

DECLARATION

I, Dimakatso Mittah Phalane declare that the dissertation hereby submitted to the University of Limpopo for the Degree of Master's in Development, has not been previously submitted by me for a degree at this or any other University.

I declare that this dissertation is the result of my independent investigation, and that all the sources used have been duly acknowledged by means of complete references.

Signature: _____

Date: _____

DEDICATION

This research study is dedicated to my husband Mmadira who tirelessly gave me support and encouragement and for his understanding, my daughter Thato and my son Phemelo for their understanding and encouragement during the frequent absence of Mama. I also like to include my late sister Fikile who played a major role in my life and her encouragement. Lastly, I would like to include my siblings, nephews and nieces and all my in-laws for their understanding.

ACKNOWLEDGEMENTS

I would like to express my appreciation to a number of people who made this study possible. These include:

Dr I. Swarts, provided guidance, patience and wealth of knowledge in many ways to make life and study easier, and more productive. She helped making the research more meaningful, through critical reading, supervision and evaluation of the study.

Mrs R. Olwagen helped in many ways in the development of the questionnaire, data analysis, and for her willingness to help in the research study.

Prof M.J Cloete and Ms R.V McCabe edited my work, and I thank them for their meaningful comments.

Dr T. Moyo (Manager for MDEV Programme) provided constant encouragement throughout the research study.

To all my colleagues who participated in the study so that I might gain better understanding on the subject I express my thanks. Concerns about confidentiality prevent me from naming them.

I am also grateful to the Office of the Premier through the Director General for allowing me to conduct research in the Department. I am grateful for their response and encouragement.

Above all, I wish to thank God who strengthened me when I was weak and generated energy in me to carry on with my studies.

ABSTRACT

Aim

Although a lot of money is spent on training in the Office of the Premier, such training programmes are never evaluated to determine the efficacy. Thus it is not clear whether such training improves service delivery or not, and if there is visible improvement, and how much of that improvement was in fact brought about by such training programmes. The aim of the study is to investigate whether employees' training programmes are aligned with the training needs. Furthermore, the aim is to determine if the compilation of the workplace skills plan is informed by the employees' skills needs. The National Skills Development Strategy (2005-2010) for the Public Service states that for the public service to succeed in its mandate of providing effective and efficient service delivery to the citizens, the government needs to invest in the training and development of the public service.

Participants

A total number of 70 (seventy) officials from the Transversal Human Resources and Corporate Services participated in the study. In addition 7 (seven) managers from these sub branches were interviewed.

Instruments

The study used both qualitative and quantitative approaches. For the qualitative approach, the researcher used structured interviews. The quantitative approach involved a data collection procedure based on structured questionnaires administered to both the Transversal Human Resources and Corporate services.

Results

The study revealed that training programmes are not always aligned to the employees' training needs. Although employees indicated their training needs in specific skills, they received training in skills that they did not require, but yet

identified as crucial. The study confirmed that of the two sub-branches, employees from the Corporate services are the ones who receive more training compared to employees from Transversal Human Resources.

Conclusion

The study concludes that the development of the skills plan is partially aligned to the training needs of employees in the Office of the Premier. This conclusion is based on the fact that the respondents' skills were audited in the past two years whereas the skills development plan is compiled and submitted to Sector Education and Training Authority (SETA) every year. This study's conclusion is based on the findings that, the respondents' skills were not audited this financial year and that in instances where respondents attended training intervention evaluation was never conducted. However, there is the challenge of ensuring that all employees attend some training at least once per year.

TABLE OF CONTENTS

CHAPTER 1: BACKGROUND TO THE STUDY

1.1 Introduction	1
1.2 Problem statement	2
1.3 Motivation for the study	3
1.4 Aim of the study	4
1.5 Objectives of the study	5
1.6 Research questions	5
1.7 Significance of the study	6
1.8 Definition of concepts	6
1.8.1 Need	6
1.8.2 Training needs	6
1.8.3 Needs analysis	7
1.8.4 Employee Training	8
1.8.5 Skills development	9
1.8.6 Skills development facilitation	9
1.8.7 Performance	9
1.8.8 Human resource development	10
1.8.9 Recognition of prior learning	10
1.8.10 Evaluation	11
1.9 Ethical considerations	11
1.9.1 Informed consent	11
1.9.2 Deception	11
1.9.3 Anonymity	12
1.9.4 Confidentiality	12
1.9.5 Trust	12
1.9.6 Accuracy	13
1.10 Conclusion	13
1.11 Lay-out of study	13

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction	15
2.2 The global view	16
2.3 Research in Southern Africa	19
2.3.1 Skills development legislation	19
2.4 Research in Limpopo Province	25
2.4.1 Identification of training needs	26
2.4.2 Training intervention and performance improvement	30
2.4.3 Evaluation/Assessment of training	40
2.5 Conclusion	42

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction	43
3.2 Research Approach	44
3.3 Research design	45
3.4 Area of study	46
3.5 Population	46
3.6 Sampling procedure	47
3.7 Choice of instruments	48
3.8 Pilot survey	48
3.9 Data collection procedures	49
3.10 Conclusion	50

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction	51
4.2 Qualitative analysis	51
4.2.1 The demographical profile of the participants	51
4.2.2 Summary of managers' response	53
4.2.2.1 Skills needed	53
4.2.2.2 Priority skills	53
4.2.2.3 Employees targeted for training	54

4.2.2.4	Types of training	55
4.2.2.5	Performance agreement	55
4.2.2.6	Supervisees' performance review	56
4.2.2.7	Performance improvement	56
4.3	Quantitative analysis	57
4.3.1	Demographic data	57
4.3.1.1	Gender	57
4.3.1.2	Age	58
4.3.1.3	Rank	59
4.3.1.4	Years employed	60
4.3.2	Skills of respondents	61
4.3.2.1	Skills required	61
4.3.2.2	Received training	62
4.3.2.3	Training needs	62
4.3.2.4	Type of training intervention	62
4.3.2.5	Rating of training intervention	63
4.3.2.6	Performance reviewed	63
4.3.2.7	Skills transferred to work situation	64
4.3.2.8	Evaluation by HRD unit	64
4.3.2.9	Evaluation method	64
4.3.2.10	Post training evaluation	65
4.3.2.11	Difficulty of competencies that hampers performance	65
4.3.2.12	Skills competency	65
4.3.2.13	Induction and orientation programme	65
4.3.2.14	Satisfaction on induction and orientation programme	65
4.3.2.15	Re-orientation programme	66
4.3.2.16	Completion of skills audit questionnaire	66
4.3.2.17	Last completed skills audit questionnaire	66
4.3.3	Performance management system	66
4.3.3.1	Performance instrument/workplan signoff	66
4.3.3.2	Performance reviews	66
4.3.3.3	Last performance review	67
4.3.3.4	Outcome of performance	67
4.3.3.5	Job frustration	67

4.3.3.6 Job satisfaction	67
4.4 Conclusion	67

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	69
5.2 Summary regarding objectives of the study	69
5.3 Conclusions	70
5.4 Recommendations	72
5.5 Limitations of the study	73
5.6 Final conclusion	73
6 References	75

Annexures

Annexure A: Research questionnaire	82
Annexure B: Interview questions	92
Annexure C: Letter to request permission to conduct research in the Office of the Premier	93
Annexure D: Letter of permission by the Director General in the Office of the Premier	95