organisation. It will also broaden the knowledge of staff with respect to these issues.

## **1.8 PRELIMINARY LITERATURE REVIEW**

The preliminary literature is explained in terms of training and development interventions and aimed at uncover information by other researchers on training and development. According to Fink (2005:3), “literature review is defined as, a systematic, explicit and reproducible method for identifying, evaluating and synthesising an existing body of completed, recorded work produced by researchers, scholars and practitioners”. Fink (2005:3) further states that “to achieve this, it is necessary for high-quality research rather than rely on the second-hand interpretation of others”.

This study highlights relevant research results, as well as new aspects and problems which arise from primary information. These are then analysed. Most importantly, in writing the literature review, the purpose should be to convey to the reader, the knowledge and ideas the previous authors have established on the topic of training and development initiatives, what is being researched and what the strengths and weaknesses of employees are. Generally, the literature review must be defined by a guiding theory which is to investigate why employees do not attend training and development arranged for workers.

The study is designed to investigate employees’ perceptions of training and development opportunities at the selected municipality in the Western Cape, South Africa. The first step in developing skilled and experienced staff is to establish initial training objectives.

Thereafter, training needs of all administrative staff need to be identified. When those are established, objectives should be established for meeting the needs. One of the reasons why training interventions are not effective is because many organisational training programmes have no objectives. Most employees attend training simply because they are forced to attend and they have signed binding contract of having to attend a training session and that appears to be a norm. This means that this apathy contributes towards staff not performing their tasks in an effective and efficient way. If training is also implemented to a large number of training offered, it would be impossible to evaluate the strengths and weaknesses of training programmes. Van Zyl (1994).

## **1.9 RESEARCH METHODOLOGY AND DESIGN**

The aim of this section is to briefly describe the methodology used in this study. An explanation and justification for the methodological procedures used will be discussed.

This study utilised a single case study design. According to Creswell, (1994), "case studies are an exploration of a bounded system of a case or multiple cases over time through detail, in-depth data collection involving multiple sources of information rich in context". Creswell (1998:61) explains that "case studies are investigated because the interest is both uniqueness and commonality. There are reservations about some things the people share, just as they will question some of the things told about them. The scene is entered with a sincere interest in learning how they function in their ordinary pursuits and milieus and with a willingness to put aside many presumptions while we learn". "The single case study design or collective case study investigates several cases to gain insight into a central phenomenon" (Creswell, 2002). This study is a single case study which uses a questionnaire.

According to Robson as cited in Gray, (2004:108), research can be broadly categorised as exploratory, descriptive and explanatory. Exploratory research investigates new insights and happenings about a phenomenon. Gray, (2004:108), describes descriptive study data as characteristics about a phenomenon being studied whereas explanatory research is a type of research that seeks to establish and explore the relationship that

exists between variables. Furthermore, the “methodology is defined as a documented prose work. Documented prose work means organised analysis of the subject based on borrowed material with suitable acknowledgement and consultation in the main body of the paper” (Gray, 2004).

According to Gray (2004:108), “phenomenology is a study of experiences from the individual’s perspective”. Rubin and Babbie (1997:38) “describe qualitative study as study that can be conducted by adopting participant observation to collect data on naturally occurring behaviour in its real context”. For this research, the approach taken was qualitative and evaluative in nature. Rubin and Babbie (1997:26) define qualitative methods of research as methods “that emphasise depth of understanding and the deeper meaning of human experiences – it is used with the aim of generating theoretically richer observations”. This study is descriptive. There was not much interaction with participants and they were expected to describe how they feel about the situation.

In this case, the case study is as an integral part of the design. The study used mainly qualitative methods in order to gain understanding and insight into employees’ real life experiences in their workplaces.

### **1.9.1 Research Design**

The design chosen for this study is that of descriptive research design. It is conclusive in nature, as opposed to exploratory research. According to Mouton (2001), “descriptive research gathers quantifiable information that can be used for statistical inference on the target audience through data analysis. This study will not use statistician as the aim is not to use statistical inference. As a consequence, this type of research takes the form of closed-ended questions, which limit its ability to provide unique insights. The critical research paradigm aims not only at explaining and understanding society and situations but also at changing it for the better, which is the aim of this study, namely to have a workable solution to improve employees’ performance by affording them opportunities to be trained and developed in their

careers. It will focus on a critical understanding of the situation or practice being researched, in order to plan for transformative action”.

According to Ethridge (2004), “descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method”. “An important characteristic of descriptive research relates to the fact that while descriptive research can employ a number of variables, only one variable is required to conduct a descriptive study”.

As this study was descriptive, a qualitative approach was followed. According to Burns (2000), “qualitative research is useful for exploring and understanding a central phenomenon”. Creswell (2003) contends that “qualitative research is a field of study through disciplines and subject matter. It is naturalistic, in that its goal is to understand behaviour in a natural setting”. Cohen (2000:1) states that “the qualitative research approach uses concepts and clarifications so as to attempt to interpret human behaviour in a way that reflects not only the analyst’s view, but also the views of the people whose behaviour is being described. The emphasis is on verbal description, as opposed to numerical description”. Straus and Corbin (1990), “describe qualitative research as a kind of research in which findings are not arrived at by means of statistical procedures”.

Straus and Corbin (1990) added that “qualitative research is characterised as a methodology that enables in-depth and detailed analysis within the context of a limited number of participants”. In this research, the qualitative approach was followed in order to focus on an understanding of the situation or practice being researched from the perspective of those experiencing the phenomenon. This was done to understand and represent workers’ perceptions, experiences and needs concerning the training and development of staff individually.

### 1.9.2 Data Collection

According to Mouton (2002:141), “data collection simply means gathering that which will prove your hypothesis or research question whether wrong or right and that will depend upon the information one obtained during data collection. That is, people will observe what is happening around them, which means that one has observed some behaviour for instance, and made some control”. Management is defined as, “a process of planning, organising, leading and controlling the work of organisational resources to achieve stated organisational goals” (Weinbach, 2003:218).

Data collection was obtained through employing a semi-structured questionnaire. This study used survey data gathering to collect information. The data was collected through semi-structured questionnaires returned from all the participants and the findings were collated on an Excel spreadsheet. According to Glesne (1999:130) “data has to be broken up into manageable themes, patterns, trends and relationships in order to make sense of it. It is important that first-hand information is gathered”. According to Welman, Kruger and Mitchelle 2007, “primary data is collected for the research for the purpose of the study at hand and secondary data is information collected by individuals and institutions other than the researcher and was collected through journals”.

This study has chosen the questionnaire as a source of data collection. Participants, during their work schedules, could make time to complete the questionnaire and email it back. Questionnaires are advantageous in that it reaches a wider audience as opposed to interviews. However, it has the disadvantage of not being able to customise questions as is possible with other methods of data collection. The research model used was semi-structured. A semi-structured survey represents characteristics of both a structured questionnaire (closed-ended items) and the characteristics of an in-depth unstructured questionnaire. According to du Plooy (2009), a semi-structured questionnaire “is scheduled to understand how the respondents’ frame of meaning is constructed. Understanding another persons meaning construction is an extremely delicate process that requires the researcher to be very sensitive to respondents.”



Semi-structured questionnaires were administered per department in different directorates and areas. The sample that was used was that of non-probability. The questionnaire was sent to administrative officers to determine their perceptions of and attitudes towards training and development interventions.

The semi-structured questionnaire was administered to fifty (50) staff members at the selected departments. The reasons for including these participants in the study were that it was easy to reach them since they were available and are currently still working at the selected department. The participants also held specific information pertinent to the study. Data was analysed by means of an Excel spreadsheet. The study investigated factors which influence employee participation in training and development interventions.

An email was sent to the management staff requesting permission to conduct the research. Thereafter, an email was sent to selected staff members informing them of the intention to administer the research survey. This was done in order to be able to collect different views from different participants with different levels of education. An email consisting of a number of questions for the purpose of gathering information from participants was sent to employees who were chosen as a target population.

Questionnaires were collected from all participants and data was collated on an Excel spreadsheet. The study investigated the factors which influenced employee participation in training and development programmes. The study also highlights factors which influence the selection of clerical staff at the selected municipality in the Western Cape. Responses to questions were limited by the fact that some of the participants may not have been able to read the questions and respond accordingly. The responses (primary information) then had to be read through and understood in order to formulate an analysis.

## **1.10 DATA ANALYSIS**

According to Rossman (1990:111), “data analysis is a procedure that maintains structure to the frame of gathered information. Data analysis is a pursuit for answers about relations in the in the middle of groupings of facts. Qualitative data is data that is not easily reduced to numbers. Data should be analysed by means of summaries which should contain key points that emerge from undertaking the specific activity”. The facts generated in the study were analysed using excel spreadsheet.

### **1.10.1 Ethical Statement**

Permission was sought from the selected municipality in the Western Cape to conduct the research. A covering letter was attached to the questionnaire assuring participants their participation would be voluntary, and their identities would not be divulged. Furthermore, all information would be treated in the strictest confidence. Assurance was also given that participants could withdraw from the project at any time. A draft questionnaire was submitted to the Faculty Ethics Committee of the Human Sciences Research Council for approval.

## **1.11 ETHICAL CONSIDERATION**

The researcher ensured that informed consent was prepared. This step clarifies the purpose of the research, highlights what is expected of the participants and details procedures (how long data would be stored, who would have access and how anonymity is guaranteed). This was going to give the researcher time frame within which to analyse the data. The contract was understood by the participants. This contract also included the fact that the participants would be given the results. When this research was undertaken, various sources were consulted in order to ensure that this study meets acceptable ethical guidelines. As a researcher, the importance of successfully putting together the study, relies on making sure that all involved in the study also undertake to abide by the Code of Research Ethics of the Human Sciences

Research Council. Participants in the survey should know they are taking part in the study and that this study would be carried out with their consent.

This consent is voluntary and should be based on an adequate understanding of the survey. In order to give participants a clear understanding of the study, the following documents were provided:

- a letter of invitation; and
- an information statement from the researcher.
- approval to conduct the study from the senior management at the selected municipality of the Western Cape.
- Participant's consent to participate was also sought; and
- Institutional ethics clearance letter.

The study ensured the following ethical considerations:

- participation would be voluntary;
- consent forms would be completed to collect information from the participants;
- the information of the participants would remain confidential;
- information would not be made available to anyone who was not directly involved in the study; and
- secrecy would be guaranteed by keeping the participants anonymous throughout the study.

## **1.12 ORGANISATION OF CHAPTERS**

**The study is organised into five (5) chapters, as outlined below:**

### **CHAPTER ONE: INTRODUCTION AND BACKGROUND**

This chapter forwards a statement of the problem, research objectives, research questions, the significance of the study, the research methodology, data collection and a comment on the analysis of the data.

### **CHAPTER TWO: LITERATURE REVIEW**

This chapter provides a theoretical overview of the factors influencing participation and development of administrative staff at a selected municipality in the Western Cape.

### **CHAPTER THREE: RESEARCH METHODOLOGY**

The chapter forwards the research methodology employed which entailed descriptive qualitative research with case study.

### **CHAPTER FOUR: DATA ANALYSIS**

This chapter analyses the research data.

### **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIO**

This chapter concludes the study and forwards conclusions and recommendations about how capacity building impacts service delivery at the selected municipality in the Western Cape, South Africa.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Chapter one introduced the study by providing background to the research problem, the problem statement, the research objectives and the research questions. It also highlighted the significance of the study. The purpose of this chapter is to provide a review of the literature regarding employee training and development initiatives. Research evidence, according to Jehanzeb, Rasheed and Rasheed (2013:3), shows that “trained employees are more likely to be committed to work and are less likely to leave, yet pay differentials and other organisational factors and policies can influence employees’ turnover. Nevertheless, it is worthy to state that individual perceptions or values have a strong bearing on turnover decisions particularly when there are training and career progression opportunities”. Therefore, employees who are afforded training and development intervention opportunities are more likely to retain their jobs than quit (Harris, 1990).

The South African public sector institutions are faced with huge challenges when it comes to providing quality services to the public – there is often difficulty in ensuring services of good standard. A need exists to empower employees’ with capacity by providing training programmes which improve good service delivery. The previous chapter attempted to outline the importance of introducing skills development, training interventions and capacity building programmes at an identified municipality in the Western Cape. This study highlighted relevant research results, as well as new aspects and problems which arise from primary information. These were analysed. Most importantly, in writing the literature review, the purpose was to convey to the reader, the knowledge and ideas previous authors established on the topic of training and development initiatives, what is being researched and what the strengths and weaknesses of employees are. Generally, the literature review defined by a guiding theory which is to investigate why employees do not attend training and development arranged for workers.

The study is designed to investigate employees' perceptions of training and development opportunities at the selected municipality in the Western Cape, South Africa. The first step in developing skilled and experienced staff is to establish initial training objectives. Thereafter, training needs of all administrative staff need to be identified. When those are established, objectives should be established for meeting the needs. One of the reasons why training interventions are not effective is because many organisational training programmes have no objectives.

Fraser-Moleketi, 2007, cited in Naidoo (20019) believes that while number of initiatives undertaken by the South African public service on management development had moved in the right direction. He believes a number of challenges remained. Most employees attend training simply because they are forced to attend and they have signed binding contract of having to attend a training session and that appears to be a norm. This means that this apathy contributes towards staff not performing their tasks in an effective and efficient way. If training is also implemented to increase number of training offered, it would be impossible to evaluate the strengths and weaknesses of training programmes. Van Zyl (1994).

In order to identify the reasons why staff do not participate in training and development interventions offered by the municipality, the data received from conducting the survey was assessed. This shed light on what was done previously and why employees lose interest in attending training and development interventions arranged by the organisation. The results of the study should provide management teams with a guiding document which provides a framework that highlights the strengths and weaknesses of the organisation. It will also broaden the knowledge of staff with respect to these issues.

This chapter looked at providing an overview of training and development initiatives and provide a theoretical explanation of skills development and capacity building. The significance of training programmes, the relevant legislation relating to training and development programmes and the significance of skills development will also be

outlined. The chapter also explained and elaborated on concepts like, amongst others, skills development, training of employees, capacity building and workplace skills plans.

According to Cooper and Schindler (1982:523), "Training and development are aimed at increasing the ability of individuals to improve performance and productivity". Training deals with the improvement of job skills, while development programmes are designed to increase knowledge. According to van Zyl (1994:9-12), "it is important to educate employees beyond the requirements of their present positions", so as to be able to afford employees opportunities within the organisation for promotion. Van Zyl (1994) further states that "employees have a crucial role in making sure that employees get trained and are developed to improve their capabilities. This should enable employees to be prepared for promotion and be able to take a broader view of their role in the organisation".

A number of sources such as training and development policies, work plans, recruitment and selection policies, legislation, books, journals and electronic data were consulted in order to review the study. The administrator's work model is particularly important. The model serves as a guide on the steps to be followed in order to develop staff. Of specific significance is the improvement of philosophising skills, functional skills and administrative skills. This implies that administrative functions, as enumerated in the leadership domain, require specific skills for which a staff member must be trained in order to carry out duties and tasks effectively. To ensure that training and development interventions are not neglected, it is essential that these be incorporated as a goal of the organisation or it should be ensured that it is in line with the organisation's vision and strategic planning.

A review of international and South African literature was also undertaken to provide insight into what was previously researched on employee participation in training and development interventions. The chapter includes the identification of training needs, establishing training objectives, types of training and development interventions of staff, selection of participants, benefits of training and development programmes, career competencies, on-the-job training, off-the-job training, career paths, the role of training and development interventions, the impact of training and development interventions and the importance of training and organisational performance.

## 2.2 APPROACHES TO TRAINING AND DEVELOPMENT

For an organization to succeed a strategy should be in place to approach training and development. Failing to adopt a plan on how the training and development will be executed may result in services not rendered the manner in which it should. McNamara (1997) describes different approaches and highlights important aspects on the systematic approach. McNamara (1997), believe this system helps to ensure organisational performance as well as performance of employees. He goes on to discuss systematic approach as a system used to test training which includes taking time to analyse the needs of employees as well as the organisational requirements. This researcher believes, employees whose performance is not certisfactory can still be contacted to determine how they can further be assisted to development skills to better their duties. Findings from Mpofu and Hlatywayo shows that, importance of highly qualified facilitators designing and presenting employee training and development programs in order to contribute to improved performance. This is noted in McNamara (1997) definition that, a systematic approach also includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results in the organisation.

On the other side, Mpofu and Hlatywayo (2015) recommends that municipalities among other things need to increase the number of employees attending training and development in order to improve service delivery. Further to the recommendation, authors believe this can be done by providing incentives that may motivate employees to take part in training and development programs. These authors believe increasing salary can also be used as a motivating factor. As a researcher, I don't totally agree with them as, I believe employees need to enjoy the job they doing, in that alone, one get motivated to be at work.

McNamara (1997), highlights that, effective training and development includes using sound principles of performance management and good, basic training techniques. In acknowledging that he list the processes to be followed and phases that could be followed as:



- “an analysis of the organisational needs and training goals which, when reached, will equip learners with knowledge and skills to meet the organisation’s needs. Usually this phase also includes identifying when training should occur and who should attend as learners;
- designing a training system that learners and trainers can implement to meet the learning goals. This typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content and sequence of lessons; and
- developing a training ‘package’ of resources and materials including, for example, developing audio-visuais, graphics and manuals to implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities such as copying, scheduling facilities, taking attendance data and billing learners” (McNamara, 1997).

Mpofu and Hlatywayo (2015) believes quality employee training and development that can be achieved from quality programs and highly qualified facilitators leads to improved employee performance and consequently improves service delivery. This is supported by Nadler (1984:1-16), who believes all the human resource development activities are meant to improve performance of the present job of the individual. To train new skills for new jobs or new positions in the future and to foster general growth for both individuals and the organisation so as to be able to meet the organisation’s current and future objectives. Furthermore; a systems approach ensures a comprehensive training process that remains focused on the needs of the organization.

Hameed and Waheed (2011), wrote research evaluating theoretical framework and models linked with the development of employee and the impact of these models on the performance of employees. These writers believes that, employees are essential elements for an organisation. Therefore; companies need to be advised to engage in employee development and should invest large sums of money in this regard. The study suggests certain planned key variables which include skills growth, employee learning, employee attitude, self-directed learning and employee performance.

For this study the proposed on-the-job models as an intervention was discussed in the training and development paper to clarify the connotation of the identified variables with employee development and investing a large lump sum of money in this regard. Organisations can select two different methods for the enhancement of training and development interventions of skills of its employees. Van Zyl (1994:12) “indicates that firstly, on-the-job training could be provided to employees while conducting their regular work and, secondly, off-the-job training could be provided where employees work away from their usual environments”. For most employees this a winning system to give training to employees. It exposes employee to different approaches.

Van Zyl (1994) explains about, On-the-job training as training that includes, but is not limited to, job rotations and transfers, coaching and/or mentoring” On the one hand, off-the-job training includes conferences and role playing. Armstrong (1995) seem not to be sure as argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at a desk. These arguments shows viewpoints of different organisations which are motivated to take on different training methods for a number of reasons, depending on the organisation’s strategy, goals and resources available, and subjected to the needs identified at the time. These also look at the target group to be trained which may include individual workers, groups, teams, departments or the entire organisation.

Administrative staff of the selected municipality have different perceptions about training and development. The study is designed to examine employees’ perceptions regarding training and development interventions of staff at the selected municipality as well as to examine contextual factors restricting employees from participating in training and development interventions. The chapter will deliver brief explanations or analyses of past and present studies on employee participation in training and development interventions which were retrieved from articles, journals, public books and authentic websites. Since South African public sector institutions are faced with the challenge of providing good service delivery, it is imperative to expand capacity by providing relevant training programmes for employees. Raddon and Sung (2006:3)

argue that “in many countries, the skills policy framework aims to embrace and deliver on multiple objectives for training and development”.

### **2.3 LEGISLATIVE COMPONENT OF TRAINING AND DEVELOPMENT**

Legislation is explained in terms of the national Code of Good Practice for employment and conditions of the selected municipality under which employees should work. This will give guidance on standards and norms needed to be followed or adhered to when training and development intervention are implemented. Firstly, the research study will look at the importance of education for employees and training and development interventions arranged for employees in South Africa. Thereafter, it will discuss different legislation pertaining to training and development.

The relevant legislation and policies that have a bearing on the current research should be reviewed so as to provide a legislative framework. The framework relates to the three spheres of government with a focus on Local Government. In this chapter, the relevant policies and legislative frameworks pertaining to training and development are reviewed in order to develop workable framework.

The chapter provides direction for policymakers, employers and employees responsible for staff training and development interventions. It attempts to clarify the appropriateness and effectiveness of what should be done in as far as their legal responsibilities are concerned. According to Pretorius, Klinck and Ngwena (2001:1-10), “the overall purpose of these laws is to facilitate the development and improvement of the skill of the South African workforce and to uplift the employment and promotion prospects of previously disadvantaged employees by means of training and education”.

A selection of relevant legislation is presented in this chapter. The larger context should be in line with National Government’s approach to education, training, development, and the setting of standards for education and training in general, as different to the context of the workplace. An overview of the legislation assisted in formulating a well-structured and fact-based study which will facilitated identification of the reasons as to

why employees do not want to get involved in training and development programmes. This also gives a clear indication of what is really experienced by employees when losing interest in training and development initiatives, and what can be done to assist in acquiring skills which will assist them in their day-to-day work.

### **2.3.1 The Importance of Education, Training and Development in South Africa**

In South Africa, new initiatives have been launched by Government that are looking at raising the scope of training and development interventions in the country. Other researchers have own view on government stance in training and development. Fraser-Moleketi cited by G Naidoo, (2007:3) points out that while a number of initiatives undertaken by the South African public service on management development had moved in the right direction, a number of challenges remained. Schacter (2000:77) criticised the lack of appropriate leadership training, the duplication of training in some departments, the poor quality training, and the ad hoc or crisis training which takes place in most municipalities.

Government initiatives if followed and implemented may assist most municipalities. One of the initiative by government comprise the South African Qualifications Authority (SAQA) Act (58 of 1995) in which the National Qualifications Framework was outlined, the Skills Development Act (97 of 1998), the Skills Levies Act (9 of 1999) and the Employment Equity Act (55 of 1998).

The general purposes of these initiatives are to:

- “increase the level of investment in education and training in the labour market and to improve service delivery to our communities;
- encourage and coordinate training activities in South Africa;
- provide an institutional structure in which the training needs of employees in South Africa can be met; and
- redress discrimination in education, training and development and ensure equal access to education and training for all South Africans”. South African Qualifications Authority (SAQA) Act (58 of 1995)

Pretorius, Klinck and Ngwena 2001:8-142 caution that “when employers develop training programmes, the Skills Development Act must be taken into account, and describes the objectives of the SAQA (Act 58 of 1995) as orientation, management skills, and operational skills of employees”. Training and development concepts underpin any employee development programme and these should be considered in order to understand what the duties entail. Kottke (1999:122) states that “employees’ development programmes must comprise of core proficiencies and appropriate structure through which organisations develop their businesses at corporate level”.

Kottke (1999:122) furthermore argues that “the basic function of the theory is to gain knowledge, cooperation, inventive thinking and problem solving. Fundamental goals of several employee development deliver the mission of the organisation and support workers to learn the culture of the “organisation”. The requirements for training programme for employees raises job satisfaction and help to understand the culture of organisation, which lead to the success of the organisation. Should these aims be noted in municipalities, it could provide help to the strategic goals of business by facilitating learning chances and support organisational culture”.

### **2.3.2 Legislative Framework**

The following statutory legislation are discussed:

- The Manpower Training Act (56 of 1981);
- The Skills Development Act (97 of 1998);
- The Skills Development Levies Act (9 of 1999);
- The Employment Equity Act (56 of 1998);
- The National Skills Authority (NSA);
- The Sector Education and Training Authorities (SETAs); and
- The Green Paper of 1997 on Skills Development Strategy for Economic and Employment Growth in South Africa

The Manpower Training Act (56 of 1981) seeks to “provide for the promotion and regulation of the training of manpower and the establishment of a National Training Board”. The new demand in private and public sector organisations has placed pressure on top management teams to start looking at ways to address the lack of training and development interventions and to start addressing employees who are not achieving the desired standard of performance. This will be seen as a strategic intervention by management teams and it will assist employees to perform their duties effectively.

The Manpower Development Fund (MDF) is a fund for providing training programmes of unemployed persons in the workplace, it is there to create opportunities on a broader spectrum of employees, not only to certain individuals, organisations or groups. If accredited training centres are established, organisations are assisted in terms of those employees who are unable to an administrative job to acquire qualifications. Employers will be able to arrange in-house training that should be convenient for everyone.

The Manpower Training Act (56 of 1981) provides for the “establishment, accreditation, functions and powers of training boards, the registration of regional training centres, private training centres and industry training centres, and the imposition on certain employers of a levy in aid of training and for matters connected to focus on the well-being of the people of South Africa”. The Manpower Training Act (56 of 1981), intends to “empower employed and unemployed people by providing resources such as those mentioned above. The resources will be freely available to people who need training in order for them to perform effectively in their jobs as well as to those seeking employment”.

Ramalibana, (2005) believes, when analysing the importance of education and training and development interventions for employees in South Africa, one must understand that education is an essential gift anyone can acquire to better one’s living circumstances, especially in an under-developed country such as South Africa. Unemployment is still high due to a lack of resources in Government as well as some companies employing people with no skills. Most graduates are unemployed, with

qualifications, due to a lack of experience, knowledge or skills to carry out tasks. Some have not been exposed to working environments which leads to a lack of acquiring the necessary skills from training programmes. They also have no experience and for those reasons companies do not want to hire them. Introducing the South African Qualifications Authority Act (1995) has been a great move by the government. Employees do not have to leave employment to go back to school but can still attend training programmes offered in their workplace while working. A number of organisations have welcomed the initiative and are introducing their staff to the new opportunities.

Ramalibana (2005:37) states that “in South Africa, new government initiatives have been launched to raise the profile of training and development in the country”. These initiatives have partly worked to people’s advantage, especially employees who have been marginalised previously and who do not have adequate skills and training to perform their duties to the standard that is expected. The initiative taken by Government was to draft regulations to address the problem faced by the country of Training and Development interventions. All these Acts complement each other and organisations need to understand them all for the benefit of their employees.

The Manpower Training Act (56 of 1981) highlights the significance of motivating employees to participate in training and development programmes. Training, development and education go hand in hand and together they provide opportunities for communication of new organisational strategies and values and improved ways of doing one’s job. Training and development interventions need to be aligned with an organisation’s vision, mission and goals and employers must be able to provide career development for each individual in the workplace. Every employer has the responsibility of motivating their staff.

An organisation that invests in staff, is a winning organisation. If one pays attention to municipalities who invest in employees, it can be seen that the protests over the lack of service delivery are very limited. When the statements of these municipalities are audited, they receive clean audit statuses due to the fact that employees understand

and know what they are doing. Ramalibana (2005:37), in his study, agrees with the vision of the Manpower Training Act (56 of 1981) and further highlights the South African government's initiative in investing considerably in education. It is important that employees read and understand this Act in conjunction with other legislation so as to better get an idea of what is offered to employees. Most employees miss out on opportunities because they do not understand what they must do to access these opportunities. The Manpower Training Act (56 of 1981) is incorporated in this research because it deals mainly with the training and development interventions of employed and unemployed persons, gives guidance on processes that need to be followed and highlights what the government has in place to address the concerns around training and development interventions in the workplace.

The Skills Development Act (97 of 1998) focuses on both employed and unemployed persons who are interested in undergoing training and development to empower and enhance their careers. The government has measures in place to address the shortage of training and development interventions in South Africa, however, there is very slow service delivery and implementation. There is a lack of skilled employees in certain positions, hence, the research aims to offer reasons as to why employees do not want to attend training interventions organised by employers. The study also addresses what training should be offered and who should be trained and developed in the public sector. That is done to highlight how employees could work effectively and efficiently. Failing to identify key training initiatives for employees will hamper the goals of the organisation. Employers need to take cognisance of what staff need and not what they think staff need.

The Skills Development Act (97 of 1998) seeks to “develop the skills of the South African workforce. In so doing, the standard of living of people will be enhanced. The number of people who are unemployed will be reduced as well as those who depend on the government. When one employee is developed, a nation is developed. Employers need to take cognisance of what is important for employees”. The Skills Development Act (97 of 1998) differs slightly from the Manpower Act (56 of 1981), even though the aim seems to be the same which is to empower and develop the people of South Africa.



The Skills Development Act (97 of 1998) focuses more on improving people for improved productivity whereas the Manpower Act (56 of 1981) makes resources available for people to perform their tasks easily. The Skills Development Act (97 of 1998) further encourages employers to “use the workplace as an active learning environment. It also provides opportunities for employees to acquire new skills and allows for new entrants entering the labour market to gain work experience”. The Skills Development Act (97 of 1998) furthermore seeks to “improve the employment prospects of a person previously disadvantaged by unfair discrimination. It also seeks to redress the disadvantages through training and development.

The government has developed policies to address the injustices and everyone needs to understand it is a process. Only through skills development and training can it be achieved”. According to Ballie (2008:30), “training and development or the acquisition of productive skills by employees, are fundamentally important, adding value to them as individuals, as well as enhancing their worth to the public institution”. Ballie (2008:30) further states that “public servants are obliged to improve their skills and abilities”.

The Skills Development Act (97 of 1998) aims to “improve the skills of workers by promoting education and training in the workplace”. Machaki (2014) adds and acknowledges that “the Act governs the National Skills Authority Fund, the Skills Development Levy Grant Scheme, the Sector Education Training Authorities (SETAs), labour centres and the Skills Development Planning Unit”. What transpires is that all these bodies promote “partnerships between the public and private sectors of the economy and help new entrants into the labour market to find work” (Machaki, 2014).

The Skills Development Act (97 of 1998) also ensures quality of training and development interventions in South Africa. It includes skills audits as a tool to investigate an organisation’s plan to establish which training interventions will be introduced. It also looks at how the organisation is going to benefit should these programmes be introduced. This is, in essence, a good idea, as employees enjoy getting involved in activities they like. This prevents having employers availing themselves for

training programmes for which no needs assessment had been done. This, furthermore, provides employees with opportunities that focus on abilities and areas that might benefit all employees. The Skills Development Act (97 of 1998) aims to “develop training according to the needs of employees and also guides on what type of training must be considered to enhance employees performance, who needs to be trained and what criteria need to be used to identify suitable candidates”.

Mohapi (2011:3) indicates, “that the Act is in line with the National Skills Development Strategy (NSDS) and points out that it decentralises the strategy to each Sector Education and Training Authority (SETA) meeting the skills required of each sector. The South African government has recognised, even though not entirely, the significant roles and contribution a skilled, semi-skilled and knowledge-based workforce can offer the public when rendering service”. There is still more that government can do in terms of making sure that those who have the knowledge are utilised effectively and efficiently and not deploy politicians who sometimes do not even know the profile of the portfolio of which they are in charge.

Ramalibana (2005:38) discusses the Skills Development Act (97 of 1998) pointing out that “the budget allocation may be an employment policy or practice that adversely affects members of the designated group in ways such as evaluating requests for training grants, the allocation of resources for equipment or technical assistance and decisions relating to the promotion”. Furthermore, “if an employer identifies an employment barrier within e.g. the area of training and development, then, in terms of section 15(2) (a) of the Skills Development Act (97 of 1998), the employer must formulate an ‘affirmative action measure’ to counter every employment barrier identified and should bear in mind that the removal of a barrier does not necessarily redress the disadvantage”.

The statement above is an indication that if the budget allocation can be utilised effectively for what it is allocated, the problem, faced by most employees of not being offered training and development opportunities in the fields they feel most comfortable with, can be overcome. It is crucial that employees expose themselves to

training and development programmes in the fields they feel most comfortable with. This will allow them to express themselves clearly and understand the training that is being offered which will result in them having confidence in their jobs and being able to solve the problem of nation-wide lack of service delivery.

Pretorius *et al.* (2001:8) states that “when employers seek to develop skills by means of training programmes, they must take care to eliminate direct or indirect forms of discrimination which may adversely affect the full and effective participation of employees in such programmes”. Many employees lose interest due to the experience they encounter with supervisors or managers who may be biased when choosing employees to participate in programmes.

At times, employees attend as a group where individuals speak different languages and the language used in the training programmes may not be understood by all the above statement is incorporated in the research due to a list put together by the researcher pointing out pitfalls to avoid. Everyone involved in training initiatives should make an effort to convey the long-term value of skills development, especially in organisations where management teams do not taking training and development initiatives seriously. Trainers and students should be made aware of the benefits of voluntary skilling and the role it plays in sustained employability and economic development.

Pretorius *et al.* (2001:8-142) furthermore state that “alignment of training needs which do not go along with the goals and vision of the organisation, for example, to offer lower ranking employees (where many of the members of the designated groups are found) or offer training in current job skills only, ... fail to offer training to enhance the employee’s prospects for promotion. While senior staff (who generally come from the more advantaged sections of the community) receive training opportunities that prepare them for promotion”. The neediest audience for skills development programmes are adult people who are already in the workplace. One needs to understand that teaching and training an adult is not as easy as teaching children. Adults have real-world experience based on their interactions and informal learning

that need to be valued and considered while developing and delivering training. In fact, well-equipped staff will be motivated and engaged, and this will assist with acquiring new knowledge and skills within the time set for them.

Pretorius *et al.* (2001:8) belief is that “scheduling of training may be indirectly discriminatory if, for example, it is scheduled for weekends or evenings only, or only during the day (which can exclude staff who work night shifts), or conflicts with religious observances, or is of a duration that prevents the freedom of designated employees in certain types of work to attend training”. If organization’s can consult with employees to discuss what will be acceptable to them instead of assuming as Pretorius (2001:8) describes as discriminatory, problem will be resolved.

The Skills Development Act (97 of 1998) addresses and highlights the need to “place greater emphasis on the continuing professional development of all staff to ensure that they are competent to do their jobs and to achieve equality and equity targets in the workplace”. It is important that employers assess the workers all the time to be able to point out what employees are lacking. Incompetent staff will lead to protests by communities for lack of service delivery.

The Skills Development Act (97 of 1998) also reflects equal opportunities and reasonable treatment of staff and advises that, “employers and organisations take notice of its guidance, which in the long run will result in positive attitudes, increased productivity and happy staff members in an organisations”. It will reduce the occurrence of unnecessary protests. Lastly, it can be seen that the above Act is very important and government departments need to familiarise themselves with the content. The Skills Development Levies Act (9 of 1999) is an act that looks at wellbeing of employees as it ensures sufficient funds are allocated and available to organisations for developing the skills of the workforce, by means of consultations with the Minister of Finance and by notice in the Government Gazette. It determines all employers that fall within the jurisdiction of any SETA specified in that notice, pay the levy to (a) that SETA or (b) a body nominated by the SETA and approved by the Minister to collect the

levy on behalf of that SETA. The Skills Development Levies Act (9 of 1999) complements the Skills Development Act (97 of 1998).

The Skills Development Levies Act (9 of 1999) is crucial for assisting those who still want to further their studies and acquire training in certain fields. The government has attempted very well to invest in it and it has key elements Government and private institutions can follow to successfully implement services. The Act is followed well by government departments, including municipalities. If government departments and municipalities were to follow the guidance of the Act and implement what is stated in policies, in the end, they would succeed at rendering efficient services to the public. The Skills Development Levies Act aims to “monitor funds allocated, if they are used effectively and also see to it that they are used for the purpose they are allocated for. It is, therefore, critical that public service institutions have the required skills to effectively discharge their mandates”.

The Skills Development Levies Act (9 of 1999) introduces a compulsory levy that is equivalent to one percent of the payroll of each organisation. All organisations that contribute towards the levy are entitled to receive a portion of their contributions back in the form of levy grants that carry out accredited training that meets the criteria linked to the sector skills plan.

Most government departments allow employees to utilise funds available in the Skills Levies Act (9 of 1999) in order to be able to secure permanent jobs with the skills acquired from training programmes. However, those who do not attend training interventions, struggle. Some of the departments are still behind with implementing this policy. As a result, one cannot be certain if or how they utilise the funds availed for employees by the government. The Skills Development Act (9 of 1999) also makes provision for employees who would like to empower and equip themselves without having to leave their jobs. It is crucial that employees are informed of the funds and opportunities available to them. It is the employer’s duty to make sure that the information reaches everyone in the organisation so as to avoid the perception of being seen as favouring certain people.

The Employment Equity Act (55 of 1998) came into effect on 9 August 1999. One of the aims of the Employment Equity Act is to achieve equity in the workplace, by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination. The Employment Equity Act (55 of 1998) also intends to “redress the aggressively discriminatory employment practices of the Apartheid era, as well as the significant responsibilities on the employer towards staff appointed in terms of this Act”. This Act addresses the inequality formulated in the Act of the previous government.

The Employment Equity Act (55 of 1998) also seeks to implement affirmative action measures to redress the disadvantages in employment experienced by designated groups, to ensure their equitable representation in all occupational categories and levels in the workforce”. Currently, a challenge faced by previously disadvantaged people in the workplace is that most previously disadvantaged people are still mistreated and discriminated against by people in power. Disparity among people doing the same job is still a major problem in South Africa. This happens in both the private and public sectors. The Employment Equity Act challenges this and aims to fix the gaps. It acts as a mediator and can only work if management follows it and implements it correctly.

The Employment Equity Act (55 of 1998) also aims to regulate how people within an organisation are managed in terms of their skills, roles and remuneration in a fair and non-discriminatory manner”. Interestingly, the Levies Act makes funds available or presents ways and means of providing funding for employees. Most employees have no knowledge of these opportunities, hence management teams need to keep them informed and identify employees who need to participate in training and development initiatives. The Employment Equity Act also speaks of the barriers created due to racial discrimination and this should not be the case. However, in South Africa, racial discrimination is still prevalent. The Act, then, is trying to address this and create equal opportunities for all.

The Employment Equity Act recognises that as a result of Apartheid and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market and that those disparities create such pronounced disadvantages for certain categories of people, that they cannot be redressed simply by repealing discriminatory laws”. The Employment Equity Act (Act 55 of 1998), therefore:

- “promotes the constitutional right of equality and the exercise of true democracy;
- eliminates unfair discrimination in employment;
- ensures the implementation of employment equity to redress the effects of discrimination;
- aims to achieve a diverse workforce broadly representative of our people;
- promotes economic development and efficiency in the workforce; and
- gives effect to the obligations of the Republic as a member of the International Labour Organisation”.

The Employment Equity Act (55 of 1998) plays an important role in society. Government departments should monitor the implementation of all the legislation approved and implement it well. As stated previously, the Act can address the gap. The gap, however, between the haves and the have-nots, will not be closed in the near future as it is a process that may take many years. It will be good for the government to have public servants who are committed to providing good services and who always refer to what the Act specifies. In so doing, there should be no challenges or differences, as is the current reality, among people doing the same job.

Furthermore, the Employment Equity Act (55 of 1998) elaborates that “processes around recruitment and advancement within the business also need to be managed with the Act in mind, so that organisations are always on track. This raises a critical issue for organisations. While endeavouring to meet their strategic objectives, they are also driven by an element of compliance”. It is, therefore, critical for the public sector to align their compliance requirements with the overall organisational strategy and objectives, which can ease the problem encountered by most public services.

The Skills Development Levies Act (9 of 1999) and the Employment Equity Act (55 of 1998) are complementary and, according to Pretorius, Klinck and Ngwena (2002:10-12), Section 19 of the Employment Equity Act asks employers to analyse their employment policies, practices and procedures and the working environment, and then to draw up a profile of their employees for each category. The authors mention this in order to identify employment barriers and to discover the extent in which employees from designated groups are under-represented.

For the purpose of this research, the Skills Development Levies Act (9 of 1999) should then give correct measures to be used to assist in addressing what previously happened. Ramalibana (2005) states that, “the employment barriers caused by designated group members, work or try to perform not to achieve the same level of advancement or not to be valued as much as others”. Furthermore, Ramalibana states that “policies and practices connected with training and development, including training methodologies and strategies, are areas which may possibly pose an employment barrier.

The government departments draft policies which are more in line with their goals and vision. What is stated on paper, at times, may not easily be implemented. Organisations must be able to understand the workforce and put together documents inclusive of all the organisation’s needs in order to build its image. This will include the training and development of staff. Most importantly, before an organisation embarks on any compliance agendas, educating staff is key. According to the Employment Equity Act, this is done “to ensure that all employees are aware of what employers are trying to achieve and that it is vital for organisations”. Also, one needs to inform unions or have workshops to make employees understand the content of the training interventions so that it is easily carried over to the rest of the staff.

The National Skills Authority (NSA) is a statutory body that was first established in 1999 in terms of Chapter 2 of the Skills Development Act (97 of 1998). Government Gazette (32549 of 4 September 2009) assigned the portfolio of Skills Development to the



Minister of Higher Education and Training. The National Skills Authority's strategic objectives include promoting skills development and profiling the work of the National Skills Authority through communication and marketing. Establishment of the National Skills Authority enhanced quality and level training and development by municipalities, unlike previous attempts by government which failed. The NSA is different in that its strategy aligns with skills development goals in the office of the National Minister of Higher Education and Training and looks at a broader spectrum of not only the working class but also dropouts who still want to pursue developing themselves. The Department of Higher Education has made available Further Training Institutions (FTIs) to "enable people to acquire skills and get further training in their line of work. Most candidates have the work experience and need proper training to incorporate into their daily jobs".

The NSA is a body that oversees that strategic objectives are fulfilled and that the shortage of scarce skills required in South Africa to improve the economy is addressed. The department has introduced a project where all scarce skills were given preference, starting in high school. Scholars doing Physical Science, Mathematics and Accounting were highlighted and a plan of what careers they should pursue were identified. At tertiary institutions, their studies would be paid in full with a bursary and accommodation would be provided. This, to some extent, assisted young people with choosing a career that would ensure better performance in the workplace.

The government also introduced training and development interventions in the workplace through SETAs in specific fields. Each department is responsible for paying the fees in full for employees. The Government, furthermore, allocates subsidies availed from the National Skills Fund (NSF) and makes any other regulations on skills development that are necessary. The funds allocated assists organisations to effectively work out a budget and allows to take into account the available skills subsidies allocated by the National Skills Fund. Not only does the Act Skills Development Act (97 of 1998) create opportunities for studying, it also opens the door for different departments to collaborate and create working documents which could easily be implemented.

Furthermore, the National Skills Fund communicates with the Sector Education and Training Authorities about the National Skills Development Policy and the National Skills Development Strategy. The National Skills Authority's (NSA) role is to advise and report to the Minister of Labour on the National Skills Development Policy and Strategy, the guidelines for the implementation of the strategy and policy, the allocation of subsidies from the National Skills Fund and on any regulations needed to be made.

The Minister is also responsible for doing an overview of how the funds are spent, hence reports need to be compiled for scrutiny. Furthermore, the National Skills Authority liaises with the SETAs on the National Skills Development policy and strategy, conducts any investigations that may arise out of the application of the Act and performs a number of other functions and duties.

The Sector Education and Training Authorities as stated in the Skills Development Act (RSA, 1998c) stipulate that "the Minister may, in the prescribed manner, establish a Sector Education and Training Authority with a constitution for any national economic sector". As a researcher, the advice would be for the Minister to create a board responsible for monitoring the SETAs and that individuals should ensure that responsibilities are carried out in line with the Constitution of the Republic of SA (1996) which will benefit the economy.

The Sector Education and Training Authorities supported by the Constitution of the Republic of SA (1996) states that the Minister must determine a discrete sector that can monitor individuals' needs and performance. The researcher agrees with the above statement. With an external monitoring body, workloads will be easier. The objectivity that this affords also allows one to see when things are not going according to the original mandate. This could be done for the purpose of Subsection (1) which highlights the following categories:

- "the education and training needs of employers and employees that use similar materials, processes and technologies; make similar products; or render similar services;

- the potential of the proposed sector for coherent occupational structures and career paths; the scope of any national strategies for economic growth and development; and
- the organisational structures of the trade unions, employer organisations, and government in closely related sectors”.

In a nutshell, the Sector Education Training Authority looks after the well-being of organisations in terms of all the resources needed to successfully apply training and development interventions, checks if they are in place and ensures the relevant people get the opportunity to utilise them.

The points above relate to both employers and employees in terms of the materials, processes and technologies they use, as well as the services they render. In addition, it is advised that the organisations should look at employees who perform the same jobs to attend the same skills programmes instead of mixing employees from different departments and employees on different levels. Previous experience shows that training interventions such as inductions are done in a way that does not satisfy everyone who attended.

The reasons for this are usually that the content of the training given is standard and all levels of employees whether junior or very senior in the organisation, were placed in the same room. These are the factors management teams need to address and then devise an effective, successful training and development project plan. Effective training contributes to the raising of skills of the employed, or those wanting to be employed. In doing so, people learn skills needed by employers and communities. SETAs are very clear that there is no value in training people if they cannot apply the skills they have learned in their jobs. Training and skills development interventions are not just for young people starting in entry-level jobs. Although this intervention is important for them too, it must be extended to all employees in the workplace. In most cases, young people who recently graduated from university grab these opportunities. Ramalibana (2005).

Very often employees with longer service are neglected. The skills of people already in jobs must also be enhanced so that their experience and skills can be acknowledged and so that they can also be recognised for promotions. The experience people acquire in their positions work in the organisation's favour. These are people in whom the organisation has already invested. They may be people who may not want to move or relocate, compared to young people who will acquire skills paid for by the government but seek better job offers elsewhere.

Ramalibana (2005) states that, training must be compiled in a manner in which everyone who will be attending agrees to or at least understands the standard offering within the national framework. It is not viable for someone to acquire a qualification or obtain training in one province and then not get recognition for it in another province. This may happen, however. Fortunately, in South Africa, the curricula in tertiary education are similar. This means that if one studied in one province, one may still be accepted in another province.

The SETA states that "it is not ideal for one employer to increase the skills of his or her staff if another employer does not recognise them. All training, wherever it is provided, should be subjected to quality control and, where appropriate, be compared to the best international standards". Ramalibana (cited in Church & Church, 2001:46) mentions that "each SETA is expected to develop a skills plan within the National Skills Development Strategy and to implement that plan by establishing leadership; approving workplace skills plans; allocating grants in the prescribed manner to employers, education and training providers and workers; and by monitoring education and training in the sector".

Ramalibana (2005) further states that "the SETA must liaise with the National Skills Act on the National Skills Development Policy and Strategy and on its sector plan, and with the Department of Labour and the various education bodies to improve the communication of information about employment opportunities, and between the providers of education and training and the labour market". The Minister of Labour (2009) as well as various education bodies also highlight a very important aspect of this

research which is that “the SETA also collects and gives out the skills development levies in its sector, and reports to the Director-General of Labour on its income, expenditure and the implementation of the sector skills plan”.

The Scope of Coverage of Sector Education and Training Authorities was published in the Government Gazette of 7 September 1999 Number 7 deals with “Education, Training and Development Practices”. The scope of coverage of this sector includes, but is not limited to:

- “public and private education and training providers;
- research institutes and organisations;
- examination and assessment bodies;
- NGOs involved in education and training development;
- trade union employees; and
- employees of political organisations” (Coetzee, 2000).

Ramalibana (2005) consulted different authors and researchers before putting together his interesting and well-structured research. One of the authors consulted by Ramalibana (2005) is Molepo (2004) who is the Convener of Continuing Education and Professional Development (CEPD). Molepo’s speech addresses library and archive training. She states that “the importance of training and development in the workplace, is trying to compare from different angles and testing different authors” (Molepo, 2004). Ramalibana states that “the Library and Archives constituency belongs to the Education and Training Development Practices Sector Education Training Authority (ETDP SETA)”.

According to Ramalibana (2005), other stakeholders in this field of study are “training institutions, the Department of Education at both the national and provincial levels, political parties, trade unions, employers, schools, higher education, community-based organisations, research institutions and ABET practitioners”. She goes further to say that “although libraries and archives were identified as separate fields where leadership would be established, that has not materialised as no unit standards, as yet, have been registered”.

The Standards Generating Body (SGB) “has been struggling to meet and put together unit standards to submit to SAQA. There is not much done on archival standards according to the secretary of the Archives SGB” (Rodrigues, 1995). “Only when these unit standards are registered will the SETA be in a position to establish a learnership in the sector. The other problem is that a substantial number of libraries belong to other organisations that fall under other SETAs, such as public libraries, provincial libraries and corporate libraries” (Rodrigues, 1995).

A skill, according to The Free Dictionary (2013:1), is defined as a “proficiency, facility, or dexterity that is acquired or developed through training or experience; an art, trade, or technique, particularly one requiring the use of the hands or body; or a developed talent or ability”. If one has a unique skill, it opens doors for that particular person, and respect is earned when that skill is offered, therefore, it is very important that management teams also highlight which skills each employee requires in order to carry out their tasks effectively. That should minimise the lack of productivity in the workplace and should promote hard-working personnel as well as some who may not need much supervision. This means everyone should be able to focus on their core functions.

According to the National Skills Development Strategy III, the “skills development strategy is one of the priorities of the National Government”. Objective 2 of the National Skills Development Strategy promotes “the acceleration of quality training for all in the workplace”. The above strategy furthermore stipulates in the Skills Development Act (97 of 1998) that “the skills of the South African workforce should be developed by improving the quality of life of workers so that service delivery can be improved and employees should be provided with opportunities to acquire new skills”.

According to Coetzee (2007:07), “the National Skills Development Programme maintained that all South Africans need to participate in the economic and social development and their own advancement. South Africans must possess capabilities and also be able to participate in the international market with its complex

technologies and requirements for higher skills". It is clear that, as stated by the Department of Labour (2005), the NSDS's mission is to "contribute to sustainable development of skills growth, development of equity of skills development institutions by aligning their work and resources to the skills needs for effective delivery and implantation".

The Green Paper (1997) on Skills Development Strategy for Economic and Employment Growth in South Africa defined skills as "the necessary competencies that can be expertly applied in a particular context for a defined purpose". The Green Paper further outlines a number of competencies that denote what is meant by a 'skill'. These include:

- "practical competence – the ability to perform a set of tasks; and
- foundational competence – the ability to understand what we or others are doing and why".

According to Dale (1998:18), "skills are aspects of human behaviour that are learned and improve with practice, further, it is expressed that the process of skills definition can also be used to support forward planning". He further states that basic education should be focused on when developing learners. Skills levels in South Africa are very low due to the poor quality of basic education received by the majority of South African workers. It is also mentioned by Dale (1998:18) that "the contributing factor to this poor skills profile is the low relevance of much publicly funded training and the low level of investment by companies into training. It is also highlighted that, it is imperative that South African public sector institutions provide their employees with skills training to improve the productivity of the institution and achieve successful service delivery". According to Mohapi (2011:120), "skills development is concerned with providing employees with the knowledge and skills they need to do their jobs – no less and no more".

When employees are equipped with skills, they can execute their tasks effectively and efficiently. Management must, at all times, evaluate employees to identify the specific needs of employees. According to Chandi (2004:16), this is a "long-term process

designed to enhance human and non-human effectiveness”. According to The Human Resource Development (HRD) process, “development means the acquisition of wider knowledge, skills, and attitudes to assume higher responsibility in the public and private life”.

Furthermore, “close attention must be paid to the gathering of accurate and relevant data which is a prerequisite for the identification of learning needs. The next step requires that the designer analyses the list of needs obtained from the needs assessment in order to establish the specific needs that are linked to the job performance requirements. When all learning needs have been identified and scientifically organised, any changes or corrections required have to be monitored by means of evaluation feedback” (Chandi, 2004:16).

The Local Government Sector Education Training Authority (LGSETA), commenting on training and development, states that “Adult Basic Education and Training (ABET) is a programme provided to employees or anyone who could not finish matric and is no longer in the age category accepted by high schools. Most employees, when given the opportunity to complete matric, utilise it to gain more knowledge and understanding of the job they do”.

Machika (2014) discusses the state of the LGSETA and their views on ABET, he believes that ABET is what defines employees abilities to access the range of opportunities in which Further Education and Training (FET) offer. He further argues that ABET also enables adults to follow career paths at a later stage in life, using opportunities that were not open to them previously. Machika in his research (2014) gives the example that even though they are older, motivated adults might decide to do a short course to improve their knowledge, or if they want to move into a management position, they might opt for a management course.

The government created this opportunity to bridge the gap that is widening between old and young people. Young people today have more opportunities and most of them are not that keen to utilise them, unlike some older people who could not study further



due to the challenging circumstances they faced those days. These circumstances included having to leave their families and start working at a very young age to provide for their families. Now, the government has realised that some older people did not leave school because they wanted to but due to circumstances. All the SETAs within the framework, as outlined by Government, are expected to define and implement their own specific plans, to ensure that people already working, or in the process of finding a job, have opportunities to improve themselves.

These SETAs must also consult with Higher Education and avail bursaries to people to further their studies. At times, the SETAs also provide funding to government employees to afford them opportunities to equip themselves through on-the-job training and development programmes. All the SETAs, including the LGSETA in all provinces), are expected to:

- initiate learnerships;
- approve workplace skills plans that potential employers produce;
- provide funds for employers, trainers, and workers; and
- observe and scrutinise education and training in their particular sector.

The bottom line is that each SETA is responsible for the success or failure of education and training interventions within their respective sectors. SETAs are not expected to provide the education or training programmes but are they expected to provide models and ensure that the models work to enhance the skills of those participating. If these models are monitored by well-equipped personnel, the failure experienced by SETAs of not succeeding in carrying their mandate of empowering people will be eliminated. Government must first invest in personnel who can drive these programmes, so that they understand what is required of them. They should not just be nominated because they work for Local Government in positions responsible for carrying out the programmes. These personnel need to be trained, equipped and empowered to successfully carry out their jobs

The Local Government Sector Education Training Authority (LGSETA) differentiated between municipalities and local governments – there are huge disparities in terms of

financial capacity. The LGSETA (2000) has stated publicly that it will “use discretionary grants to support the smaller, less viable municipalities that are scattered throughout South Africa. In this way, and hope to help build municipalities’ full capacity”.

Machika (2014) highlights that every organisation should have a workplace skills plan as a tool to train and develop the necessary skills needed by staff. This will ensure that the organisation meets their vision, mission, goals and objectives. Sector Education and Training Authorities (SETAs) have been established and departments are compelled to spend 1% of their personnel’s budget on training. This situation impacts the SETA’s provincial linkages in a number of ways. For example, SETAs have mostly not disaggregated their Sector Skills Plan (SSP) to a provincial analysis. Workplace Skills Plans inform the SSP but these are not analysed in relation to provincial growth and development priorities so there are no SETA-specific provincial skills plans. The provincial offices of the Department of Labour develops a Provincial Skills Development Plan but, currently, this is to plan for and report on training to support the unemployed and retrenched.

The Department of Labour has implemented the Skills Development Act (57 of 1998) to improve the skills of the South African workforce by encouraging employees to participate in leadership courses and other learning programmes. It is an attempt well executed by the Department of Labour, in advocating employers to use the workplace as an active learning environment, though it must be monitored so that people do not misuse the time allocated to them.

It also looks at the prospects of previously disadvantaged persons for unfair treatment, discrimination and equality. Currently, Higher Education is in a crisis as they are not able to implement the plans for the following year due to waiting on a report to determine the interventions by Government in assisting with finances. If students are not fully trained and developed, they will not be able to become good employees or employers when their term of studies end.

According to Ballie (cited in Machika 2014), “the skills development programmes that an organisation offers to its employees should include programmes on communication skills development. Anyone who is not able to communicate well in the workplace is not able to get promotion most of the time”. If communication skills can be incorporated into all the programmes offered by the organisations or be included in the skills plan, it will assist employees and boost confidence and organisations will attract good publicity both from media and people at large, conflict management skills, customer care skills, stress management skills training; time management skills; and presentation skills, to suggest but a few. Every employee in the workplace interacts with customers, hence they need to acquire skills to be able to present themselves successfully.

It is true that in order to develop a well-structured programme, an organisation needs to look at all factors contributing positively to the success of the project. Along with training and development programmes, it is vital to consider the type of skills development programmes that will enhance the capacity of public servants. According to Sector Education and Training Authorities (2005:9), these programmes may include, but are not limited to, the following:

- “Workplace Skills Plans: This skills plan matches strategies and activities in the specific workplace to the skills and attributes that those workers require. Such plans are important to identify training requirements; and
- Short courses: Another type of skills development training that can be provided to improve the performance of its employees is through the provision of short courses to improve the specific skills needed to perform employees’ jobs”.

According to van Dye (1997: 11), from an international perspective, “it is important to take note of new training requirements that are expected to dictate knowledge and skills development in the face of global competition. He further states that the great concern to the government since 1994 has been a lack of adequately skilled personnel in the South Africa public service”. It is agreed by Government that previously disadvantaged people who voted for the new government were not ready in terms of skills to take over power.

When the new government took over in 1994, most people had no formal training and were not fully developed. The government did not prepare themselves in time to handle the change. The previous government also did not make an effort to skill disadvantaged people as key positions were kept for the minority who was favoured.

According to Pillay (2012:15), “the challenge is to consolidate transformation in the public service and the need to improve service delivery”. Furthermore, the author supports the views and acknowledges the developments taken place in the public service particularly with regard to putting in place the necessary legislative and regulatory framework for capacity building. Pillay (2012:15) goes on to explain that “the Sector Education and Training Authorities (SETAs) have been established and departments are compelled to spend 1% of their personnel budget on training”.

The Constitution of the Republic of South Africa, 1996 states that, “a high standard of professional ethics should be maintained throughout the government’s system”. According to Lewis (1994), “professionalisation of local government requires formulation of a combination of training methods that would equip local government skills market, capable and competitive personal pool”. This professionalisation should develop local government professionals to become an employer of choice to new graduates and experienced professionals. The Constitution is promoting that Local Government should be capable of providing effective and efficient government to its local communities”.

The Local Government Municipal Systems Act (32 of 2000) requires that, “the employment of municipal managers as administrative heads or accounting officers or managers reporting directly to the municipal manager, must have the skills, expertise, competencies and qualifications as prescribed by the job description”. In many cases, local government skills demand change due to the emergent nature of trends in the sector, therefore, the local government skills market will change as it is influenced by the trends of the sector.

## 2.4 IMPACT OF TRAINING AND DEVELOPMENT

Training and development interventions basically deals with the attainment of understanding and knowledge of systems and practices. In fact, training and development interventions are essential components of Human Resource Management Departments to improve performance at individual and organisational levels. As the process of increasing one's capacity becomes increasingly important, organisations are now focusing on organisational learning and, hence, collective development. Organisational learning refers to the efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature. According to Smith (1999), "the emergence of the concept of organisational learning is central on the hitherto idea that prior advocacies of learning are intended for its commercial significance".

According to Armstrong (2006), "these intellectual intangibles can be translated into an organisational resource through the people that acquire, infer and utilise such towards the achievement of the organisation-wide training and development. Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively". Sims (2002) emphasises that "training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organisation's overall goal".

According to Sims (1990), "training and development is beneficial not just for the organisation itself but also to the individual employees. On the one hand, training and development lead to improved profitability and more positive attitudes towards profit orientation, improve the job knowledge and skills at all levels of the organisation". Furthermore, "training and development improve the morale of the workforce and help the employees identify with organisational goals".

"Training and development benefit individual employees through helping them make better decisions and perform effective problem solving, assist in encouraging and

achieving self-development and self-confidence, help an employee handle stress, tension, frustration, and conflict, increase job satisfaction and recognition and move the person toward personal goals while improving interaction skills” (Sims, 1990). Ahmad and Siraj-ud-din (2009) have the view that, “training can possibly be associated with a lower individual probability of unemployment which suggests that some displacement might be at work. Potential displacement effects can influence the risk and the extent to which improvements enjoyed by individuals who upgraded their skills and the employment prospects of other individual who participated in training”.

According to Amisano, (2010), lifelong learning policies, if well targeted for specific groups, can be effective in improving the labour market performance of these groups and can form part of general strategy. Workers who previously received education or training interventions tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis, Amisano, (2010) further advises that, trained workers have greater chances of finding a permanent job.

Training and development interventions increase employee performance, it also has an important activity to increase the performance of an organisation if it is supported and the organisation do follow up and monitor the process. Employee performance is an important factor and the building block which increases the performance of all organisations. Employee performance depends on many factors like job satisfaction, knowledge and management but there is a relationship between training and performance.

This shows that employee performance is important for the performance of the organisation and the training and development intervention programmes are beneficial for employees as performance improves. Thus, the purpose of this study is to show the impact of training and development interventions on employee participation. It is necessary for an organisation to design the training very carefully (Armstrong, 2000). “The design of the training should be according to the needs of the employees” (Ginsberg, 1997). “Organisations which develop a good training design according to the needs of the employees as well as to the organisation always get good

results” (Partlow, 1996). Thus the “distinct role in the achievement of an organisational goal is by incorporating the interests of the organisation and the workforce” (Stone, 2002).

Training is a very important factor in the business world because training programmes increase the efficiency and the effectiveness of both employees and the organisation. “Delivery style is a very important part of training and development” (Carlos, 1995). “Employees are very conscious about the delivery style, especially if someone is not delivering the training in an impressive style and is not capturing the attention of the audience, it means one is wasting time. Therefore, it is necessary for a trainers to engage its audience during the training session” (Seamen *et al.*, 2005).

Training is important as it enhances the capabilities of employees, especially new employees. Employees with more on-the-job experience perform well because there is an increase in the both skills and competencies. The Human Resources unit is very important part of every organisation – it is the main resource of the organisation. Most organisations invest enormously in Human Resource capital because the performance of Human Resources ultimately increases performance of the organisation.

#### **2.4.1 Current Reality in the Western Cape**

The focus of this study is on administrative staff at a selected municipality in the Overberg in the Western Cape. A sample of 50 staff members was randomly selected across all the departments. This municipality consists of five directorates and has about 1600 permanent staff members and about 200 casual staff members. Some of the casuals assist when a permanent member is on leave. At the same time, casuals acts as relief staff when there is shortage of staff in a department.

## 2.4.2 Employees

The focus of this study is on permanent administrative staff from different directorates and departments within the selected municipality. The management teams of this municipality consists of a municipal manager and six directorates which have six directors. The directorates are Management Services, Protection Services, Infrastructure and Planning, Local Economic Development, Community Services and Finance. The directors are followed by senior managers of different departments, as well as managers, administrative staff and labourers. Directorates consist of about seven to eight departments per directorate. There are ±1600 permanent staff members which represent the entire research population.

One of the reasons staff members are neglected is because many organisational training programmes have no objectives. Training for the sake of training seems to be the norm. That is the reason most organisations, especially in the public sector, have staff who do not perform their tasks effectively and efficiently. If training is done for the sake of training, the outcomes, strengths and weaknesses of the training programmes offered will be impossible to evaluate.

Management teams play a significant role in making sure staff are trained and developed well in order to benefit the municipality. Furthermore, a key role of HR is to monitor the attitude of the participants in order to minimise wasteful expenditure on paying for training programmes that employees do not enjoy or are not relevant to their growth. It is important that when employees attend training initiatives, they get screened first to determine if they are interested and if the training programmes will assist in their daily duties. Alternatively, the task of selecting who attends these programmes should be determined by the line manager. Thereafter, the training co-ordinator or other relevant party can determine which management development organisation offers high-quality programmes at the least cost.

In the selection process, the individual and the relevant party should study the programme declaration and determine if the subject content is relevant to the current



or future job of the individual. An organisation should ensure equality when selecting training and development programmes.

### **2.4.3 Administration**

For development programmes of administrative staff, the administrator's work model is important. Of specific significance is the improvement of philosophising skills, functional skills and administrative skills. This implies that the administrative functions, as enumerated in the leadership domain, require specific skills for which individuals must be trained. To ensure that training and development interventions and its associated facilities are not neglected, it is essential that these be incorporated as a goal in the purpose structure of the organisation.

## **2.5 TRAINING AND DEVELOPMENT THEORIES AND PROCESSES**

Theoretical overview on Training and Development in municipalities will be explained in terms of how management can approach the issue of staff members who are reluctant to attend training and development at the selected municipality in the Western Cape. These intervention are beneficial to not only the organisation but for staff as well.

### **2.5.1 Identification of Training Needs**

According to Bischoff and Govender (2004:70-79), it is "important to identify the training needs before the actual training is conducted. Trainers are challenged to improve employee development, create job satisfaction and treat every human resource as part of the assets of the organisation. There are various methods used by Human Resource Development practitioners to determine the training needs". According to Bopape (2005:64-73), "Human Resources should be managed as effectively as the other resources of the organisation. People working in an organisation are its most important asset and are crucial to the success of that organisation".

In order to be effective in the workplace, administrators require ongoing training and development interventions. In this research, the specific training and development intervention needs of administrative officers in performing their activities and responsibilities were examined by means of questionnaires. This study focused on knowledge and skills that administrative lack to effectively perform their tasks and what the real cause is that influences participation in training and development programmes organised by the organisation. This study aimed at improving output, performance and achieving organisational goals.

### **2.5.2 Establishing Training Objectives**

After training intervention needs have been assessed and identified, goals of the organisation must be established in order to meet the needs identified. Disappointingly, many organisational training interventions have no clear objectives. Training is treated as just another requirement that needs to be conducted. This philosophy makes it virtually impossible to evaluate the strengths and weaknesses of a training programme. The main objectives of staff training and development interventions is to, “improve the qualities of the trainee and formulate objectives for different needs and ways of achieving it. The training objectives are very important because it determines the design and content of the training programmes” (Carey, 1996). Content is important, too. Both objectives and content should aim to increase personnel efficiency, professional growth and create more effective organisational operations.

For training to be successful, there are numerous training objectives and training and development approaches that need to be considered. These training objectives can be categorised as follows:

- “instructional objectives;
- organisational and departmental objectives;
- individual performance and growth objectives;
- the methods one is going to use for training staff; and
- human resource training needs” (Carey, 1999).

According to Dirk and Carey (1996), “a training need is the gap which exists between ‘what is’ and ‘what ought to be’ regarding training and development activities. Training needs assessment is calculated to identify gaps and to provide information for a decision on whether the gaps could be addressed through training”. Robinson and Robinson (1995) stated that “with regard to needs assessment, two views are presented. Across multiple disciplines, the needs-assessment process is perceived as an essential starting point in virtually all instructional design models. The second point is that despite the assumed importance of the needs assessment, in practice, many training programs are initiated without”.

According to Wognum (2001:408), “training and development needs may occur at three organisational levels”, namely:

- “a strategic level, where needs are determined by top management while considering the organisation’s goals, mission, strategy and problems which need to be resolved or fixed;
- a tactical level, where needs are determined with middle management while considering development needs for coordination and cooperation between organisation units; and
- an operational level, where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject”.

“To enable organisations to formulate Human Resource training and development goals successfully, it should enable both formal and informal Human Resource training and developmental methods and programmes created for the workforce that should enable effectiveness and competitiveness to coordinate as well as incorporate the needs within the three levels mentioned above” (Wognum, 2001:408).

It is important to identify the needs relevant to the organisation’s goals and, according to Torrington (2005:394), “there are three categories of identifying training and development needs. These include resolving problems which focuses on workers’

performance, improving certain working practices which focus on improvement regardless of the performance problems and changing or renewing the organisation's situation which may arise because of innovations or changes in strategy".

"Training must be directed towards the accomplishment of some organisational objective, such as more efficient production methods, improved quality of services or reduced operating costs. This means an organisation should commit its resources only to those training activities that can best help in achieving its objectives. Needs assessments is defined as systematic analysis of the specific training activities a business requires to achieve its objectives. In general, a needs assessment can be conducted in three ways, namely organisational analysis, a functional unit or departmental analysis and individual employee analysis". (Torrington *et al.* 2005:394-395).

### **2.5.3 Training and Development of Staff**

According to McCourt and Eldridge (2003:356), "training is defined as a set of activities that provides the opportunity to acquire and improve job-related skills. Training occurs not only initially but anytime improved skills are needed to meet changing job requirements". McCourt and Eldridge (2003:356) further state that "employee skills within an organisation involves movements of employees from one official responsibility to another. These rotations and transfers facilitate employees to acquire knowledge of the different operations within the organisation together with the differences existing in different countries where the organisation operates".

When organisations take the initiative of training people in order to equip them, the transfer of new information is ensured and employees are empowered to master their duties. Most importantly, it is important to understand what new options can assist employees to improve their jobs' effectiveness and performance. Effective training initiatives convey relevant information that informs employees and develops their skills and behaviours in the workplace. The goal of training interventions is to create an impact that will last beyond the training itself.

Development, according to Garavan, Costine and Heraty (1995), is “a process that strives to build the capacity to achieve and sustain a new desired state that benefits the organisation or community and the world around them. The development perspective examines the current environment and the present state, and assists staff teams in different directorates and as part of an institution to identify effective strategies for improving performance”. According to Cooper and Schindler (1982:523), “training and development is aimed at increasing the ability of individuals to improve performance and productivity”. Training deals with the improvement of job skills, while development programmes are designed, as van Zyl (1994) states, “to educate employees beyond the requirements of their present positions”. Cooper and Schindler (1982:523) further state that “this will enable them to be prepared for promotion and be able to take a broader view of their role in the organisation”.

For development programmes of administrative staff, the administrators’ work model is of significant importance as it highlights philosophising skills, functional skills and administrative skills. This implies that the administrative functions, as enumerated in the leadership domain, require specific skills for which employees must be trained. It is essential that these be incorporated as a goal in the organisation or municipality (van Zyl, 1994).

This should ensure that training and development programmes are structured in a meaningful way when the organisation’s corporate plan is considered. What often happens is that, when a budget has to be reduced, funds for training are generally the first item to be removed. Personnel are the most important resource, and a budget cut in training and development initiatives would be a short-sighted management decision. Funds invested in training initiatives are an investment in the future of the organisation. In training programmes, a distinction is made between on-the-job training and off-the-job training. Each approach will be briefly described.

According to Jucious (cited in Abdul Halim & Md. Mozahar Ali, 1963), training is the process of acquiring specific skills to perform a job better. Usually an organisation

facilitates the employees' learning through training programmes so that their modified behaviour contributes to the attainment of the organisation's goals and objectives. According to van Dersal (cited in Abdul Halim Md Mozahar Ali, 1962), training is the process of teaching, informing or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility.

McGregor (1995:284-6) states that "motivation and development are close allies of manpower planning. Employees are human beings and, as such, have human needs. One of these human needs is growth and the quality of this initial training and development can greatly influence the employee's job attitude and productivity. Economic, social, technological and governmental changes also influence the skills an organisation needs. Also, part of a plan in organisations should be organisational changing plan and expansions that can make it necessary for employees to update their skills or acquire new skills".

#### **2.5.4 Selecting Participants**

According to van Zyl (1994:9-10), "human resources departments play a crucial role in selecting participants for training and development. The selection of the participants should be a line decision, probably made with the assistance of a staff professional. In the selection process, the individual and or the supervisor should study the program announcement and determine if the subject content is pertinent to the current or future job of the individual. An organisation should plan its equality".

According Van Zyl, (1994:9-10), "development program for administrative staff is based on the administrator's work model. What is of specific significance is the improvement of philosophizing skills, functional skills and administrative skills. Selection involves evaluating and choosing among the various candidates in terms of previously determined criteria and placement in the particular job". To ensure that training interventions are not neglected, it is essential that these be incorporated as a goal in the purpose structure of the organisation. In this way it will be ensured that training

and development programmes are considered meaningfully when the organisational corporate plan is considered. What often happens is that when a budget has to be reduced, funds for training are generally the first item to be removed. It was stated previously that personnel are the most important resource, and a budget cut in training interventions is short-sighted on the part of management. Hence, funds invested in training interventions are an investment in the future of the organisation.

According to Jucious (1963), “training is the process of acquiring specific skills to perform a job better. Usually an organisation facilitates the employees’ learning through training so that their modified behaviour contributes to the attainment of the organisation’s goals and objectives”. According to McGregor’s, (1995) “motivation and development are close allies of manpower planning. Employees are human beings, and as such have human needs. One of these human needs is growth and development”. In order for that to be achieved, it is necessary to be trained in the field the individual is interested in. Every employee needs to be motivated to perform duties successfully. This is why training forms an important part of individual development.

The quality of training and development programmes can greatly influence the employee’s attitude and productivity. Economic changes, social responsibility, technological changes and governmental changes also influence the skills an organisation needs to be able to render good. Furthermore, planned organisational changes and skills audits can also dictate that employees need to update their skills or acquire new ones.

### **2.5.5 Training and Development Programmes**

Kleinman (2000) states that “the essential parts of a worthy employee training programme are constructed on the elements that an employee should be updated with the present knowledge of the job. Employees will be more productive, if organisations provide them training as per their requirement of the job and that may also encourage them to be interested in going for training and development”.

Rosenwarld (2000) states that “most organisations have built up different programs for the training and development of their employees. Usually companies offered a tuition reimbursement package to their employees so that they can improve their knowledge and education. It has been found by the corporate organisations that almost 10 percent of employees are entitled to this benefit. Furthermore, only senior management and those employees who are at the top levels are entitled to tuition reimbursement. As a result thereof, many organisations conduct in-house training programs for their employees that are cheaper and more beneficial. Training sections of the organisations attempts to concentrate on particular job proficiency whereas; the corporate department is proactive with an additional strategic approach”.

According to Meister (1998), “a training and development programme is a planned education component with exceptional methods for sharing the culture of the organisation, which moves from one job skill to understand the workplace skill, to develop leadership skills, and be innovative thinkers as well as problem solvers. Employee development programmes include a variety of teaching techniques, schedules, help to identify learning environment that ensure employees improve their skills and later apply them on their jobs”.

## **2.6 INDIVIDUALS BENEFIT FROM TRAINING AND DEVELOPMENT PROGRAMMES**

It is emphasised that employees need to keep up with current development. For the development of administrative staff, the administrators work mode is of significant importance as it highlights philophising skills, functional skills and administrative skills. The study below will look at different ways in which employer may utilize to intervene to benefit staff in the work place.

### **2.6.1 Career Competencies**

According to Feldman, (2000), “Employees benefit from the employee training and development intervention programmes and they also learn the soft and technical skills as required by their jobs. Fresh university graduates mostly consider a firm which



provides intensive training programs to their employees, but this idea is risky for organisations to lose fresh trained employees with couple of years, professionals, who are placed in the industry of information technology, are expected to be able to identify the knowledge authority and are required to retain their abilities and talent according to current requirements of the market”.

According to Dillich (2000), “most of the employees recognise the importance of training programmes and would like to increase their salaries. Employee development programmes help employees to survive in the future and develop their abilities to cope with new technologies. Employees understand that training programmes can be directed to superior duties and higher remuneration”. Furthermore, Dillich (2000) explains that “it helps workers improve their skills and knowledge to cope with future requirements, leading to job satisfaction”.

### **2.6.2 Training and Development Methods**

Nadler (1984:1-16) notes that “all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new jobs or new positions in the future and general growth for both individuals and organisations so as to be able to meet organisations’ current and future objectives. There are broadly two different methods that organisations may choose from for training and development skills of its employees. These are on-the-job training given to organisational employees while conducting their regular work at the same working venues, and off-the-job training involves taking employees away from their usual work environments. Therefore; all concentration left out to the training example of the on-the-job training include but not limited to job rotations and transfers, coaching and/or mentoring.

Armstrong (1995) states that off-the-job training examples include conferences, role-playing and other forms of activities. On-the-job training teaching or coaching may consist of more experienced people or trainers at the desk or at the bench”. The writer further states that the different organisations are motivated to take on different

training methods for a number of reasons, for example, training methods would depend on the organisations' strategy, goals and resources available, training methods would depend on the needs identified at the time, and training methods would be decided on depending on the target group to be trained which may include among others individual workers, groups, teams, department or the entire organisation (Armstrong, 1995).

### **2.6.3 Employee Participation and Environmental Training**

According to the Training and Development Journal (1979:33-92), "successful environmental management systems rely on the positive forces of responsibility and creativity of all employees. The real challenge is to ensure that environmental management becomes and remains a productive force and a continuous source of innovation, rather than another burden on top of other daily procedures". The value of employee participation lies in:

- "Alertness to important causes of inefficient use of inputs or emissions that may else go unnoticed. As inputs are also directly linked to costs and productions signals a possible wasted input, sometimes it is even costly to handle such alerts of direct economic benefit, besides its merit for the environmental performance;
- Preparedness to accept changes, when new procedures have to be implemented as part of the environmental management system or to improve environmental performance;
- Spreading responsibility for the environment to all employees that take operational decisions is the best guarantee that problems are minimized and eventually entirely prevented;
- Alertness to opportunities for reaping benefits through communicating the improvements in environmental performance already achieved;
- A more stable workforce that takes more pride in their work and acts as ambassadors for their company in the commune; and
- Embedding the investment in environmental training inside the company rather than letting the investment leak to external consultants" (Training and Development Journal, 1979).

The above is a clear indication that learning the procedures of the environmental management system is not the most important part of environmental training. The major part of environmental training lies in developing a commitment to continuous investigation of the structures and activities constituting the production chain and its interaction with the environment, and a competence to respond to the result of this investigation.

#### **2.6.4 On-the-job Training**

One way to train and develop employees is to introduce an approach which is widely explored and is much easier for staff, namely on-the-job training. According to van Zyl (1994:12), with on-the-job training, the employee is given the opportunity to work over a period on a particular job or series of jobs to obtain the necessary skills. This approach is especially useful in the implementation of maintaining the necessary skills. Staff members are allowed to use, plan and achieve objectives within the framework of their respective purpose structure. This means staff is allowed to identify problems and opportunities and to record the ensuing objectives in their respective purpose portfolios on their own.

The manager has three powerful tools at his or her disposal to establish in which areas training and development will be needed. These are the proper application of the purpose portfolio, management by walking around and the model for merit appraisal in Public Development Management. "To be meaningful, on-the-job coaching must be tempered by considerable restraint – subordinates cannot develop unless they are allowed to work out problems in their own way" (Van Zyl 1994).

According to Van Zyl (1994), "Training professionals can provide guidance and assistance by planning and implementing a performance appraisal programme. Another administrative control is constant re-evaluation of the programme and monitoring on a monthly base - its approach, forms and results of employees. If information is provided for the personnel department, this information should be used

in decisions regarding salary increases, training and promotion. Proper administration should also include the performance review training of new administrators and the constant effort to keep the programme interesting. To accomplish all of these administrative controls, one person should be in charge. This person, usually is in the Human Resources Department, and should report to a high executive in the organisation who can take the necessary action if the programme is not operating the way it was designed”.

According to Deming (1982), “on-the-job training helps employees to get the knowledge of their job in a better way. People learn from their practical experience much better as compared to book knowledge”. On-the-job training decreases costs and saves time (Flynn, 1995). “It is better for the organisation to give employees on-the-job training, because it is cost effective and time-saving” (Taylor, 2004). It is also better for an organisation to invest in on-the-job training so that employees learn in a practical way to do their jobs. Braga (1995) states that “employees are very conscious about the delivery style, the training should be conducted in an impressive style,” and if it does not capture the attention of the audience it means time is being wasted. It is essential for a trainer to engage its audience during the training session.

According to Garavan (1997), “it is very difficult for an employee to perform well at the workplace without any pre-training”. Furthermore, Garavn (1997) feels “trained employees perform well as compared to untrained employees. It is necessary for an organisation to give its employees training to get overall goals of the organisation”. Training and development interventions increase the overall performance of the organisation (Jon, 2003). Heras (2006) believes that “although it is costly to give training to employees, in the long run it gives back more than it took”. Braga (1995) mentions that “every organisation should develop its employees according to the need of that time so that they can compete with their competitors”.

### **2.6.5 Job Rotation and Transfers**

Job rotation and transfers, according to McCourt and Eldridge (2003:356), “is a way of developing employee skills within organisations and it involves movements of employees from one official responsibility to another. For example, taking on higher rank positions within the organisation, and one branch of the organisation to another. Transfers could involve movement of employees from one country to another”.

According to Edward (2005:74), job rotation “is the process of switching a person from job to job which increases an employee’s capability and value to an organisation. This system can increase chances of job promotion opportunities for employees who are willing to explore”. Job rotation can be defined as “the performance by an employee of a new assignment on a temporary basis for an agreed period of time. Job rotation is position-oriented, whereas; job transfers is broader than that, with job rotation management determines the need for a specific job to be done. Job rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation”. (Edward, 2005:74)

The term job rotation, according to Edward (2005:74), can also further be discussed as, “the scheduled exchanged of persons in offices, especially in public offices. Developed in Denmark in the 1980’s, Job Rotation can be used in a variety of ways to meet the development and training needs of companies and employees, without a break in production”. Job rotation is an alternative to job specialisation.

It is a way to reduce employee boredom and it also facilitates more of an understanding about the organisation. Job rotation comes in many forms and is useful in many situations. “Job rotation is the systematic movement of employees from one job of another”. How this movement is accomplished depends on the purpose that you wish to achieve and how dramatic a move you are willing to take (Malinski, 2002).

### **2.6.6 Coaching and /or Mentoring**

Torrington *et al.* (2005) believes “coaching involves having the more experienced employees coaching the less experienced employees. The practice is often applied to newly-recruited graduates in the organisation by being attached to mentors who might be their immediate managers or another senior manager. This, however, does not imply that older employees are excluded from this training and development method but it is mainly emphasised for the newly-employed persons within the organisation”.

### **2.6.7 Orientation**

Torrington *et al.* (2005) explains, yet another training and development method. In his study he believes, orientation involves getting new employees familiarized and trained on the new job within an organisation. During this process, employees are exposed to different undertakings, for example, the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organisation. Employees get introduced to a general overview of the organisational working environment including working systems, technology, and office layout and briefings about the existing organisational culture, health and safety issues, working conditions, processes and procedures.

### **2.6.8 Off-the-job Training**

Off-the-job training is a way of training employees outside the workplace. An advantage of this is that employees are not subjected to the stresses and continuous demands in the workplace. This is most of the time caused by the environment and knowing that the people offering the training are familiar with them, off-the-job training is done so as to enable them to make use of the experience gained during the learning process and be out of the environment which may inconvenience them. Second advantage is that when employees come into contact with other people, it creates the opportunity for interaction and, therefore, the generation of new ideas is created.

### **2.6.9 Conferences**

Van Zyl (1994) understands conference, “as a training and development intervention method which “involves presentations by more than one person to a wider audience”. The researcher believes it is more cost effective for a group of employees to be trained on a particular topic. This method is, however, disadvantageous, because, it is not easy to ensure that all individual trainees understand the topic at hand as a whole, and cannot guarantee same pace of understanding during the training sessions. It is believed, focus may go to particular trainees that seem to understand faster than others thus leading to undertraining of other individuals. (Van Zyl, 1994)

### **2.6.10 Role-playing**

According to van Zyl (1994), “role-playing involves training and development techniques that attempt to capture and bring forth decision-making situations to the employee being trained”. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions, for example, in an organisation setting for a discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, and emotions. Following is the provision of a general description of the situation and the solution of the problem. The trainees are thereafter required to act out their roles. This method is more effective when carried out under stress-free or, alternatively, minimally stressed environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees, for example, those in sales, customer service and management areas as well as support employees”.

### **2.6.11 Career Paths**

According to van Dyk (1998: 133), a “career path is regarded, from the organisation's point of view, as flexible lines of progression through which an employee typically moves in his or her career. By following an established career path, the employee participates in career development with the assistance of the organisation”.

According to the Succession Planning and Career Pathing Policy of the selected municipality, adopted on 25 June 2014, “challenges are available in the private sector, but in the public sector they are even more. The challenges, successes, and failures are public and that adds to the risk, the excitement and euphoria if everything comes out okay. The responsibility for implementing succession planning and career pathing rests with management, more specifically departmental management, the Human Resources Department and employees themselves. The trade unions should also play a supportive role in the process. The responsibility for succession planning and career pathing should be seen as a partnership between these parties” .

The Succession Planning and Career Pathing Policy (2014) further outlines that “the responsibilities of the employer are to be responsible for the training and development of all its employees subject to the financial position of the municipality. The employer must, further, participate in skills training and development on all levels in the organisation and commit itself to the implementation and continuous participation in the Succession Planning and Career Pathing program subject to the financial position of the municipality”.

The policy further discusses that “the employer must establish and maintain structures, policies and procedures such as, job enrichment, job rotation, job enlargement, special projects, career counselling, discussion group, workshops, and assessment centres should facilitate the Succession Planning and Career Pathing (2014), within the organisation, and this should be supported by the employer at its discretion, and allow employees to repeat the training and development interventions or part thereof, where the employee has not developed the required competency”. Understanding these procedures may mean that first-time enrolment can be paid for by the employer but a repeat of the same training must be covered or paid for by the employee, subject to the provisions of the Study Aid Policy. The employer may decide, based upon fair criteria to be determined by the Staff Succession Plan Committee, which employees are suitable for specific training and development. The mentioned criteria must also include exclusions where applicable.



Finally, the Succession Planning and Career Pathing Policy (2014) of the selected municipality states that “a common career path takes a prospective local government manager from an entry-level position as an intern or administrative assistant through the ranks to the position of department head or assistant manager prior to an appointment as local government manager. Among the positions often considered conducive to rapid advancement are that of administrative assistant in the office of the city manager or in a major department and that of budget analysis, in which an individual can gain broad exposure to governmental operations and simultaneously refine analytical skills”.

A common career path that can be followed, after being assisted by Government to gain knowledge and skills, takes a local government manager from an entry-level position as an intern or administrative assistant to a position of department head or assistant manager. Among the positions often considered conducive to rapid advancement are that of administrative assistants in the office of the city manager or in a major department, and that of budget analysis in which an individual can gain broad exposure to governmental operations and simultaneously refine analytical skills (Van Dyk, 1998).

#### **2.6.12 Importance of Training and Development of Staff**

Training is one element many corporates consider when looking to advance people and offer promotion, Choo (2007). Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. An added advantage of networking and drawing from others’ experience, is something new when employees want to find excuses regarding reasons they do not attend training”.

### 2.6.13 Organisational Performance

According to Schuler & MacMillan (1984), training is defined as “a contributing factor to organisational effectiveness”. Exploration on this topic recommends that investment in training and development programmes can be justified by the impact it creates to develop individual and organisational effectiveness. Furthermore, the earlier research mentioned causation between training and effectiveness of the organisation.

According to Bartlett (2001) “one of the glitches that is usually problematic to identify, is proposing an effective calculation of performance of the organisation”. Blundell (1991) support above statement and describes that “lack of suitable data and methodological difficulties prevent the adequate assessment of impact of human capital appreciation and performance of an organization. However, there is an increasing factor that Human Resource Management practices impacts on attitudes and work-related manners”. To evaluate the effectiveness of training and development programmes, it has been advised that organisations need to check directly the commitment and the relationship of the employees and the organisation to the training offered. (Allen, 2003).

Blau (1964) believes “constructive work-related performance and attitudes mainly depend on the perceptions of the employees. Most employees are developing an impression that the organisations are taking care of them. However, the same attitude was reliable with the social exchange model”. Blau (1964) further suggests that “emotional agreement between employer and employees are the central element of organisational performance”.

## 2.7 CONCLUSION

This chapter elaborated on relevant Acts pertaining to training and development. It is important for employees and employers to understand the content of the different Acts. It is also important to note the different components addressed in each Act and that these are understood by all. A well-equipped employee equates to a well-run government or organisation. The Acts outlined in this study have one thing in common to open platforms for development of employees and employers to acquire knowledge. Organisations, especially government departments and municipalities, need to ensure effective service delivery by allowing and motivating employees to participate in training and development interventions in the fields in which they are currently employed or the fields in which they have studied. Our government departments will serve the public well if management teams put good measures in place to ensure that employees are well educated, equipped and have the necessary skills to carry out their tasks.

Lastly, it is imperative for employers and employees of organisations to take time to familiarise themselves with the legislation and policies relating to education and training and development interventions. The legislation dictates that employers are responsible for empowering employees through training and development initiatives. Employees may not have had access to these opportunities in the past. Another important aspect to consider is the relationship between employers and job searchers. Employers must inform job searchers of what they can expect from their organisations as well as what external assistance is available. Responsible organisations and well-informed employees and job seekers can significantly contribute to developing a highly skilled and educated South African workforce.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 INTRODUCTION**

The research methodology and design are presented in this chapter to contextualise the approach and methods adopted to accomplish the research study. The scope of the study is detailed hereunder as well as an explanation of the research participants and the analysis of the data. The data and analysis techniques facilitate the examination of the results and the formulation of the conclusion and recommendations.

#### **3.2 RESEARCH DESIGN**

According to Mouton (1996:175) research design is defined as a general plan about what one is going to do to answer the research question. Important elements of research design include research strategies and methods related to data collection and analysis. The research is descriptive and a case study method was undertaken. The main reason for the research design was conditioned by the nature of the study, the research questions posed and the kind of information needed to be collected in response to those questions. Descriptive research is a description of the state of affairs as it exists at the time of the research. The main characteristic of such type of research is that the researcher has no control over the phenomena or activities being investigated. He believes research can only report on what happened and perhaps provide an explanation or justification of such an occurrence or occurrences.

Furthermore, Mouton (1996) believes research approach is also known as inductive reasoning. He indicates it starts with the observations, and theories are proposed towards the end of the research process as a result of observations. Inductive research involves the search for a pattern from observations and the development of explanations – theories – for those patterns through a series of hypotheses. No theories or hypotheses would apply in inductive studies at the beginning of the

research and the researcher is free to alter the direction of the study after the research process had commenced” (Mouton, 1996:175).

The design chosen for this study is that of descriptive research design. It is conclusive in nature, as opposed to exploratory research. As a consequence, this type of research takes the form of closed-ended questions, which limit its ability to provide unique insights. The critical research paradigm aims not only at explaining and understanding society and situations but also at changing it for the better, which is the aim of this study, namely to have a workable solution to improve employees’ performance by affording them opportunities to be trained and developed in their careers. It will focus on a critical understanding of the situation or practice being researched, in order to plan for transformative action”.

According to Ethridge (2004), “descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method”. “An important characteristic of descriptive research relates to the fact that while descriptive research can employ a number of variables, only one variable is required to conduct a descriptive study”.

As this study was descriptive, a qualitative approach was followed. According to Burns (2000), “qualitative research is useful for exploring and understanding a central phenomenon”. Creswell (2003) contends that “qualitative research is a field of study through disciplines and subject matter. It is naturalistic, in that its goal is to understand behaviour in a natural setting”. Cohen (2000:1) states that “the qualitative research approach uses concepts and clarifications so as to attempt to interpret human behaviour in a way that reflects not only the analyst’s view, but also the views of the people whose behaviour is being described. The emphasis is on verbal description, as opposed to numerical description”. Straus and Corbin (1990), “describe qualitative research as a kind of research in which findings are not arrived at by means of statistical procedures”.

Straus and Corbin (1990) added that “qualitative research is characterised as a methodology that enables in-depth and detailed analysis within the context of a limited number of participants”. In this research, the qualitative approach was followed in order to focus on an understanding of the situation or practice being researched from the perspective of those experiencing the phenomenon. This was done to understand and represent workers’ perceptions, experiences and needs concerning the training and development of staff individually.

Data shows inductive approach does not imply disregarding theories when formulating research questions and objectives. This approach aim at generating meanings from the data set collected in order to identify patterns and relationships to build a theory. The inductive approach does not prevent the researcher from using existing theory to formulate the research question to be explored. Inductive reasoning is based on learning from experience. Patterns, resemblances and regularities in experience are observed in order to reach conclusions (Mouton, 1996:175).

According to Mouton (1996:175), “the research design serves to plan, structure and execute the research to maximise the validity of the findings”. In this study, the researcher ensured that the thesis is well structured and well planned from the setting objectives to the questionnaire. According to Bryman and Bell (2007), “right from writing hypothesis to final analysis of data including any operational activities a well-structured research design is required. An effective research design constitutes the blueprint for the collection, measurement and analysis of data and ensures that the research is conducted within the conceptual structure”. According to Mouton, (2001), research design can be seen as the actualisation of logic in a set of procedures that optimises the validity of data for a given research problem. The critical research paradigm aims not only at explaining and understanding society and situations but also at finding a workable solution for the better to arrive at a practical solution to improve employees’ performance by affording them opportunities to be trained and developed in their careers. Babbie & Mouton (2001), “Research design focuses on a critical understanding of the situation or practice being researched, in order to plan for transformative action”.

### 3.3 RESEARCH METHODOLOGY

The aim of this section is to briefly describe the methodology used in this study. An explanation and justification for the methodological procedures used...

This study utilised a single case study design. According to Creswell, “case studies are an exploration of a bounded system of a case or multiple cases over time through detail, in-depth data collection involving multiple sources of information rich in context”. Creswell (1998:61) explains that “case studies are investigated because the interest is both uniqueness and commonality. There are reservations about some things the people share, just as they will question some of the things told about them. The scene is entered with a sincere interest in learning how they function in their ordinary pursuits and milieus and with a willingness to put aside many presumptions while we learn”. “The single case study design or collective case study investigates several cases to gain insight into a central phenomenon” (Creswell, 2002). This study is a single case study which uses a questionnaire.

According to Robson as cited in Gray, (2004:108), research can be broadly categorised as exploratory, descriptive and explanatory. Exploratory research investigates new insights and happenings about a phenomenon. Gray, (2004:108), describes descriptive study data as characteristics about a phenomenon being studied whereas explanatory research is a type of research that seeks to establish and explore the relationship that exists between variables. Furthermore, the “methodology is defined as a documented prose work. Documented prose work means organised analysis of the subject based on borrowed material with suitable acknowledgement and consultation in the main body of the paper.

According to Gray (2004:108), “phenomenology is a study of experiences from the individual’s perspective”. Rubin and Babbie (1997:38) “describe qualitative study as study that can be conducted by adopting participant observation to collect data on naturally occurring behaviour in its real context”. For this research, the approach taken was qualitative and evaluative in nature. Rubin and Babbie (1997:26) define qualitative

methods of research as methods “that emphasise depth of understanding and the deeper meaning of human experiences – it is used with the aim of generating theoretically richer observations”. This study is descriptive. There was not much interaction with participants and they were expected to describe how they feel about the situation.

The utilisation of the various techniques of data collection justifies the basis of suitability and relevance of the research. These methods allowed could not allow the researcher to communicate with participants in order to justify the probing of the problem. The research had to gather from the database received. The research method used was a case study which is mainly used a qualitative research paradigm method in order to gain understanding and insight into life stories of research participants. Methodology serves as a bridge between the very general and higher-level assumptions of which researchers are unaware, and specific the practical procedures needed to gather, analyse and interpret data.

According to Collis and Hussey (2003), qualitative research methodology is regarded as the most appropriate for a small sample, as is the case in this research study. Qualitative research is “mostly appropriate for small samples, while its outcomes are not measurable and quantifiable. The advantage is that qualitative research offers a complete description and analysis of a research subject, without limitation to the scope of the research and the nature of participants’ responses”.

Brynard and Hanekom (2006:37) describe qualitative methodology as “research that produces descriptive data and generally it is participants’ own written or spoken words pertaining to their experience or perceptions. Usually no numbers or counts are assigned to these observations and it also entails unanticipated findings and the possibility of altering research plans in response to these accidental discoveries”. Wuest (1995:30) states that “qualitative methods focus on the whole of human experience and the meanings ascribed by individuals living the experience; broader understanding and deeper insight into complex human behaviours thus occurs as a



result” (Lincoln, 1992; Mason, 2006). Consequently, “there is no single, objective reality, there are multiple realities based on subjective experience and circumstance” (Wuest, 1995:30).

The theory is supposed to be an outcome of an investigation rather than something that precedes it. However, some writers like Silverman (1993:24), argue that “such a depiction of research is out of tune with the greater sophistication of contemporary field research design, born out of accumulated knowledge of interaction and greater concern with issues of reliability and validity. Important to note is that the outcomes of the study may not be perceived as reliable because they mostly come from a researcher’s personal judgments and interpretation”.

Rubin and Babbie (1997:26) have a different view on qualitative research in that “qualitative methods of research emphasise the depth of understanding and the deeper meaning of human experiences: it is used with the aim of generating theoretically richer observations. Qualitative data collection methods are concerned with gaining insights and understanding on underlying reasons. The research would be characterised as a methodology that enables in-depth and detailed analysis within the context of a limited number of participants”. In this research, the qualitative approach was followed, in order to focus on an understanding of the situation or practice being researched from the perspective of those experiencing the phenomenon. This was done to understand and represent individual workers’ perceptions, experiences and needs concerning the training and development of staff.

According to Cohen (2000:1), “the qualitative approach uses concepts and clarifications to attempt to interpret human behaviour in a way that reflects not only the analyst’s view but also the views of the people whose behaviour is being described. Qualitative research is also described as a kind of research in which findings are not arrived at by means of statistical procedures. Qualitative research is described as an inquiry approach useful for exploring and understanding a central phenomenon. It is also believed that qualitative research is a field of study with cross-cuts through disciplines

and subject matter”. The present study is a case study that allows for in-depth investigation into a particular observation, activity or phenomenon.

### **3.4 DESCRIPTIVE RESEARCH**

Descriptive research, also known as statistical research, was followed to be able to describe data and characteristics about the population or phenomenon being studied. According to Burns (2008), “the data description is factual, accurate and systematic; the research cannot describe what caused a situation”. Burns (2008), furthermore, explains “that in descriptive research the research hypotheses often will exist, but they may be tentative and speculative”. As in this thesis also the researcher has designed hypothesis which has been presented at the end of this chapter and this will be tested in this study in latter part. Denzin and Lincoln (2005) state that the inductive approach “takes into account the context where research effort is active, while it is also most appropriate for small samples that produce qualitative data. However, the main weakness of the inductive approach is that it produces generalized theories and conclusions based only on a small number of observations, thereby the reliability of research results being under question”.

According to Gray (2004:108), “in terms of purpose, research could broadly be categorised as exploratory, descriptive and explanatory. Exploratory research emphasises investigating new insights and happenings about a phenomenon whereas; descriptive study”, according to Hedrick (cited in Gray, 2004:108), “is data and characteristics about a phenomenon being studied whereas explanatory research is a type of research that seeks to establish and explore the relationship that exists between variables”. Gray (2004:108) states that “research methodology is also defined as a documented prose work. Documented prose work means organised analysis of the subject based on borrowed material with suitable acknowledgement and consultation in the main body of the paper”.

Research study can be thought of as the logic or master plan of research that throws light on how a study should be conducted. It shows how all the major parts of the

research study – the samples or group, measures, treatments or programmes – work together in an attempt to address the research questions. It can be seen as the actualisation of reasoning in a set of procedures that optimises the validity of data for a given research problem.

In general, the relationships studied will not be casual in nature. However, they may still have utility in prediction. “In social science; descriptive research usually takes one of two forms: Survey research and observational research, and this study has taken survey research,” (Gray, 2004:108). According to Kervin (2004), “survey research is the systematic gathering of information from respondents for the purpose of understanding and predicting some aspect of the behaviour of the population of interest. As the term is typically used, it implies that the information has been gathered with some version of a questionnaire. The survey researcher must be concerned with sampling, questionnaire design, questionnaire administration, and data analysis”. All these instruments have been tested in this study.

### **3.5 DATA COLLECTION**

According to Mouton (2002:141), “data collection simply means gathering that which will prove your hypothesis or research question, whether wrong or right, and that will depend upon the information one obtained during data collection”. “The concept methods refers in general to, “the appropriate use of techniques of data collection and analysis” (Prasad, 2005). People would observe what is happening around them, and then put in place some control measures. (Weinbach, 2003:218).

Data collection was obtained through employing a semi-structured questionnaire. According to Mouton (2007:288), “a basic individual interview is one of the most frequently used methods of data gathering within the qualitative research approach as it will allow the participants to speak openly for themselves”. This study used survey data gathering to collect information.

The data was collected through semi-structured questionnaires returned from all the participants and the findings were collated on an Excel spreadsheet. Glesne (1999:130) agrees that “data has to be broken up into manageable themes, patterns, trends and relationships in order to make sense of it. It is important that first-hand information is gathered”. According to Welman, Kruger and Mitchelle 2007, “primary data is collected for the research for the purpose of the study at hand and secondary data is information collected by individuals and institutions other than the researcher and was collected through journals”.

This study has chosen the questionnaire as a source of data collection. Participants, during their work schedules, could make time to complete the questionnaire and email it back. Questionnaires are advantageous in that it reaches a wider audience as opposed to interviews. However, it has the disadvantage of not being able to customise questions as is possible with other methods of data collection.

The research model used was semi-structured. A semi-structured survey represents characteristics of both a structured questionnaire (closed-ended items) and the characteristics of an in-depth unstructured questionnaire. According to du Plooy (2009), a semi-structured questionnaire “is scheduled to understand how the respondents’ frame of meaning is constructed. Understanding another persons meaning construction is an extremely delicate process that requires the researcher to be very sensitive to respondents.” Semi-structured questionnaires were administered per department in different directorates and areas. The sample that was used was that of non-probability. The questionnaire was sent to administrative officers to determine their perceptions of and attitudes towards training and development interventions.

The semi-structured questionnaire was administered to fifty (50) staff members at the selected departments. The reasons for including these participants in the study were that it was easy to reach them since they were available and are currently still working at the selected department. The participants also held specific information pertinent to the study. Data was analysed by means of an Excel spreadsheet. The study

investigated factors which influence employee participation in training and development interventions.

An email was sent to the management staff requesting permission to conduct the research. Thereafter, an email was sent to selected staff members informing them of the intention to administer the research survey. This was done in order to be able to collect different views from different participants with different levels of education. An email consisting of a number of questions for the purpose of gathering information from participants was sent to employees who were chosen as a target population.

Questionnaires were collected from all participants and data was collated on an Excel spreadsheet. The study investigated the factors which influenced employee participation in training and development programmes. The study also highlights factors which influence the selection of clerical staff at the selected municipality in the Western Cape. Responses to questions were limited by the fact that some of the participants may not have been able to read the questions and respond accordingly. The responses (primary information) then had to be read through and understood in order to formulate an analysis.

Dosten and Hotchkiss (2005:30) explain data collection as one of the most significant phases in guiding research. A researcher can have the best research proposal but if the researcher cannot synthesise the information well, the study will not be logical or clear. Dostene *et al.* (2005:30) state that “data collection is a very challenging task which needs a detailed arrangement, hard work, persistence and determination to be completed effectively and that data gathering begins with defining what type of information is necessary, followed by the choice of a sample from a convinced population”.

According to Welman, Kruger and Mitchell (2007:149), “primary data is data collected for the research for the purpose of the study at hand and secondary data is information collected by individuals and institutions other than the researcher and should be collected with the use of journals”. Based on the above-mentioned statements, the

researcher concurred with the different authors that data collection is an essential stage in directing the study and the process where the researcher accumulates data to obtain the research goals by using tools such as questionnaires.

### **3.5.1 Data Collection Techniques**

According to Annum (2016), an unstructured questionnaire is labelled as an open-ended or an unlimited type of questionnaire since the questions are framed to produce free responses, and permits the participants to give more valid data as they express their views without restrictions about the problems arising from the questions. Participants had the free will to express their understanding in their own words. However, even if an unstructured questionnaire is framed in a flexible way to admit more diverse views, the variant nature of the data given by the participants often render it very challenging to measure.

According to du Plooy (2009), semi-structured questionnaire “is scheduled to understand how the respondents’ frame of meaning is constructed. Understanding another person’s meaning construction is an extremely delicate process that requires the researcher to be very sensitive to respondents” whereas with unstructured questionnaires, Flick (2009:112) describes it as, “an open questions that may give more useable facts as participants can say what is significant to them and express it in their own words. Nevertheless, the facts are challenging to measure, and understanding is a prerequisite when using the facts. Coding of the responses or putting the responses into groups alter the genuine responses given by respondents by connecting responses that are not matching”.

This study used questionnaires as a tool. An email sent to the management of the selected municipality in the Western Cape, requested permission to conduct the research and thereafter a follow-up email was sent to selected staff members informing them of the study prior to conducting the research. This was done in order to be able to collect different views from different sources with different levels of education. The unstructured questionnaires were constructed in a manner intended to

answer the research problem. Once the unstructured questionnaire was compiled, it was submitted to the researcher's supervisor and the Cape Peninsula University of Technology's in-house statistician for suggestions and recommendations. Approval of the questions was granted which gave the researcher the go-ahead to conduct the survey.

The semi-structured questionnaire was then returned to the researcher and the feedback was applied. The majority of the adjustments and recommendations were minor concerns like language rephrasing. Thereafter, the unstructured questionnaire was submitted to the Higher Degree Committee (HDC) for recommendations and suggestions. A questionnaire is advantageous as it takes to a broader audience as opposed to interviews. However, it has the disadvantage of not being able to customise it to elicit further information as is possible with other methods of data collection. The questionnaires were administered to twenty (20) staff members during working hours. It was administered per department in different directorates and areas. A non-probability sample was used. The questionnaire distributed was sent to administrative officers to determine their attitudes towards training and development interventions.

### **3.6 EXPLANATION OF SELECTED CASE STUDY**

According to Stake (1995), "case study methodology as a strategy is an enquiry in which the researcher explores in-depth a programme, event, activity, process or one or more individuals. Cases are bound by time and activity. Researchers collect detailed information using a variety of data collection procedures over a sustained period of time". The purpose of this study was to clarify the view between training and development interventions of administrative staff and effective service delivery. It explored diverse factors influencing administrative staff's involvement in training and development. It encouraged organisations, including decision-makers and Human Resource Development practitioners to be able to establish a strategy on training and development interventions for employees.

This study used participants who are administrators in a selected local municipality in the Western Cape, South Africa. For this study, the researcher collected data through questionnaires. Although many studies have examined the factors influencing employee participation in training and development interventions, most studies explored training and development as enhancing skills and performance rather than considering the role and contribution of training as an intervention.

Therefore, this study, will make an analysis on administrators at a selected municipality in the Western Cape, South Africa. The second component of the case study will use research design to achieve the purpose. Which is to understand the experiences of the administrators in term of training and development.

### **3.6.1 Structure**

The research is going to outline the structure of the selected municipality at the Western Cape and clarify on how the organisation will assist employees to better carry out duties. Well aligned organisations create a rationale of filtering down goals for key processes, sub processes, teams and individual jobs, which is what the Human Resource structures of the selected municipality ensures. Vision, mission, goals and objectives of the municipality were aligned to the Integrated Development Plan (IDP).

The organisation also created policies to be followed when implementation of skills development initiatives take place on all levels in the municipality. The organisation also ensured all skills needs and plans were met and implemented as required and that they were well coordinated. The structure of this selected municipality consists of a Municipal Manager, Chief Financial Officer (CFO), six directors with six directorates – Management Services, Protection services, Local Economic Development, Infrastructure and Planning, Finance and Community Services which have different departments. This municipality consists of four areas which cover about 1700 hectares. There are approximately 1160 permanent staff members.



The selected municipality services about 90 000 residences. “Rendering service to the community is one factor of the enabling objectives for an efficient public administration model” (The Constitution of the Republic of South Africa, 1996). Human Resource processes need to be followed effectively and efficiently by administration staff who have knowledge in matters concerning training and development. HR units should select suitable candidates for training programmes and ensure the relevant competencies and expertise are gained to deliver on the mandates for each department.

The research aimed at identifying factors influencing employee participation in training and development interventions at a selected municipality in the Western Cape. To support and complement these HR functions, training and development interventions are viewed as investment in employees which will enhance performance for higher levels of effectiveness, efficiency and economical provision of services. Therefore, training and development initiatives by a municipality should be fast-tracked to identify suitable programmes to provide training opportunities to public servants in a variety of skills.

South African public service requires knowledgeable and well developed public servants, committed to executing duties in order to achieve good service delivery. Essential economic, social and cultural changes experienced by the working class market within recent decades assisted in highlighting the central role played by the learning process in individual career development and organisational success. In such dynamic contexts, skills and competencies rapidly become outdated and need to be continuously revised and implemented as a strategic factor for global competitiveness. Most municipalities face realities as well as the challenge of protests by unhappy citizens who do not receive good services from the municipalities. This specific municipality, however, has not experienced many protests.

### **3.6.2 Training and Development Interventions**

Training and development interventions for staff in municipalities should be made a priority by government. The Training and Skills Development Agreement of the

selected municipality in the Western Cape was about promoting the ability of employees to perform essential delivery objectives. There were policies in place addressing training and development, however, the challenge was to check if these policies were implemented as they should have been. The aim was to implement successful programmes that would assist staff members to achieve success or growth and better perform duties, in order to achieve the municipal mandate in a progressive and sustainable way.

The above correlates with the Training and Development intervention aim which was to increase the ability of individuals to improve performance and productivity. In a nutshell, training deals with the improvement of job skills, while development programmes. According to Van Zyl (1994:9-10) “training and development is about educating employees to perform better, to educate employees beyond the requirements of their present positions”. Interventions should be made earlier in the life of an employee to gain better work results.

### **3.6.3 Impact of Training and Development Interventions**

When the management of organisations intervenes in training and development of staff, the impact is usually positive. In this case, it enabled employees to be ready for a promotion, and allowed them to take a larger view of their role in the organisation. In attempting to achieve this aim, Chapter 5 of the Local Government: Municipal Finance Management and Regulations Act (56 of 2003) on capacity building, outlines that the national and provincial government must by agreement assist municipalities in providing platforms for training and development in order to empower administrators to provide efficient, effective and transparent financial management.

At this selected municipality, training and development of staff is important in order to enhance the capabilities of employees. Employees with more on-the-job experience perform better because of an increase in competencies. Human Resource Departments are important because they are the backbone and main resource of the organisation. Most organisations invest huge amounts of money in Human Resource capital because

the performance of the Human Resource Department and of the organisation at large will ultimately increase the performance of the organisation. It is important that as much as the number of employees increase, interventions should be budgeted and evaluated annually.

### **3.7 RESEARCH POPULATION**

According to Polit and Hungler (1999:37), “population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications”. The population of this study was municipal employees, namely administrators, working at a selected municipality in the Western Cape, South Africa.

#### **3.7.1 Target Population**

The term target population is commonly described with reference to the group of people or entities to which the findings of the sample are to be generalised. The target population of the study is municipal employees (administrators). In the organisation only 20 clerks are permanent. There are a lot more males than females, and the majority is between the ages of 30-65 years. This study initially intended to gather information from administrators, however, only 7 (seven) administrators were available. The request for participation was then extended to clerks and some of the managers to be able to gather a reasonable response. This study couldn't sample the entire population under the study, due to the population large in number.

According to Parasuraman et al. (2004, p.356 cited in Limganitgul, 2009), “sampling is a method whereby a fraction of a total number of units of interest is selected to enable the researcher to draw general conclusions about the whole body of units. Therefore the researcher can draw sample about the population to achieve the research objectives”. Denscombe (1998) defines a stratified sample as “one in which every member of the population has an equal chance of being selected in relation to their proportion within the total population”. Stratified sampling is something of a mixture of random selection and selecting on the basis of specific purpose where the researcher

wants to understand the differences between key demographic subgroup within the population. The researcher might be interested in understanding the different views of employees and managers, male and female.

### **3.8 RESEARCH INSTRUMENT**

Research instrument used in the study was semi-structured questionnaire. Whether the research is valid or reliable is a function of how well the questions were designed, how it was structured and the thoroughness of trail testing (Saunders, 2007). The questionnaire was formulated to achieve the research objectives as well as to obtain further information.

#### **3.8.1 Semi-structured Questionnaire**

Semi-structured questionnaire is defined as a mix of unstructured and structured questionnaires. It comprises a mixture of closed and open questions. They are commonly used in business – to- business market research where there is a need to accommodate a large range of different responses from companies. The use of semi-structured questionnaire enables a mix of qualitative and quantitative information to be generated. They can be administered over the telephone or face-to-face and even by e-mail. For this study they questionnaires were administered per e-mail.

#### **3.8.2 Development of the Questionnaire**

A detailed questionnaire was emailed to employees and they were expected to read the questions and respond in writing. A standardised questionnaire with 20 (twenty) questions was developed. Relevant staff were identified within the departments. The above method of dissemination was selected as it is inexpensive, has fewer time constraints and participants do not feel overwhelmed. Therefore, they could answer when they had time, allowing for more precise answers. A cut-off date was communicated to them and all participants were given enough time. A letter requesting permission to conduct research was attached to the questionnaire to enable the

participants to become familiar with and be aware of what the research is about. This invariably enhances the reliability of the qualitative data collected and equally prevents bias. The design of the questionnaire and generation of the questionnaires were informed by the literature review.

Questionnaires were sent off by email in the hope that participants will complete and return. Advantage of e-mail is that questionnaires cost is relatively low and participants enjoy a high degree of freedom. The questionnaire is also defined as a data collection instrument in which the respondent is requested to answer a set of questions in a predetermined order". The questionnaire for this study sought to obtain employees' perceptions of staff training and development programmes. The questionnaire was specifically designed for these particular municipality workers. The questionnaire contained both closed and open-ended questions. Important to notice is that questionnaires are best functional when employee attitudes and organisational practices are the subjects of the study – they enable the researcher to discover and explain variability in diverse, observable facts. According to Saunders (1994), "the data obtained can equally be used to suggest possible associations between variables". As mentioned, a questionnaire is chosen as a tool because it is cost effective and suitable for large samples, even though this was not the case in this study.

### **3.9 DATA ANALYSIS**

Qualitative data is defined as data that is not effortlessly reduced to numbers. It is connected to perceptions, opinions, values and behaviours of people in social contexts, and includes transcripts of individual interviews, field notes from observations of certain activities, copies of documents and audio sources. However, this study chose a questionnaire survey as a tool. Data was collated by the researcher using an Excel spreadsheet to gather all responses and analysed with the assistance of a statistician from CPUT.

According to Rossi, Freeman and Lipsey (2004:198), data is advantageous when it has been accurately analysed. Bowen (2009:27) indicates that when data is analysed

qualitatively, the researcher can construct the data desired to back the key argument that the study intends to make. Bogdan and Biklen (2003:111) describe qualitative data analysis as “functioning with the information, organising it, dividing it into controllable parts, coding it, combining it and searching for outlines. The purpose of analysing qualitative data is to determine patterns, ideas, subjects and meanings”.

### **3.9.1 Content Analysis**

According to Weber (1990:9), content analysis is a “research method that uses a set of procedures to make valid inferences from text”. In other words, content analysis endeavours to analyse text in a systematic, empirical manner that is made sufficiently explicit to permit replication. Babbie (2004:318) describes content analysis as essentially a coding operation. The researcher analysed the data retrieved from the questionnaires to identify patterns or the manner in which participants responded. (Strauss & Carbin, 1998). “Qualitative analysis is a form of intellectual craftsmanship. There is no single way to accomplish qualitative research, since data analysis is a process of making meaning. It is a creative process, not a mechanical one. Qualitative content analysis and emergent coding allow natural intuition to be revealed in a phenomenological sense” (Denzin & Lincoln, 2000).

According to Klenke (2016:94), content analysis is a group of techniques used for reviewing the contents on paper and writing down text which permits the researcher to take in enormous quantities of written data and methodically recognise its belongings such as regularities of frequently used words. Qualitative content analysis is a method used to scrutinise textual data and interpret it. The data generated in the study was analysed using content analysis because qualitative research permits researchers to understand communal realism in a particular but logical way. It is an investigation that investigates why administrators are not too eager to participate in training and development interventions. Once data was examined thoroughly, through Excel spreadsheets, it was reviewed for emerging themes by sorting to measure job satisfaction from the employees. The questionnaires gave an indication of how happy the workers are and it could be identified what the reasons for not attendance were.

### **3.9.2 How the Data was Analysed**

The evaluation of data is the process of analytically collecting data that will represent the opinions and experiences of the participants or other stakeholders. The main data sources used in this study was the literature reviews, journals, the Internet and data collection tools were questionnaires. Data was analysed by means of Excel spreadsheets, with the guidance and assistance from the statistician from Cape Peninsula University of Technology (CPUT). The analysis of the qualitative data was adopted for this study. Creswell (2012:240) recommended that hand analysis may be preferred by the researcher when the data base is less than 500 pages of transcripts; it allows for files to be tracked effortlessly and makes it easy to find test passages.

### **3.10 CHAPTER SUMMARY**

Chapter three outlined the underpinning methodology related to the study, the research methodology and design of the study and the approaches undertaken in the study. It also commented on data collection and analysis. The chapter emphatically provides comprehensive knowledge on the importance of research methodology in qualitative research. The data tool used was an unstructured questionnaire. Through using this qualitative method, the researcher searched for valid and trustworthy data.

The population of the study consists of twenty (20) individuals, employed at a selected municipality in the Western Cape. An analysis was made of the questionnaire technique, with a critical examination of the advantages and disadvantages. Adequate care of the data collected must be taken and be properly managed to avoid gathering of inaccurate data which may bring about misleading information and poor research results. Chapter four presents and discusses the results, analysis and findings of the study. It also draws conclusions based on an examination of study's results and the review of the literature in the field. It furthermore discusses the consequences of the study for practice, and makes recommendations for further research.

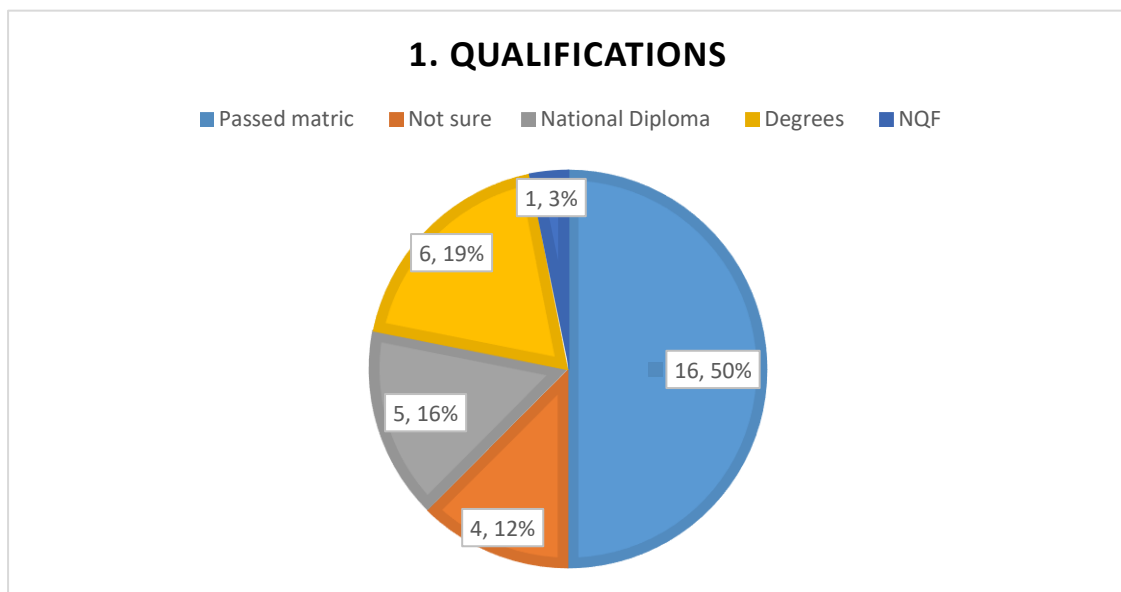
**CHAPTER 4**  
**RESULTS, ANALYSIS AND FINDINGS**

**4.1 INTRODUCTION**

The purpose of this research study was to examine administrators' perceptions and experiences of training and development interventions and why some staff members are not interested in attending these training interventions. The research findings and an analysis thereof are presented in this chapter. The research findings of this study are based on analysis of the data emanating from the unstructured questionnaire.

**4.2 RESULTS AND ANALYSIS**

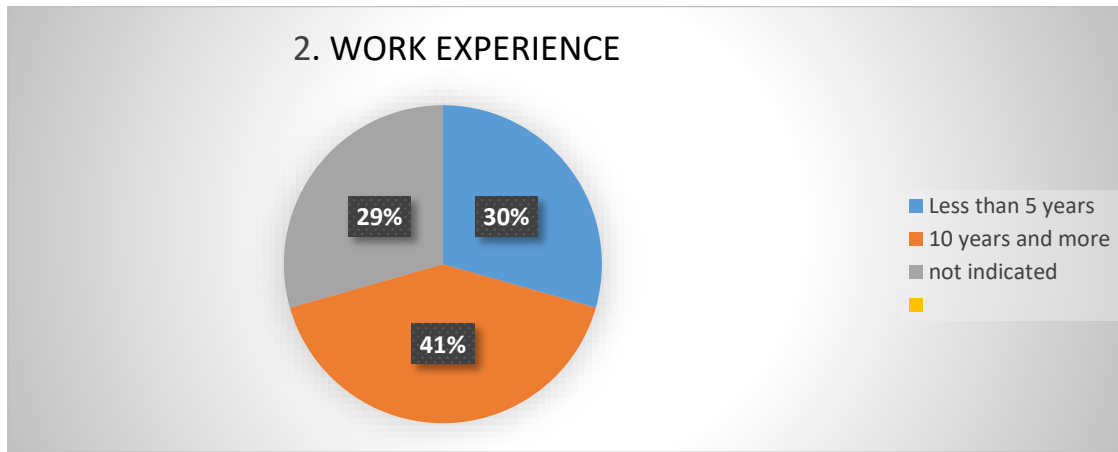
The qualifications and working experience of all the participants are presented here.



**Figure 1: Education of the participants**

Figure1 shows the educational levels of employees. Fifty per cent of the participants have passed matric and have a higher level of education. Sixteen per cent of participants obtained the National Diploma, nineteen per cent obtained Degrees, and three percent obtained an NQF Level 6 qualification. Twelve per cent of participants did not indicate their qualifications.

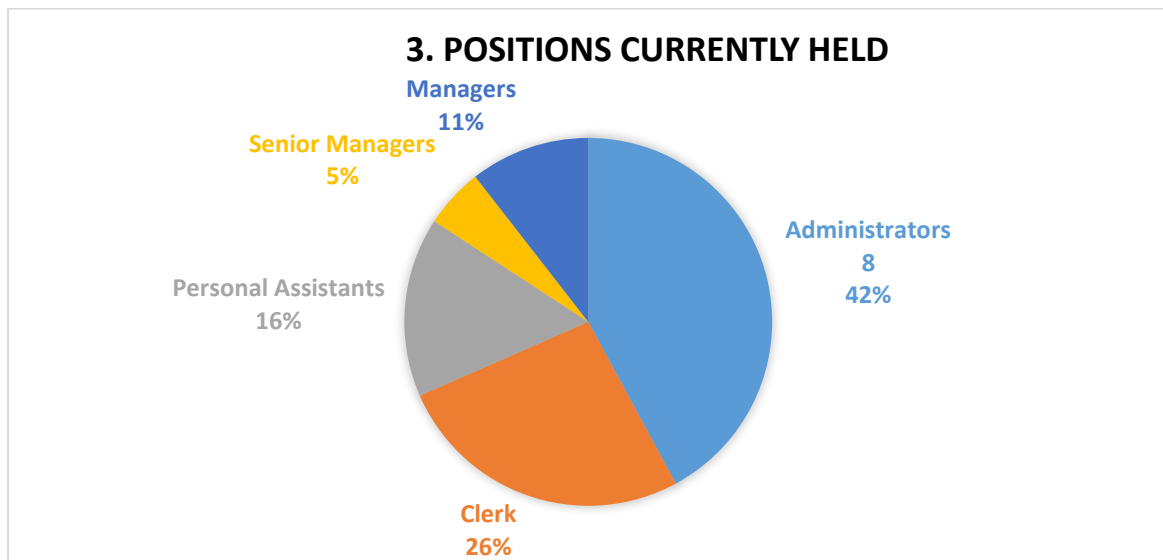




**Figure 2: Work experience**

Figure 2 presents the work experience of the employees in the organisation. Thirty per cent represent employees who have worked (in their present positions) for fewer than five years. Forty per cent of the participants have more than ten years' experience and twenty-nine per cent of the participants did not indicate their work experience.

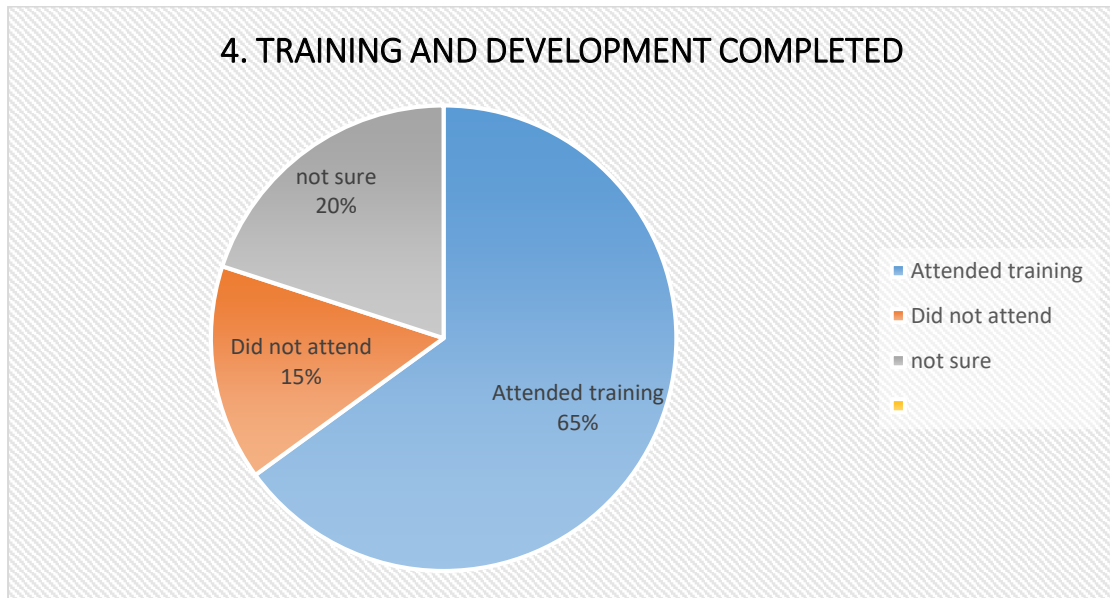
A narrative of the responses to the question is detailed hereunder.



**Figure 3: Positions currently held**

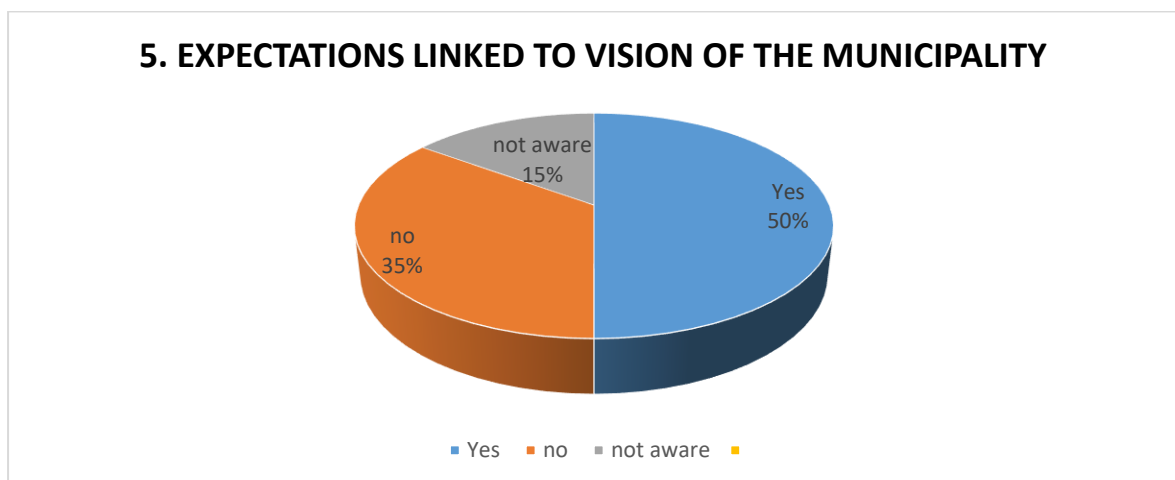
Figure 3 illustrates the percentage of the posts currently filled in the municipality. It also highlights the gaps between the different posts. Forty-two per cent of the participants, the majority of employees, were administrators, twenty-six per cent of

the participants were clerks. Sixteen per cent of the participants were personal assistants, eleven per cent were managers and five per cent were senior managers.



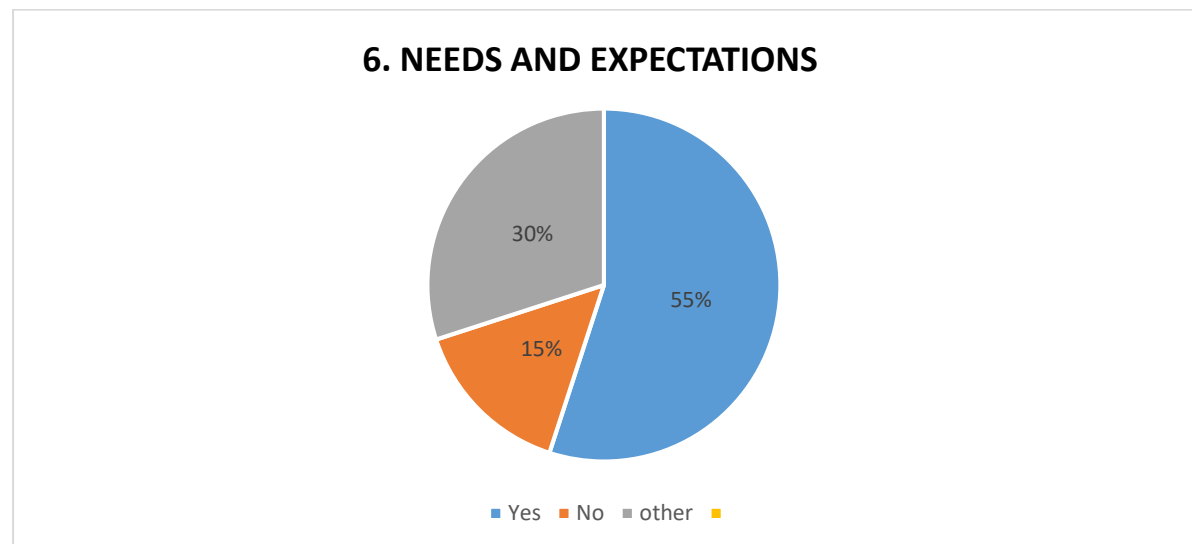
**Figure 4: Training and development completed**

Figure 4 illustrates the type of training participants have undergone. The aim was to determine if training programmes attended were based on specific needs and how it was going to empower employees. Sixty-five per cent of participants responded positively – they had attended the training interventions. Twenty per cent of participants did not attend any training programmes and the remaining fifteen per cent of the participants were not sure about the training and development programmes they had completed.



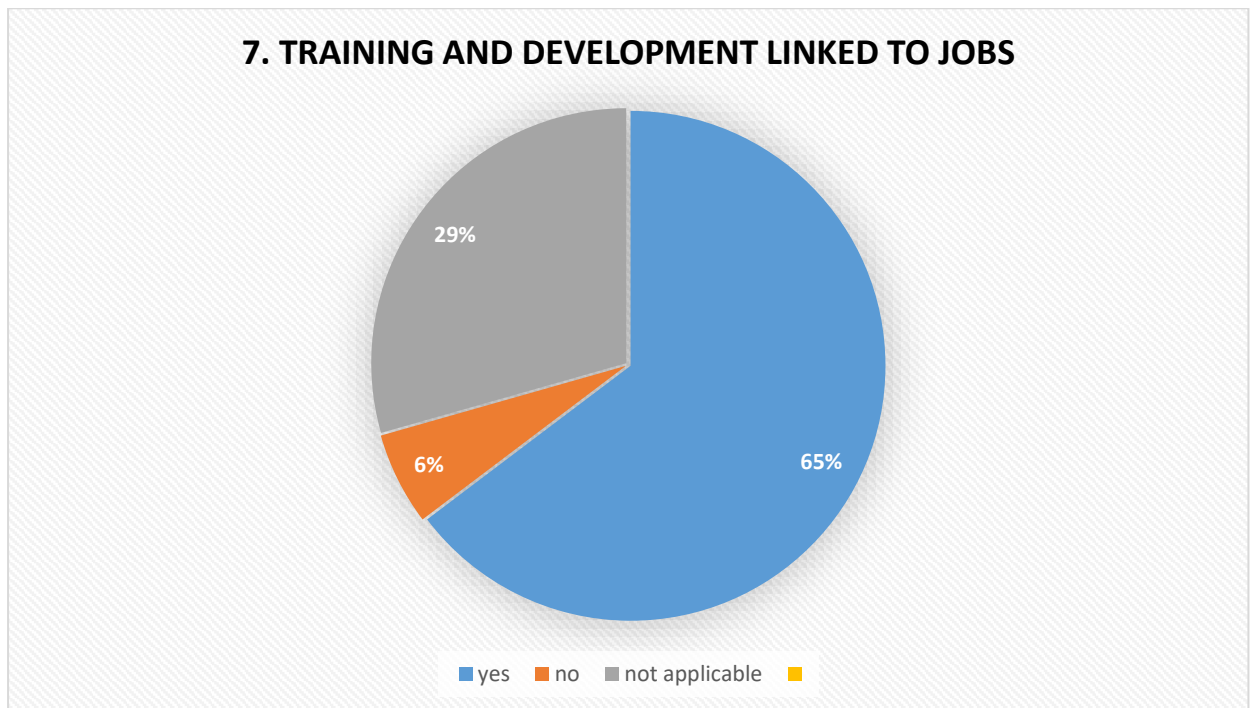
**Figure 5: Expectations linked to the vision of the municipality**

Figure 5 illustrates employee expectations linked to the vision and mission of the municipality. This was done to determine if training programmes offered were linked to the organisation’s vision and mission. Fifty per cent of the participants indicated that their expectations are linked to the vision and mission of the organisation. Thirty-five per cent of participants indicated there was no link to the vision of the organisation and fifteen per cent of participants indicated they were not sure.



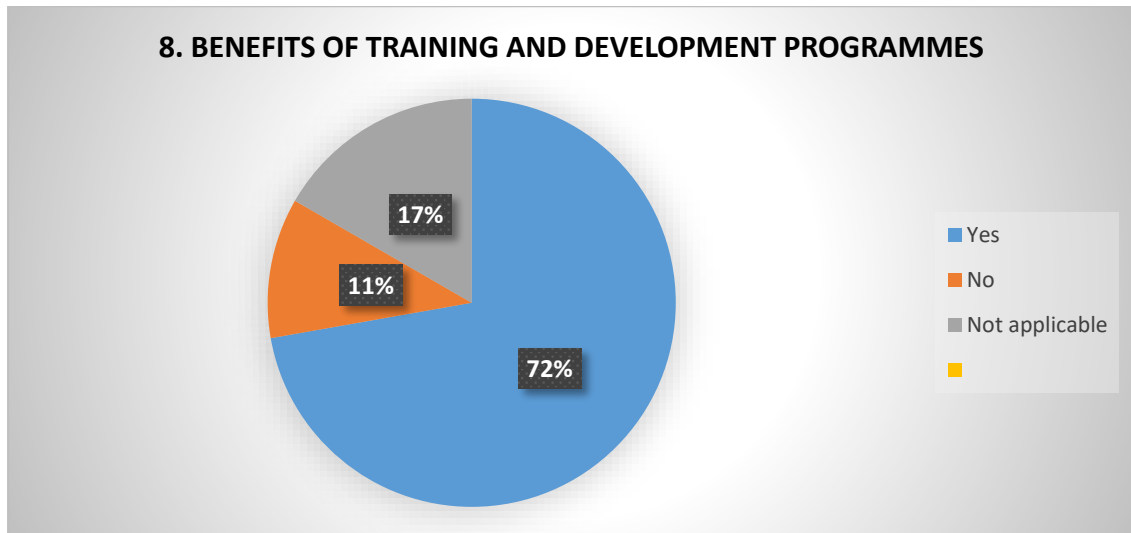
**Figure 6: Needs and expectations**

Figure 6 illustrates the needs and expectations of participants. Fifty-five per cent of the participants indicated that expectations and needs were assessed. Thirty per cent of the participants indicated they were not sure and fifteen per cent of participants indicated that their needs and expectations were not met at all.



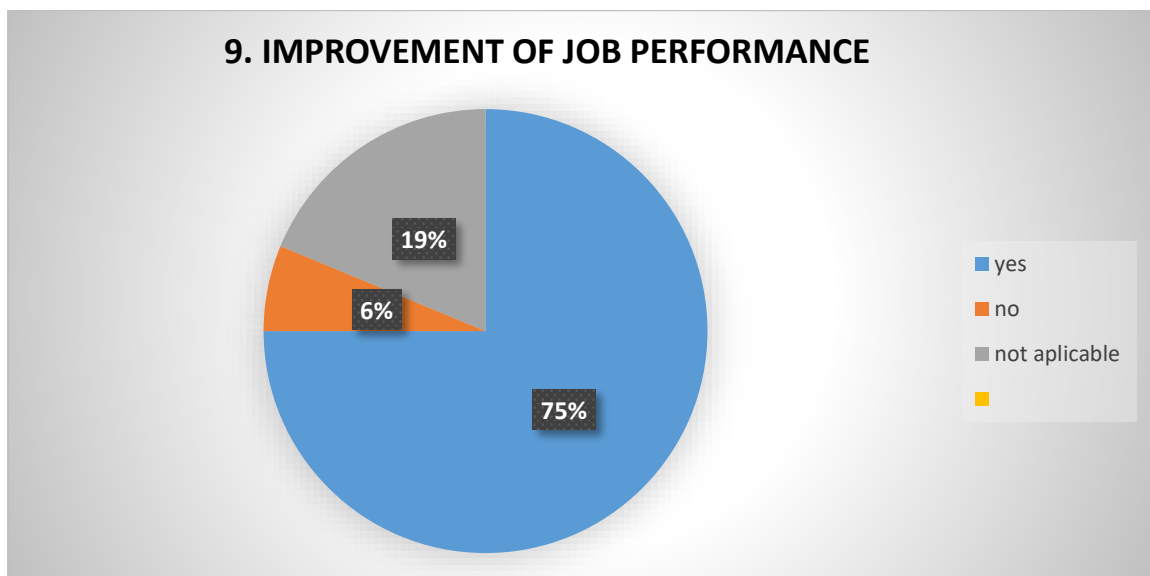
**Figure 7: Training and development linked to job descriptions**

Figure 7 indicates the participants’ understanding of the importance of linking jobs to training and development initiatives. It also shows how employees benefit from training and development initiatives. Diverse responses were recorded. Six per cent of participants indicated that there is no direct link to their jobs. Sixty-five per cent of the participants indicated that training and development programmes were linked to their job descriptions. Personnel also indicated that the training programmes offered to them were applicable and it enabled them to effectively fulfil their duties as described in their current job descriptions. It was also stated that it also provided the skills and knowledge required in order to advance within the organisation. Twenty–nine per cent of participants did not comment. Training programmes were provided as per job descriptions and were linked to annual training needs plan.



**Figure 8: Benefits of training and development programmes**

Figure 8 shows the extent to which employees benefit from attending training and development programmes. Eleven per cent of the participants indicated no benefits were accrued and that they felt underutilised. Seventy-two per cent of the participants felt their full potential was realised in their current jobs. Seventeen per cent of participants were of the view that the benefits of a training and development programme was more about employers obtaining “background information” and did not improve their job performance.



**Figure 9: Improvement of job performance**

Employees were asked about the improvement of job performance. The response is illustrated in Figure 9 above. Six per cent of the participants indicated that the absence of an updated skills audit report linked to the organisational strategic plan, would not improve performance. Job performance will also not improve the role of understanding an organisation versus individual analysis. A plan to determine the relevant approach was needed to determine which skills were required by certain individuals. Persons who possessed particular skills had to be utilised to transfer such skills in an effort to achieve organisational goals.

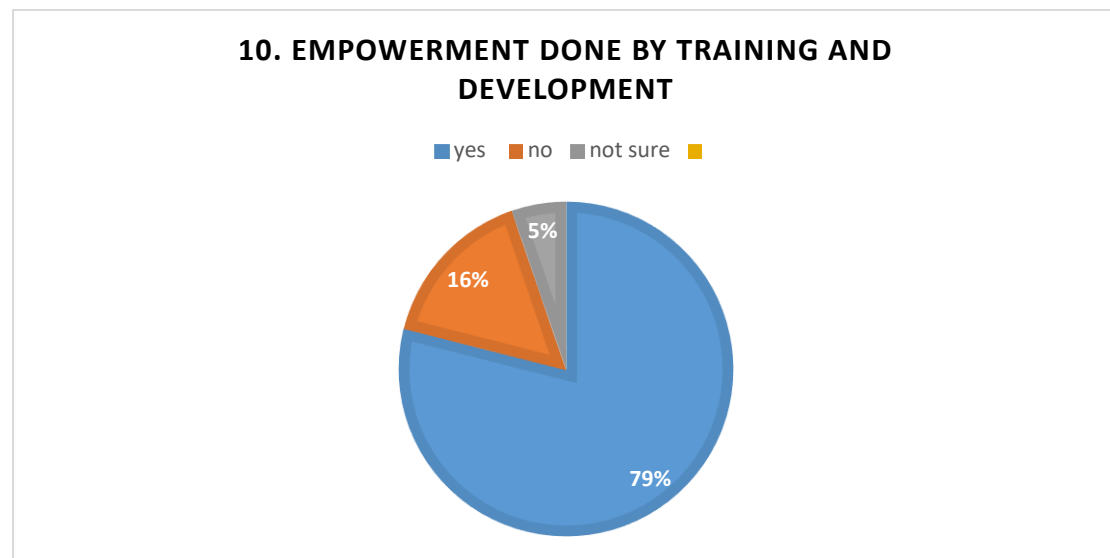
A comparison was made to identify the current available skills versus the desired skills. This exercise assisted the organisation to determine which skills should be included in training and development interventions so as to achieve current and future organisational needs. This is vital as it presents a prime opportunity to expand the knowledge base of all employees. Training and development programmes benefit both the individual and the organisation because employees' performance improves and productivity increases.

Twelve per cent of the participants were of the opinion that the skills and knowledge required to perform duties more effectively, efficiently and timeously will work to their advantage. This increased productivity as well as customer satisfaction. Three per cent of the participants felt better about performing their duties and were developed in respective fields. Some felt "training improves the speed and competency in dealing with my daily tasks. Technology keeps improving and training helps to keep me up to date." Training programmes equip staff with the necessary knowledge and ability to be able to deal with various employees or situations.

**Other verbatim comments include the following:**

Knowledge advancement improves confidence. Job knowledge coupled with skills competence come through experience by utilising knowledge and skills. Development linking to a job position if it is relevant to a job may assist to improve the job and updates knowledge to keep up with new improvements. In other words, it will improve

the current skill set and help the employee to stay abreast of constant changes/trends within the organisations and assist with quicker in solving more specific to the problem. Specific training job will have a positive result on knowledge and skills competence and will enhance the organisational perspective of a job and provide more depth on how to perform duties.



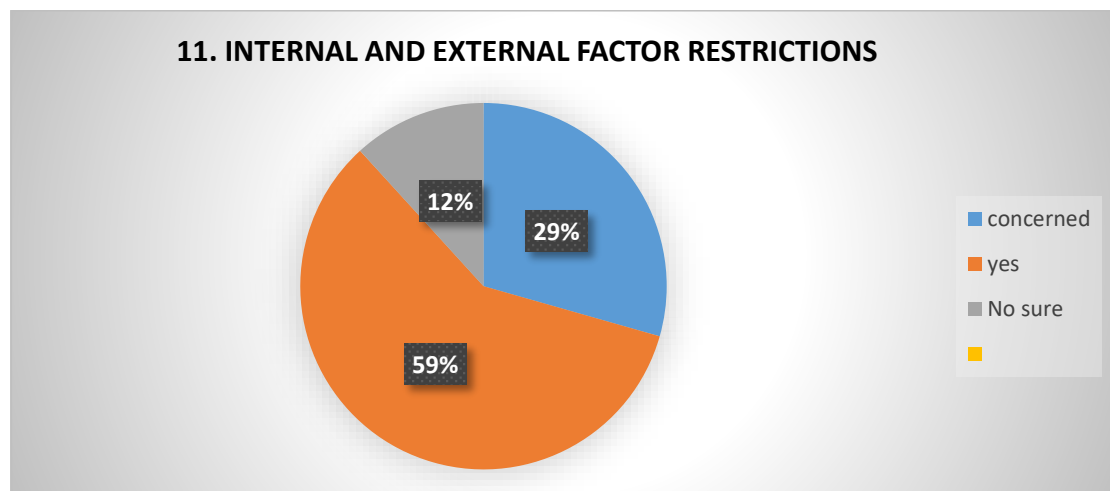
**Figure 10: Empowerment through training and development**

Figure 10 illustrates the level of empowerment achieved through training and development interventions. Sixteen per cent of the participants indicated that they were assisted and empowered by being introduced to training and development initiatives. They also mentioned it was a good exercise. They could do specific job tasks. Five per cent of the participants did not indicate anything. Seventy-nine per cent of the participants indicated they were not empowered through training and development initiatives. They were not assisted to be able to do their jobs better –they could have done so with or without the training.

- **When asked why and how are staff empowered through training and development. The following responses were presented:**

Three per cent of the participants indicated they felt there is an absence of an updated skills audit report linked to the organisational strategic plan. A cohesive rigorous Organisational Analysis versus Individual Analysis approach was needed to determine which skills are available in the workforce. It needed to be checked if individuals with particular skills were utilised efficiently to transfer such skills in an effort to reach the company's goals. Then a comparison could be made of current skills versus desired skills to determine the impact. With this established, the organisation will be in a position to determine what skills and training and development programmes should be focused on to meet current and future organisational needs.

Fifteen per cent of the participants felt training improved the speed and competency of dealing with their daily tasks. Technology kept improving and training programmes helped to keep them up to date. Attendance was important as it presented a prime opportunity to expand the knowledge base of all employees. One response indicated that employees were equipped with the skills and knowledge required for an employee to perform duties more effectively, efficiently and timeously. This increases productivity as well as customer satisfaction. Participants believe they will be able to better perform duties and they will be well informed about the developments in their field. Another respondent felt employees will be better equipped.



**Figure 11: Internal and external factor restrictions**



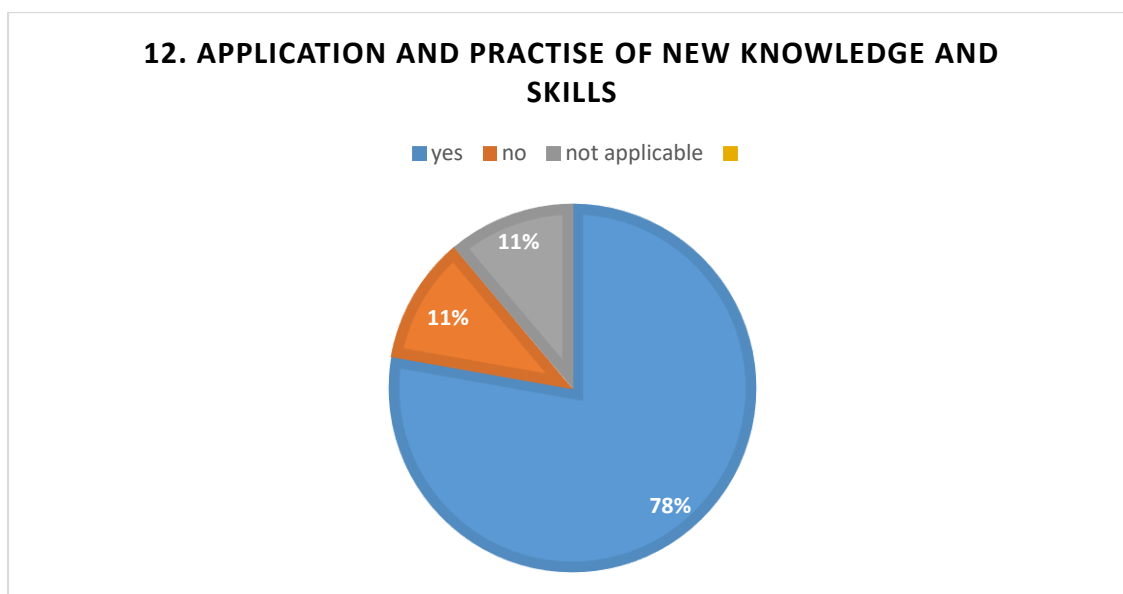
Figure 11 demonstrates the gap between training programmes received, and programme transferability and impact. Twenty-nine per cent of the participants indicated concerns related to Top Management – they were of the opinion that management teams must demonstrate an interest in developing staff and training practitioners should understand their roles. Development of staff does not end at getting employees trained, it should be followed up with an investigation of how acquired skills are transferred on the job. Fifty-nine per cent of the participants agreed that attending the courses will empower them to perform jobs effectively and will enhance self-growth.

Fifty-nine per cent of the participants are of the opinion that they could adapt to and implement more advanced techniques and methodologies in the workplace. Fifteen-nine per cent of the participants have the view they must acquire confidence to attempt duties of a more senior nature with pre-approval from the managers. They also felt other tasks are done more efficiently, faster or more easily instead of performing their jobs the same way they did before. Furthermore, the participants indicated it helped to perform duties effectively, updates on legislation were helpful but they could not be away from their desks for extended periods of time. An argument was presented regarding specific job tasks, namely “an Excel course will assist employees who must perform a lot of job tasks on Excel”.

Another argument was also presented in that up-to-date knowledge and information and understanding trends in local government needed to be presented to prepare them for future jobs and ensure value addition that could improve performance on the job. Twenty-nine per cent of the participants argued that if updated programmes were installed, they could function better as they would have broadened their skills base. One participant felt more comfortable taking on new challenges, trying new things, could complete tasks quicker and could help more people in a shorter period of time.

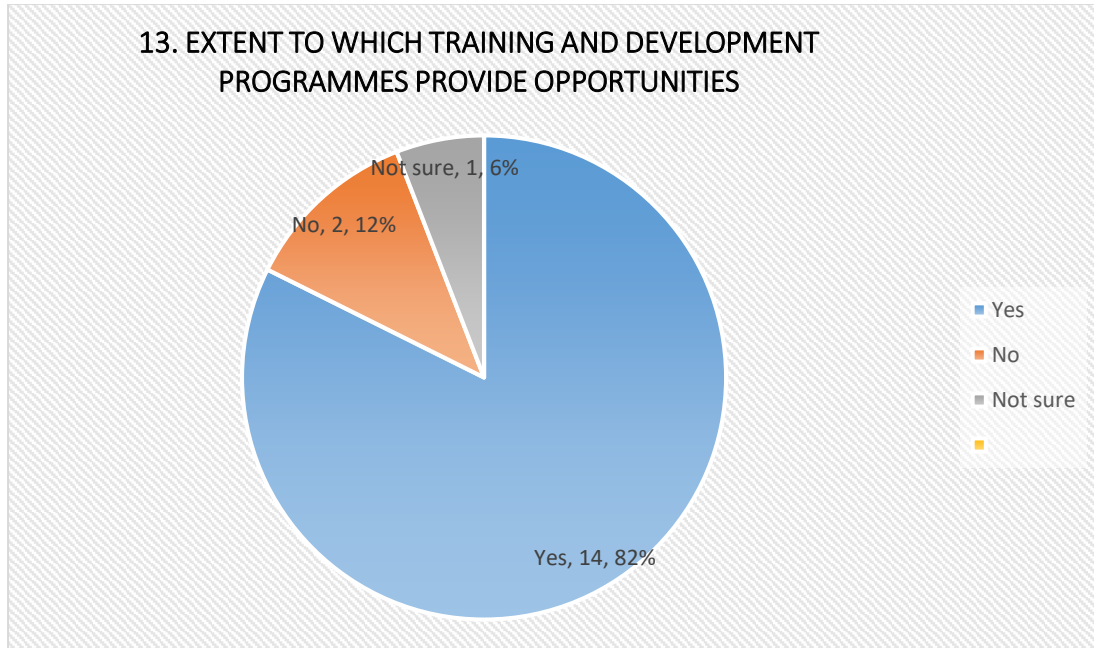
An informed and knowledgeable employee will make informed and better decisions in the workplace. This motivates employees to do more. Some of the participants indicated that they are only allowed to indicate their training needs once a year. If one

has not specified one's training needs, one is not allowed to attend the training programmes even if one's needs have changed. They feel that needs to change – they should be able to indicate their training needs throughout the year. Participants also indicated that they are not allowed to study during working hours, so time management is important. Participants felt it was important to engage in specific courses in order to benefit the training programme. They felt the type of training programmes they were exposed were not relevant to their jobs.



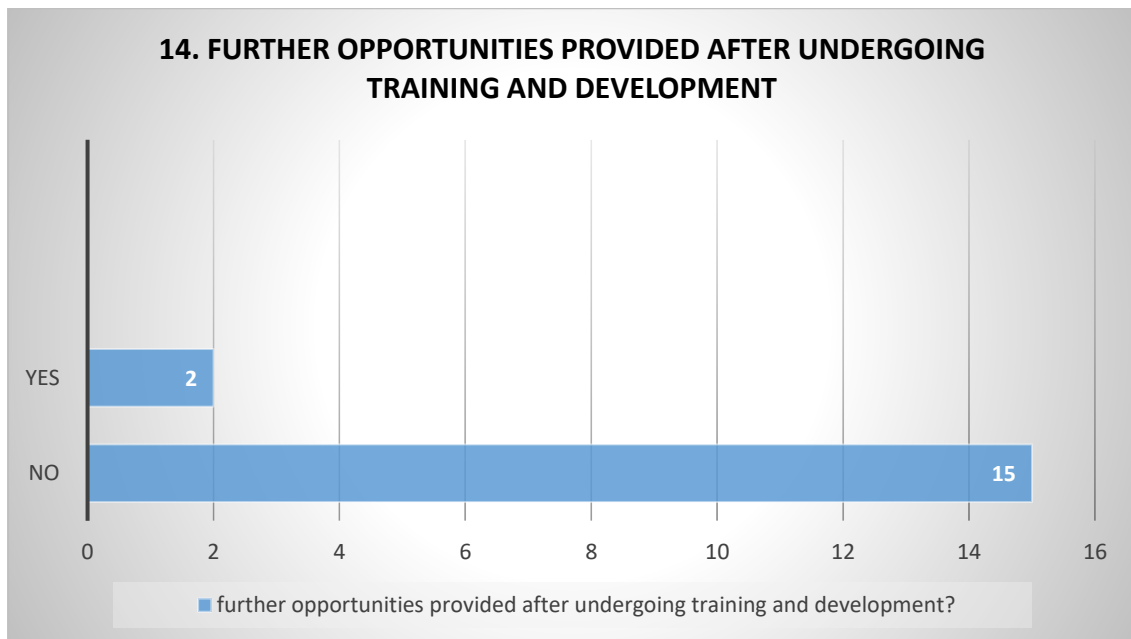
**Figure 12: Application and practice of new knowledge and skills**

Figure 12 illustrates the application and practice of new knowledge and skills. Fourteen per cent of the participants indicated there could be "vigorous communication between the employer and employee in terms of clarifying an individual's aspirations and organisational objective". Seventy-eight per cent of the participants indicated practising new knowledge cannot be viewed only on the basis of achieving organisational goals. This should be a fulfilling process aligned with individuals' aspirations and, both parties, namely employers and employees, must benefit from the process. It was also outlined that some employees would be retiring soon. They would, therefore, not participate in any training or development programmes. Eleven per cent of the participants mentioned that family obligations sometimes get in the way of employee's development. Eleven per cent of the participants indicated that the workload at certain times is heavier.



**Figure 13: Extent to which training and development programmes provide further opportunities in terms of enhancement and promotions**

Figure 13 illustrates the views of the participants on the extent to which training and development programmes provide further opportunities in terms of enhancement and promotions. Eighty-two per cent of the participants responded that courses required students to be physically present for certain parts of the course, sometimes requiring the student to be away from work for about five days a week once every month for the duration of the studies. Sometimes the travelling to such classes was also very far. Twelve per cent of the participants felt that it was not good to be away from work too often, and long distances and having to stay over means additional costs. Sometimes employees are limited to selecting courses that are available through distance learning. Six per cent of the participants felt that managers who prevent employees from attending courses must be dealt with as they are not investing in the growth of the individual or the organisation.



**Figure 14: Further opportunities provided after undergoing training and development programmes**

Figure 14 illustrates different opinions expressed by the participants. Eighty-eight per cent of the participants said that no opportunities were provided to attend training and development programmes. Participants indicated that training and development programmes were extremely important not just for employee development, but also for the success of the organisation. Participants also felt there is no recognition for graduates with qualifications.

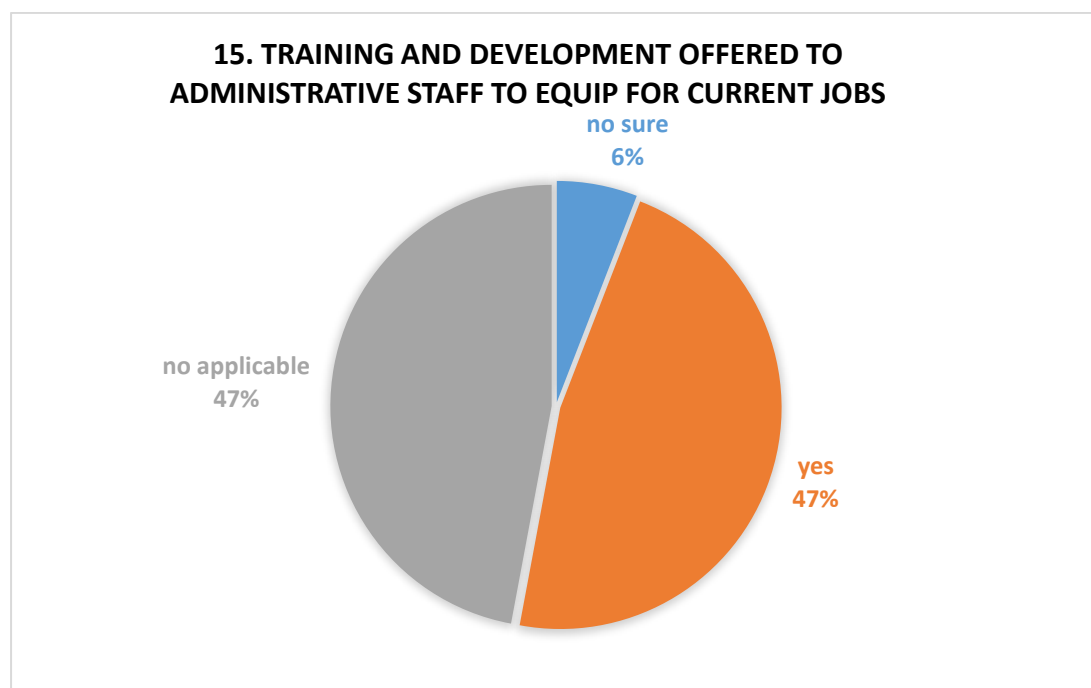
As an official, one needs to wait until a vacant position arises in order to apply for a higher post. Such programmes, if utilised properly, can give employees great opportunities. This means:

- It equips one, to a large degree, with skills and knowledge that enables one to further one's career by applying for jobs for which one would not have been qualified for before.
- It enables one to keep up with changes in technology and other advances in the industry.
- It gives one all the required skills and qualifications for promotion and enhancement.

- More knowledge and skills create chances of being able to perform duties required at a managerial level.
- Training programmes are important, as they improve knowledge and understanding of subjects. Practical experience is equally important as that knowledge can be applied in the working environment.
- Training allows one to strengthen skills.
- Training and development programmes empower employees with knowledge or information and a new skill set allows them to seek out previously inaccessible opportunities.
- Training and development programmes definitely provide opportunities for growth.
- Trained and suitably qualified individuals will stand a better chance at promotion.
- More employees are eligible for promotion which means more employees have the opportunity to hold senior positions.

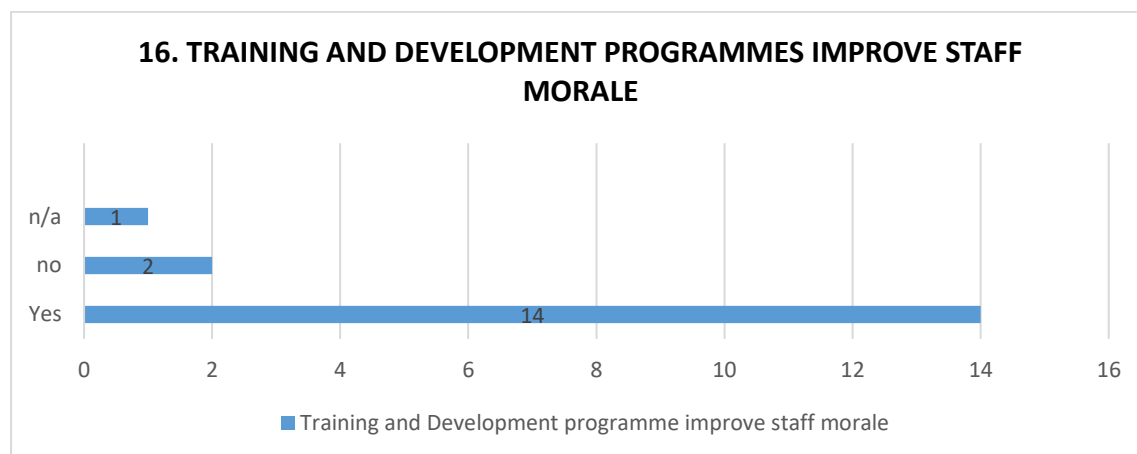
**One participant responded verbatim as follows:**

Participants had opportunities because over the course of 11 years only two sessions of training opportunities were offered to me to attend.



**Figure 15: Training and development offered to administrative staff to equip them for current jobs**

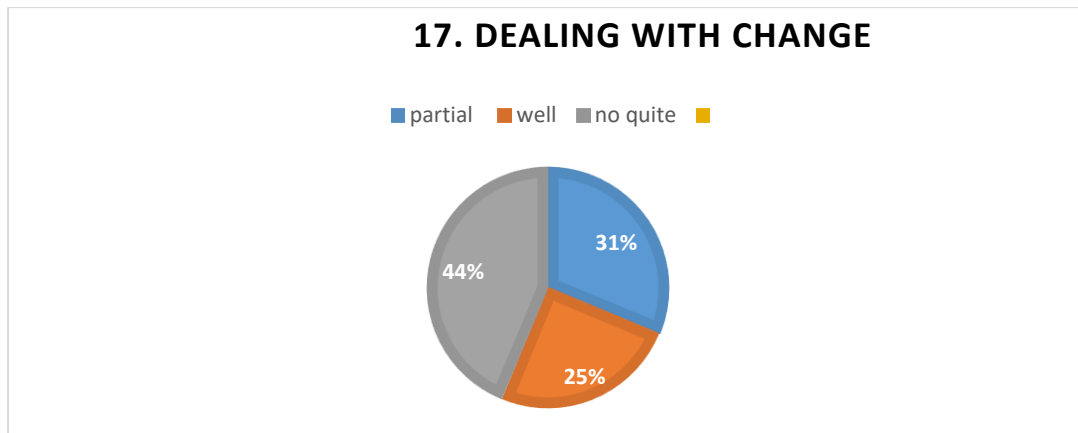
Figure 15 shows the responses to the training and development programmes offered to administrative staff in order to equip themselves with the required skills. Six per cent of the participants stated that the question can only be answered if there was an audit skills report indicating what skills they have currently and how they impact the current administration’s workforce performance. Then, given the above answer, they can compare the current performance (current skills) versus desired performance (needed skills) to perform the job. Forty-seven per cent of the participants stated their feeling differently. Forty-seven per cent of the participants indicated communication skills and computer skills are needed in most jobs to equip staff. Forty-seven per cent were of the opinion that they are not sure there if is different training programmes are available to them.



**Figure 16: Training and Development programmes improve staff morale**

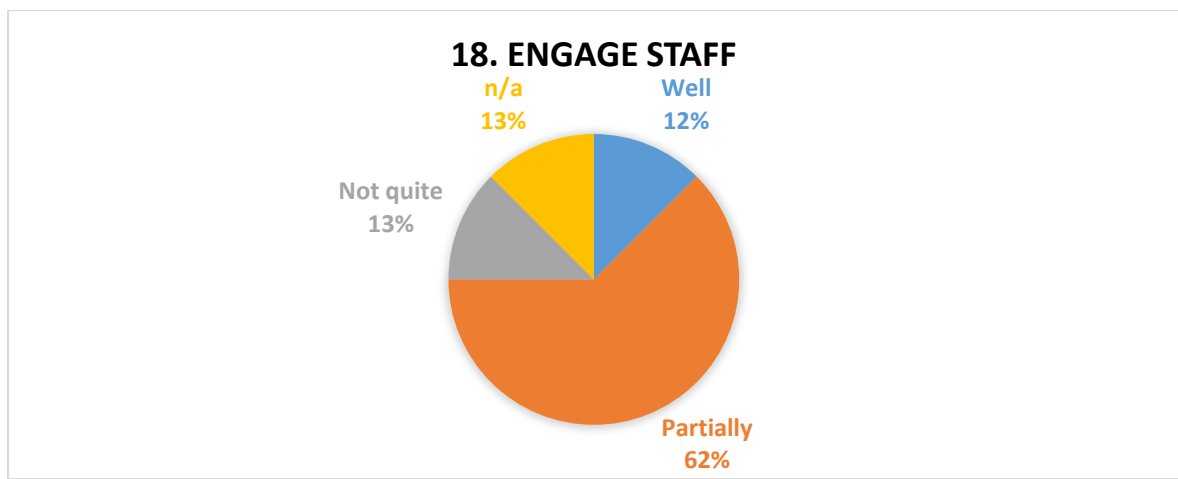
Figure 16 illustrates the responses to whether or not training and development programmes improve staff morale. Eighty-two per cent of the participants indicated that training and development programmes do improve staff morale. Twelve per cent of the participants indicated that the training and development programmes do not

improve staff morale or they do not see it as a tool that assists with improving staff morale. Six per cent of the participants did not indicate anything.



**Figure 17: Dealing with change**

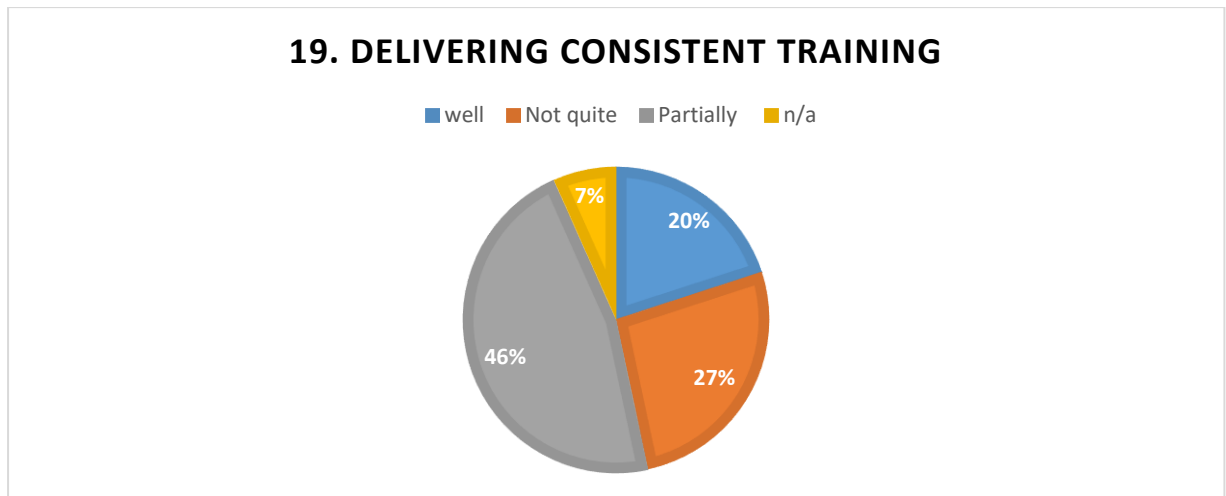
Figure 17 shows how staff deal with change. Thirty-one per cent of participants indicated that they are happy with the way management deals with change. Forty-four per cent of participants indicated that they are partially dealing with change and the last twenty-five per cent indicated that they do not quite deal with change.



**Figure 18: Engaging staff**

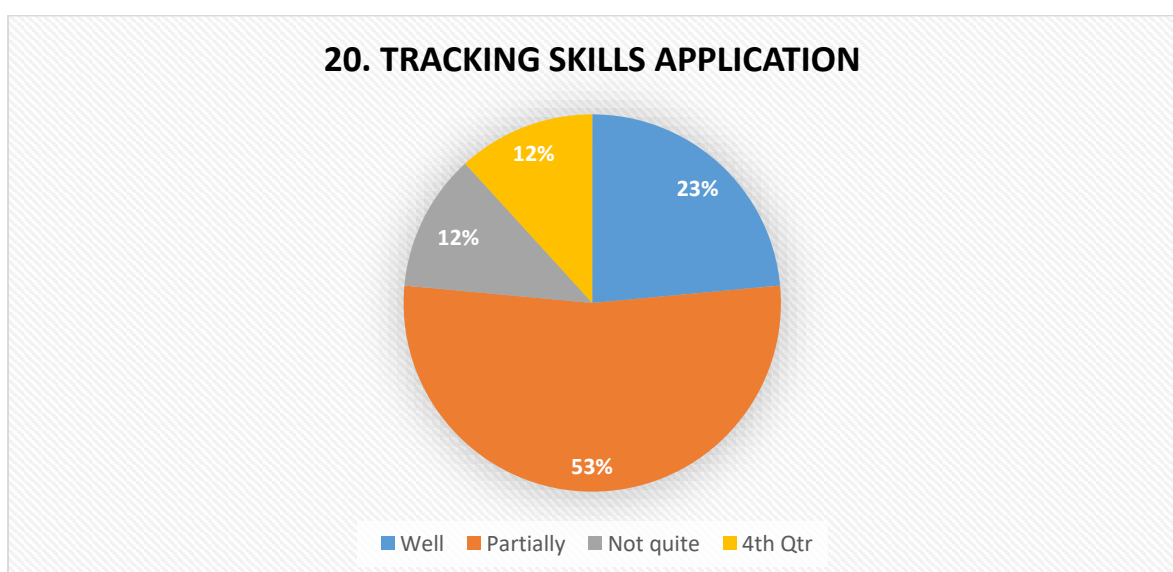
Figure 18 shows sixty-two per cent of participants indicated management partially engages staff and thirteen per cent of the participants indicated management does not quite engage staff. Thirteen per cent of the participants indicated that this does not

apply to them and they do not understand what this means. Twelve per cent of participants indicated that management engages staff well.



**Figure 19: Delivering consistent training**

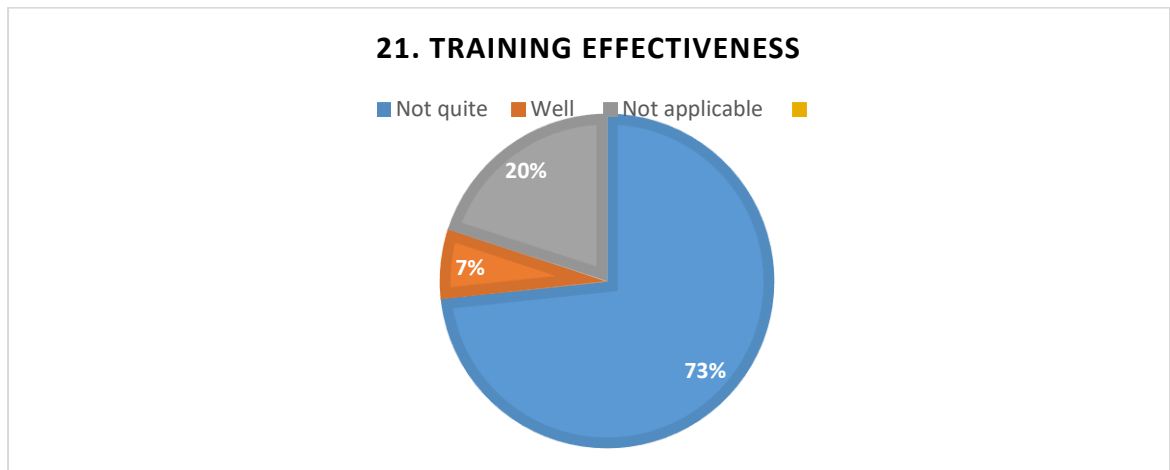
Figure 19 illustrates the impression of the employees towards the organisation – they are convinced that training programmes can be delivered consistently. Twenty per cent of participants indicated that managers deliver consistent training, whereas, twenty-seven per cent of the participants indicated they were denied consistent training, saying it does not quite happen. Forty-six per cent of the participants indicated it is done partially and seven per cent indicated it is not applicable.



**Figure 20: Tracking skills application**

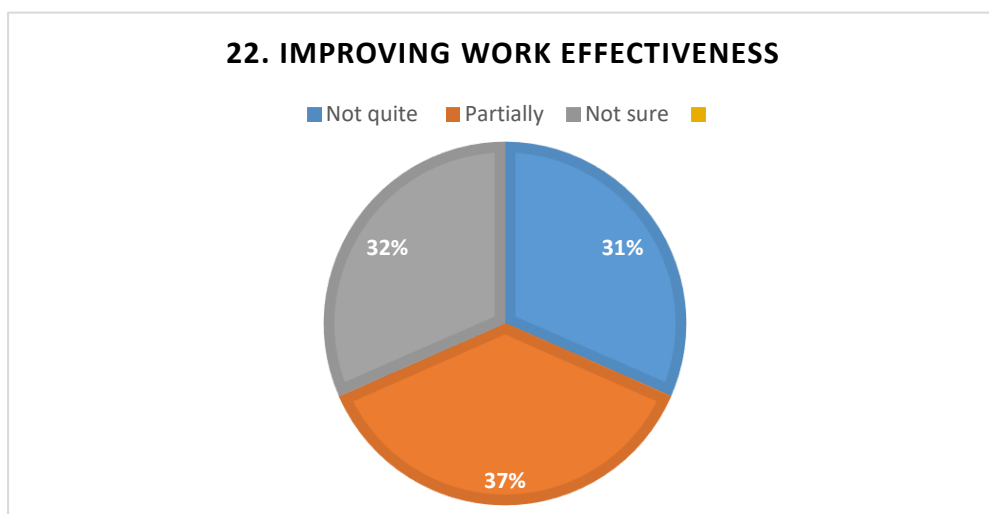


Figure 20 shows how employees feel about the tracking of skills applications. Twenty-three per cent of the participants indicated that managers do track skill applications and fifty-three per cent of the participants indicated that tracking is done partially. Twelve per cent of the participants indicated that it does not quite happen and another twelve per cent of the participants indicated that they are not sure and it is not applicable to them.



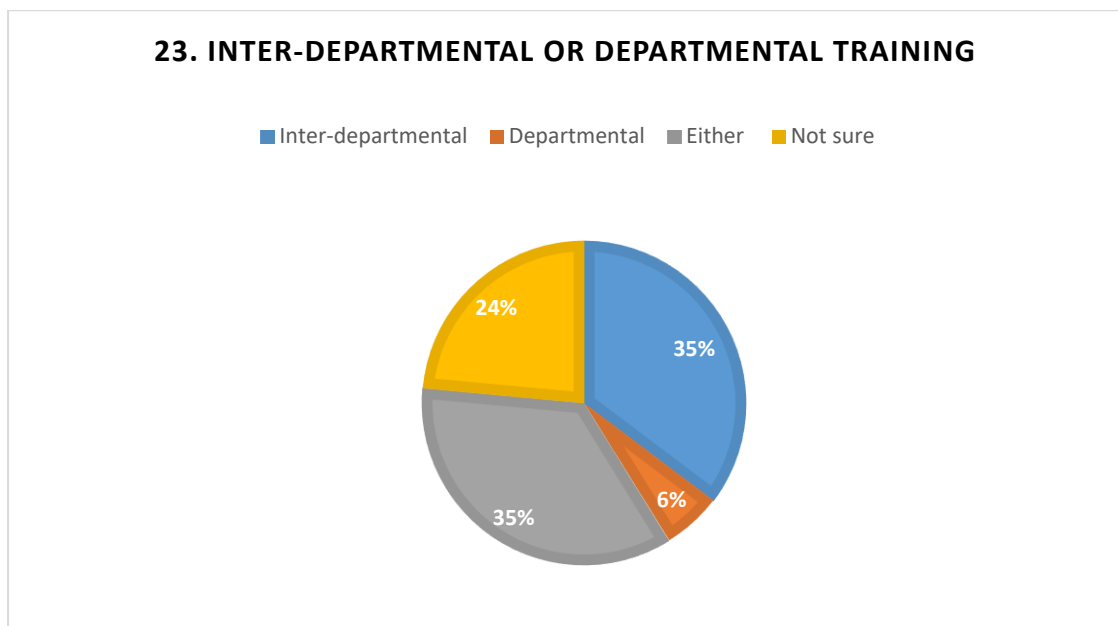
**Figure 21: Training effectiveness**

Figure 22 reflects as to whether the effectiveness of the training was measured effectiveness. Seventy-three per cent of the participants indicated that managers do not qualify training effectiveness. Seven per cent of the participants indicated that managers qualify training effectiveness well. Twenty per cent of the participants indicated that this is not applicable to them and that they do not understand.



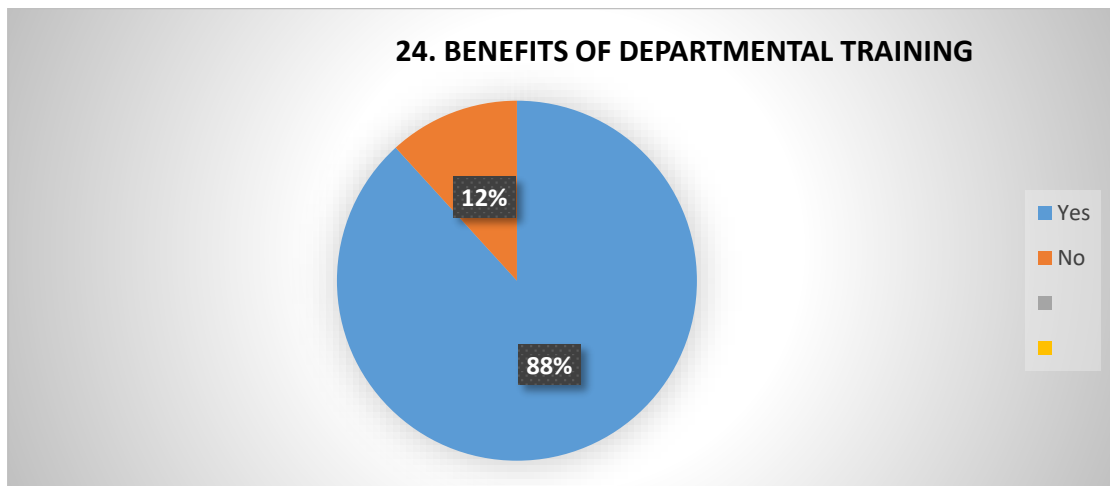
**Figure 22: Improving work effectiveness**

Figure 22 illustrates the levels to which participants feel work improves after training programmes. Thirty-one per cent of participants indicated that training and development programmes offered by managers do not quite improve work effectiveness. Thirty-seven per cent of participants indicated that the training programmes improve their work partially and thirty-two per cent of the participants indicated that they are not sure whether or not it improves their work.



**Figure 23: Inter-departmental or departmental training**

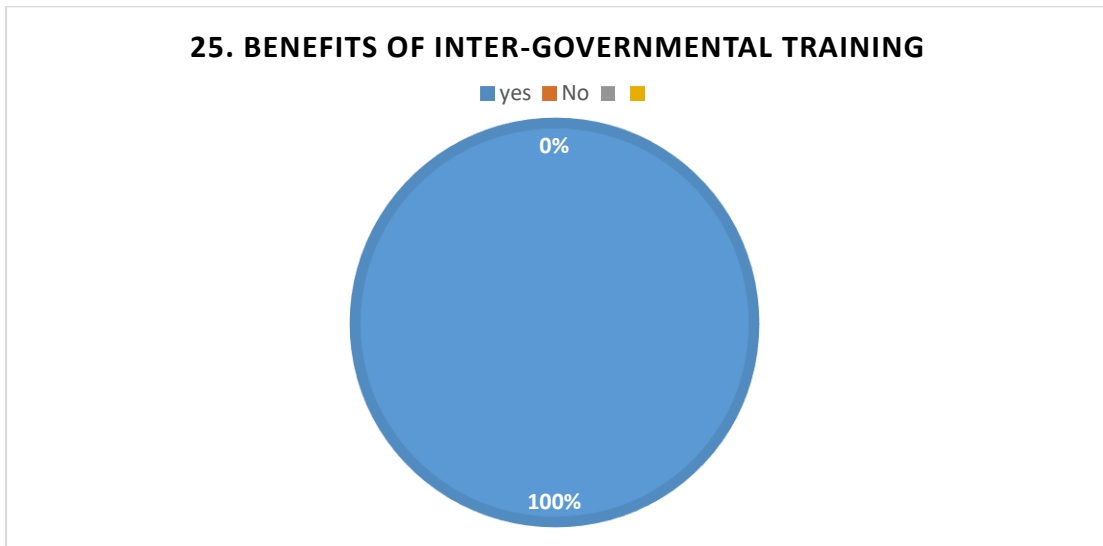
Figure 23 illustrates participants' preference for participation in departmental or inter-departmental training. Thirty-five per cent of the participants indicated that they prefer inter-departmental training as it gives them the opportunity to network with other departments. Six per cent of the participants indicated a preference for departmental training. Thirty-five per cent of the participants indicated they prefer both or either of the two is fine and twenty-four per cent indicated they are not sure.



**Figure 24: Benefits of departmental training**

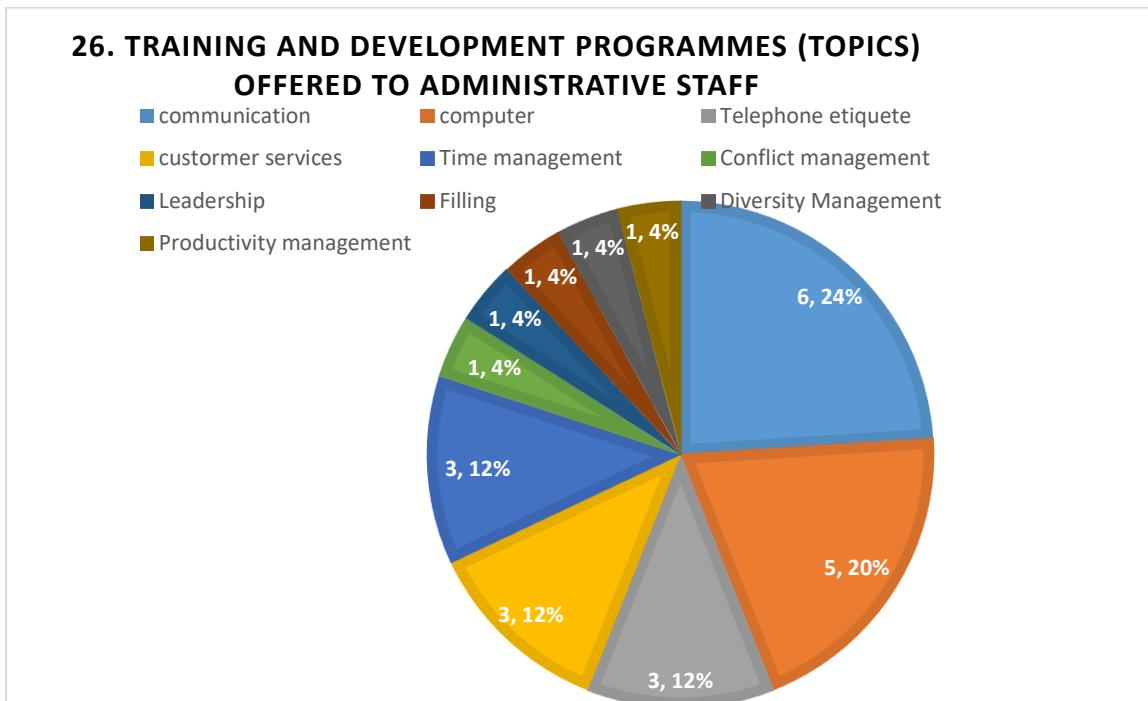
Figure 24 illustrates the benefits of departmental training. A number of reasons have been indicated by participants. Some participants had something positive to say and indicated there are benefits when engaging in departmental training. This is an indication that staff understand departmental roles, departmental operational activities and how projects and programmes are carried out. Participants also indicated that departmental training activities strengthen teamwork, enhance communication and build relationships. It was also mentioned how departments are all relying on each other to achieve goals successfully.

A few participants indicated that it broadens their knowledge of the municipal sphere and its activities. Some participants indicated that the training programmes offered improved their job performance, staff could apply for promotions and some also obtained opportunities to learn new things. There were also participants who felt the exposure to training programmes depended on which department one worked for.



**Figure 25: The benefits of inter-governmental training**

Figure 25 shows the different benefits of inter-governmental training. Different views were expressed by the participants with regards to the benefits of inter-governmental training. One hundred per cent of the participants indicated that there are benefits. These include better morale, increased teamwork, better understanding, knowledge of how departments are linked to each other, enhanced communication, relationship-building and exposure to the viewpoints of other colleagues.

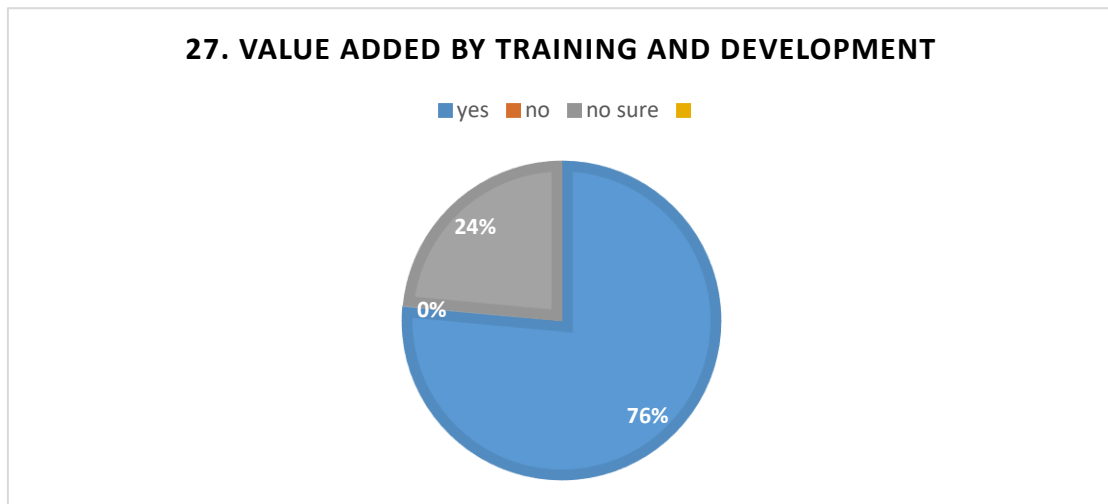


**Figure 26: Training and development programmes offered to administrative staff**

It is evident from Figure 27 that the degree of value added by training and development initiatives to the workers varies. Twenty-four per cent of the participants indicated that content in communication training needed to be addressed. Twenty per cent of the participants indicated computer training and development programmes (topics) should be offered to administrative staff. Three per cent of the participants indicated that office etiquette and telephone etiquette are required in order to equip newcomers to an office environment and empower employees to be considerate and polite co-workers.

Employees felt it often happens that a person has a loud conversation with a colleague at the other end of the passage, without considering a colleague speaking to a customer on the phone. This type of course will also enable staff to behave correctly in different situations and perform different functions more professionally. One per cent of the participants indicated Office Administration and Office Management Skills would be useful to employees as they are serving the public. Three per cent of the participants indicated Time Management as a training course that should be considered to learn how to prioritise and utilise the time available optimally. One per cent of the participants indicated Spoken Third Language (English, Afrikaans and Xhosa) to learn to understand and speak the languages that customers understand, and written English.

As English is the common language of the business world, everybody should be able to write an email to a customer properly, that is, without language and spelling mistakes. One per cent indicated training in Basic Municipal Management and Operations is needed. When employees are appointed in a municipality, three-quarters of them do not know what these duties and operations entail. Conflict Management, Diversity Management, Productivity and People Management were seen as important programmes that would boost employee morale and self-development



**Figure 27: Value added by training and development**

Figure 27 above shows the value added by training and development interventions. Seventy-six per cent of the participants indicated that there is value gained from training and development interventions in terms of increasing confidence when rendering a service. It was also indicated that it boosts one's positivity and the overall way of rendering a services changes because one understands and knows what one is doing. On the other hand, twenty-four per cent of the participants could not indicate what they thought of the value added by training and development interventions

#### **4.4 CHAPTER SUMMARY**

This chapter provides comprehensive knowledge regarding the training and development interventions of employees at a selected municipality in the Western Cape. Chapter four of this study attempted to capture, translate and interpret the data collected from the unstructured questionnaires of twenty participants. Chapter five provides conclusions and recommendations for this study.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

In the previous chapter, the research results of the study were tabled and analysed. This chapter provides an overview of the study. Final conclusions are drawn and recommendations are made. The chapter concludes with a summary of the value of the research study, by proposing directions for possible future research on the design and evaluation of training programmes.

#### **5.2 CONCLUSIONS**

##### **Chapter one**

This chapter introduced the study and gave background to the research problem. The research problem, the research objectives and research questions were delineated. Selected concepts were defined and the significance of the study was discussed. Furthermore, the chapter provided details of the research design and methodology employed in the study.

##### **Chapter two**

This chapter provided a detailed review of the literature regarding employee training and development initiatives, including possible factors influencing administrative staff's decisions on participation in training and development initiatives at a selected municipality in the Western Cape.

##### **Chapter three**

This chapter presented the research methodology and design and elaborated on descriptive and explanatory qualitative methods.

##### **Chapter four**

This chapter presented and analysed the research data.

##### **Chapter five**

This chapter concludes the study and forwards recommendations and conclusions around how capacity building impacts service delivery at the selected municipality in the Western Cape, South Africa.

### 5.3 FINDINGS

The findings of this study shows a problem which has not yet been identified by managers, namely the need for a structured framework for the design, selection and implementation of training programmes. Secondly, employees are not happy with the way training programmes are currently conducted. Thirdly, it is clear from the responses received that employees would like certain arrangements be changed (for example, the mixing of all levels of candidates in one room). Employees prefer training programmes be conducted per directorate or department. Some employees specialises in specialised fields and may already have good skills and abilities to performed their duty but need refresher training program, they feel that unthoughtful training programmes are a waste of time.

The researcher suggests that there must be different venues for different training types and, therefore, the current model used should be changed to the business impact model. Use of this model will ensure the focus of both training interventions and a needs analysis process. Some participants are not comfortable with arrangements which lead to uncomfortable participants Very often, one language is selected to facilitate the training activities, leaving certain employees despondent as it is not their preferred language.

The model mentioned above caters for participants who do not show interest as well. The above findings can be improved if management teams understand and emphasise that the overall organisational environment greatly influences the behaviour of employees. Other useful methods that can be utilised to determine the extent to which participants have learned what has been presented include self-reports, exercises, observations, checklists by facilitators and team assessments (Phillips, 1996).



## 5.4 RECOMMENDATIONS

This study attempted to increase the understanding of the importance of attending training and development interventions by employees. Organisations need to invest in their staff members. For any organisation to be successful, training and development of staff in the form of job shadowing, workshops, conferences, seminars and so forth should be pursued and made compulsory. When conducting these training sessions, the organisation needs to adopt a culture of learning, create a variety of training opportunities for all employees and develop performance expectations that instil in all employees the need for and the value of training and development interventions on a continual basis.

The following recommendations are made:

- Future studies should focus on gaining management perspectives of the factors that interfere with administrators' efforts to attend training and development programmes.
- Organisations need to make sure that skills, knowledge and insights are passed on from managers to employees by conducting coaching and mentoring sessions as well as cross-departmental interventions.
- Management must enhance the impact of the training sessions even further after employees have seen the link between the training sessions and the ability to contribute to the accomplishment of the organisation.
- Organisations need to do an analysis of employees' competencies and needs before they offer training to staff.
- Training must align with jobs' key performance areas.
- Employees must take ownership of their career development and not depend on managers to push them. Individuals must own, self- direct and control their future learning paths.
- Organisations must provide flexible learning options. They also need to respond by adopting on-demand and mobile solutions that make learning opportunities more readily accessible for employees.

- Organisations need to provide training and development interventions that are relevant to the skills they want employees to attain or improve on.
- Organisations also need to match different learning options to different learning styles.
- Finally, employees must constantly ask managers or supervisors questions. Managers need to support employees by listening and being available to address employees' concerns.

## **5.5 LIMITATIONS OF THE STUDY**

This study has been limited to participating administrators and first line managers of different departments working in the selected municipality. It was restricted to a small number of administrative staff in all departments of the selected municipality. This is in accord with qualitative research which requires small samples because the emphasis is on depth. The researcher, therefore, deemed this approach as most appropriate for this study as the research objective was to explore the reason(s) why administrators of the selected municipality are not interested in attending training sessions or in being developed.

## **5.6 CONCLUSION**

This chapter outlined the main conclusions and recommendations arising from the findings of the study. The study has met its primary objective because the study was able to examine the reason why employees are not interested in attending training and development sessions at the selected municipality. Employees got a platform to voice their concerns regarding training and development interventions and how it affects their jobs individually. The aim of the organisation should be to use programmes that have proven success. The data collected from the questionnaire in this study has generated topics for discussion, including the co-ordination of the programmes and processes to be followed when placing employees in training programmes

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**APPENDIX A: CPUT ETHICS APPROVAL CERTIFICATE**



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 6801680 • Email: saliefa@cput.ac.za  
Symphony Road Bellville 7535

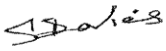
Office of the Chairperson Research Ethics Committee	Faculty: <b>BUSINESS</b>
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At a meeting of the Research Ethics Committee on 16 September 2015, Ethics Approval was granted to ZWENI, NOLUTHANDO for research activities Related to the MTech/DTech: MTech: PUBLIC MANAGEMENT at the Cape Peninsula University of Technology

Title of dissertation/thesis:	Employee participation in Training and Development at a selected municipality in the Western Cape  Supervisor: Prof HH Ballard
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Comments:

Decision: **APPROVED**

	16 September 2015
Signed: Chairperson: Research Ethics Committee	Date

	12/10/2015
Signed: Chairperson: Faculty Research Committee	Date

Clearance Certificate No | 2015FBREC268



# Memo

**To:** Ms Desiree Arrison Director: Management Services  
**From:** Ms Lucinda Bucchianeri  
**cc:** Ms Noluthando Zweni  
**Date:** January 15, 2015 January 15, 2015  
**Re:** **Permission to conduct research**

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**REQUEST FOR APPROVAL FOR NOLUTHANDO ZWENI TO CONDUCT AN M-TECH PUBLIC MANAGEMENT RESEARCH WITHIN THE DEPARTMENTS IN THE OVERSTRAND MUNICIPALITY.**

## **1. PURPOSE**

To obtain your approval for Ms Noluthando Zweni to conduct a research “Employee participation in training, selection and development within the municipality.” as part of Dissertation for her M-Tech Public Management Degree .

## **2. BACKGROUND**

Ms Zweni a Communication Officer is a registered student at Cape Peninsula University of Technology. She is currently in her final year of M-Tech Public Management Degree. As part of the course, she has to undertake a research on Employee participation in training, selection and development.



The study is purely for academic purposes, and the conclusions and recommendations from this study may be used on approval by Senior Management in the better improvement in the implementation of Training, selection and development of employees within the Municipality. The research will mainly be in a form of questionnaire. Any contact sessions will be limited during lunch hour and confidentiality of the participants will be guaranteed in order to get unbiased perceptions about criteria used to select employees for training and development.

Ms Zweni studies are funded by the Municipality, granting her permission will not only expose her to research methods, but also fulfil her departmental bursary requirements. See the "attached" application letter.

### **3. RECOMMENDATION**

It is recommended that approval be granted for Ms Noluthando Zweni to conduct an M-Tech Public Management Research within the Overstrand Municipality.

**MANAGER: HUMAN RESOURCES**

**DATE:**

**RECOMMENDATIONS IN PARAGRAPH 3 APPROVED / ~~NOT APPROVED/AMMENDED~~**

**DIRECTOR: MANAGEMENT SERVICES**

**DATE:**

## **APPENDIX C: CONSENT TO PARTICIPATE IN THE STUDY**

**Dear participant / respondent**

### **REQUEST TO PARTICIPATE IN A RESEARCH SURVEY**

You are kindly invited to participate in a research study conducted by Ms Noluthando Zweni, an M-Tech Degree Public Management student from the Cape Peninsula University of Technology. The purpose of this study is to examine administrative staff participation in training and development programmes offered through the Department of Human Resources on behalf of the municipality to assess the actual benefits to administrative personnel. The study will further explore administrative staff perceptions of the potential benefits and to identify and define factors prevailing in the work environment which could influence participation. This study will contribute towards the attainment of an M-Tech degree in Public Management.

Project topic is "Employee Participation in Training and Development at a Selected Municipality in the Western Cape, South Africa". This study consists of a Questionnaire that will be administered to individual participants electronically. You will be asked to provide answers to a series of questions related to the staff perception of training and development programmes.

Participation in this study will require 15 minutes of your time. Potential benefits from participation in this study include understanding your departmental needs as well as to enhance your knowledge and skills, in order to better perform your duties.

All ethical protocols and guidelines will be adhered to. While individual responses are obtained and recorded anonymously and kept in the strictest confidence, aggregate quantitative data will be presented representing theories or generalizations about the responses as a whole. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location accessible only to the researcher. The researcher retains the right to use and publish non-identifiable data.

Covering letter: 02/05/2018 page 2 of 2

At the end of the study, the information will be compiled in a document that could be utilised by the municipality in question.

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final results of this study, please contact:

Researcher's Name: Noluthando Zweni

Department: Faculty of Business

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

**Email address:** tzweni@overstrand.gov.za

Contact number: 028 313 8911

I have read this cover letter and I understand what is being requested of me as a participant in this study. I freely consent to participate. I have been given satisfactory answers to my questions. I certify that I am at least 18 years of age.

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Name of Researcher (Printed)

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Name of Researcher (Signed) Date

This study has been approved by Cape Peninsula University of Technology

**APPENDIX D: UNSTRUCTURED QUESTIONNAIRE - EMPLOYEE PARTICIPATION IN TRAINING AND DEVELOPMENT AT A SELECTED MUNICIPALITY IN THE WESTERN CAPE, SOUTH AFRICA**

**Questionnaire For M Tech: Public Management**

**Topic: Employee Participation In Training And Development At A Selected Municipality In The Western Cape, South Africa**

<b>Directorate</b>	<b>Community Services</b>	<b>Infra &amp; Planning Services</b>	<b>Protection Services</b>	<b>Management Services</b>	<b>LED</b>
<b>Place of work</b>	<b>Hermanus</b>	<b>Gansbaai</b>	<b>Kleinmond</b>	<b>Stanford</b>	
<b>Disability</b>	<b>Yes</b>		<b>No</b>		

**1. SECTION A: EDUCATIONAL DETAILS**

**1.1 Highest School Education Qualifications (optional)**

<b>Name of qualification</b>	
<b>Institution</b>	
<b>Year completed</b>	

**1.2 Other Highest Formal (Tertiary) Qualifications (optional)**

<b>Name of qualification</b>	
<b>Institution</b>	
<b>Year completed</b>	

## 2. SECTION B: ORGANISATIONAL INFORMATION

<b>1. What position are you holding currently? How many years have you been working in your current position?</b>
<b>2. Have you undergone any training and development programmes since employed? If yes; how long ago was it?</b>
<b>3. Are your expectations and learning needs linked to the vision of the municipality?</b>
<b>4. Are your training and development needs expectations assessed periodically? How are the training and development programs linked to your Job description?</b>
<b>5. Are the municipality training and development programmes beneficial to your job performance?</b>

<b>6. How will training and development programmes improve your job knowledge and skills competence?</b>
<b>7. How does the training and development programme empower you to complete your job tasks?</b>
<b>8. What external and internal factors restrict you from participating in training and development programs?</b>
<b>9. After completion of Training and Development programme are you able to apply and practice your new knowledge and skills?</b>
<b>10. To what extent does the training and development programmes provide further opportunities in terms of enhancement and promotions?</b>

**11. To what extent are training and development programmes linked to performance indicators? (your KPA's)**

**12. What type of training and development do you think should be offered to administrative staff to equip them for their current jobs?**

**13. Does Training and Development programmes improve staff morale?**

**14. How are problems concerning training and development of staff within the municipality resolved by the management? (Please tick the appropriate box).**

	Well	Partially	Not quite
• Dealing With Change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Developing Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Engaging Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Delivering Consistent Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tracking Skills Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Instilling Conflict Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Quantifying Training Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improving work Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>15. Would you prefer to attend and participate in departmental or inter-departmental training?</b>
<b>16. What are the benefits of departmental training?</b>
<b>17. What are the benefits of inter-departmental training?</b>
<b>18. What training and development programmes (topics) can be offered to the presentation/facilitation, for administrative staff?</b>
<b>19. What values do Training and Development programmes add to you personally your department and your municipality?</b>
<b>Anything else you would like to add?</b>
1.
2.

**Thank You for your Time and Cooperation**



**APPENDIX E: DECLARATION FROM LANGUAGE EDITOR**

**APPENDIX F: PLAGIARISM TEST**