The role of the Local Government Sector Education and Training Authority in the skills development programme of the Capricorn District Municipality

by

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RESEARCH REPORT

Submitted in fulfillment of the requirements for the degree of

MASTERS OF BUSINES ADMINISTRATION

in

BUSINESS ADMINISTRATION

in the

THE FACULTY OF MANAGEMENT AND LAW

(Turfloop Graduate School of Leadership)

at the

UNIVERSITY OF LIMPOPO

SUPERVISOR: PROF G. PELSER

2010

DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Masters of Business Administration (Management) has not previously been submitted by me for a degree at this or any other university; that is my work in design and execution, and that all material contained herein has been duly acknowledged.

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ACKNOWLEDGEMENTS

ABSTRACT

Skills development plays an important role in the growth of every country's economy, service delivery and technology improvement. It builds confidence and dignity in people, so it is crucial for every government to ensure that its people are well-skilled and developed.

Hence the formation of Sector Education and Training Authority which ensures that employees are also trained in their workplace; this initiative is also meant to address imbalances of the past. Local Government Sector Education and Training Authority were established to ensure skills development within the local government sector. Local government (municipalities) is the third sphere of government which interacts very closely with the community and delivers basic services like water and sanitation, roads, electricity, refuse removal, housing and other essential services.

For all these services to be provided efficiently and effectively the municipality needs competent and skilled employees, if they do not have the skilled employees they will have challenges in delivering these services. Proper training and development is continuously needed as technology changes and new developments are uncovered in the industry.

It will be imperative for the municipalities to work in hand with Local Government Sector Education and Training Authority to ensure that training and development is delivered to the employees, and funding is allocated every year. Continuous research need to be conducted to ensure best practices of training and development are adhered to.

The qualitative research method was followed for this research. A questionnaire was used to collect the data from participants and a follow-up interview was conducted with participants. During the follow-up interviews a number of supporting documents were received. Two people from each of the six municipalities took part in the research totaling twelve participants.

It was discovered that Local Government Sector Education and Training Authority helps the municipalities with skills development issues, though there are gaps which still need to be closed. Municipalities are also making efforts to ensure that their employees are skilled. However, municipalities can still improve their skills analysis processes, implement performance management system for their employees and increase their training and development budget.

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Chapter 1

1.1   Introduction

Local governments form the third sphere of governance in South Africa and are at the bottom ladder of service delivery hence they constitute an important component of governance. Local governments are bombarded with quite a number of responsibilities and tasks that demand quite an expertise on the side of the managers. People with the right skills, knowledge and attitude are needed in municipalities to ensure that service delivery is accomplished. During the apartheid era training was only for the chosen people in organisations and organisations were not forced to develop the skills of their employees. Thus the Sector Education and Training Authority was formed to ensure that every organisation develop their employees. The Local Government Sector Education and Training Authority were established with the sole mandate of ensuring that skills gaps and competencies in local government are addressed.

Conroy (2008:1) is of the opinion that education is becoming increasingly important to employment. Education, job training skills, and an ability to learn and adapt quickly are fast becoming requirements for workers. It is therefore imperative to investigate the way the local municipality managers in Capricorn District perceive the role that is being played by the Local Government Sector Education and Training Authority.

 Van Wyk and Lemmer (2002:24) are of the opinion that post 1994 education policy and legislation was aimed at reconstruction of non-racial and integrated system of education and training for South Africa. The skills development programme of employees in all economic sectors including manufacturing, mining, agriculture, and tourism was perceived as necessary. This was because skills shortage and capacity constrains in public sectors and municipalities were beginning to have the detrimental effect on delivery of essential services.

Capricorn District Municipality where this study is envisaged to take place is one of the five district municipality in Limpopo Province. Other district municipalities are Waterberg, Mopani, Vhembe and Sekhukhune. These districts are sub-divided into local municipalities. Capricorn District Municipality is divided into five local municipalities, namely Aganang, Blouberg, Lepelle- Nkumpi, Molemole and Polokwane. The district has a total of 547 settlements distributed amongst the local municipalities. It is also the third largest district economies following Waterberg and Mopani respectively. Capricorn represents 24.64% of the Provincial Gross Domestic Product.

1.2   Problem Statement

Limpopo is one of the poorest provinces in the country and has a large number of rural settlements that still have to be developed. Municipalities are therefore faced with a challenge of skills and competencies required of them to successfully deliver on their mandate.

It is a common knowledge that communities complain about poor administration, lack of knowledge and skills of municipal officials. Tladi (2009:1) maintains that continuous tension between political and administrative component in municipalities leads to instability. One of Local Government Sector Education and Training Authority's mandates is to ensure skills development within the municipalities, with the assumption that when people have required skills they perform better. Sector Education and Training Authority has to perform their roles as mandated by the legislation in order to assist in reducing the unemployment rate in the country.

It is imperative for municipalities to provide relevant and quality training to their staff and monitor the implementation of those skills. If the skills shortage problem is not addressed the problem of service delivery will worsen and these may lead to many protests within the communities. Thus the purpose of this investigation is to probe into

the role of Local Government Sector Education and Training Authority in skills development programme within the Capricorn District Municipality.

1.2.1 Main research problem

To investigate the failure of Local Government Sector Education and Training Authority to deliver skills development programmes to Capricorn District Municipality according to their mandate

1.3 The aim and objectives of the study

1.3.1 Aim of the study

The overall aim of the study is to investigate the failure of Local Government Sector Education and Training Authority in skills development programmes of Capricorn District Municipality.

1.3.2 Objectives of the study

The objectives of the study are outlined as follows:

1.3.2.1 To investigate what Local Government Sector Education and Training Authority do at the moment at Capricorn District Municipality.

1.3.2.2 To highlight the skills development problems within the Capricorn District Municipality
1.3.2.3 Does Local Government Sector Education and Training Authority provide assistance to Capricorn District Municipality in terms of skills development?

1.3.3 This investigation will be guided by the following research questions:

1.3.3.1 What is Local Government Sector Education and Training Authority currently doing at Capricorn District Municipality to develop skills?

1.3.3.2 Which problems are there in Capricorn District Municipality pertaining skills development?

1.3.3.3 Does Local Government Sector Education and Training Authority provide advisory role to Capricorn District Municipality in terms of skills development?

1.4 Assumptions

The study will be conducted under the following assumptions:

1.4.1 That if Local Government Sector Education and Training Authority perform their job as mandated by the legislation the skills shortage problem will be addressed if the municipalities identify the correct skills needed and the correct individuals.

1.5 Significance of the study

The study will help municipalities on how to address the problem of skills development deficiencies.

1.6 Format of the study

Chapter 2

The chapter will focus on literature review and previous research on skills development.

Chapter 3

The chapter covers how the research was designed and how data was collected.

Chapter 4

This chapter covers how the collected data was analysed and interpreted by the researcher.

Chapter 5

In this chapter conclusions and recommendations are made including areas for further investigations.

1.7   Conclusion

It is important for municipalities to develop their employees; municipalities could access funds from Local Government Sector Education and Training Authority by developing Workplace Skills Plans and compiling Annual Training Report. Local Government Sector Education and Training Authority need to support and assist municipalities in achieving their goals as mandated by the legislation. Municipalities with adequate skilled workforce will be able to deliver better service to their communities, manage funds and projects effectively. Skilled personnel are essential in every organisation as they contribute towards achieving the goals of an organisation.

Chapter 2

Literature review

2.1 Introduction

We have recently seen on our national televisions how many communities e.g. Khutsong, Balfour, Moutse, Mashishing and other communities were protesting on the streets against lack of service delivery from municipalities because they lack capacity or skills. In this chapter the research will look at the rationale of the formation of different Sector Education and Training Authority's and their functions. The researcher will also look at what different authors say about skills development in orgationisations and why they are important? Yeowart and Soobrayan (2005:248) are of the opinion that people are the lifeblood of any organisation and the agents of reform and renewal in public administration. The knowledge, skills, values and attitudes of the public are at the heart of state reform.

There is a need to focus on the cost effectiveness and quality of training in the municipality as they are also part of public sector, we need to harness and develop the capabilities of the public sector to meet the service delivery mandate. In every organisation learning should be linked to performance improvement. Human resource development should focus on professional competencies, performance management, values, ethics and attitudes, communication skills, interrelationships and teamwork in the workplace. The workplace environment should also be conducive for the application of skills which had been acquired through training. Local Government Sector Education and Training Authority conduct sector skills audit every five years which is followed by sector skills plan to address the skills gaps, which were identified in the municipalities.

2.2 The importance of human resources development

Qwabe and Pillay (2009:15) hold the view that, the Human Resource Strategy of the Public Sector seeks to maximise people development, management and empowerment through quality skills development to accelerate transformation and service delivery that will benefit the people of South Africa. The strategy could be achieved by providing

quality training and skills development to students and employees in all public sectors. Erasmus and Van Dyk (1999:2) regard training as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved. Developed employees in South Africa will help the country's economy to compete in the global market place, improve productivity, and deliver quality service delivery and economic growth.

Training is task-oriented in that it focuses on the work performed in an organisation. Training is aimed at improving the employees' job performance in an organisation; it can also happen as a result of technological innovation. All government sectors including municipalities have service delivery objectives to accomplish every year, but in many occasions they fail because their employees lack the required skills and knowledge. This is seen as the Auditor-General gives their department qualified reports year in, year out. Grobler, Warnich, Carrell, Elbert and Hatfield (2007:300) states that employee training, development and education programmes are big business in South Africa, it is now valued at R5billion per year. Despite this, South African companies spend less than 1% of total employment cost on training, in contrast to 5% spending by our trading partners, such as United States of America, Japan spends 10%. Employee training and development is seen as a key factor in meeting the employer's strategic, business and operational goals. Training and development is important in every country's workplace because of technological advances, social and economical pressure, competition and corporate re-organisation.

Van Wyk et al (2002:79) is of the opinion that successful modern economies and societies required citizens with a strong foundation of general education, the desire and ability to continue to learn, to adapt and develop new knowledge, skills and technologies to move flexibly between occupations, to work co-operatively to achieve high standards.

Specific training is required in every organisation to address their specific needs which are dictated by the market and technological changes. There is distinction between training and development; training programmes focus on technical skills, while development management focuses on broad range of skills.

An integrated approach of education and training and the concept of lifelong learning are linked to the development of National Qualification Framework based on a system of credits for learning outcomes achieved. Jansen & Christie (1999:34) postulate that, the National Qualification Framework abolishes distinct academic and vocational tracks and replaces them with an integrated system in which learners are not differentiated by the track they are on, but by the combination of models at each level that they achieve.

2.3 The role of training and development in the Capricorn District Municipality

In recent years there have been some changes in the use of training and development to learning and development. There are several purposes of learning and development in every municipality e.g.

2.3.1 Improve performance: learning and development helps to address the unsatisfactory performance which is caused by deficiency in skills. A sound learning and development programme is often instrumental in minimising the problem.

2.3.2 Update employee skills: the technological advances, which make the organisation to function more effectively. As technology changes it means the way of performing the job also changes and therefore employee skills must be updated through learning and development.

2.3.3 Avoid managerial obsolescence: management should keep up with the technical changes, legal and social environment in order for them to perform their jobs efficiently. If managers are not trained and developed to embrace and internalise the new managerial requirements, they will find it difficult to adapt in the fast changing business environment.

2.3.4 Solve organisational problems: highly skilled and informed workforce solves any problem easily and quicker, saving the organisation millions of losses that might have been caused by unsolved problems.

2.3.5 Orient new employees: every organisation is different and uses different processes, therefore every new or promoted employee need orientation to bring the employee to speed.

2.3.6 Prepare for promotion and managerial succession: to attract, retain and motivate employee is through a systematic programme of career development

2.3.7 Satisfy personal growth needs: every person want to grow and develop, and that can only be achieved through learning and development

2.4 The advisory role of Local Government Sector Education and Training Authority in training and development in Capricorn District Municipality

During the transformation period the South African government had to do an extensive consultation with international countries like Australia, Scotland, New Zealand, England, America and Canada. The government realised the importance of learning and development in the workplace and passed the following legislations:

2.4.1 South African Qualification Authority Act 58 of 1995 which regulates the National Qualification Framework

2.4.2 the Skills Development Act 97 of 1998

2.4.3 the Skills Development Levies Act 9 of 1999

South African Qualification Authority's mission is "to ensure the development and implementation of a National Qualification Framework which contributes to the full development of each learner and the social and economic development of the nation at large". The functions of South African Qualification Authority are to:

- Oversee the development of National Qualification Framework
- Formulate and publish policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications;

the accreditation bodies responsible for monitoring and auditing achievements in terms of such standards or qualifications (Education Training Quality Assurance)

- Oversee the implementation of the National Qualification Framework including the registration or accreditation of National Standards Bodies; Standard Generating Bodies and Education Training Quality Assurance, and the assignment of functions to them; the registration of national standards and qualifications; ensuring compliance with provisions for accreditation; ensuring that standards and registered qualifications are internationally comparable
- Advise the minister on matters affecting the registration of standards and qualifications

The National Qualification Framework should perform the following activities:

- Create an integrated national framework for learning achievements
- Facilitate access to, and mobility and progression within, education, training and career paths
- Enhance the quality of education and training
- Accelerate the redress of past unfair discrimination in education, training and development opportunities
- Contribute to the full personal development of each learner and the social and economic development of the nation at large.

South African Quality Assurance has accredited Education and Training Quality Assurance Bodies to undertake quality assurance for specified unit standards and qualifications. Education and Training Quality Assurance are required to:

- Accredit constituent providers
- Promote quality amongst constituent providers
- Monitor provision amongst constituent providers
- Evaluate assessment and facilitate moderation amongst constituent providers
- Register constituent providers for particular National Qualification Framework standards and qualifications

- Take responsibility for certifying constituent learners
- Co-operate with relevant bodies which will moderate across Education and Training Quality Assurance
- Recommend new standards and qualifications to National Standard Bodies, or propose revisions to existing ones
- Maintain a database
- Submit reports to South African Qualification Authority

Lategan (2002:13) states that the Skills Development Act places a legal obligation on all employers to improve the competency levels of the workforce. The purposes of Skills Development Act are:

- To develop the skills of the South African workforce
- To increase the levels of investment in education and training in the labour market and to improve the return on that investment
- To encourage employers to use the workplace as an active learning environment; provide employees with opportunities to acquire new skills; provide opportunities for new entrants to the labour market to gain work experience; employ persons who find it difficult to be employed
- To ensure workers to participate in learnerships and other training programmes
- To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education
- To ensure quality of education and training in and for the workplace

Skills Development Act makes the provision for the establishment of Sector Education and Training Authorities to assist communities, organisations, industries and individuals to formulate training plans which are aligned to strategic objectives. Initially there were 27 registered Sector Education and Training Authorities which were later reduced to 23. Sector Education and Training Authorities are established according to the economic sector. Sector Education and Training Authorities are responsible for:

- Developing a sector skills plan within the framework of the national skills development strategy

- Implementing its sector skills plan

- Promoting learnerships

- Registering learnerships agreements

- Collecting and disbursing the skills development levies in its sector

- Liaising with National Skills Authority

- Reporting to the Director-General

- Liaising with the employment services of the department and any education body established under any law regulating education in the Republic to improve information

- Performing any other duties imposed by this Act or consistent with the purposes of this act

2.5 Local Government Sector Education and Training Authority's obligations in terms of skills development towards Capricorn District Municipality

The Skills Levies Act imposes a skills development levy of 1% of their total payroll on most employers, and obliges government departments to allocate 1% percentage of their total payroll to skills development.

The Nation Qualification Framework makes provision for Outcomes-based education, which creates an integrated framework for learning achievements and facilitates access and progression in Education Training and Development. Outcomes-based education focuses on what the learner is able to do; each learning programme must have a particular outcome in terms of what the learner can do in the workplace. Spady is regarded as the father of outcomes based education; South Africa has adopted his outcomes based model.

Van Wyk et al (2002:84) describe outcomes as a visible, observable demonstration that is, something that the learner can do as a result of an entire range of learning experiences and capabilities that underlie it. The study on outcomes based assessment

was conducted by Academic Development Centre of Rhodes University (2008:1) which promotes an outcomes based approach education and points out that this has profound implications for the assessment of student learning. A policy on assessment of student learning promotes an outcomes based approach.

The policy emphasises that the choice and implementation of assessment procedures should be valid in terms of the outcomes set out in the learning guide. The emphasis is on student outputs or end products as opposed to lecture inputs. The application of the knowledge and demonstration of required skills are very important. Outcomes based assessment makes use of both formative and summative assessments.

Outcomes based education emphasises the application of skills rather than reproduction of knowledge. "Outcomes based assessment emphasis the assessment of student's output or end products as opposed to lecture inputs. Knowledge or content of course is no longer the principle focus but instead the focus is on the application of that knowledge and the demonstration of the required skills and values within the specific contexts" (Academic Development Centre, Rhodes University, 2008:1). If employees are properly assessed and found competent they should be able to execute their functions effectively.

Little impact has been done by some Sector Education and Training Authorities in terms of their mandates; some are currently under administration because of their poor performance and financial mismanagement. The study also highlights how training providers can improve workplace skills development within organisations. Thus service providers need to continuously provide quality training, conduct continuous researches to ensure that they provide relevant skills, which will capacitate employees. Risks in training should also be managed properly. "The ineffectiveness of Sector Education and Training Authorities is caused by lack leadership competencies, and these competencies need to be developed in order for them to be effective" (Florus & Lategan: 2005).

Local Government Sector Education and Training Authority has an obligation to ensure that learning and development are facilitated within its sector, they need to develop Sector Skills Plan which will guide municipalities on how to plan their learning and development programmes. Local Government Sector Education and Training Authority must also assist municipalities with funds and capacitate their employees to ensure that they understand what they are suppose to do. Municipalities need to conduct skills audit every year, do needs analysis and compile Workplace Skills Plan. Workplace Skills Plan is a plan of how the employer is going to develop its employees during the financial year and this plan should be linked to the Integrated Development Plan which is the strategic business plan of the municipality. The Skills Development Facilitator in conjunction with the Training and Development Manager are responsible for the development of Workplace Skills Plan and Annual Training Report. Once the Workplace Skills Plan and Annual Training Reports are compiled, the training committee which is constituted by organised labour, councilors, management and Skills Development Facilitator will have to sign it off for it to be submitted to Local Government Sector Education and Training Authority.

Some municipalities are failing to conduct proper training needs analysis because of lack of capacity and that is the responsibility of Local Government Sector Education and Training to capacitate them. Opperman and Meyer (2008:34) indicate that proper training analysis of the organisation's training needs and skills requirements in the form of skills audit is therefore a vital step in the process of developing a comprehensive training plan. Opperman et al (2008:35) further describe training needs analysis as a process of identifying an issue or problem, collecting, analysing and interpreting data, and then using this information to select or design an appropriate Human Resource Development intervention to address the issue or problem.

There are three different categories of training needs, i.e.
- Macro level sector skills needs. Macro level needs are those needs found at national and international level. At national level, the move towards an outcomes-based education system as embodied in South African Qualification Authority and National Qualification Framework structures. Training programmes

flowing from Accelerated Shared Growth Initiative of South Africa are also based on macro level.

- Mesolevel: single organisation, in these level the needs are of a single organisation

- Micro level: individual needs, which are determined by comparing the present performance of the individual job incumbent with the standard or optional performance expected. This establishes the gap that can be narrowed by training

Municipalities in conjunction with Local Government Sector Education and Training Authority need to evaluate learning and development with emphasis on feasibility analysis, cost and benefits of learning and return on investment. Opperman et al (2008:187) define evaluation in the learning and development context as the process of judging the worth of a planned learning experience to determine the benefit of learning, that is, how effective the particular learning programme has been. Opperman et al (2008:187) explain the reasons why organisations should conduct evaluation in the following way:

- To establish the value of training programme

- To decide whether to continue with a learning programme, or to discontinue it

- To obtain information on how to improve future learning programmes

- To judge the impact of learning programmes on the individual, on groups and on the organisation

- To identify programme strengths and weakness so as to improve the programme

Thus evaluation is a way of determining whether management's expectations have been met and for determining whether employees are contributing effectively to organisational effectiveness. Learning and development programme is evaluated to determine the efficiency, effectiveness, impact and sustainability of the learning intervention.

2.6 Model of total quality management

Quality can be explained as consistent conformance to customers' expectations. Slack, Chambers & Johnston (2007:538) describe the user-based approach quality as concerned with making sure that the product or service is fit for its purpose. Slack et.al (2007:540) explain quality needs to be understood from the customer's point of view because, to the customer, the quality of a particular product or service is whatever he or she perceives to be. Total quality is a much broader concept that encompasses not just the results aspect but also the quality of people and quality of the processes. If the product or service experience was better than expected then the customer is satisfied and quality is perceived to be high, but when less than the expectations then the quality is low and the customer may be dissatisfied.

Biech (1994:4) says "total quality management increase customer satisfaction, increase customer retention, reduce customer complaints, attract new customers, increase organisational effectiveness, reduces costs due to less waste and rework, improve profitability, achieve greater market share and maintain a competitive advantage". Total quality management creates an opportunity for employees to improve processes which make a meaning contribution to the organisation. The total quality management principles can be applied to identify where unsatisfactory performance occurs, in terms of training and development within Capricorn District Municipality. The model is schematically represented as follows:

Fig 2.1 The framework to address the problem in Capricorn District Municipality

The customer's domain

Capricorn District Municipality's expectations concerning Local Government Sector Education and Training Authority skills development mandate

Capricorn District Municipality's perceptions concerning Local Government Sector Education and Training Authority skills development delivery on their mandate

Gap 6

Gap 4

Gap 5

Gap 1

Capricorn District Municipality's own specifications of quality skills development

Gap 2

Local Government Sector Education and Training Authority specifications of quality in terms of skills development

The actual skills development Local Government Sector Education and Training Authority is providing to municipalities through service providers

Gap 3

The operation's domain

Derived and adapted from Slack et al. (2007:542) who obtained it from Parasuraman et.al

"The customer's domain and the operation's domain in determining the perceived quality, showing how the gap between customers' expectations and their perception of a product or service could be explained by one or more gaps elsewhere in the model"

The gaps in the model are explained as follows:

- Gap 1 indicates the difference between the skills development expectations of the municipalities and their own actual skill development specifications. If the gap exists it will indicate a poor skills development plan.

- Gap 2 indicates the difference between the skills development plan of municipalities and the Local Government Sector Education and Training Authority's skill development specifications for municipalities. The two might differ if they are using different skills analysis methods. This gap depends on which skills problems are perceived to be the highest priority.

- Gap3 indicates the difference that results if service providers do not deliver according to Local Government Sector Education and Training specifications Local Government Sector Education and Training Authority procure the services of training service providers to offer training and development to municipalities which needs to be evaluated and monitored all the time

- Gap 4 reflects the gap between the actual training output provided by the appointed training service providers and how they have been perceived by municipal employees. Gap 4 will not be investigated in this study.

- Gap 5 reflects the gap between the actual training output provided by the appointed training service providers and how they have been perceived by the municipality. This gap is essential but will not be investigated in this study.

- Gap 6 reflects the difference between the municipal expectations concerning Local Government Sector Education and Training Authority skills development mandate and municipal perceptions concerning Local Government Sector Education and Training Authority skills development delivery on their mandate. This gap is essential and it will be investigated.

The model will be used to identify different gaps between what the municipalities and Local Government Sector Education and Training Authority are not doing properly to address the skills and development issues e.g. gaps 2 can be triggered by different

specifications in terms of how quality in skills development is defined between the municipalities and Local Government Sector Education and Training Authority. The researcher will use the identified gaps to suggest solutions and recommendations to municipalities and Local Government Sector Education and Training Authority. The researcher can further conduct research on some of the identified gaps

2.7 Assessing training needs and designing training programme (Gap 1)

Training needs assessment is for purposes of determining the actual training that the employees need to attend at a particular period. The assessment in many organisations is usually conducted once a year and its purpose is to define what the employee should learn in relation to desired job behaviors. If this phase is not carried out properly, the rest of the programme has little chance of achieving what it is intended to do. According to Grobbler et al (2007:305) there are three levels of analysis for determining the training needs, which are:

- Organisational analysis which focuses on identifying where, within the organisation, training is needed. It involves analyzing the entire organisational performance.
- Operational analysis which attempts to identify the content of training, in other words what is expected from an employee to perform competently.
- Individual analysis determines how well each employee is performing the tasks that make up their job. The purpose of individual analysis is two-fold. It is to find out the following:
  - o Who currently needs training and development?
  - o What skills, knowledge, abilities or attitudes need to be acquired or strengthened? This kind of analysis is important to ensure that employees who need training are the ones who actually receive it and that programmes are designed to fill the gap between actual and desired performance.

It is important to analyse training needs with regards to the organisation's goals and objectives before the decision is made, these could save money and time.

Fig 2.2 Training needs assessment model (Source: Unisa study guides quoting Cascio 1998:269)
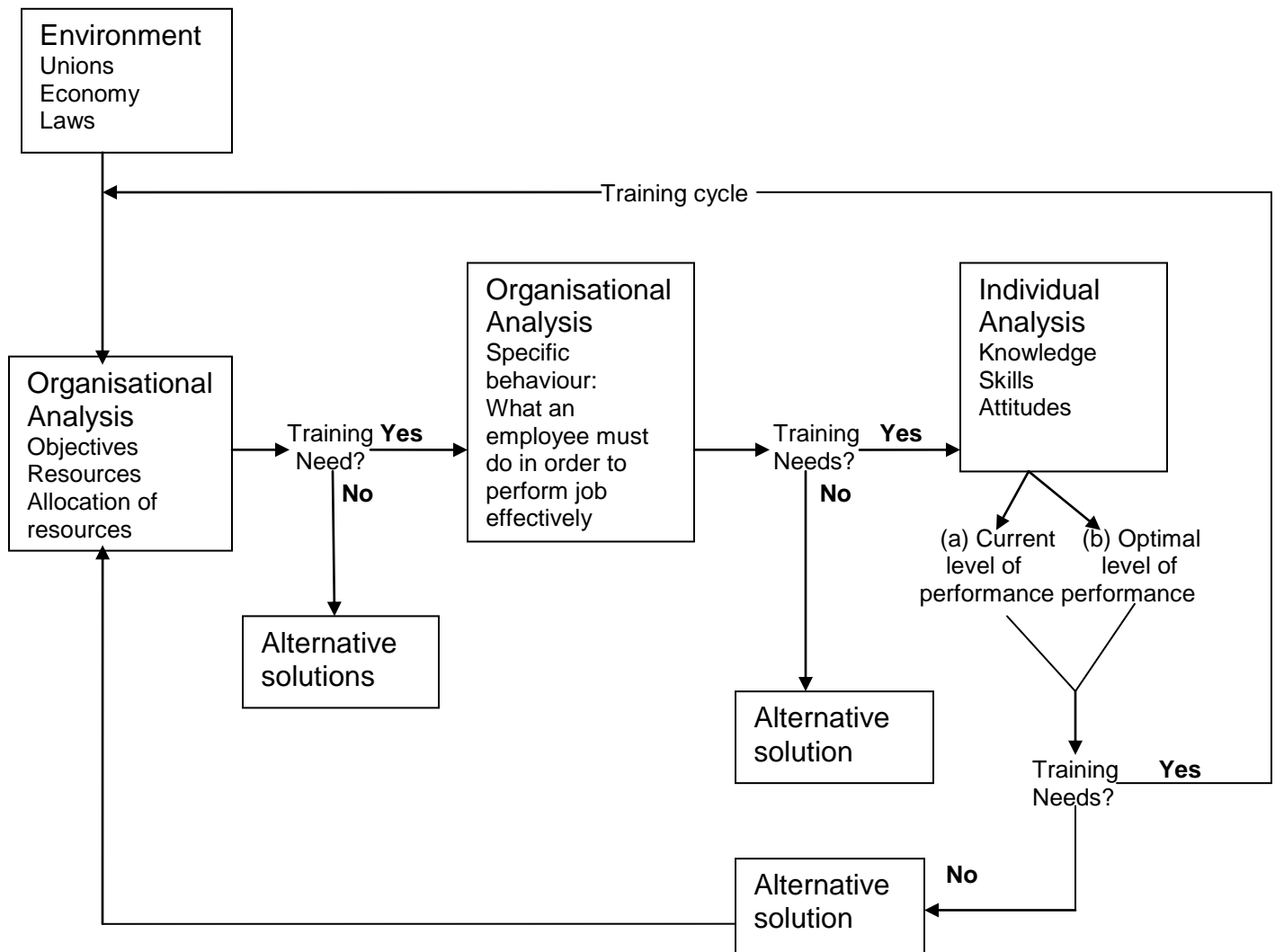
Based on the results of the training needs analysis, the organisation can develop their human resource development strategy which will address all the gaps identified. Local Government Sector Education Training uses this model to determine their sector skills analysis in municipalities. Once the gap has been identified they assist municipalities to address them. The sector skills analysis is conducted once in every five years.

2.8 Human Resources Development Strategy in Capricorn District Municipality

This part of the study provides guidelines on how question 1.3.3.2 in chapter 1 will be addressed.

Human Resources Development strategy theory states that for every organisation to remain in business they need to be in continuous acquisition of skills through training and development. Organisations have to develop world class employees through training and development. Money and time should be spent in that regard. Swart, Mann, Brown & Price (2005:83) describe Human Resources Development strategy as the pattern of planned and unfolding activities that focuses on developing capabilities to achieve current and future strategic objectives. The Human Resources Development strategy should be aligned with the business strategy. The strategy should focus on the development of organisational capabilities as well as individual capabilities. Svenson & Rinderer (1991:22) state that a strategic training plan defines the training needed to achieve the goals of the business and lays out a comprehensive road map for meeting these needs. When developing the Human Resources Development strategy strategies there are questions which need to be answered, being:

2.8.1 What are the challenges facing organisation and their strategies and goals for dealing with these challenges?

2.8.2 What skills, knowledge and competencies do organisations need to achieve their goals?

2.8.3 How adequate is their present training system to address these needs successfully?

2.8.4 What kind of training system do they need?

2.8.5 What strategic goals shall they achieve through training?

2.8.6 How many resources should they commit, and what is the expected return on investment?

2.8.6 How shall they implement the plan?

The human resources development strategies are developed in different levels i.e. entire organisation, business unit/division and personal level. Municipalities also need to align their human resources development strategy to the provincial strategy. Human resources development strategy develops its sector skills plan which is aimed at addressing the skills gap identified with the local government. Each municipality need to conduct skills audit every year in order to identify the required skills and knowledge for their employees. The human resources development strategy within the local government should be aligned to their Integrated Development Plan. It should be determined how much will it cost to provide training and the expected return on investment, and the cost of not providing the training. In order for municipal managers to give full support to training in an organisation, human resources development practitioners must be able to show that training activities are linked to business results.

There are common business challenges which need to be addressed through training, which are markets, competition, technology, products and services, customer/supplier relationship, external regulations, management practices and workforce issues.

Employee performance is one of the challenges, the question is, are employees performing efficiently and effectively towards their outputs as outlined in their job descriptions. It is the responsibility of the employer to ensure development of employees within their organisation, ensure that workplace skills plan and annual training report are submitted to Local Government Sector Education and Training Authority by 30 June every year. Municipalities also need to budget minimum of 1% of their total payroll towards training and development of their employees. There is a need to implement Adult Basic Education and Training programmes to address literacy problems and learnerships to address skills gaps. The employers have the responsibility to ensure the work environment supports the skills acquired by those who attended training.

Elliott (2008:108) describes performance technology as a systematic approach to improving human performance in the workplace through the use of solutions such as skills or knowledge training, work environment improvements, and worker incentives. The critical tool that drives human performance improvement is performance analysis within the work environment. You need to focus on what people accomplish and how those accomplishments with high level of competence. If one can identify performance gaps, one can then identify the learning gaps (skills & knowledge) that can be addressed via training or performance support. Elliott (2008:113) indicates that workers perform best when they know what their company is trying to accomplish and how they fit into the big picture. Goals must not only be clearly stated but also clearly communicated to workers. Grobler et al (2007:264) indicates that a study in South African companies has shown that 60% of the organisations interviewed did not have a formal performance management system.

A good performance management review system can be of a great value to the organisation, department and the individual. Performance management is also regarded as performance appraisal. Performance appraisal has two objectives being evaluative objectives and developmental objectives. Developmental objectives encompass developing employee skills and motivation for future performance. Performance feedback is a primary developmental need and every employee needs it to improve their current performance. The outcome of performance appraisal may influence decision about training and development of employees, but not all performance deficiencies may be overcome through training and development. Other possible sources of ineffective performance are organisational policies and practices, personal problems, job concerns and external factors.

2.9 Framework for analysis Conclusion

FIG 2.3

Capricorn District Municipality's expectations concerning Local Government Sector Education and Training Authority skills development delivery Questionnaire and interviews	⟵ Gap 6 ⟶	Capricorn District Municipality's perceptions concerning Local Government Sector Education and Training Authority skills development delivery on their mandate Questionnaire and interviews

Gap 1

Capricorn District Municipality's own specifications of quality skills development
Training needs assessment model
Interviews

Gap 2

Gap 5

The actual skills development Local Government Sector Education and Training Authority is providing to municipalities through service providers

Training needs assessment model

Human resource development is an important aspect of any organisation as it leads to its growth. It is therefore imperative for organisation to allocate and utilize their resources in that regard. Thus an investment into human resources development in any organisation will yield results, however training and development results should be measured to ensure that the return on investment is justified.

Chapter 3

Research design and methodology

3.1 Introduction

Data was collected at Aganang; Polokwane; Blouberg; Molemole; Lepelle-Nkumbi and Capricorn District Municipalies. A letter of permission to access the research area was written to the municipal managers of each municipality (see Appendix A). The municipalities were assured confidentiality of the information sought as it were to be used only for study purposes. Thus permission to conduct research was granted (Appendix B-G). Preparations were then made to distribute questionnaires and to have them completed. An appointment to conduct interviews with the employees was made for a later date.

3.2 Research design

The study is designed in such a way that it will follow the qualitative approach of investigation with the focus on collecting more detailed information from the participants as much as possible. Rose and Sullivan (1993:247) state that research design is the strategic plan for a research project or programme, setting out the broad outline and key features of the work to be undertaken. The qualitative approach can reveal the nature of certain situations, settings, processes, relationships and systems which might be the contributing factors to the problem.

The study is designed in such a way that it will follow the phenomelogical study. A phenomelogical study attempts to understand people's perceptions, perspectives, and understandings of a particular situation. The researcher depends exclusively on lengthy interviews with a carefully selected sample of participants. The rationale behind the use of the qualitative approach is to focus on how the skills development programmes are addressed. The method enables the researcher to gain new insight into particular problems and how they can be addressed. The approach will allow a researcher to test

the validity of certain assumptions, claims, theories or generalisation within the context in which the research is conducted.

3.3 Research methods

Research methods identified in this investigation include questionnaires and interviews, collection of supporting documents and the study of other relevant documents of the company. Interview questions will be structured in such a way that they capture the essence of the responses to the main problem under investigation. Open-ended questions will be included in the questionnaire. Two questionnaires will be developed, one for the municipal employees and the other one for Local Government Sector Education and Training Authority. The reason for the two questionnaires is to collect different information from two organisations and compare them to come up with a conclusion.

Leedy and Ormrod (2005:64) state that the review of the related literature can offer new ideas, perspectives, and approaches that may not have occurred to you and can reveal methods of dealing with problem situations that may be similar to difficulties you are facing.

3.4 Sampling

Purposive sampling will be employed to select six Human Resource Development Managers and six Skills Development Facilitators from all the six municipalities. The proportion will be in such a way that five local municipalities namely, Aganang, Blouberg, Lepelle-Nkumpi, Molemole and Polokwane and one district municipality (Capricorn).

3.5 Data collection and analysis technique

A structured open ended questionnaire will be designed and used to collect the data from municipal managers. A questionnaire that was used to collect data had three sections; section 1 had questions based on biographical information of each participant. Section 2 was a Likert scale whereby participants were to state the extent to which they

agree or disagree with the statements given. Section 2A will be based on the customer's expectations with respect to the service required. Section 2B will be based on what the customer get from Local Government Sector Education and Training Authority. Section 3 had open-ended questions which required the participants to elaborate on the answers given or to give explanations (Please see Appendix C). The design of the study is very important as it points out the direction of the investigation.

Leedy and Ormrod (2005:85) indicate that research design provides the overall structure for the procedure the researcher follows, the data the researcher collects, and the data the researcher analyses. The structured interview process will be developed after receiving the responses from participants, the reason being that this is a qualitative study. Because the research is qualitative the researcher will formulate only general research problems and ask only general questions about the phenomena of the study. The researcher will have to interview each participant and adopt a qualitative approach to obtain much more information than what the researcher get from the questionnaires. Each interviewee will be conducted telephonically or in person to explain the process and request the person to participate.

The interview and questionnaire guide would be e-mailed or faxed to the interviewee who will complete it to the best of their ability and be returned to the researcher. The researcher would review the interviewee's comments and then contact the interviewee telephonically or in person to check and confirm the comments of the respondent. As soon as data is collected it will be sorted, organised and coded. The biographical data will be coded first so that a description of the participants could be obtained. The information would be analysed. The central task in data analysis is to identify common themes in people's description of their experience; steps include identifying relevant statements, grouping statements into "meaning units", seeking divergent perspectives and constructing a composite. A research report which will produce understanding of the experience will be written.

3.6 Delimitations

The delimitations of the research will be the exclusion of other employees in the municipality and Local Government Sector Education and Training Authority staff. I am not determining the quality gap between employee's perception of what training they should get and what they receive. A further study could be conducted later whereby a bigger sample of employees from different departments could be included. Some of the gaps indicated in the total quality management model in chapter 2.6 will not be investigated in this study.

CHAPTER 4

4. DATA COLLECTION AND ANALYSIS

4.1 INTRODUCTION

Data was collected from Capricorn; Polokwane; Lepelle-Nkumpi; Aganang; Molemole and Blouberg Municipalites. A letter of request to access the research area was written to all managers (see Appendix A). The municipalities were assured of confidentiality of the information sought as it were to be used only for study purposes. Thus permission to conduct research was granted by the responses from selected samples. Preparations were then made to distribute questionnaires through e-mails and to have them completed. Then an appointment to conduct interviews with the employees was made for a later date.

A questionnaire that was used to collect data had three sections; section 1 had questions based on biographical information of each participant. Section 2 was a Likert scale whereby participants were to state the extent to which they agree or disagree with the statements given. Section 3 had open-ended questions which required the participants to elaborate on the answers given or to give explanations (Please see Appendix B).

Further information was collected through the interviews that allowed the participants to give clarity on certain aspects; therefore the gaps that were left by the questionnaire were filled up through the interviews.

4.2 POPULATION AND SAMPLING

Since the research is qualitative, only two people were selected from each municipality, which were Human Resource Development Manager and Skills Development Facilitator or senior training officer. Section 1 of the questionnaire described the population in the sense that it focused on biographical information of the participants. All the 12 questionnaires that were distributed were all returned. Thus 100 percent of the municipality sample members participated in the study.

The biographical questions were posed as follows:

SECTION 1 (BIOGRAPHICAL INFORMATION)

Mark your choice with an "X".

Table 4.1

4.1. 1. Gender	Male (--) Female (--)

The first question requested the participants to state their gender. Thus 5 employees were females and 7 were males. This implies that the company complies with the gender specifications of the government policies.

4.1.2. Age in years	20-30(--) 31-40(--) 41-50(--)

The age of the members in the municipalities who participated ranged from 31 to 40 with 83% in the age category and 41 to 50 years old category is 17%. Therefore this implies that the workers at human resource development are middle-aged. This can also be an advantage in the company as young people are full of vigour and enthusiasm to learn and to grow in their field of expertise. These employees may also use the opportunity given by Local Government Sector Education and Training Authority to further develop themselves and other employees.

4.1.3 State the name of your section or division	---------------------

The other question requested the participants to state their position with respect to the structure of the company.

4.1.4 State your position in the section/department. (For example: Senior Manager)	-----------------------

There are five managers, three skills development facilitators, one admin clerk and three training officers who filled the questionnaire.

4.15 State your status of appointment (For example: Permanent or temporary)	_____

All the employees are permanently employed.

4.1.6 Experience in years	1-5 (--) 5-6(--) 6-10(--) 10 < (--)

Thirty three percent of the employees have an experience of less than five years in their field of expertise. The 33% have an experience of 6 years, 17% have experience of between 6 to 10 years and only 17% have experience of above 10 years. The work experience was also compared with the qualifications that the employees have.

4.1.7 Qualification Senior Certificate (--) Diploma (--) National Diploma of 3 years (--) Further Diploma in Your Area of Operation (--) Other (Specify) ----------------	B A Degree/ B Tech (--) Honors Degree (--) Masters Degree (--) Doctoral Degree (--)

The qualifications are evenly distributed from the Diploma level to the BTech degree/Honors level with only one person with Masters Degree. Therefore this implies that the municipalities still have to upgrade the skills of its human resource development staff, for it to remain competitive as they have to always impart knowledge to other employees.

4.3 ANALYSIS OF COLLECTED DATA

4.3.1 Likert Scale

Data collected through the Likert scale was analyzed so as to deduce the findings and to draw informed conclusions. The data was synthesized and categorized accordingly. The percentages of the responses were calculated so as to get a clearer picture of the phenomena under investigation. The responses highlighted the status of engagements with the Local Government Sector Education and Training Authority in terms of skills development and the gaps that have to be attended to. The information was supplemented by the study of relevant documents and interviews that were conducted. The open-ended questions also afforded the participant to give detailed explanations on the phenomena. Thus the information is presented as follows: Please take note that the negative sign has been left out and the gaps referred in this context will be from total quality management system discussed in chapter 2 fig 2.1.

Number	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
4.1	I expect that Local Government Sector Education and Training Authority conduct sector skills analysis every five years	83.3%	16.7%		
4.21	Local Government Sector Education and Training Authority conduct sector skills analysis every five years	66.7%	33.3%		
	Difference (gap) between the two statements as indicated by the response	16.6%	16.6%		

From the above table 83.3% of employees strongly agreed that they expect Local Government Sector Education and Training Authority to conduct sector skills analysis every five years. That will help to see the progress in terms of improved skills development within the municipalities, as well as the skills gaps which can be closed through development of employees. However 67.7% strongly agreed that Local Government Sector Education and Training Authority conduct sector skills analysis every five years. There is a difference of 16% (gap 6 in the total quality management

model) between the expectations and the perceptions that Capricorn District Municipality has concerning Local Government Sector Education and Training Authority skills development delivery mandate.

4.2	I expect that Local Government Sector Education and Training Authority develops a sector skills plan within the framework of the national skills development strategy	91.7%	8.3%		
4.22	Local Government Sector Education and Training Authority develops a sector skills plan within the framework of the national skills development strategy	75%	25%		
	Difference (gap) between the two statements as indicated by the response	16.7%	16.7%		

Ninety-one point seven percent of employee expects Local Government Sector Education and Training Authority to develop a sector skills plan within the framework of the national skills development strategy. Seventy five percent also strongly agree that Local Government Sector Education and Training Authority develop their sector skills plan within the framework of the national skills development strategy. Though there is an indication of 16.7% variance between (gap 3) the expectations and actual deliverables which might be caused by the uncertainty of respondent not having the information.

4.3	I expect that Local Government Sector Education and Training Authority pays mandatory grants to municipalities upon receiving their Workplace Skills Plan and Annual Training Report	91.7%	8.3%		
4.23	Local Government Sector Education and Training Authority pays mandatory grants to municipalities upon receiving their Workplace Skills Plan and Annual	66.7%	33.3%		

	Training Report				
	Difference (gap) between the two statements as indicated by the response	25%	25%		

Ninety-one point seven percent strongly agreed that they expect Local Government Sector Education and Training Authority to pay mandatory grants to municipalities who submit their Workplace Skills Plan and Annual Training Reports on time. Sixty six point seven agreed that Local Government Sector Education and Training Authority pay mandatory grants to municipalities upon receiving their Workplace Skills Plan and Annual Training Report from municipalities. These grants are then used for training and development of employees. There is a difference of 25% between the expectations and the deliverables.

4.4	I expect that Local Government Sector Education and Training Authority assist municipality to address skills development problems/challenges	83.3%	16.7%		
4.24	Local Government Sector Education and Training Authority assist municipality to address skills development problems/challenges	66.7%	16.7%	8.3%	8.3%
	Difference (gap) between the two statements as indicated by the response	16.6%	0%	8.3%	8.3%

Eighty three point three percent strongly agreed that Local Government Sector Education and Training Authority have to assist municipalities to address the skills development problems/ challenges. The shortage of skills within the municipalities can contribute to poor service delivery. Sixty-six point seven percent strongly agreed that Local Government Sector Education and Training Authority assist municipalities to address skills development problems/challenges. There is a gap of 16.6% between the expectations and the perceptions (gap 6). This gap needs to be addressed.

4.5	I expect that the municipality conduct skills audit every year	83.3%	16.7%		
4.25	The municipality conduct skills	66.7%	16.7%	16.7%	

	audit every year				
	The difference (gap) between the two statements as indicated by the response	16.6%	0	16.7%	

Eighty-three point three percent strongly agreed that the municipalities have to conduct skills audit every year. This will help them to identify the gaps in terms of skills and they will be able to plan how to close those gaps. Sixty-six point seven percent agrees that municipality conducts skills development audits every year, but there is 16.7% who do not agree, these might be that other municipalities do not comply with Local Government Sector Education and Training Authority's guidelines. They might be overlooking the process of skills audit which is necessary for the development of Workplace Skills Plan. There is a difference of 16.6% between the expectations and the deliverables, which indicate that gap 2 needs to be addressed (quality issues).

4.6	I expect that Local Government Sector Education and Training Authority makes bursary provisions for municipal employees	75%	25%		
4.26	Local Government Sector Education and Training Authority makes bursary provisions for municipal employees	41.7%	33.3%	8.3%	16.6%
	Difference (gap) between the two statements as indicated by the response	33.3%	8.3%	8.3%	16.6%

Seventy-five percent strongly agreed that Local Government Sector Education and Training Authority should make bursary provision for municipal employees to further their studies at high institutions. This will be a great opportunity for those employees who never had an opportunity to further their studies after completing their grade 12 and to others who were willing to improve their qualifications but did not have funds to do so.

Forty-one point seven percent indicated that Local Government Sector Education and Training Authority make bursary provisions for municipal employees but 24.9% disagrees with the statement. There is 33.3% difference between the expectations and

the perceptions (gap 6). The gap of 33.3% might mean that the bursaries are not being marketed or advertised to municipalities, hence some people are not aware of it.

4.7	I expect that training and development will solve organisational problems	66.7%	25%		8.3%
4.27	Training and development will solve organisational problems	50%	25%	25%	
	Difference (gap) between the two statements as indicated by the response	16.7%	0%	25%	8.3%

Sixty-six point seven percent indicated that they expected that training and development would solve their organisational problems, perhaps some of these organisational problems are caused by lack of skills hence they will be solved once training and development is provided to employees. Fifty percent strongly agreed that training and development would solve organisational problems. However there is 25% that does not agree that training and development will solve organisational problems, i.e. there are other ways to solve this problem except for training and development.

There is a total difference of 50% of those who do not agree that training and development will solve organisational problems. This is an indication that there are other issues which contribute to organisational problems which cannot be solved through training and development, unfortunately these issues cannot be investigated in this study

4.8	I expect that Local Government Sector Education and Training Authority encourages employers to use the workplace as an active learning environment	83.3%	16.7%		
4.28	Local Government Sector Education and Training Authority encourages employers to use the workplace as an active learning environment	66.7%	8.3%	25%	
	Difference (gap) between the two	16.6%	8.4%	25%	

	statements as indicated by the response				

Eighty-three point three percent strongly agrees that they expect Local Government Sector Education and Training Authority to encourage employers to use the workplace as an active learning environment as mandated by Skills Development Act No.97 of 1998. Sixty-six point seven percent strongly agrees that Local Government Sector Education and Training Authority encourage municipalities to use the workplace as an active learning environment, while 25% disagrees.

There is a total of 50% difference between the expectations and the deliverables in this area, which indicate that gap 6 needs attention. These might mean that Local Government Sector Education and Training Authority are not doing enough in terms of monitoring to ensure that municipalities do comply with the legislation.

4.9	I expect that Local Government Sector Education and Training Authority implement its Sector Skills Plan	91.7%	8.3%		
4.29	Local Government Sector Education and Training Authority implement its Sector Skills Plan	58.3%	41.7%		
	The difference (gap) between the two statements as indicated by the response	33.4%	33.4%		

Ninety-one point seven percent strongly agrees that they expect Local Government Sector Education and Training Authority to implement Sector Skills Plan while only 58.3% strongly agrees that Sector Skill Plan is implemented. There is a total of 66.8% difference between the expected and the deliverables which raise a serious concern. The gap 6 needs to be investigated in order to understand why such a big gap exists.

4.10	I expect that Local Government Sector Education and Training Authority performs according to its mandate or obligations	100%			
4.30	Local Government Sector Education Training Authority performs according to its mandate or obligations	66.7%	25%	8.3%	
	The difference (gap) between the two statements as indicated by the response	33.3%	25%	8.3%	

Hundred percent strongly agreed that Local Government Sector Education and Training Authority should perform according to its mandate or obligations. Only 66.7% strongly agrees that Local Government Sector Education and Training Authority perform according to its mandates or obligations. There is a difference of 33.3% between the expectations and the deliverables, which indicates that gap 6 needs to be investigated.

4.11	I expect that training and development should improve performance of employees	91.7%	8.3%		
4.31	Training and development improves performance of employees	50%	50%		
	The difference (gap) between the two statements as indicated by the response	41.7%	41.7%		

Ninety-one point seven percent strongly agrees that they expect training and development to improve performance of employees, while 50% strongly agrees that training and development improves performance of employees. However there is a difference of 41.7% on the expectations and what they get, which implies a big gap which need to be looked into because something is not done correctly. It is either wrong employees are trained or wrong training is offered to employees.

4.12	I expect that Local Government Sector Education and Training Authority conducts advisory workshops with municipalities regularly	75%	25%		

4.32	Local Government Sector Education Training Authority conducts advisory workshops with municipalities regularly	41.7%	25%	33.3%	
	The difference (gap) between the two statements as indicated by the response	33.3%	0%	33.3%	

Seventy-five percent of respondents strongly agree that they expect Local Government Sector Education and Training Authority to conduct workshops for municipalities regularly. However 41.7% says Local Government Sector Education and Training Authority conducts advisory workshops with municipality regularly, while 33.3% disagrees. There is further 33.3% difference in their expectations and what they get, indicating that there is a gap, which needs to be addressed.

4.13	I expect that Local Government Sector Education and Training Authority to focus on the cost effectiveness and quality of training	100%			
4.33	Local Government Sector Education and Training Authority focus on the cost effectiveness and quality of training	50%	33.3%	16.7%	
	The difference (gap) between the two statements as indicated by the response	50%	33.3%	17.7%	

Hundred percent of respondents except that Local Government Sector Education and Training Authority should focus on the cost effectiveness and the quality of training. In response 50% strongly agree that Local Government Sector Education and Training Authority focus on the cost effectiveness and quality of training.

There is a difference of 50% between the expectations and the deliverables. The question is why such a big difference, it might be because the training service providers do not deliver quality training or training is just an activity without purpose.

4.14	I expect that Local Government Sector Education and Training Authority should facilitate the implementation of learnership and other training programmes within the municipality	91.7%	8.3%		
4.34	Local Government Sector Education and Training Authority facilitate the implementation of learnership and other training programmes within the municipality	58.3%	16.7%	25%	
	Difference (gap) between the two statements as indicated by the response	33.4%	8.4%	25%	

Ninety-one point seven percent strongly agree that they expect Local Government Sector Education and Training Authority to facilitate the implementation of learnerships and other training programmes within the municipalities. Fifty-eight point three percent strongly agreed that Local Government Sector Education and Training Authority facilitate the implementation of learnerships and other training programmes within the municipality, while 25% disagree. There is a further 33.4% difference between the expectations and deliverables which indicates that there is a gap (6) which needs to be addressed.

4.15	I expect that training and development should focus on professional competencies, performance management, attitudes, communication skills, interrelationships and teamwork	66.7%	33.3%		
4.35	Training and development in the municipality focuses on professional competencies, performance management, attitudes, communication skills, interrelationships and teamwork	41.7%	41.7%	16.6%	
	The difference (gap) between the two statements as indicated by the response	25%	8.4%	16.6%	

Sixty-six point seven percent strongly agreed that they expect that training and development should focus on professional competencies, performance management, attitudes, communication skills, interrelationships and teamwork

Forty-one point seven percent strongly agreed that training and development in the municipality focus on professional competencies, performance management, attitudes, communication skills, interrelationships and team work, while 41.7 agrees and 16.6% disagrees.

There is a difference of 25% between the expectations and the deliverables, which raises a concern. This indicates to gap 2.

4.16	I expect that training and development should aim at improving the employee's job performance in the municipality	91.7%	8.3%		
4.36	Training and development aimed at improving the employee's job performance in the municipality	58.3%	33.3%	8.3%	
	The difference (gap) between the two statements as indicated by the response	33.4%	25%	8.3%	

Ninety-one point seven percent strongly agrees that they expect that training and development should aim at improving the employee's job performance in the municipality. Though 58.3% of participants strongly agree that training and development is aimed at improving the employee's job performance. There is a difference of 33.4% between the expected and the deliverables, this might be caused by choosing wrong training for wrong people to attend training or choosing the poor performing training service provider.

4.17	I expect that Local Government Sector Education and Training Authority should ensure that quality of education and training is offered in the workplace	83.3%	16.7%		
4.37	Local Government Sector Education and Training Authority ensures that quality of education	66.7%	25	8.3%	

	and training is offered in the workplace				
	The difference (gap) between the two statements as indicated by the response	16.6%	8.3%	8.3%	

Eighty-three point three percent of participants' emphasises that they expect quality of education and training to be offered in the workplace. However 66.7% strongly agree that Local Government Sector Education and Training Authority ensured that quality of education and training was offered in the workplace. There is a difference of 16.6% between what they expect and what they get, and that gap 2 is a concern.

4.18	I expect that Local Government Sector Education and Training Authority should seek to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantaged through training and development	66.7%	25%	8.3%	
4.38	Local Government Sector Education and Training Authority seek to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantaged through training and development	66.7%	8.3%	25%	
	The difference (gap) between the two statements as indicated by the response	0%	16.7%	16.7%	

Sixty-six point seven percent indicated that they expected that Local Government Sector Education and Training Authority should seek to improve the employment prospects of persons who were previously disadvantaged by unfair discrimination. Sixty six point seven percent strongly agreed that Local Government Sector Education and Training Authority seek to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantaged through training and development. But 25% disagree with the notion which also raises a concern.

4.19	I expect training and development to updates employee skills	100%			
4.39	Training and development updates employee skills	50%	33.3	16.7%	
	The difference (gap) between the two statements as indicated by the response	50%	33.3%	16.6	

Hundred percent of participants expects that training and development should update employee skills. Fifty percent strongly agree that training and development updates employee skills. There is a difference of 50% between the expectation and the deliverable which raises a concern that something is not done correctly.

4.20	I expect that training and development should be seen as a key factor in meeting the employer's strategic, business and operational goals	91.7%	8.3%		
4.40	Training and development is seen as a key factor in meeting the employer's strategic, business and operational goals	58.3%	33.3%	8.3%	
	The difference (gap) between the two statements as indicated by the response	33.4%	25%	8.3%	

Ninety-one point seven strongly agree that they expect that training and development should be seen as a key factor in meeting the employer's strategic, business and operational goals. Fifty-eight point three percent strongly agree that training and development is seen as a key factor in meeting the employer's strategic business and operational goals and 33.3% agrees. There is a total difference of 66.7% which indicate that something is not done correctly.

The discussions above could be summarised by the bar charts below.
 Fig 1.1 Bar Chart of what they expects from Local Government Sector Education and Training Authority
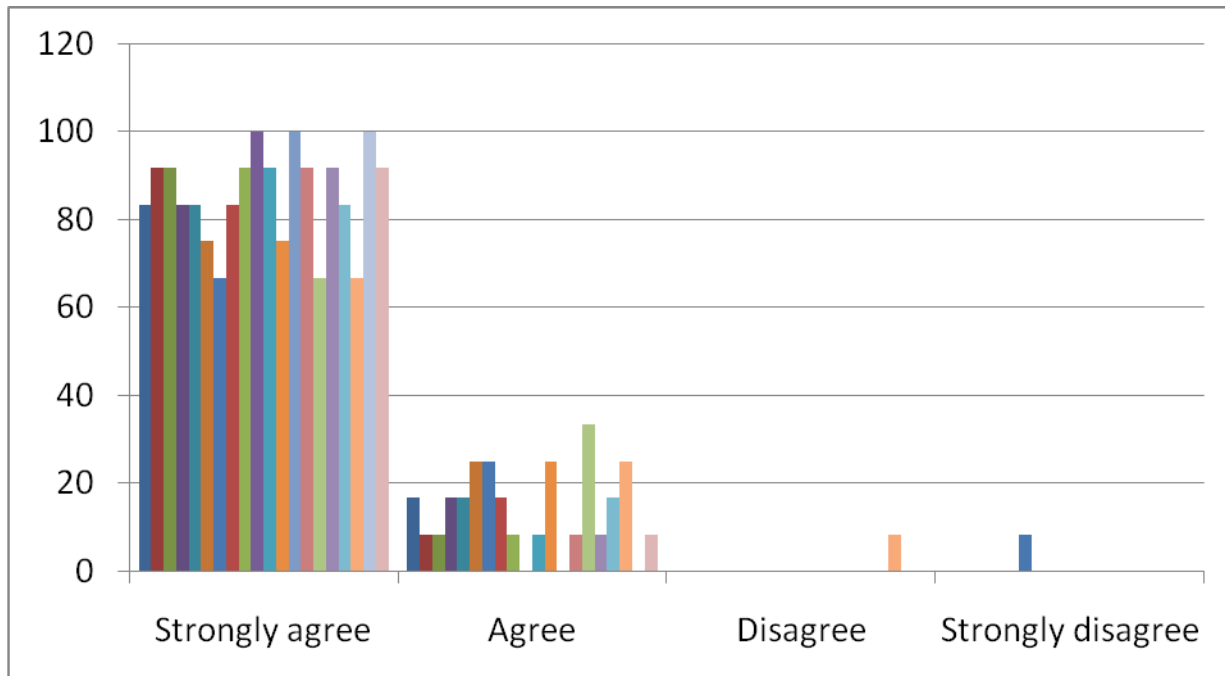
Fig 1.2 Bar chart of what they get from Local Government Sector Education and Training Authority
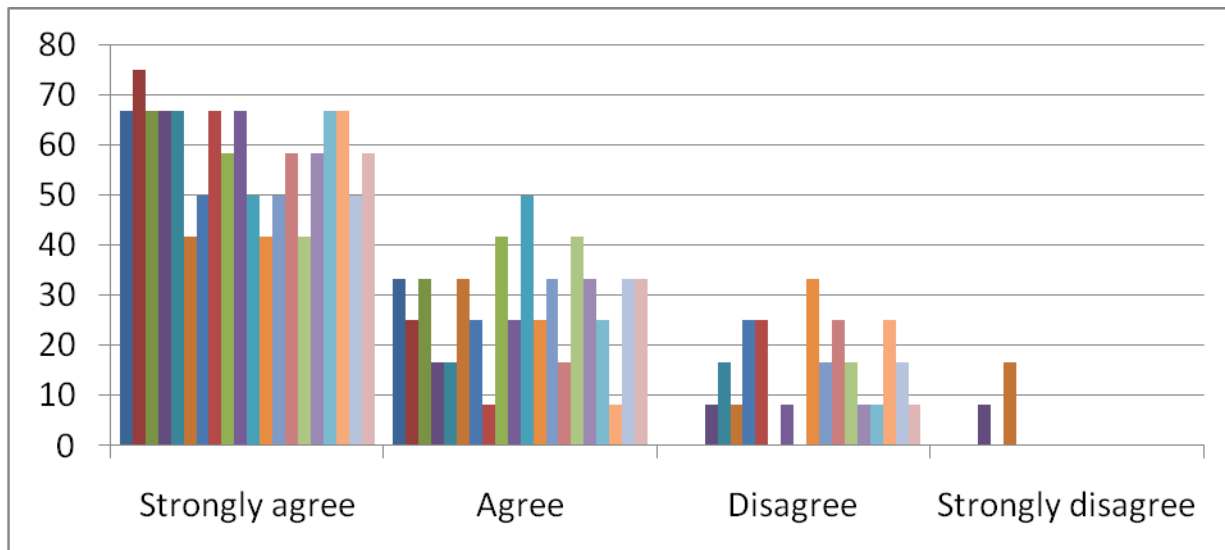
Fig 1.3 Bar Chart of the difference between what they expect and what they get, which depict gaps.
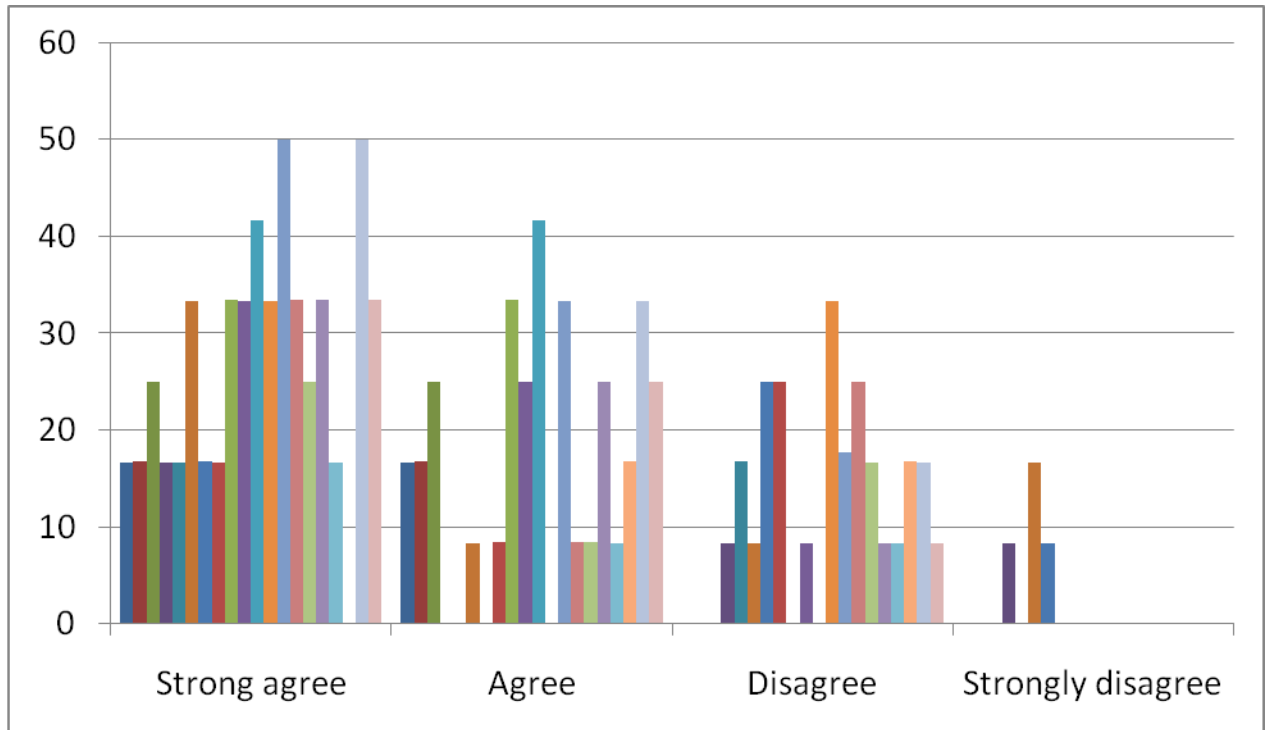
Open ended questions and interviews

Open-ended questions were posed and interviews were arranged among participants and they are analysed as follows:

5.1 How does Local Government Sector Education and Training Authority help the municipality in skills development of their employees?

All the participants cited almost the same reasons that they get help through mandatory and discretionary grants, capacity building of their Skills Development Facilitators, training and development for their employees through programmes like Adult Basic Education and Training learnerships. These offers of assistance depend on municipality's early submission of Workplace Skills Plan and Annual Training Reports and compliance with Local Government Sector Education and Training Authority. Local Government Sector Education and Training Authority also identify the scares skills on their sector skills plan and encourage municipalities to give the training of scares skills priorities. One participant however indicated that Local Government Sector Education and Training Authority has hiccups in administering the reimbursement of levies and it

does not provide the necessary relief to municipalities for funding their training interventions

5.2 How does the municipality conduct skills analysis?

Participants indicated that yearly they conduct skills audit form or questionnaire which they circulate to all the employees to fill, in which employees will indicate their qualifications and their training requirements based on their required skills to perform their job and also indicate the challenges they are facing to perform their job. Supervisors together with the Skills Development Facilitators will verify the relevancy of the required training or skills against the key performance areas of the employees, business unit and the strategic objectives of the municipality. One participant also indicated that they use national web tool called Gapskill to conduct skills analysis.

5.3 How do you evaluate the success of learning and development in your organisation?

Participants "A & K" states that they evaluate the success of learning and development by conducting the Workplace Skills Plan review on an annual basis and also by comparing the employee or the institution's performance before and after the training.

Participants "B & H" states that there is no formal evaluation process, managers and supervisors are expected to give feedback on performance improvements or lack thereof resulting from a learning and development process.
Participants "C & J" indicated that they evaluate the process by appointing accredited service providers and also through improved service delivery.

Participants "D, E & L" indicate that there is a template which they give to the immediate supervisors to fill whenever the employee in that business unit has attended a course. The supervisor will then monitor the progress made by the employee after attending the course as compared to before he/she attends. A report will then be written by supervisor

to training and development division indicating whether the learner needs a refresher course or he/she is able to apply the newly acquired skills.

Participant "F" indicated that currently there was no formal monitoring and evaluation.

Participant "G" states that it is usually done through evaluation forms, where employee will rate the learning course and her/himself on the knowledge gained and how to implement it. The municipality intents to venture into Performance Management which will best evaluate the key performance areas and the impact of the training.

Participant "I" cited that it is not taken seriously and there is no formal evaluation only observations.

5.4 What are the challenges facing the municipality in terms of skills development?

Participant "A" cited that her municipality does not have a dedicated Skills Development Facilitator, the functions of Skills Development Facilitator are combined with that of Human Resource Manager and that makes it difficult to perform all skills development related activities like attending skills development facilitator forums and submitting information as required.

Participants "B, D" say approval of training and bursaries requests takes very long. There is no database of accredited training providers. Budget allocated to training is too little. Employees cannot register with institutions outside Polokwane as they cannot claim subsistence and travel if they travel for study purposes.

Participant "C, J" states that budget is the problem.

Participants "E, F" indicated that there was no buy-in from managers; the budget is not enough to cover their required training and the grants received from Local Government Sector Education and Training Authority is not used for training and development but for operations. Lack of qualified training officials is also a concern.

Participant "G" indicated that lack of funding is a concern, no return on investment assessment; human resource policy is not being adhered to and the implementation of ad-hoc training is given priorities.

Participant "H" indicated that the unavailability of the employee performance management system and job descriptions is course for concern. Managers are not able to compare the competency profiles of employees against the deliverables and develop personal development plans for them.

Participant "I" indicated that there was lack of sufficient funds for implementations of all identified skills gaps. Staff shortage makes it difficult for the other employees to attend training. There is a lack of accredited service providers in the province. Most of the employees within the municipality are old people who cannot be trained further because they are about to go to pension. People with wide experience but without qualifications are those old people who cannot read and write.

Participant 'K" cited that lack of funds, dysfunctional training committees, lack of qualified or competent personnel, unplanned training programs are some of the major challenges experienced by the training and development business unit.

Participant "L" cited the nonpayment or rather reimbursement of mandatory grants despite being a contributor due to un-reconciled data between the municipality, South African Revenue Services and Local Government Sector Education and Training Authority.

5.5. Are you satisfied about the advisory role of Local Government Sector Education and Training Authority in skills development? If no, why and if yes, elaborate?

Participant "A" has indicated that he is not satisfied as he thinks more still need to be done in terms of creating sufficient in-house capacity to facilitate various key training

areas and the Local Government Sector Education and Training Authority must move from a report and mandate generating entity into actual involvement at workplace level.

Participants "B, F" cited that he is satisfied but some of its programs are still to be implemented and they need to increase their visibility and funding of training.

Participants "C & K" state that they are satisfied because they encourage Skills Development Facilitators to implement training in their municipalities. They further train the Skills Development Facilitators and encourages municipalities to apply for discretionary grants for scarce and critical skills

Participant "D" states that he is happy because municipalities are now able to budget 1% of their payroll for training purposes.

Participant "E" indicated that he is not satisfied as he thinks Local Government Sector Education and Training Authority should also have its monitoring and evaluation team visiting municipalities to ensure compliance with the necessary mandates and legislations.

Participants "G & L" cited that Local Government Sector Education and Training Authority was always available when they need assistance, they respond positively. If you request any training and funding and you are able to develop business plans which meet their requirements, they are willing to assist.

Participant "H" cited that he was not satisfied because Local Government Sector Education and Training Authority are not visible enough. They do not have an office in the province so communication with them was a problem because they only communicated with Skills Development Facilitators who were not decision makers instates of senior management. They have limited staff and they are not able to cope with the municipal challenges.

Participant "I" indicated that he was satisfied because they had active district skills development forum and provincial skills development forum where we addressed training and development challenges and Local Government Sector Education and Training Authority provincial manager sat in both forums.

Participant "J" states she is satisfied because Local Government Sector Education and Training Authority organises forums quarterly where they give advice to municipalities on skills development. They even go further to arrange interprovincial skills development forum where Skills Development Facilitators from different provinces share ideas. They are even available telephonically and electronically to assist.

5.6 Which training programmes did Local Government Sector Education and Training Authority provide to the municipality during 2008/2009 financial year?

Participant "A" cited that they received Skills Development Facilitation Training and Moderator training

Participants "B & I" indicated that they did not receive any training.

Participants "C, E & K" indicated that they received Certificate in Personnel Management Development; Artisan training and Executive Leadership Management Development Programme.

Participants "D & H" cited that they received Local Government Accounting Certificate and Executive Leadership Management Development Programme

Participant "F" stated that they received Adult Basic Education & Training; Skills Development Facilitation Programme and Executive Leadership Management Development Programme.

Participant "G" indicated that they received Finance Learnership, Skills Development Facilitation, Assessor and Moderator course.

Participant "J" indicated that they received Executive Leadership Management Development Programme.

Participant "K" cited that they received Skills Development Facilitation and Executive Leadership Management Development Programme.

5.7 Was the training provided in line with the Municipality's Integrated Development Plan?   Explain how.

Participant "A" acknowledges that their training programs are aligned with the sector plans of Local Government Sector Education and Training Authority which are aligned to their Workplace Skills Plan and Integrated Development Plan.

Participant "B" has acknowledged that their training interventions are informed at first by the five key performance areas as contained in the Strategic Local Government agenda. The objectives are derived from the Integrated Development Programme objectives and priorities.

Participant "C" has acknowledged that they engaged municipalities about the trainings to be implemented in advance.

Participant "D" did not respond to the question.

Participant "E" acknowledged that learnership assisted in providing skills in finance for employees

Participant "F" acknowledged that they need qualified Skills Development Facilitator so that they can make sure that we have the necessary skill within the institution to render service delivery or to implement our Integrated Development Programme, Leadership and Executive skills.

Participant "G" acknowledged that it was in line because training was taken from the skills audit forms

Participant "H" acknowledged that municipal training should be aligned to Integrated Development Programme. Integrated Development Programme objectives serves as a driving force behind training and the two are inseparable.

Participant "I" says she is not sure

Participant "J" acknowledged that they engaged municipalities about the trainings to be implemented.

Participant "K" acknowledged that they were indirectly related to Integrated Development Programme objectives 2008/09 but the information gained assisted the municipality in linking the training with the Integrated Development Programme for 2009/10.

Participant "L" cited that it was training of councilors to be able to carry out their duties as employers within the municipality.

5.8 How does Local Government Sector Education and Training Authority engage in capacity building municipalities?

Participant "A" indicated that they were capacitated through training of the skills development facilitators, councilor training, mentors, facilitators and coaches. They are also receiving mandatory and discretionary grants, paid stipends for learners who are attending learnerships programme. They are monitoring the training interventions as well as verifying that only accredited training providers are being appointed to deliver training.

Participants "B, H & I" acknowledged that Local Government Sector Education and Training Authority has established forums where Skills Development Facilitators meet and share information. Experts are invited to the meetings to present on the subject identified. Beside the meetings, workshops and seminars are arranged to capacitate the Skills Development Facilitators, Human Resource Managers, Corporate Services Managers and Municipal Managers.

Participant "C" states that training which is relevant to municipalities is introduced and the budget for it is provided.

Participants "D & L" acknowledged that they receive discretionary grants to fund learnerships and mandatory grants after they have submitted their Workplace Skills Plan on time. Local Government Sector Education and Training Authority have also identified the scares skills within municipalities and they are able to give advice.

Participant "E" did not respond

Participant "F" cited only the grants

Participant "G & J" cited funding of some Municipal training programmes

Participant "K" stated that they receive grants, training for municipal officials, learnerships and creating structures for dialogue and information sharing.

A follow-up interview was conducted to gather more information as the research is qualitative in its nature and supporting documents were also collected. The questions were answered as follows:

5.8.1 How do you align your training programme to municipality's Integrated Development Plan (IDP)?

All the participants indicated that they use the municipal objectives outlined in their IDP (which is the business plan of the municipality) to develop their training needs. The IDP objectives outline what the municipality has to deliver to the community for the particular financial year, therefore training programmes are tailored to support the effective implementation of those objectives. The Skills Development Facilitator will look at the available skills within their human resources and if there are any gaps then they will plan the training to close those skills gaps.

5.8.2 What informs your Workplace Skills Plan (WSP)?

Their WSP is informed by their IDP, HRD Strategy, Provincial HRD Strategy, National Skills Development Strategy, Provincial Economic Growth Strategy, Personnel Development Plans from employees, skills audit report and training needs analysis from Strategic Business Units

5.8.3 Which programs have been funded by discretionary grants?

Polokwane Local Municipalities received grants for Adult Basic Education Training (ABET), Local Economic Development (LED) and Electrical learnerships.

Molemole Local Municipality did not receive any funding for their programmes as they are still facing some administration problems and Local Government Sector Education and Training Authority is busy addressing them.

Lepelle-Nkumpi Local Municipality has received funding for LED learnership

Blouberg Local Municipality has received funding for ABET and Construction Constructor programme

Aganang Local Municipality has received funding for ABET

Capricorn District Municipality does not have any programme funded by discretionary grants.

5.8.4 How often do you have meetings with Local Government Sector Education and Training Authority?

Meetings are held quarterly with all provincial municipalities at a central venue at which we discuss all issues related to the skills development. Local Government Sector Education and Training Authority provincial manager attend the meeting and also invite Human Resource Development Senior Manager from Department of Local Government and Housing.

5.8.5 How many people were trained in your municipality during 2009/2010 financial year?

Blouberg Local Municipality has trained 72 people out of its 177 staff complement

Lepelle-Nkumpi Local Municipality has trained 128 people out of 156 staff complement of which some have attended more than one course

Polokwane Local Municipality has trained 910 out of its 1480 staff complement

Molemole Local Municipality has trained 93 employees out of 167 staff complement and further 144 unemployed learners and 5 councilors.

Aganang Local Municipality has trained 32 employees out of 109 staff complement

Capricorn District Municipality has trained 77 employees out of 543 staff complement

5.8.6 How do you measure performance of employees?

All the six municipalities indicated that they do not measure performance of their employees because they don't have performance management system. They are in the process of appointing a service provider who could help them with performance management system although South African Local Government Association has given them guidelines in terms of performance management they don't have the instrument.

5.8.7 How do you link performance management to training and development?

Since they do not have performance management system they are unable to link performance management to training and development.

5.8.8 How do Local Government Sector Education and Training Authority determine the skills needs of municipalities which informs their sector skills plan?

A Local Government Sector Education and Training Authority use the information they get from the WSP's of all the municipalities to develop their sector skills plan, though the information is not audited. Sometimes the municipalities compile the WSP without using the skills audit forms which are mandated to be filled yearly. Local Government Sector Education and Training Authority compiles the sector skills plan every five years.

5.8.9 What are your expectations from Local Government Sector Education and Training Authority?

The entire participants indicated that they expect support from Local Government Sector Education and Training Authority in terms of mandatory grants to be paid within three months of the submission of the WSP. The quick approval of discretionary grants, support in terms of learnerships implementations and training of Skills Development Facilitators, Mentors, Coaches and Assessors training. They also expect easy accessibility and visibility of Local Government Sector Education and Training Authority. They also expect to receive planned training programmes from Local Government Sector Education and Training Authority

5.8.10 What do you get from Local Government Sector Education and Training Authority with respect to your expectations?

They indicated that they get mandatory grants six to eight months after submission of the WSP and four to six months after submission of the application for discretionary grants. They also receive information promptly if they call and inquire about other training related issues.

4.4 Conclusion

Local Government Sector Education and Training Authority is supporting municipalities and they are delivering according to their mandate, however there is a room for improvement because in other areas they are not efficient. The municipalities also have challenges in terms of their WSP development. The Skills Development Facilitators uses mostly IDP to compile their WSP, while they were indicating that they are suppose to conduct the skills audit and use performance management information, but this is not done. Therefore it indicates that the Skills Development Facilitators do a desktop activity to compile their WSP. The municipality's training reports indicate that a good number of employees have been trained during 2009/2010 financial year and they received mandatory and discretionary grants from Local Government Sector Education and Training Authority

CHAPTER 5

5. FINDINGS, PROBLEM SOLVING STATEMENTS AND MOTIVATED RECOMMENDATIONS

5.1 INTRODUCTION

During the data analysis the researcher discovered some findings which are very important in the study, recommendations are made and if implemented could help the organisation to deliver better services as expected by the client. The findings of the case study that was conducted at Capricorn District Municipalities are discussed below as follows:

5.2 DISCUSSION OF FINDINGS

5.2.1   There is no performance management system in all municipalities.

All the six municipalities do not have performance management system for their employees; hence they are unable to measure the performance of the employees. Whether a person performs exceptionally well or not, nobody really cares and there are no incentives for anybody. In essence managers are not able to determine the exact skills gaps because they unable to measure the employee's performance and give them feedback. If municipalities had implemented performance management system, managers and supervisors would be able to assist their staff in developing their personal development plans.

5.2.2 Workplace Skills Plan is a desktop activity, does not reflect the true skills gaps of employees.

Skills Development Facilitators of each municipality are supposed to conduct skills audit every year, managers and supervisors to conduct performance management of their staff and the information collected will inform their WSP. Skills Development Facilitators

will also use the objectives from the IDP to determine the training needs which are placed in the WSP. My findings are that only the objectives from the IDP are used to develop the WSP because there is no proof of any completed skills audit forms and there is no performance management system. It was evident that the Skills Development Facilitator only uses the information from the IDP to determine the skills needs, which is not necessarily the skills gaps.

5.2.3 The process followed by Local Government Sector Education and Training Authority to develop the Sector Skills Plan is not clear

All the people who participated in the study are not sure how Local Government Sector Education and Training Authority develop their Sector Skills Plan. They only assume that they might be using information for the WSP's provided by the municipalities. The only information available is that the Sector Skills Plan is developed every five years. Sector Skills Plan outlines the skills gaps in the municipalities and how these gaps should be closed and Local Government Sector Education and Training Authority makes available funding to assist municipalities to address these skills gaps.

5.2.4 Skills Audit is not conducted yearly as they are supposed to be.

Municipalities do not conduct skills audit yearly as they are requested and there is nobody who enforces these compliance. Skills Audit assists municipalities to identify what skills they have and what skills they need to deliver their services to the communities. The municipality is able to avail proper funding to address the identified skills gaps, but because there is no skills audit people are sent to training they do not require and other people always attend trainings while others are not given opportunities.

5.2.5 The absence of Local Government Sector Education and Training Authority office in the province poses a challenge to municipalities.

Local Government Sector Education and Training Authority does not have an office in Limpopo province to service the municipality, the office that takes care of Limpopo is in Pretoria and it also render services in North West province. The office is short-staffed and that affect their responses to queries from municipalities and training service providers, most of which are still waiting to be accredited after applying for more than a year ago.

5.2.6 Local Government Sector Education and Training Authority takes long time to pay grants to municipalities.

Most of the municipalities have indicated that it takes between six to ten months for Local Government Sector Education and Training Authority to pay either mandatory grant or discretionary grant after receiving all the required documents. These delays pose a challenge to municipalities as they need the grants to implement the planned training programmes for the financial year, and every time by the time they receive the funds the year has almost come to the end.

5.2.7 There is no formal evaluation of the effectiveness of training provided by Local Government Sector Education and Training Authority and municipalities to their employees.

All the municipalities have indicated that they do not have a formal process to evaluate the effectiveness of the training they provide to their staff. Skills Development Facilitators have indicated that they ask supervisors and managers to give them feedback in writing about the development made by employees who attended training, but there is no proof of any such submission. It means there is no return on investment because it is not measured, so training is just an activity in the municipality

5.2.8 The budget for training in all the municipalities is not sufficient

All the municipalities follow Skills Development Act guideline to budget 1% of their total payroll for training, though the funds are not enough they still do not increase it. Skills Development Facilitators indicated that training is very expensive and every year they are not able to implement their training and development plan because of shortage of funds. Skills Development Facilitators further indicated that their finance departments does not give them the mandatory grants from Local Government Sector Education and Training Authority to use them for training; they regard that grant as an income for the municipality.

5.2.9 Local Government Sector Education and Training Authority does not monitor any training provided to municipalities.

Local Government Sector Education and Training Authority does not monitor any training conducted in the municipalities, they only rely on the statistical information indicated in the municipality's Annual Training Report. Some of the training and service providers are not accredited, so the quality of training is not known.

5.2.10 Local Government Sector Education and Training Authority funds learnerships.

When municipalities apply for certain learnerships, they receive the funding especially when the programmers are regarded as scares or critical skills. However it is noticed that Local Government Sector Education and Training Authority will give the municipality promissory note to fund the learnerships but the money will be paid very late and the municipalities are unable to implement the learnerships on time as they will be waiting for the money.

5.3 COMPARISON OF CONCLUSIONS WITH THE OBJECTIVES

This part of the study will outline what has been achieved through this research compared to the objectives as outlined in section 1.3.2 of chapter one:

5.3.1Local Government Sector Education and Training Authority at the moment pays grants to municipalities

Local Government Sector Education and Training Authority pay both mandatory and discretionary grants upon receiving the necessary documents and applications on time. However, they have administrative challenges which results in late payments of grants to municipalities, as a result the municipality's implementations of training programmes for the financial year is a affected causing them to overlap into the following year. They also give promissory notes to fund learnerships but they take months to pay those funds to municipalities and municipalities are not able to implement learnerships without money being paid to them.

5.3.2 Capricorn District Municipalities cannot conduct proper training needs analysis

Capricorn District Municipalities fail to conduct skills audit every year, which is supposed to inform their Workplace Skills Plan. Their training needs analysis is not properly conducted and that could mean the training they are offering might not address the real training issues. There will always be some gaps which will have a negative impact on the employee's performance.

5.3.3 Local Government Sector Education and Training Authority does not conduct training needs analysis for municipalities

It is not clear how Local Government Sector Education and Training Authority develop the Sector Skills Plan, because they don't come to municipalities with questionnaires and other research tools to get the information. It is assumed they take information from the Workplace Skills Plans from different municipalities and develop their Sector Skills Plan, while the information from the WSP has flaws. Municipalities are supposed to

conduct skills audit every year to develop their WSP, but most of them don't, hence their WSP is questionable.

5.3.4 Local Government Sector Education and Training Authority support municipalities in terms of skills development

Local Government Sector Education and Training Authority funds learnerships, ABET and other programmes through discretionary grants, although municipalities need to apply for these programmes. Local Government Sector Education and Training Authority further hold workshops on quarterly bases with municipalities to address issues related to training and development. Decisions are taken and implemented by the responsible participant. Local Government Sector Education and Training Authority is also available anytime to give service to municipalities upon request.

5.4 MOTIVATED RECOMMENDATIONS

From the findings discussed in this chapter the following recommendations are made:

5.4.1 There should be performance management system in all municipalities which will outline the training needs of employees

Municipalities should complete their process of designing performance management system which will assist employees to develop their personal development plans. The information from the personal development plan will inform them about the skills required by their employees. The skills gaps identified during the performance management would be more realistic and would inform the Workplace Skills Plan.

5.4.2 Local Government Sector Education and Training Authority should consult municipalities when developing the Sector Skills Plan

Local Government Sector Education and Training Authority should not do a desktop activity to compile their Sector Skills Plan because it will not give the true reflection of the skills gaps in the municipalities. They need to undertake a research activity and have a consultative process which will includes municipal employees. The information gathered will better inform their Sector Skills Plan and it will be more reliable.

5.4.3 Municipalities should conduct Skills Audit every year.

It is mandatory according to Local Government Sector Education and Training Authority for municipalities to conduct skills audit every year. The information from the skills audit will help in developing the WSP. To ensure that the process is complied with Local Government Sector Education and Training Authority the copies of those skills audit forms need to be submitted the WSP.

5.4.4 Local Government Sector Education and Training Authority should establish offices in every province.

It is evident that when the offices are too far, consultation and communication becomes a problem. Training service providers and municipalities do not get the support they are supposed to receive. If Local Government Sector Education and Training Authority is in every province they will be able to assist their clients quicker and easier.

5.4.5 Local Government Sector Education and Training Authority should have a turnaround grants payment time of three months, maximum.

Municipalities depend on the discretionary grants to implement learnerships and other programmes which they requested Local Government Sector Education and Training Authority to fund, so if they receive money late it delays their implementation of those programmes for that financial year. An example is Polokwane Local Municipality which

applied for ABET grants in July 2009, they received provisional approval letter on 11 February 2010 and by June 2010 when I got the information they had not yet received the contract and grant. This implies that they can only implement the training programme during 2010/2011 financial year not during 2009/2010 as planned.

5.4.8 The municipalities should increase the budget to effectively address skills development problems.

All the participants complain about insufficient funds for training and development which makes it difficult for them to implement the planned training. Most of the municipality set aside 1% budget from their total payroll towards training, which is not enough. Instate of them using the mandatory grants as additional money for training, they use it for other projects. It would be better if they could draw 2.5% from their total payroll and earmark it for training and development. They should also make bursaries available for those who would like to study for diplomas and degrees.

During the research it was found that Local Government Sector Education and Training Authority is performing according to its obligations to address the skills problems within the municipalities e.g. they pay grants, conduct workshops quarterly, fund other training programmes and learnerships. They further develop Sector Skills Plan and they are making every effort to implement them. However there are certain processes e.g. proper skills analysis, skills audit, early payments of grants and Sector Skills Plan development which can still be improved to ensure the effectiveness of addressing the skills development challenges. The research findings and recommendations if implemented can help in addressing the skills development challenges within the municipality and Local Government Sector Education and Training Authority will also improve their service towards municipalities.

5.5 CONCLUSION

Training and development is very important to all the employees because they continuously improve their skills which will enable them to improve their job performance. Municipalities need to follow the best practices of training needs analysis in order for them to identify the real skills gaps and they will be able address them accordingly. If municipalities develop well informed WSP's Local Government Sector Education and Training Authority will also be able to assist them to achieve their goals. Local Government Sector Education and Training Authority need to take a hard look at their processes and improve them so that they could effectively deliver on their mandates as outlined in the Skills Development Act.

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Annexure A

QUESTIONNAIRE ON:

THE ROLE OF LOCAL GOVERNMENT SECTOR EDUCATION AND TRAINING AUTHORITY (LGSETA) IN SKILLS DEVELOPMENT PROGRAMME OF THE CAPRICORN DISTRICT MUNICIPALITY: A CASE STUDY OF CAPRICORN DISTRICT MUNICIPALITY

1. Dear Participant

Thank you for taking your time to complete this questionnaire. It will take you about 30 minutes to complete.

2. General Information

-This questionnaire does not test your competence; your honest opinion is all that is required.
-There are no wrong or right answers.
-Your name remains Anonymous.
- The questionnaire is divided into three sections, please complete all of them.

3. SECTION 1 (BIOGRAPHICAL INFORMATION)
Mark your choice with an "X".

3. 1. Gender   Male (--)   Female (--)

3.2. Age in years   20-30(--)   31-40(--)   41-50(--)

3.3. State the name of the Municipality--

3.4. State the name of your section or division-------------------------------

3. 4. State your position in the section/department---------------------------
  (For example: Senior Manager)

3.5. State your status of appointment------------------
  (For example: Permanent or temporary)

3.6. Experience in years   1-5 (--)   5-6(--)   6-10(--) 10 < (--)

3.7 Qualifications:
            Senior Certificate (--)

Diploma (--)
National Diploma of 3 years (--)
Further Diploma in Your Area of Operation (--)
B A Degree/ B Tech (--)
Honors   Degree (--)
Masters Degree (--)
Doctoral Degree (--)
Other (Specify) ------------------

4. SECTION 2A

STATE TO WHAT EXTEND DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS; MARK YOU'RE RESPONSES WITH AN "X".

PLEASE ANSWER THE FOLLOWING QUESTIONS AS TO WHAT YOU WOULD EXPECT TO GET FROM LOCAL GOVERNMENT SECTOR EDUCATION AND TRAINING AUTHORITY

Number	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
4.1	I expect that Local Government Sector Education and Training Authority conduct sector skills analysis every five years				
4.2	I expect that Local Government Sector Education and Training Authority develops a sector skills plan within the framework of the national skills development strategy				
4.3	I expect that Local Government Sector Education and Training Authority pays mandatory grants to municipalities upon receiving their Workplace Skills Plan and Annual Training Report				
4.4	I expect that Local Government Sector Education and Training Authority assist municipality to address skills development problems/challenges				
4.5	I expect that the municipality conduct skills audit every year				
4.6	I expect that Local Government				

	Sector Education and Training Authority makes bursary provisions for municipal employees				
4.7	I expect that training and development will solve organisational problems				
4.8	I expect that Local Government Sector Education Authority encourages employers to use the workplace as an active learning environment				
4.9	I expect that Local Government Sector Education and Training Authority implement its Sector Skills Plan				
4.10	I expect that Local Government Sector Education Training Authority performs according to its mandate or obligations				
4.11	I expect that training and development should improve performance of employees				
4.12	I expect that Local Government Sector Education Training Authority conducts advisory workshops with municipalities regularly				
4.13	I expect that Local Government Sector Education Training Authority to focus on the cost effectiveness and quality of training				
4.14	I expect that Local Government Sector Education Training Authority should facilitate the implementation of learnership and other training programmes within the municipality				
4.15	I expect that training and development should focuses on professional competencies, performance management, attitudes, communication skills, interrelationships and teamwork				
4.16	I expect that training and development should aim at				

Number	Statement				
	improving the employee's job performance in the municipality				
4.17	I expect that Local Government Sector Education Training Authority should ensure that quality of education and training is offered in the workplace				
4.18	I expect that Local Government Sector Education Training Authority should seek to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantaged through training and development				
4.19	I expect training and development to updates employee skills				
4.20	I expect that training and development should be seen as a key factor in meeting the employer's strategic, business and operational goals				

SECTION 4B

PLEASE ANSWER THE FOLLOWING QUESTIONS AS TO WHAT YOU GET FROM LOCAL GOVERNMENT SECTOR EDUCATION AND TRAINING AUTHORITY

Number	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
4.21	Local Government Sector Education and Training Authority conduct sector skills analysis every five years				
4.22	Local Government Sector Education and Training Authority develops a sector skills plan within the framework of the national skills development strategy				
4.23	Local Government Sector Education and Training Authority pays mandatory grants to municipalities upon receiving their Workplace Skills Plan and Annual Training Report				

4.24	Local Government Sector Education and Training Authority assist municipality to address skills development problems/challenges				
4.25	The municipality conduct skills audit every year				
4.26	Local Government Sector Education and Training Authority makes bursary provisions for municipal employees				
4.27	Training and development will solve organisational problems				
4.28	Local Government Sector Education Authority encourages employers to use the workplace as an active learning environment				
4.29	Local Government Sector Education and Training Authority implement its Sector Skills Plan				
4.30	Local Government Sector Education Training Authority performs according to its mandate or obligations				
4.31	Training and development improves performance of employees				
4.32	Local Government Sector Education Training Authority conducts advisory workshops with municipalities regularly				
4.33	Local Government Sector Education Training Authority focus on the cost effectiveness and quality of training				
4.34	Local Government Sector Education Training Authority facilitate the implementation of learnership and other training programmes within the municipality				
4.35	Training and development in the municipality focuses on professional competencies, performance management, attitudes, communication skills, interrelationships and teamwork				

4.36	Training and development aimed at improving the employee's job performance in the municipality				
4.37	Local Government Sector Education Training Authority ensures that quality of education and training is offered in the workplace				
4.38	Local Government Sector Education Training Authority seek to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantaged through training and development				
4.39	Training and development updates employee skills				
4.40	Training and development is seen as a key factor in meeting the employer's strategic, business and operational goals				

5. SECTION 3 (OPEN-ENDED QUESTIONS)

5.1 How do Local Government Sector Education and Training Authority help the municipality in skills development of their employees?

5.2 How does the municipality conduct skills analysis?

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5.3 How do you evaluate the success of learning and development in your organisation?

5.4 What are the challenges facing the municipality in terms of skills development?

5.5. Are you satisfied about the advisory role of Local Government Sector Education and Training Authority in skills development? If no, why and if yes, elaborate?

5.6 Which training programmes did Local Government Sector Education and Training Authority provides to the municipality during 2008/2009 financial year?

5.7 Was the training provided in line with the Municipality's Integrated Development Plan?   Explain how.

5.8 How does Local Government Sector Education and Training Authority capacitate municipalities?

This marks the end of the questionnaire

Thank you for your time and cooperation