

UNIVERSITY OF KWAZULU-NATAL

**AN INVESTIGATION OF THE IMPLEMENTATION OF TRAINING AND
DEVELOPMENT IN THE KWAZULU-NATAL OFFICE OF THE PREMIER**

by

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ABSTRACT

The objective of the study was to establish how training and development programme is implemented in the KwaZulu-Natal Office of the Premier. The availability of highly skilled public servants in South Africa remains a challenge. In the 21st century the knowledge of society is characterised by innovations in the public service delivery. Employee performance and service delivery requires the development of public sector human capital among public servants that will be capable of delivering and advancing the needs of communities in a sustainable manner. It cannot be overemphasised that the nature of service delivery has recently changed, thus the need for capable public servants. The KwaZulu-Natal Office of the Premier is dedicated in ensuring that all their employees are trained in line with the Skills Development Act and the department is spending a huge amount of money on employees' tuition fees every year. Training and development of employees can change the attitudes and behaviour which can impact positively on their performance. Despite the training and development of employees, the department is experiencing high labour turnover, absenteeism and a number of labour cases. As such, this study sought to establish how training and development is implemented in the KwaZulu-Natal Office of the Premier and what challenges the Office of the Premier is facing during the implementation in order to ensure improvement of employee growth and organisational productivity. The study adopted a mixed method approach. Quantitative approach involved a survey questionnaire of administrative officials whilst qualitative approach involved interviews with Assistant Directors who are direct supervisors of the administrative officials. The study revealed that there was no training and development policy. It further revealed that for the department to conduct training, they are dependent on the Employee Development Plan of each employee. The main challenge that was raised was that employee training needs were disregarded and as a result, employees had to attend courses that were readily available at that time. The study recommended that a policy, in line with the Human Resource Strategy be developed and implemented to address employees' needs and enhance organisational productivity.

Key words: Training and Development Programme, Implementation, Employee Growth and Organisational Productivity

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LIST OF ACRONYMS

AMDP:	Advanced Management Development Programme
APP:	Annual Performance Plan
DPSA:	Department of Public Service and Administration
EMDP:	Emerged Management Development Programme
EPDMS:	Employee Performance Management and Development System
HCD:	Human Capital Development
HoD:	Head of Department
HRSDP:	Human Resource Strategic Development Policy
OTP:	Office of the Premier
PGDP:	Provincial Growth Development Plan
PGDS:	Provincial Growth Development Strategy
PSC:	Provincial Service Commission
PSETA:	Private Service Education and Training Authority
SDG:	Sustainable Delivery Goals
SHRTDP:	Strategic Human Resource Training and Development Plan

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The availability of highly skilled public servants in South Africa (SA) remains a challenge. In the 21st century, the knowledge of society is characterised by innovations in the public service delivery. Employee performance and service delivery requires the development of public sector human capital among public servants that will be capable of delivering and advancing the needs of communities in a sustainable manner. It cannot be overemphasised that the nature of service delivery has recently changed, thus the need for capable public servants. This chapter gives a broad overview of the study. The chapters of the study are discussed as follows: the background of the study, problem statement, rationale of the study aim of the proposed study, objectives as well as key research questions. The upcoming chapters will also be outlined.

1.2 BACKGROUND OF THE STUDY

The post-1994 government faces huge challenges with regards to its transformation and the way the services are to be delivered to people of SA. Therefore, the training programmes require a broad programme of policy initiatives supported by progressive legislative changes (White Paper on Human Resource Management in the Public Service, 2000). The Constitution of the Republic of South Africa of 1996, subsection 3, cited in Public Service Sector Education and Training Authority, Sector Skills Plan (2015-2016) demonstrates the importance of Human Resources Development (HRD) as critically significant in South Africa's growth agenda. In view of the above, the plan points at the significance of HRD which requires a response that has a sense of urgency. On the other hand, the White Paper on Human Resource Management in the Public Service, section 15 of 2000 affirms that the Public Service (PS) will be a career service and will offer opportunities for development and advancement through improved performance and career management, the removal of unnecessary barriers between occupational groups, and increased opportunities to compete for positions at higher levels. In this regard, the study intended to investigate the implementation of the training and

development programme in the KwaZulu-Natal (KZN) provincial government, particularly in the Office of the Premier to meet the desired outcome.

The Office of the Premier is situated in Pietermaritzburg which is set in the heart of the Midlands region of the province of KZN with 570 officials of which 100 are on contractual basis. The department is comprised of three programmes and they are as follows: Programme 1 (Administration), Programme 2 (Strategic Human Resources) and Programme 3 (Premiers' Priority Programmes). The Office of the Premier (OTP) plays a central role in providing a clear strategic guidance and coordination in provincial policy formulation and review, planning and supervision of service delivery planning and execution in support of provincial and national priorities and plans (PGDSP).

The Human Resources Development Strategy Document of South Africa (2010-2030:9) affirms that, the lack of adequate human resources severely constrains social and economic growth and development. Several countries have consequently recognised HRD as a major policy and development priority. In contrary, Human Capital Development (2007:17), states that for the organisation to gain trust and competitive advantage, employees' needs must be considered and in that way, are not merely exploited for the needs of the organisation. The KZNOTP considers training and development of its employees as a prerequisite in such that HR planning ensures proper training of employees every year starting from lower levels to its top management. Therefore, the level of satisfaction within the organisation was expected to be high which was also believed to improve staff performance and boost their moral at the same time. In line with this statement, Erasmus et al. (2010:280) mention that SA government has indicated the importance of T&D saying that it is supported by the following legislation, the Skills Development Act No 97 of 1998), Skills Development Levies Act (No 9 of 1999), and South African Quality Assurance. In view of the above, training can be regarded as poor if it does not add value in terms of personal growth, on the other hand, every organisation which trains and develops its workforce strives for improved performance and return on investment. The study attempted to ascertain the underlying problems of high labour turnover, absenteeism, and a high number of labour cases within the department. The study further established whether the department had a clear training and development policy to train and develop its employees and what steps are taken after these employees are skilled, for example, to determine if there was a retention strategy in place.

It is a well-known fact that the KZN province is aiming at becoming a prosperous province with a healthy, secure, and skilled population acting as a gateway to Africa and the world (PGDSP). Ndelu, Ile and Ile (2007:165) and Nel et al. (2004:451) argue that low employees' morale instigated by remuneration dissatisfaction cannot be corrected by training and development. The authors further add that the HR and line managers needed to ensure that their HRD and training programmes are appropriate for the identified needs before they invest considerable resources in such programmes. In view of the above, there was a need for the training and development initiatives in the KZNOTP to be in line with the global policies, like, the Sustainable Development Goals (SDGs), NDP especially chapter 13 of the NDP and the PGDSP. If government is serious about achieving its goals, there was a need for KZNOTP to become a learning organisation to improve and retain its current skills.

The HRP in the OTP implemented an Emerged Management Development Programme (EMDP) for Administrative staff and Advanced Management Development Programme (AMDP) for Assistant Managers as an initiative to address issues in terms of low productivity. The question here was to establish if proper training and development programmes were implemented in line with employees and organisation needs. This necessitated that all administrative staff who operated under support service units together with Assistant Directors who were direct supervisors of administrative staff to be enrolled in a twelve months course to determine if their attitude and behaviour changed after being exposed in this training programme. As soon as they were back to their respective offices, there was an investigation to determine if there were changes or not. It was against this background that this study sought to establish as to whether the implementation of training and development programmes were properly implemented to equip employees and improve service delivery on the organisation point of view.

1.3 PROBLEM STATEMENT

The training and development of employees in the KZNOTP is regarded as a major tool. Therefore, the department is spending a huge amount of money on employees' tuition fees every year. In-house training is provided based on Annual Personal Development Plans, in which employees and supervisors agree on the staff development. Despite training and development provided, OTP was still experiencing various problems in terms of high staff turnover, low morale, low productivity, and several labour cases. The researcher regarded

training and development of staff as an enhancer of organisational productivity and assist in personal growth of individual employees; therefore the researcher was interested in finding out as to what were the underlying problems.

Substantial amount of resources was spent in the EMDP and AMDP during the 2013-2014 financial years. These training and development programmes were intended to bring out a significant change in the calibre of Administrative staff and the Assistant Directors in the support service units in the KZNOTP. Evaluation of training in terms of these programmes had not been conducted to determine if there were changes in employees' behaviour or attitude after this intervention. It was therefore imperative that the implementation of training and development programmes was investigated to determine its success or failure in the improvement of the employee growth and the organisational productivity. The challenge was that, if these problems were not properly addressed, this would have a huge impact on the employees' performance thus affecting organisational productivity, technological innovations and resulting in poverty.

1.4 RATIONALE OF THE STUDY

The public service inherited in 1994 by the democratic government of South Africa was on one hand categorised by an overabundance of rules and procedures, which left little space for innovation, creativity and sensitivity to the service delivery needs of society (HCD Report, 2007:17). On the other hand, the NDP highlights weakness in capacity and performance emanating from historical disadvantages which require the state to intervene to improve the people's quality of life. The plan also adds that skills redundancy has been regarded as one of the causes for employee labour turnover (Rothwell and King, 2007).

The researcher was enthusiastic to conduct the study with an aim to review effectiveness of training and development programmes in the KZNOTP. Furthermore, the study also aimed to establish if the department achieved the intended objectives both at departmental as well as at employee levels. It is an undoubted fact that skilled employees can bring change to the organisation, thereby enhancing productivity. On the other hand, employees would be able to get opportunities to enter the labour industry. In the light of the above, the researcher felt a need to conduct this investigation because the department was losing several highly competent and experienced staff. Therefore, if the problem persists, the department would suffer and thus could not produce high quality goods and services. This would also have a negative impact in the achievement of long term goals.

1.5 AIM OF THE PROPOSED STUDY

The study sought to establish as to how training and development programmes are implemented in the KZNOTP.

1.6 OBJECTIVES OF THE STUDY

Given the research problem and aim of the study, the objectives of the research were:

- To establish the manner in which training needs assessment was conducted in the KwaZulu-Natal Office of the Premier;
- To determine the training design strategy adopted in the KwaZulu-Natal Office of the Premier;
- To determine the training delivery strategy employed in KwaZulu-Natal Office of the Premier; and
- To explore the manner in which training was evaluated in the KwaZulu-Natal Office of the Premier.

1.7 KEY RESEARCH QUESTIONS

Although there were various studies investigated on training and development globally, no topic had been initiated to examine this topic in the KZNOTP, in South Africa. To achieve the objectives, the study intended to bridge this gap by trying to provide answers to the subsequent questions below:

- How are the training needs assessment conducted in the KwaZulu-Natal Office of the Premier?
- What is the training design strategy adopted in the KwaZulu-Natal Office of the Premier?
- What is the training delivery strategy employed in the KwaZulu-Natal Office of the Premier?
- How is training evaluated in the KwaZulu-Natal Office of the Premier?

1.8 LITERATURE REVIEW

In chapter two, these streams of literature will be reviewed, i.e., the first part of the literature will be reviewing several studies in terms of the implementation of training and development programmes, for example, the challenges that led to improper implementation of training and development programmes. The second part deals with the theoretical framework which provides the explanation as why the employees are behaving the way they behaved. The legislation in terms of training and development will be discussed and how best can OTP invest in their workforce if training and development programmes can be properly implemented.

Erasmus et al. (2007:21) believes training and development can change organisation participants outside it and employees working by it through planned learning so that they retain the information and expertise needed in the future. On the other hand, Nel et al. (2011:61) view training as improving employees' job performance thereby bringing behavioural changes to meet those of the management in ensuring that the goals of the organisation are met and this is also assessed in terms of personality and ability which could assist the employees to become better people in the future. In this instance, it is evident that training and development could bring positive impact in the change of employees' behaviour and attitude. This might increase organisational productivity and assist in employees' personal growth.

On the other hand, Noe et al. (2012:187) suggest that employees' personality and abilities can shape employees' future and also prepare them for changes in their current jobs that may result from new technology, work strategies, new clients, or new product markets. In view of the above, effective personnel demands highly relevant skills in place as an essential mechanism in producing excellent service delivery.

Rothwell and King (2007) propose that for an organisation to upsurge the value of the HR department to the organisation, training offered must be strategic, for example, to align itself with the organisational strategies. In other words, the department must ensure that training needs related to knowledge and skills are identified to assist employees accomplish organisational goals. The training and development programmes should be designed in such a way that all identified gaps are closed. Particularly, to measure the impact of the training programme on business outcomes through the performance of the employees who have been exposed to it?

Following is the legislation in terms of training and development:

1.8.1 Legislative framework for training and development in South Africa

Section 195 (1)(a) of the Constitution brought radical changes in which all South African citizens are protected, as well as provides that efficient and effective human resources and career development training be cultured to all employees.

The execution of Skills Development Act (No. 97 of 1998) (SDA) concludes the significance of training and developing employees. The Act focuses on the development of employees' skills, productivity enhancement thus capitalising in education and training so as to get return on investment and provide employees with chances for new entrants to the labour markets. Furthermore, in ensuring effective implementation of the SDA, the Skills Development Levies Act, (No. 9 of 1999) (SDL) set aside 1% of total remuneration for the training and development of employees.

On the other hand, the White Paper on Human Resource Management in the Public Service (1997) provides a policy framework that will facilitate growth of human resource management practices which support an effective and efficient public service, geared for economic and social transformation. It further adds that the public service will be a career service and will offer opportunities for development and advancement through improved performance and career management.

In line with the Constitution, Public Service Sector Education and Training Authority (PSETA) (2015-2016) points toward increasing the skills in the public service, precisely for the growth of “transversal” skills throughout the public service as well as for skills improvement in functions carried out entirely by the public service, for example, administration, management, planning, legislation, and policy development. Likewise, the SDA enhances the execution of democracy intentions that all employees' needs are taken care of in terms of skills development in South Africa. Therefore, SA legislation attempted to address past experiences with regards to training and development to empower people who were previously disadvantaged. The study highlighted the SA training and development historical background.

The following piece of legislation was also used:

- **The Public Service Act 103 of 1994** - alludes to the importance of personnel assessment by stating that the filling of posts requires training, skills, competence, and knowledge.
- **White Paper on the Transformation of the Public Service of 1995** - creates a strategic framework to direct the outline and execute new rules and regulations to transform the SA Public Service.
- **Labour Relations Act, 66 of 1995** - is aiming at promoting economic development, social justice, labour peace and democracy in the workplace.
- **Basic Conditions of Employment Act, 75 of 1997** - regulates labour practices and sets out rights and duties of employees and employers.
- **White Paper on Human Resource Management in the Public Service of 1997 (WPHRMPS)** – is aiming at providing a policy framework that will facilitate the growth of human resource management practices which support an effective and efficient public service, geared for economic and social transformation.
- **Public Service Regulations, 2001 (as amended)** - ensures that workers are having a continuous and unbiased admission to training tailored towards achieving a well-organised, independent, and representative government.
- **National Skills Development Strategy** - to enhance the effectiveness and efficiency of the skills development system.
- **National Development Plan** - The main aim of the plan, particularly Chapter 13 is to have a skilled and professional public service.
- **Human Resource Development Strategy of South Africa** - The strategy is aiming at capitalising on the potential of the South Africans, to attain knowledge and expertise, to work efficiently and competitively to attain an increasing quality of life for all.

The above legislation provides for efficient and effective implementation of training and development programmes in the organisation. Therefore, to ensure proper investment on the employees in the OTP, the researcher included all the above legislation. The historical overview in terms of training and development will also be reviewed.

1.8.2 Historical Overview

Mohlala and Mpehle (2014:217) mention that pre-1994 education and training was premised on the policy of separate development which prevented most of the African people from accessing relevant human resources training and development opportunities. Mohlala and Mpehle (2014: 218) further state that the post-1994 training and development landscape, which aims at fast-tracking and empowering the previously disadvantaged people in South Africa, have assumed priority since the implementation of a constitutional accord. Son (2010:02) notes a very crucial point that training and development is important in economic growth and poverty reduction. Likewise, Meyer et al. (2012:1) affirm with the above authors and argue that people play a vital role in the improvement of the organisation's productivity and economic growth. Meyer et al (2012:1) further alluded on the importance of human resource development especially in a country like SA in which its HR is underdeveloped.

In line with the above statement, the study of Son further states that, from a macroeconomic point of view, the increase in human capital improves organisational productivity; expedites technological innovations; increases returns to capital; and makes growth more sustainable, which, in turn, supports poverty reduction. In addition, Erasmus et al. (2010:1) view South African place of work as quickly changing due to changes in global and local competition, new skills and the socio-economic. However, South Africa is still trying to close the gap that resulted from the oppression by the former government. Policies that were developed and implemented during the time of apartheid government which were undermining growth of human capital or contribution of the Africans that could have made a difference in human capital development. Segregation of policies led to shortage of skills as a result SA is still trying to close that gap.

The scholars contend that training and development is not understood in the public sector and this resulted in poor implementation of training and development programmes. In some cases, policies and procedures are not adhered to which resulted in poor performance by organisational employees. If these policies, programmes and processes were properly implemented, the public sector wouldn't experience such problems. The above authors' emphasis is on fast-tracking and empowering previously disadvantaged people which requires a capable state, therefore, there is a need to implement training and development programmes that will empower organisational workforce to excel in their area of expertise.

Having said that, various authors are of the view that SA is still facing the challenge in terms of transformation. According to these authors, innovation in the workplace improves employee growth and organisational productivity thus accelerates delivery of services to the public. Therefore, they are of the view that proper implementation of training and development programmes is a priority that could also address the issues of the past. Proper implementation of training and development could also ensure stability in terms of labour turnover, correct placement of employees and quality work of life. This will enable employees to adapt to the changing environment and they can be at par with other companies at global level. Having competent OTP employees can lead to the department competing globally.

1.8.3 Globalisation

Erasmus et al. (2010:55) argues that training is the instrument by which the knowledge to implement technology is conveyed. Reflecting from globalisation, there have been changes in the work environment and business which requires that an organisation and its personnel continue to be a learning organisation to be at par with other organisations (Erasmus et al., 2010). Meyer et al. (2012:02) makes a call to all organisations that are in modern business environment to conduct their business activities in a more external focus. In addition, Meyer further state that the new developments have major effects on HRD in the place of work. Having said that, the researcher was trying to establish whether KZNOTP was ready to meet international demands with current skills in the delivery of goods and services. Poor performance might be the result in poor delivery of services and this indicated lack of competent staff to deliver high quality goods or services at the right time using limited resources.

The study by Qwabe and Ruffin (2013:278) which was conducted on globalisation are of the view that changes and the progression of technology resulting from globalisation during the 21st century have complicated the management and the delivery of projects predominantly in the public sector. The globalisation of trade means that decisions in one country may have an impact on employment opportunities in another country where values and priorities are very different (Hiebert and Borgen, 2002:13). SA is known for shortage of critical skills, as a result, there is a need to match other countries and to ensure that SA does not remain a developing country forever. Qwabe and Ruffin (2013:278) further add that the theory on new human capital concentrates on microeconomics, which stress a highly skilled and flexible work force to ensure national success within the new global knowledge economy.

The importance in the proper implementation of training and development programmes in the South African public service cannot be overemphasised. It is suggested that government must ensure improvement of skills to support new global development policy frameworks like, Sustainable Development Goals (SDGs) which also impact on socio-economic development. The study also stressed the importance of aligning their training and development with new global trends for the success of the country.

1.8.4 South African Public-Sector Perspective of Training and Development

The adoption of the National Development Plan (NDP) requires government to build a capable state. Chapter 13 of the plan further stipulates that it is in the interest of all spheres of government priorities and responsibilities, particularly ensuring everyone has access to high quality basic service. SA cannot be able to achieve this as it is mostly affected by shortage of skills which also highly impacted on transformation and development of its human capital. Similarly, Erasmus et al. (2010:46) emphasise on the point of developing labour force as one of critical points. The author further points to education and training as two most important factors that could positively influence economic growth (Erasmus et al., 2010:46). SA's economy is experiencing a downfall which also impacts on the development of employees. Employees rely heavily on government to finance training and development through SDLA.

Effective personnel demand highly appropriate skills in place as an essential mechanism in the delivery of high level service. On the other hand, Ngwakwe (2012:317) endorses the reality of shortage of skills in the public sector as a major challenge in producing effective service delivery. Likewise, Pillay, Subban, and Qwabe (2008:312) add that a lack of workforce with relevant skills and talent is a daunting challenge in the delivery of services. Shortage of skills raises substantial concerns in terms proficiency and skills management, thus making the organisational effectiveness rather questionable.

In view of the above, the authors concluded that SA must ensure that provision of training in the government departments is in line with national development framework, the National Development Plan for the success and achievement of the countries' goals. This will not only achieve a decent standard of living for all South Africans but would contribute to the reduction of inequality and elimination of poverty as well.

1.8.5 Training and development in the public sector

The KZN provincial government's vision is to become a prosperous province with a healthy, secure, and skilled population, acting as a gateway to Africa and the world (PGDS: 2011:10). Furthermore, one focus of the Human Resources Development Strategy of 2010 is the key outcome number 5, which is aiming at having a skilled and capable workforce to support a wide growth path strategy.

This strategy feeds into the national strategy, and its highlights are economic growth and improvement of the quality of life of citizens, therefore requires a high level of commitment from provincial government officials. Experienced and capable workers are required to ensure quality and speedy delivery of services to meet 2030 vision. The researcher was inspired to do a study to determine whether the province had a purpose in the implementation of training and development of its employees to ensure achievement of the strategy by 2030. The study further revealed the readiness of OTP employees for this journey.

Erasmus et al. (2010:46) regard training and development, skills, attitude and performance as very important factors that can improve economic growth, create political stability and social wellbeing. According to the authors, lack of organisations to invest in its workforce resulted in low productivity, experienced staff become redundant, high labour turnover, a fear of technological advancement occurred which resulted to illiterate staff. On the other hand, the NDP cited in PSETA Sector Skills Plan (2011:31), articulates that the state is capable to deliver quality services but there are factors that needs to be considered, like, skills deficit, inappropriate staffing, poor organisational design and low morale.

In view of the above, training can affect employees' attitude and can impact on their performance which also hinders service delivery. The study also assisted in exposing the employees' concerns that were considered as highlighted by the PSETA Sector Skills Plan. Following is the theoretical framework which explains and describes the problem.

1.9 THEORETICAL FRAMEWORK

Training can be viewed as a process of helping employees to obtain or develop knowledge, skills, techniques, and attitudes and experiences that enable them to make them contribute and excel in meeting the organisational objectives. This framework presents and defines the theory

that enlightens why the research problem under investigation exists. A theoretical framework demonstrates an understanding of theories and concepts that are relevant to the topic of the study. This framework enlightened the proceedings in which the concepts of the study are related. In view of the above, the theoretical framework relates to the research problem, research objectives and research questions that have started to appear. From the foregoing, the study implemented a Systems Approach to explain the implementation of the training and development programme in the KZNOTP.

1.9.1 A Systems Approach to Training and Development

Grobler et al. (2011:350) and Noe et al (2012:276) concluded that when conducting training, the first thing that came to mind was the trainer, training materials and trainees, in a learning environment listening to a facilitator or a trainer. However, the main process is when the trainer or facilitator is conducting the training. According to Noe et al (2012:275), for the training to be successful, it requires a substantial exertion before and after training is delivered. Therefore, training is best thought of as a complex system that comprises several distinct but highly interrelated consecutive steps.

The authors conclude that training should be designed with clear scope and goals. Training needs assessment was identified as the first step that needs to be conducted when one wishes to establish skill gap and performance standard. Noe (2013:276) asserts that training is effective if it assists employees with aligning their goals with that of the organisation. Noe further argues that learning objectives must be measured before training commences so that the best training method can be identified and there will be a need to monitor training programs and recommend alterations in terms of the design process. They add that training should be role specific and involve practice to assist employees perform their duties better. The authors also concluded that training and development function must be carefully planned, i.e., all reading materials, facilitators and time. In line with the statement, Grobler et al. (2011:350) makes a point that the organisation must be cautious when designing a training and development programme that will produce demonstrable results and must not be selected because of its popularity otherwise there will be no return on investment. Therefore, proper implementation of the training and development programme brought trainers, trainees, and training together which also enhance teamwork.

Training and development process must be accessible to all employees at all levels for transparent purposes. Employees should be well informed of the selection criteria and all other processes involved when preparation of training is being conducted. The last part of the systems approach should be the evaluation of training. Employees feel responsive when they are involved in the process. This does not only save organisation's time but also save public funds, therefore is of crucial importance to determine how well training was conducted.

1.10 RESEARCH METHODOLOGY

This section intended to present clear procedures and processes that were employed in the way data was collected and analysed. Given the research problem which the study required as a clear criterion to achieve the research objectives, this chapter gave a brief paradigm in which this proposed study philosophically founded on. The researcher then presented the design of the study after which the aim of the study followed as it linked to the design and paradigm choices made by the researcher. For the study, pragmatic research was used to investigate proper implementation of training and development programmes in the KZNOTP. This type of research would be effectively used in line with concurrent strategy. Furthermore, the data was collected followed by sampling, data quality control and data presentation analysis.

1.10.1 Research Paradigm

Critical realism was employed because the researcher had a responsibility in society to transform relations by exposing, critiquing and changing any unjust practices in society (Du Plooy-Cilliers et al., 2014:31). The researcher used a research paradigm for the hidden and deep structures to be exposed. The study intended to determine the influence of proper implementation of training and development in changing employees' behaviour and attitude towards their work.

1.10.2 Research Design

For the study to respond to questions in a valid, objective, accurate and in an economic manner, the researcher conducted the study using the mixed method approach. For the sake of the OTP, the mixed methodology was used to expand the landscape of how training and development is implemented in the department.

Mixed method assisted the researcher in the collection of both quantitative and qualitative data. The use of this method assisted the researcher to use both in-depth-interviews together

with survey/questionnaires in terms of data collection. Obviously, employees' perception on training and development programme differs from one participant to another. This therefore necessitated different approaches when collecting data. The qualitative approach presented a full exploration of the phenomena and on the other hand the quantitative method ensured valid statistics to minimise the level of prejudice. Considering the nature of the problem for the study, the researcher used a pragmatic world view for the combination of both methods, i.e., quantitative, and qualitative to suit employees' needs.

1.10.3 Pragmatic Worldview

Creswell (2014:19) argues that the mixed method is a pragmatic worldview, a combination of both qualitative and quantitative methods. This type of approach is more focused on using the best method suitable for that research problem. In this case, pragmatic research utilised any methods, techniques, and procedures that are associated with quantitative and qualitative research (Du Plooy-Cilliers et al., 2014:78). Equally, Creswell (2014:11) add that researchers are at liberty to utilise any approaches, practises, and procedures that best suit their needs and purposes. On the same note, Du Plooy-Cilliers et al. (2014:79) compliment this approach by stating that it does not only employ both quantitative and qualitative research but selects certain methods in a complimentary method to find explanations to problems.

1.10.4 Research Strategy

The research strategy is a mixed method design with a pragmatic worldview which has three strategies and they are sequential, concurrent, and transformative. However, this study adopted a concurrent strategy.

- **Concurrent research strategy**

Concurrent research strategy is a mixed method approach which combines quantitative and qualitative data to provide a broad breakdown of a problem (Creswell, 2014:15). For the sake of the study, the concurrent strategy was implemented to assist the researcher to collect both quantitative and qualitative data concurrently and further incorporates the information in the analysis of the complete results.

1.10.5 Survey questionnaires

The data was collected using survey questionnaires. Du Plooy-Cilliers et al. (2014:148) argue that the tools used to collect data in quantitative method are aiming at generalising results to a broader population. From a quantitative point of view, survey questionnaires were used to

collect data to obtain facts and opinions about a phenomenon from the relevant participants who are also informed on the issue at that point in time.

1.10.6 In-depth Interviews

Conducting interviews is a more natural form of interacting with participants compared to filling out of a questionnaire, therefore, participants welcomed this approach. The collection of data using this type of instrument assisted the researcher by obtaining the richest and complexity of data gathered from a difficult phenomenon in a certain social environment for the sake of the study, in-depth interviews were employed. An in-depth interview was conducted with the Assistant Directors operating at Support Service Units in the KwaZulu-Natal Office of the Premier. This approach shaped the facts to discover an in-depth understanding of the object in the social setting therefore ensure validity and reliability of the findings.

1.10.7 Target Population

Du-Plooy-Cilliers et al. (2014:133) defines target population as the collection of people to which researchers are interested in studying. Likewise, Ranjit (2005:96) regards target population as a collection of individuals with a certain characteristic needed by the researcher to add to the knowledge of the study.

1.10.8 Sampling

For the population to participate in the study a sample and the sample size are essentially important because it has an impact on the quality of results and or findings of the research (Du Plooy-Cilliers et al. 2014:135). Neuman (2011:242) highlights the significance of choosing a sample method saying it is imperative that the sample method matches the aim of the study and the nature of information to obtain good quality results. Therefore, the population of the study comprised of employees from various units operating at Support Services units. Units of analysis were selected according to various levels, i.e., low (Administrative staff) and middle management (Assistant Directors) in the KZNOTP.

- **Probability Sampling Strategy**

For the sake of the study a probability sampling strategy was employed to attain its quantitative data. According to Mouton (2012:133), probability sampling can be defined as an equal chance of selection of the population with the use of sample frame to determine the inclusion. This type of quantitative sampling is known to reduce human bias. In this context, simple random sampling was used. The population size of all the staff was 152 in various units and this also

comprised of 10 Assistant Directors (ADs). However, the researcher did not administer a survey to the ADs but rather conducted interviews with them. Hence the sample of only the administrative staff is 142 which the researcher intended to survey. Therefore, administrative staff were included in a sample. The researcher also included Deputy Directors of the same Support Service units because of their knowledge and experience in terms of the study.

- **Non-probability Sampling Strategy**

Du Plooy-Cilliers et al. (2014:138) argue that non-probability sampling strategy can be utilised when it is not possible to determine a sample frame for the whole population due to challenges in accessing the population. Particularly, the researcher had a choice as to who can be included in a sample and who can be disregarded. This study employed purposive sampling as the researcher purposely chose 10 assistant directors to include in a sample because of their positions in the Support Service units in the KZNOTP. The position and role of the ADs form the characteristic needed to understand their views on the subject matter. ADs played a crucial role in training and development hence they were direct supervisors of administrative staff within Support Service Units in the OTP.

1.10.9 Validity, Reliability, and Trustworthiness

Researchers need to ensure that during data collection the data recorded reflect the facts, responses, observations, and events. Data quality was strongly influenced by the quality of data collection methods used. Therefore, the researcher ensured that data collected was reliable, valid, and trustworthy.

1.10.10 Data Analysis

Data analysis aims to prove that a technique works better than current accepted norm. Therefore, the statistics produced was going to assist in convincing other researches to adopt the same technique. Since the study was going to employ mixed methods, quantitative and qualitative data analysis tools were employed.

- **Descriptive Data Analysis**

A descriptive analysis method was used to analyse data collected as it represented quantitative research methods. Du Plooy-Cilliers et al. (2014:75) argue that descriptive statistical analysis is aiming at finding relations between variables, and to describe the characteristics of occurrences. Quantitative analytical software called SPSS was also used to describe the data by creating tables, and graphs and SPSS is also capable to handle a large amount of data.

- **Thematic Data analysis**

Thematic analysis was described as a list of known or anticipated themes found in the literature review of the study. The advantage of using thematic analysis assisted the researcher to collect, organise, read, and construct themes hence the researcher was fully part of the analysis process. Data for this study were analysed using thematic data analysis approach.

1.11 CONTRIBUTION OF THE STUDY

The effort on the transformation from apartheid to democracy left South Africa applauding for the landmark of 22 years into this democracy. Despite the improvement made, but to some extent, this country is still in serious problems (Qwabe, 2013:21). Therefore, the researcher sought to investigate the implementation of training and development programmes which will had a significant contribution to the body of knowledge. This led to the conclusion that training provides benefits for employees and organisation. Arguinis and Kraiger (2009:453) argue that training and development has a significant impact on the performance of the employees. In addition, Arguinis further argue that training can change staff behaviour, attitude, motivates and empower employees. Therefore, from the research, employees' needs in terms of T&D are disregarded. It has been noted that training does not add any value in the improvement of the organisational productivity and the growth of employee as well. In this case, T&D of employees could have added a great value on the productivity of the department if employees' concerns are addressed immediately. Undoubtedly, this could also enhance employment opportunities for SA employees and speed up service delivery which would also contribute to the sustainability of the country's economy.

1.12 LIMITATIONS OF THE STUDY

The researcher identified the following as limitations of the study:

- Some of the targeted respondents could not be reached as they had already left the organisation.
- Other respondents personally knew the researcher, therefore, there was a possibility of bias in terms of how training and development programme is implemented in the department.
- There we difficulties in terms of information accessibility.
- Likewise, focusing only in KZNOTP among other provinces presented restriction of information which could have been acquired from other provinces across South Africa.

Recommendations for further study have been made on the following aspects:

- Talent Management; and
- Proper implementation of Employee Wellness Programme.

1.13 ETHICAL CONSIDERATIONS

The researcher obtained an ethical clearance from the UKZN to safeguard participants from any possible harm. To ensure the wellbeing of the participants, a letter requesting participant's consent was forwarded together with relevant documents. The consent included both confidentiality and anonymity clause for both sets of qualitative and quantitative participants. They were informed of their right to partake or withdraw from the study at any time during the research process. Likewise, the researcher acquired a gate keeper's letter from the Head of the Office of the Premier as well.

1.14 STRUCTURE OF THE DISSERTATION

Chapter 1

Chapter one comprised of the introductory part of the study with a general plan. The chapter provides a summary of how KZNOTP implemented its training and development programme. In addition, it inculcated the aim of the study by stating the background that stimulates the study. Chapter one further presented the envisioned research objectives that assisted in answering research questions. In conclusion, the summary of research methodology was shown and the contribution of the study to the discipline was also outlined.

Chapter 2

Chapter two summarises the first literature review. Essentially, the legislative framework that inspired training and development has been explored. Furthermore, the chapter interrogates policy initiatives that strengthen training and development practices in SA, particularly in the KZN province. The focus is also on how SA government adopted its strategic policies (NDP) in line with the global agenda.

Chapter 3

Chapter three summarises the second literature review alongside with the theoretical framework based on the study. This chapter observes the government systems as the driver of democratic maturity. Likewise, the capacity-building in the KZNOTP has been summarised. In conclusion, the theoretical framework that enlightens why things happen the way they do has been established.

Chapter 4

Chapter four presents the research methodology of the study. It provides a summary of the procedures and processes in terms of the study. Furthermore, the research components like, population, sampling, data collection and data analysis clearly stipulates through the adoption of mixed method.

Chapter 5

This chapter intends to present the collection of data in terms of the methodology outlined in chapter 4 and is adhered to in terms of data collection. The data is in a structured format from the respondents and recorded objectively. Data analysis is also presented in this chapter.

Chapter 6

In conclusion, this chapter presents the results and recommendations of the study. The information emanating from these chapters will provide strategic direction to the problem to remedy the situation.

1.15 CONCLUSION

Chapter one described an introduction to the study and summarised what was investigated by the study. The conclusion highlights the overview of the introduction by outlining the motivation of the study and further highlights on the objectives and research questions of the study. The contribution towards the discipline is also mentioned together with the structure of the dissertation. The next chapter focuses on the theoretical and legislative framework on training and development in South Africa.

CHAPTER TWO

THEORETICAL AND LEGISLATIVE FRAMEWORKS ON TRAINING AND DEVELOPMENT IN SOUTH AFRICA

2.1 INTRODUCTION

After 1994 South Africa experienced a change from racial segregation to social equality. This chapter seeks to present investigation on the implementation of training and development (T&D) programme in the KwaZulu-Natal Office of the Premier (KZNOTP). Firstly, the literature will encapsulate a legislative framework on the T&D that was formulated to support and redress the imbalances of the past that resulted from apartheid regime to expedite change in SA. Secondly, the study will explore the prevailing T&D approaches. In doing so, the investigation on the implementation of T&D programme in the Office of the Premier (OTP) will be examined. Finally, the existing challenges faced by KZNOTP will be discussed. Following is the definition of concepts;

2.2 DEFINITION OF CONCEPTS

There are five (5) concepts which are critical to this study will be defined, these are Training, Development, Performance Management, Talent Management, and Career Development.

Training

Grobler et al. (2011:340) define training as a process in which employees obtain knowledge and experiences to assist in the attainment of organisational goals. On the other hand, Erasmus et al. (2010:2) define this concept as a strategy that is used by an organisation to change employees' knowledge, skills, attitude and behaviour to achieve their objectives. On the same note, Meyer et al. (2012:6) regard training as involving transmission of specific skills to an employee to execute a task.

Development

Any organisation needs development to compete globally. In line with this statement, Erasmus et al. (2010:340) and Meyer et al. (2012:6) define development as very crucial in the improvement of employee performance. Meyer et al. view development as an occurrence of continuous learning opportunities which is created to assist employees to enhance and sustain

high level of performance. In line with Meyer et al., Erasmus et al. view development as preparing managers for higher positions.

Performance Management

Erasmus et al. (2010:267) regards performance management as focusing on employee performance improvement to attain organisational goals, while Nassazi (2013:13) defines performance management as the accomplishment of certain responsibilities measured against planned or acknowledged standards of accuracy, completeness, costs, and speed.

Talent Management

Meyer et al. (2012:402) defines talent management as “the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing and utilising people with the required skills and aptitude to meet current and future business needs”

Career Management

Erasmus et al. (2010:266) described career management as a method which assists an employee to identify his or her strong point and weaknesses, agrees on a specific lifestyle and profession, improves career goals, and devices plans to achieve the set goals.

Training and Development in Context

The connotation of training is poorly unstated given different conceptions and interests in terms of the necessities and priorities in the provision of skills. In this context, Khan et al. (2011:25) denote that training is a very crucial factor in the labour industry because without it, there would be poor performance and that may result in the organisation not performing at a required standard, therefore efficiency and effectiveness is required for them to compete with another world organisation. Khan et al. (2011:25) further note that employee performance may depend on other factors equipment and organisational budget, but those factors cannot improve employee performance without the intervention of training. Traditionally, these authors perceive employee T&D as one major approach because according to them, T&D is regarded as the most crucial factor which can improve and develop employees' capabilities to perform better at work. Furthermore, Khan et al. denote that training can change the way people behave which also impacts on the employees' performance. On the same note, Khan et al. further argue that job experience has better performance because there is development in the skills and

capabilities due to more on the job knowledge. Erasmus et al. (2010:3) add that development is referred to the improvement of a group of employees in general rather than that of an individual employee. Erasmus et al. add that development transpires within the environment of specific objectives or outcomes.

Furthermore, Erasmus et al. highlights the most significant point where they mention that training aims at improving employee performance in an organisation especially when work standards are low due to lack of understanding, skills, and attitude. Grobler et al. (2011:340) views training as a process through which employees obtain proficiencies to support in the attainment of organisational objectives. At the same time Grobler et al. (2011:340) regards development as white-collar function of conserving and improving employees' proficiency in their careers by enhancing their knowledge, skills, abilities, and other physical appearance. Grobler further adds that development is aimed at the long run whereas training concentrates on the short period of time. In view of the above, T&D of employees demonstrates that an employee who has been exposed to training can change his or her behaviour and attitude which also leads to better perform and deliver quality services.

Preparation for development in the civil service is conducted under the auspices of T&D. These are concepts that are used synonymously, however, Grobler et al. (2011:340) distinguish between these concepts by saying that development is focusing on comprehensive range of skills whilst training focuses on a smaller number of technical skills. Having focused on this process, employees may acquire capabilities and facts tailored for work or a certain process. T&D is aiming at improving organisational performance.

Erasmus et al. (2007:3) defines training and development as the method of changing organisation participants outside it and employees working by it through planned learning so that they retain the information and expertise needed in the future. Nel et al. (2008:12) view training and development as a process of improving employees' job performance thereby bringing behavioural changes to meet those of the management in ensuring that the goals of the organisation is met and assessed in terms of personality and ability which could assist the employees to become better people in the future. Whilst Noe et al. (2013:12) regard T&D as a formal education, job capabilities, associations, and assessment of personality and abilities that shapes the employees for the future and prepares them for changes in their current jobs that may result from new technology, work strategies, new clients, or new product markets.

Therefore T&D of employees will improve their performance, enhance productivity which will boost this country's economy and fast-track delivery of services to all South Africans.

Niazi (2011:43) comprehends that T&D refers to the process of obtaining or transferring knowledge, skills, and abilities essential to carry out a specific mission or activity, therefore, benefits both the employer and the employees. Niazi suggests that for organisations to meet their present and future challenges of their business, T&D undertakes a comprehensive range of learning actions, ranging from training of employees for their present tasks and more information sharing to develop the industry prospect and consumer's service.

Considering the above, several authors had different views about training. Some regard T&D as one but there is a thin line between these concepts. As defined by Erasmus et al., training is a process which assists organisational employees to improve their skills and capabilities. This can be observed when employees come to the organisation with different expectations which they intend to fulfil but due to training that attitude can change. On the other hand, for an organisation to develop, it depends on the training of its workforce. Development of employees in an organisation will guarantee improved performance and high productivity. Therefore, T&D can be viewed as two sides of the same coin.

2.3 IMPORTANCE OF TRAINING AND DEVELOPMENT IN ORGANISATIONS

In modern times, various countries all over the world know that the improvement in economic growth is not only due to the proficiency or a combination of aspects of production, but also to the growth of the organisations' human resources (Tshikovhi, 2012:11). This is the reason training is regarded as a very crucial factor in the labour industry because without it there would be poor performance which can also lead to the organisation not reaching its intended goals. The performance of any organisation, whether private or public sector, is dependent on the quality of its workforce. Therefore, efficiency and effectiveness is required for the organisation to be at the same level of competence with other world organisations to improve their standard of performance. Likewise, Khan et al. (2011:25) concur with Tshikovhi in saying that training is the most crucial factor which can improve and develop employee's capabilities to perform better at work.

The most developed countries like India have enjoyed high growth and their valuations have appreciated considerably during this period. Unlike in SA, it is an undeniable fact that T&D have been far and widely neglected over the past years which resulted in low productivity, high labour turnover, and older staff members becoming redundant (Erasmus et al., 2010:01).

Therefore, to match countries like India and maintain this growth, appropriate training and development of employees is required to meet up with the standard in terms of the growing demands of the businesses and the market. In this case, it is the responsibility of the KZNOTP to ensure that all provincial departments are adhering to the set standards by ensuring that the needs of T&D are met to deliver quality services to the community. This can only happen with competent, experienced, and dedicated staff who is willing to give their all out by ensuring that their performance is at high level. There is a need for the study to establish whether the OTP management is skilled enough to provide mentorship and career guidance to the departmental employees. If the management is lacking skills in terms of equipping their staff, the entire province would not be able to deliver services to the KZN community.

Altarawneh (2009) cited by Tshikovhi (2012:12) stresses the importance of T&D as a crucial fundamental of human resource development because it upsurges, improves, enhances, and modifies both officials and managements' proficiencies and understanding to perform current and future jobs effectively. As a result, there is a likelihood that employees' growth and organisations' performance can improve.

Erasmus et al. (2010:281), state that technological changes, organisational adjustments policies, new and changing strategies of skills, competition and globalisation have required the necessity for a more flexible and responsible training system for the modern sector than past regimes have allowed. In addition, Tshikovhi (2012:12) stresses the necessity for T&D which tremendously improved the use of technology in various industries and organisations and this has continuous threats of knowledge and obsolescence. In this context, the study will be looking at the strategies as set out by the department to determine whether it meets the technological changes, organisational adjustments to perform at a global level. Since the province attracts several tourists globally, this would also assist by enhancing provincial economy and create job opportunities for many citizens. Therefore, this cannot be successful with government employees who lack skills, particularly, at the KZN provincial government.

The study will reveal whether trained employees would be able to bring change within the department and the province at large.

Erasmus et al. (2010:282) state that training and development is regarded as a subsystem of the human resource management function, therefore training should be regarded as part of the human resource function. Erasmus further state that there is a need for the training department to be separated as a stand-alone if this is inexpensive because training takes place at various levels of the organisation and this will ensure success of the organisation.

Coetzee (2007:231) makes a point that poor performance may be a result in the lack of training and development. Coetzee goes on to say most organisations lack integration of human resource functions like, training and development, career management, talent management and recruitment and selection. On the other hand, Erasmus et al. (2010:267) add that performance management of the organisation's emphasis is mainly on improving employees' performance and attainment of organisational goals. In line with Coetzee's statement, the integration of HR functions can build employees confidence because they will have a stronger understanding of the organisation and what is expected from them as employees.

On the service delivery front, the importance of T&D in South Africa cannot be overemphasised. Qwabe and Pillay (2009:18), and Koelble and LiPuma (2010:566) stress the importance of providing skills to employees. In addition, Qwabe and Pillay argue that poor service delivery emanates from shortage of skills and lack of support from management. Qwabe and Pillay further suggest that government businesses must conduct a skills audit, analysis on training needs, to develop a Workplace Skills Plan and ensure that training and development interference is of high quality. Rothwell, Hohne and King (2007) quoted by Tshikovhi (2012:12) are in a view that for HRD units to allow growth within the organisation, they need to provide training that is in line with organisations' key business strategies. In this context, the organisation will have to identify training needs with the aim of attaining organisational goals. KZNOTP can only achieve this by designing training programmes that are effective enough to identify gaps and easily quantify the impact of training programmes on organisational outcomes particularly on employees who have been exposed to the training programme.

Erasmus et al. (2010:266) argue that employees in training programme are benefiting in different ways, for example, training empowers them to take decisions and resolve conflicts in a more efficient way. It also increases job satisfaction and knowledge whilst it allows them to handle stress and tension within work environment. Furthermore, Erasmus et al. add that except from the requirement to offer training in line with business goals and vision, training focused on career development should be aligned to the career needs of the employees. In view of the above, training permits employees to effectively execute these roles and duties in an innovative manner, which will prepare them for future challenges.

Katcher and Snyder (2003) cited by Kung, Cowden, and Karodia (2014:74) in line with the above authors identify key reasons as to why organisations prefers their employees to constantly learn new skills; and these are:

- **Capital development:** Most organisations are spending a fortune on their equipment and plant, however, little is spent on developing employees. Employees are regarded as an asset to the organisation, however, their interest is more on reaching targets and increasing profits rather than developing employees' skills, without which can hinder employees' performance. Regardless of the organisation's continuous increase in productivity, the focus must be on employees' loyalty, commitment, and dedication. This can only be achieved by ensuring that employees are receiving constant training and optimal use of equipment.
- **Morale improvement:** Constant upgrading of employees' skills will improve productivity, and will also positively impact on their personal growth and socio-economic development of this country as well. Having motivated employees will ensure high productive organisation.
- **Ability to adapt to changes:** Several organisations are experiencing difficulties to adapt to changes that may arise due to domestic and global markets demand of its goods and services. Sometimes resistance to changes may be due to uncertainty involved, however, one of the Skills Development Act 97 of 1998 objectives stresses the importance of developing the skills of SA employees and to increase levels of investments in education and training in the labour industry.

It is an undoubted fact that T&D can no longer rely on the good will of the organisation to train its employees, but it is crucial that it is linked to the goals and strategies of the of the

organisation to get return on investment. Tshikovhi (2012:14) is of the view that several organisations have changed the way they view the training function. Grobler et al. 2011:343) and Kung et al. (2014:74) concur with the above author saying that training is strategic if it improves important employee skills, encourages adaptability to changes, encourages constant learning in the organisation. In addition, Tshikovhi regards training as a key role player in developing skills, changing attitude, which also increases sales, improve employee performance as well as meeting a wide range of objectives. Every organisation would function better if the legal framework that governs the organisation is adhered to comply. For compliance purposes, the study will further discuss policy framework on training and development.

2.4 LEGISLATIVE FRAMEWORK ON THE TRAINING AND DEVELOPMENT IN SOUTH AFRICA

In a changed society, legislation provides a predominant role in supporting democracy by regulating HR processes. The new governance is outshined by the practical practices, and structures and societies in place to safeguard the operation of democracy. The SA government has undoubtedly pointed to “training and development” as a very significant government’s concern. This chapter provides a dialogue on the law that impacts on training and development.

The Public Service Act, 103 of 1994

Chapter 3 of the Public Service Act (No. 103 of 1994), Section 7(b), provides for effective utilisation and training of staff. Section 11 (c) also alludes to the importance of personnel assessment by stating that the filling of posts requires training, skills, competence, and knowledge. Furthermore, the Act in accordance with the Employment Act (55 of 1998), attempts to redress the imbalances of the past by ensuring representation in terms of race, gender, and disability. Therefore, the study will determine whether OTP is in line with the Act with regards to training and development of staff.

White Paper on the Transformation of the Public Service of 1995

The purpose of the White Paper is to create a strategic framework to direct the outline and execute new rules and regulations to transform the SA Public Service. The Public Service Commission (PSC) (2011:08), section 13(1) of the White Paper states that this strategic framework needs to fit between the desires of the workers, the occupation, the organisation and

the environment for workers to reach their anticipated level of fulfilment and performance and for the government to meet its intended goals.

Labour Relations Act, 66 of 1995

Labour Relations Act, 66 Of 1995, is aiming at promoting economic development, social justice, labour peace and democracy in the workplace. It applies to all employers, workers, trade unions and employers' organisations.

The SA legislation was developed in line with the Constitution of the SA as a supreme law of the country. The Public Service Act, the Labour Relations Act and the White Paper on the Transformation of Public Service were developed before 1996 and the Constitution came into effect in 1996. Therefore, all policies that were developed after this were protected under this supreme law. The Constitution will be briefly discussed to give a broad understanding of T&D prescripts.

Constitution of the Republic of South Africa (RSA) of 1996

Section 195 (1)(a) of the Constitution of the Republic of South Africa brought drastic changes in which all South African citizens are protected, and it also provides that efficient and effective human resources and career development training be cultured to all employees.

In line with the Constitution, South African Qualifications Authority Act, (SAQA) Act, (no. 58 of 1995) is responsible for the development and implementation of a National Qualification Framework NQF). The National Qualifications Framework (NQF) seeks to (Public Service Sector Education and Training Authority (2015-2016):

- Create a single 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 employment opportunities; and
- Contribute to the full personal development of each learner and the social and economic development of the nation at large.

Through the adoption of NQF, all South African qualifications, whether taught in schools or tertiary institutions and those attained through on-the-job training were recognised.

Basic Conditions of Employment Act, 75 of 1997

The BCEA regulates labour practices and sets out rights and duties of employees and employers. It also ensures social justice by establishing the basic standards for employment regarding working hours, leave, payment, dismissal, and dispute resolution.

White Paper on HRM in the Public Service of 1997

The White Paper on Human Resource Management in the Public Service, (1997) is aiming at providing a policy framework that will facilitate the growth of human resource management practices which support an effective and efficient public service, geared for economic and social transformation. In line with the Constitution of the Republic of South Africa of 1996, the paper further adds that the public service will be a career service and will offer opportunities for development and advancement through improved performance and career management. In addition, it seeks to eliminate excessive hindrances between business groups, and improve opportunities to contest for positions at higher levels.

Skills Development Act, 97 of 1998

The Skills Development Act (SDA) was published in 1998 due to a high level of unemployment, poor level of investment in the SA labour market. Through the publication of this Act, the government was trying to improve skills and enhance productivity so that SA would be at par with global markets and at the same time redress the issues of the past. The execution of the SDA demonstrates the importance of human capital development. The purposes of the Act are as follows:

- to develop quality of life of employees thus improving their skills, enhance productivity and can compete in the labour market and to improve delivery of services.
- to expand investment levels in training and education so that there will be return on investment.
- to improve chances of employees to access labour markets and gain work experience.
- to inspire employees to partake in learning programmes.
- to increase employment opportunities of previously disadvantaged by unfair labour practices.

Erasmus et al. (2010:46) concur with the SDA by arguing that training and development for SA workforce must be prioritised because they are the most significant factors that will impact on the economy in a positive manner, create political stability and social success.

Skills Levies Act, 9 of 1999

The Skills Levies Act, (No. 9 of 1999) (SDL) also supports the SDA by setting aside 1% of total remuneration for the training and development of employees. Meyer et al. (2012) in line with the Strategic Human Resource Strategy (HRDS) state that Skills Development Levy (SDL), necessitates that organisations must align it with the anticipated outcomes. The Skills Development Act of 1998 compels “each public service employer in the national and provincial spheres of government” to “budget for at least 1% of its payroll for the training and education of its employees” (Republic of South Africa, 1998). This paper demonstrates as to how the piece of legislation has impacted skills development and training practices in South African national government departments (Paterson et al., 2014:444). Erasmus et al. (2010:1) confirm that according to estimations, SA government consumed an average of 3.43 percent in 2008 of their payroll on training. Erasmus et al. confirms that SA adheres to the SDL and this is demonstrated by the above highest percentage consumed by SA in 2008.

Public Service Regulations, 2001 (as amended)

In line with the Act, the PSC (2011:08) states that workers must have a continuous and unbiased admission to training tailored towards achieving a well-organised, independent and representative government. In addition, training must improve employee performance, and career development which is motivated by the desires, and link strategically to a wider HRM practices and programmes to improve employment equity and representativeness.

National Skills Development Strategy

The main aim of the strategy is to enhance the effectiveness and efficiency of the skills development system. The strategy ensures the alignment of skills development career paths, career development and encouraging sustainable occupation and in-work progression. The strategy intends to boost and support the combination of in house training with that of theoretical training to facilitate the employee journey from tertiary institutions.

National Development Plan (NDP)

The NDP is a 2030 vision which was adopted by the National Planning Commission on the 11 November 2011. The main aim of the plan, particularly Chapter 13 is to have a skilled and professional public service. In terms of NPC’s analysis, they identified that SA has weak competition for goods and services, high level of unemployment, daunting challenge in terms of savings and poor skills profile. Further to that, SA has been perceived as spending too little

on training and development of their workforce but rather capitalising on long term goals (Stats SA, 2014:7).

Human Resource Development Strategy (HRDS) of South Africa

Erasmus et al. (2010:23) define HRD Strategy as a policy of planned and unfolding events that focuses on developing skills to achieve current and future strategic objectives. The goal of the strategy is to capitalise on the potential of the South Africans, to be able to attain knowledge and expertise, to work efficiently and competitively to attain an increasing quality of life for all, and to develop an operational plan, as well as the essential institutional arrangements to achieve this (PSC, 2011:08). In addition, Meyer (2007:69) argues that Skills Development Strategy (SDS), in line with Human Resource Development Strategy (HRDS), necessitates that those who implement it must be aware of the anticipated outcomes. Meyer et al. (2012:65) state that in terms of HRDS, the organisation needs to measure its objectives to determine whether intended goals are achieved at the end of each year.

It will be necessary through this research to establish whether the KZNOTP is really concerned with the outcome of training its employees and whether these translate into performance management. The study will also look at the KZNOTP Human Resource Development Strategy (HRDS) to establish as to how the office structure their training to empower its employees. For example, in the Annual Performance Plan (APP) for the year 2013/14, the department proposed to develop an integrated HRD strategy and professional support programme for the public service. Having this strategy in place would help by facilitating and coordinating the alignment of employee skills to employee and departmental goals.

In view of the above, legislation is important in ensuring that management is up to date with human resources matters. Therefore, OTP must ensure to equip its organisational employees with correct and relevant HR legislation. The study will also look at the trends in T&D

2.5 TRENDS IN TRAINING AND DEVELOPMENT

The availability of highly skilled public servants in South Africa remains a daunting challenge. The 21st century and knowledge society characterised by innovations in the delivery of public service requires the development of public sector human capital among public servants that will and can deliver and advance the needs of communities in a sustainable manner. It cannot

be overemphasised that the nature of service delivery in the 21st century has and is ever changing thus the need for competent public servants.

Albu and Morosan-Danilla (2009:134) view T&D as important and referring to the way things were done in the past. About the above statement, Albu and Morosan-Danilla (2009) states that for many years, low level skilled occupations are decreasing whilst highly skilled and knowledge based jobs are growing. The author further highlights on the change in organisational arrangements, philosophies, and values to international alignment of countries like India. Therefore, the author appeals for imminent skill planning through proper HRM initiatives.

In line with the above, Qwabe and Ruffin (2013:278) add that changes and the progression of technology resulting from globalisation during the 21st century have complicated management and delivery of projects predominantly in the public sector. The globalisation of trade means that decisions in one country may have an impact on employment opportunities in another country where values and priorities are very different (Borgen and Hiebert, 2002:13). South Africa is known for shortage of critical skills, therefore, there is a need to match other countries and to ensure that SA does not remain a developing country forever. Qwabe and Ruffin (2013), further add that the theory on new human capital concentrates on microeconomics, which stresses a highly skilled and flexible work force to ensure national success within the new global knowledge economy.

For SA government to have human capital of the 21st century it would require careful implementation of T&D programmes that will contribute to the country's success. Ogunade (2011:19) points on the significant issues of national training policies by looking at countries like, Singapore, and India who have adopted a nuanced approach to Human Capital Development (HCD) to be competitive in the global market. This points towards the "design, sequencing and focus of their policies to initiate and strengthen skills, productivity, employment, and decent work need to respond to their different levels of development" According to Ogunade (2011), the Indian HCD system is highly disjointed and uneven. The statement is in line with the fact that 70 percent of the population in this country depend on rural income and agriculture and this brought to light the need to develop the skills of the rural population to improve their prolonged existence and reduce poverty.

The author further questions the long-term viability of current practices in some developing countries, and recommends modification of these current HCD practice. As mentioned above, for the organisation to implement policies that will impact on the countries' success, there is a need for competent personnel to ensure high performance standard. Effective performance of the staff depends on how competent they are. Competency ensures high productivity which ensures return on investment on the side of the organisation.

The National Development Plan (NDP) cited in PSETA (2015-2016) argues that there has been progress in human capital development compared to the situation prior to 1994, however, there is a lot that still needs to be done. The plan further argues that democracy has not yet restored dignity for all South Africans, for example, millions of people remain unemployed, poverty is still prevalent and the issue of inequality is still a concern. On the other hand, PSETA (2015-2016) argues that a great number of departments struggled to stabilise their senior leadership, develop career paths for public servants, to retain their staff, to develop effective operational processes and systems, to develop accountable leadership and so forth. These remain a daunting challenge in terms of skills provision.

The facts presented below in Table 2.1 in terms of progress indicate that government has implemented some significant changes, however, there is still much to be done in terms of transforming the public service. Statistics South Africa in 2004 (cited in Erasmus et al. 2010) state that approximately 27 percent of the country's economically active population is illiterate, for example, some have Grade 5, or lower qualification or no schooling at all. Regardless of several training programmes that are being coordinated by the public and private sectors, the level of skills remains low.

Table 2.1 outlines the level of employees between 1994 and 2014. The table demonstrates the rate in terms of human capital development and a slight change in terms of public servants who are skilled, semi-skilled and low skilled. There is a slight change in the semi-skilled employees where there is an increase of 2773 compared to skilled and low skilled employees. Skilled employees are promising in terms of percentage where there is an increase of 107 percent compared to other categories.

Table 2.1: Skill level of employees between 1994 and 2014

Skill level	1994	2014	Change in Numbers	Change in Percentage
Skilled	1 831	3 801	+1 970	107,6
Semi-skilled	4 184	6 957	+2 773	66,3
Low-skilled	2 882	4 296	+1 414	49,1
Total	8 896	5 054	+6 158	69,2

Source: PSETA (2015-2016)

The National Development Plan cited in NPC (2012:73) points to major skills deficits in the public service. The NDP further argues that this is an indication that many public service sector employees are massively under qualified or/and not skilled to perform their jobs efficiently” (DPSA, 2013). According to PSETA (2015: 72), Senior Management Services competency assessment reveals that their level of skills were rated at 7.8% between 2011 and 2013. Qwabe and Pillay (2009:18) raised a concern on the importance of training and developing senior management as opposed to employees at lower levels. The plan further reveals that several managers in the public service did not have appropriate knowledge to change systems to support this. This is noted mostly in the field of financial management where they mostly lack expertise. Conversely, Meyer et al. (2012:3) argue that the role of managers and leaders has completely improved. In addition, Meyer et al. (2012:3) argue that managers were previously expected to plan, direct, staff and control. The authors further note that nowadays managers are regarded as strategic thinkers and must learn to coach, empower, and lead. Meyer et al. (2012:3) raise a valid point that if managers are not trained and developed to adapt to the new managerial requirements, they will find it hard to adapt in this modern environment.

Therefore, OTP relies on the management to take good decisions that will ensure sustainability of the organisation. In view of the above, the organisation with such low skills levels may result in poor performance thus delaying service delivery.

The table below outlines different levels in top and senior management of which the total mean score is at 7.8%. This table shows that there are still challenges in terms of skills shortage with senior management positions. Employees at operational levels are dependent on the management for guidance and proper implementation of training programmes. Various reports in line with NPC’s Diagnostic report (2011) also highlight weaknesses in management capacity

in the organisation. The report further noted a low percentage rate in SMS in which they are at 15.6% compared to middle management. Furthermore, the report raised a concern in terms of shortage of skills acquired by management in terms of degrees in public administration and management, business management and so on. Therefore, it is imperative that management lead by example as organisational employees are reliant on them for strategic direction and guidance.

This raised concerns in terms of challenges currently facing OTP staff. The issues of absenteeism, high labour turnover and labour cases as raised by employees may be aggravated by the fact that the management lacks expertise but this will be discussed later in the study. One may raise a question as to whether proper recruitment and selection is done properly in the OTP. Therefore, the OTP needs to ensure assessment of their senior management competency to determine whether they are capable of implementing T&D programmes. Table 2.2 below illustrates this:

Table 2.2: SMS competency assessment results for salary level (SMS level), 2011 to 2013

SALARY LEVEL	MEAN SCORE
Level 13	2.5
Level 14	2.6
Level 15	2.7
Total	7.8

Source: PSETA (2015-2016)

Erasmus et al. (2010: 55) argue that training is the instrument of which the knowledge to implement technology is conveyed. Therefore, due to globalisation, there have been changes in the work environment and business which requires that an organisation and its personnel continue to be a learning organisation to be at par with other organisations (Erasmus et al., 2010:55). Poor performance may result in poor service delivery and this may indicate lack of competent staff to deliver high quality of goods or services at the right time using limited resources. This has also been displayed through several protests by various communities because of lack of service delivery.

In line with the above authors, the T&D in KZNOTP is being undermined. Many authors have stated the importance of T&D of employees to improve their performance and speed up service

delivery. However, lack of proper placement of employees in the OTP destroys the purpose of training and developing employees. It has been noted that the KZNOTP is leading in the provision of funds for T&D of employees to further their studies but the same employees lack opportunities to develop their careers. For example, the employees who hold higher degrees in this office are at lower levels and are being supervised by employees who do not have skills. Since the OTP is leading in KZN, all departments are dependent on this office for strategic direction, therefore must lead by example.

Considering the above, the trends enlighten the shortage of skills and how other countries develop and retain their talent. It is an undoubted fact that the SA government is struggling to meet employees' needs due to limited resources, therefore, it is important that the acquired skills are used efficiently and effectively. Therefore, for the OTP to identify their current and future skills, there is a need to design a Workplace Skills Plan.

Workplace Skills plan

Erasmus et al. (2010:147) define Workplace Skills Plan (WSP) as a “plan approved by the Sector Education and Training Authority (SETA) which outlines the T&D requirements for an organisation for one year”. The WSP is required in terms of the Skills Development Act of 1998. The SDA stipulates that every organisation with more than 50 employees must appoint a skills development committee. This committee will ensure: the existence of Human Resources Skills Development Policy (HRSDP) which determines employee training needs in various units within the organisation, ascertain appropriate and relevant courses, workshops and programs, ensures timeous receipt of nominations by HR section within specified time, evaluation of T&D by receiving and giving feedback, motivate line managers to take charge of the training process in terms of pre-and post-training-discussion with candidates. The committee will then make endorsements in terms of training requirements, priorities and required funds. Having the committee in place could fast track the training needs of all employees in various units within the department.

Meyer et al. (2012:3) concur with Erasmus et al. by stating that organisations must ensure proper analysis of organisation's training needs and skills requirements. The authors recommend that the analysis can be conducted using the skills audit. In line with the above authors, it has been noted that the skills audit is conducted annually by the OTP but the study will also reveal if the policy on organisational needs assessment and the skills committee exist.

According to approximations, SA companies spent at least 3.43 percent in 2008 on employees' training and this is far beyond one percent which is a requirement of the SDA (Erasmus et al., 2010:01). The above statement demonstrates SA governments' commitment in developing employees, but the main question remains, as to whether T&D programmes are implemented effectively? If yes, is the skills audit conducted by the OTP in line with the SDA. For an organisation to have an effective WSP, it should flow from the strategic human resource training and development plan (SHRTDP).

Skills Audit

Meyer et al. (2012:173) defines the skills audit as a process in which employees 'skills are identified and compared with the skills currently required and skills required in the future so that the skill gap or surplus is well-known. It is an undeniable fact that skills audit needs money, skill and is time consuming, and therefore must be conducted carefully. The skills audit must be carefully compiled and in line with departmental vision, and mission statement. The organisational strategy must also outline the objectives it intends to achieve. During skills planning, the desired skills will be identified and will be compared with the current skills. The following figure 2.2 outlines the guideline on how a skills audit should be conducted.

The main aim of the skills audit as illustrated below is to determine the skills that are currently available in the organisation and to compare them with the required skills (Meyer et al., 2012:173). According the author, these skills might be relevant skills as required of the employees to perform current duties or instead, those required of the employees to achieve an organisation's objectives in line with the organisational strategy.

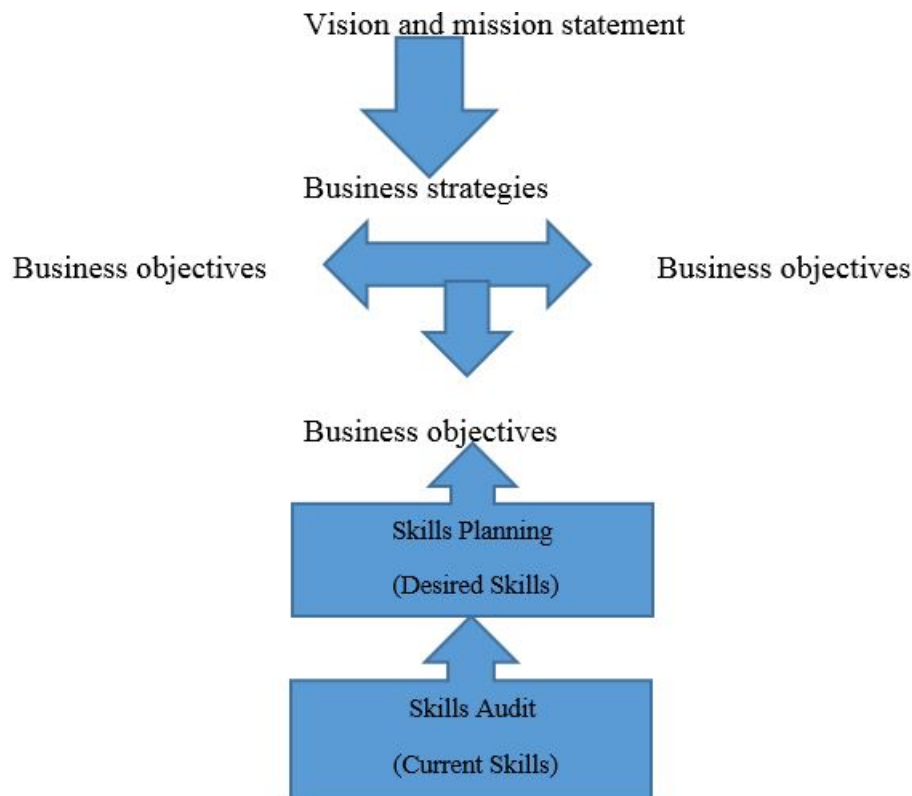
For an organisation to complete this kind of needs analysis, Meyer et al. (2012) suggest that:

- an organisation must determine the kind of skills that will required by the organisation to achieve organisational strategies; and
- an organisation must establish as to what skills are needed per position, job, or per business process

In view of figure 2.1 below, the study needs to establish if the department followed the correct method when conducting the departmental skills audit. If not, the department needs to ensure that proper process is followed because this may have a negative effect on the organisational performance and other departments. KZNOTP needs to ensure that proper process is followed

when conducting the skills audit to have a WSP that will attract and retain best organisational skills. Having a WSP will ensure assist in the alignment of employees and organisational goals to achieve return on investment.

Figure 2.1: Positioning skills audit in the skills development process



Source: Meyer et al. (2012:173)

2.6 LINKING ORGANISATIONAL AND EMPLOYEE GOALS

A goal is a statement of a desired future which the organisation wishes to achieve. Some goals may be strategic or tactical. Strategic goals are those which make a comprehensive statement and determine the future of an organisation whilst tactical are those that define short-term outcomes for a certain organisation (Cothran et al., 2015:1). On the other hand, employee goals need to be in line with those of the organisation to achieve best results.

At a global level, a great number of scholars have been involved in the study of training and development at different levels to give their opinions about organisational and employee goals. Nel et al. (2004:38) state that global markets and businesses must be controlled by highly skilled management and employees and must excel in their line of duties. They further stress the importance of having managers who are strategic thinkers when it comes to implementation

of HRD goals. They emphasise that for human resources practices to function effectively they need to be in line with the strategic objectives of the department, in that way the organisation can function in a more proficient manner. Strategic approaches are highly effective in the global arena and assists international markets to gain competitive. These markets have made use of a highly trained corps to achieve this. T&D is viewed as crucial in the integration of organisation and employee goals for better results.

In view of the above, goal-setting is regarded as an important tool to be used by different organisations to achieve its long term, mid-term and short-term goals. Having organisational goals set will improve quality, reduce mistakes, and built better customer relations. Cumming and Worley (2015:440) are of the same mind with the above statement saying there must be a link between employee goal, T&D and organisational goals. The authors make a statement that a high level of performance tends to occur when goal setting, T&D and organisational goal, performance appraisal system is integrated. Cumming and Worley regards goal setting as specifying the required performance, performance appraisal assesses those results T&D systems build individual competences, and reward systems provide reinforcement to ensure that the required results are repeated. The authors state that employee involvement in an organisation is important to determine the nature of organisational performance practices. According to Cumming and Worley (2015:442) goal-setting comprises employees and managers jointly developing and streamlining employee goals. Organisation and employee goals will be discussed in length for better outcomes.

Organisational Goals

The organisation ensures that it achieves its goals through training and development of its employees. This also assists in the attainment of individual goals. Noe (2013:276) states that an employee who is fully engaged in his or her work requires a manager who pays full attention to his or her employees. Niazzi (2011:43) notes that a broad T&D programme assists in considering knowledge, expertise and attitude essential for attainment of organisational goals and formation of competitive advantage. In addition, Niazzi (2011:43) adds that during the inception of the twenty-first century, HR managers pronounced that one of the main challenges they are to confront, are issues of T&D. Niazzi (2011:43) views T&D as strategically positioning and contributing towards organisational goals. Therefore, Niazzi (2011:43) suggests that an ideal training shall become part of an organisation-wide strategy and it must be linked to business goals and organisational performance.

On the other hand, Hiebert and Borgen (2002:18) states an organisation that functions in a manner that cultivates healthy workplaces, which also meet organisational goals, needs to ensure organised change. The authors also add that those driving this change must ensure that it is cost effective and be driven from the top to bottom. In line with Hiebert and Borgen, Swanepoel (2014:284) states that the impact of the organisation's goals and strategies are very important as they are the core of the employees proper planning. On the other hand, Swanepoel (2014:284), argue that there are few businesses which link their goals with those of their employees. The author further argues that most businesses are focusing on the desired end-result.

In countries like United Kingdom, government wish to enhance the skills of its employees and inspire the growth of life time learning practices through a range of organisations and initiatives (Arguinis, 2014:460). The authors add that though government leads these initiatives, the strong voice is given to employers, trade unions, professional bodies, and other stakeholders. Investors in People Standard 2006, cited by Arguinis (2014:460) recommend that organisations must be awarded, particularly those that execute best practices in the training of employees to achieve organisational goals. Furthermore, the authors recommend that organisations can use various means to attain their success using their employees.

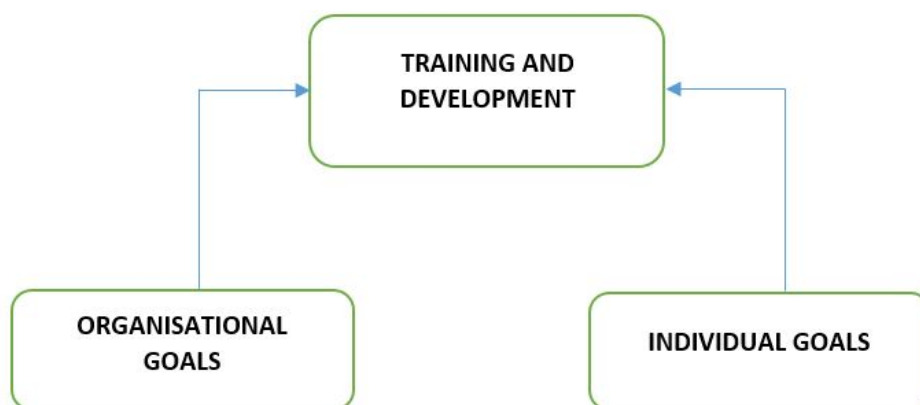
Employee Goals

Employee enters an organisation with their own expectations, like promotion opportunities, wages, status, volume of work, interesting job and or boring job (Nel et al., 2004:39). Employees focus more on things they wish to provide and be provided by the organisation. On the other hand, Nel et al. (2004) argue that the organisation has its own expectations about what they will be receiving on the arrival of an employee. In addition, Nel et al. (2004) further argue employee and organisation expectations may be different and or similar. Therefore, this requires a goal setting to clearly outline these expectations in a form of psychological contract. This is the stage where the organisation needs to intervene and address these expectations in a manner that will benefit both employees and the organisation. Nel et al. (2004:37) regard an individual employee as having individual desires, goals and anticipations and they are different from other employees. Consequently, being unique means that their desires are different and the organisation should treat them as such. This requires an organisation that believes in people. Cascio and Arguinis (2011:364) regard goal setting as the best strategy to raise employee motivation. The authors argue that it is an undeniable fact that goal setting increases

employee performance in various ways. Nel et al. (2004:38) concur with Cascio and Arguinis (2011) by postulating that employee performance is an outcome of motivated employee behaviour. The author adds that employee behaviour can be best attained through the integration of employee goals and those of the organisation. Nel et al. (2004:38) suggest that it will be necessary that employees' desires are clearly addressed during the negotiation stage of the psychological contract. Whilst various authors raise importance of goal setting, Cascio and Arguinis (2011) argue that goal setting is not risk free as there are other challenges to be avoided, like, disregarding non-goal dimension of performance, feelings of failure and increase in stress but the authors also add that these can be managed.

The way employees react is determined by the attitude and the way they perceive development within themselves. Both attitude and perception have a substantial impact on their performance which in turn decides on the performance of the organisation. There is a requirement for satisfying the needs of the employees which would be an outcome of their eagerness shown towards their work accomplishment. Since the researcher is examining the implementation of T&D programme in the KZNOTP it would be necessary to integrate both employees' goals with those of the organisation for best results. This must be part of the organisational strategy to ensure efficiency and effectiveness of the implementation process.

Figure 2.2: Self-designed training and development process



Source: Meyer et al. (2007)

The above model (figure 2.2) illustrates the importance of integration between employee and organisational goals. It demonstrates the importance of aligning individual goals with that of the organisation to achieve intended goals and at the same time allows employee personal

growth. If the above model is implemented in the OTP, it may lead to the improvement in the organisational performance and employee personal growth. Considering issues affecting the OTP employees, this integration might have a positive influence on issues like, absenteeism, improve employees' low morale and employee turnover. The researcher is interested in how T&D impacts on employee performance and organisational productivity.

Training and Development and Productivity

A myriad of authors has noted the importance of training and development and how it impacts on employee performance to ensure high organisational productivity. It has also been noted that training and development of employees ensures change in behaviour and attitude. In line with above statement, the SDA strives for skills development of employees thereby ensuring that it invests in T&D to improve productivity. Son (2010:02) states that, from a macroeconomic perspective, the accumulation of human resources development improves employee productivity; facilitates technological innovations; enhances returns on capital, and ensures sustainability, which in turn, supports poverty reduction.

Productivity is understood and defined differently by different disciplines. From an industrial point of view, productivity is regarded as “the output of a system divided by the input in that system” (Pritchard, 1990:8). On the other hand, Pritchard defines productivity as a process that includes efficiency (outputs divided by inputs), but also that includes effectiveness (outputs relative to goals or expectations). The author raises an important point that being an expert in productivity does not change the way other people view it, but the most important part is to be able to measure and improve it in an organisational point of view. From an organisational perspective, one cannot be able to measure and improve productivity without skills. As indicated by the author, there is a need for all employees working together to use one definition or be aware that they are using different definitions to avoid misunderstandings in the definition of productivity. This can only be achieved by ensuring that all employees have necessary skills to perform their duties.

Every organisation has a purpose it intends to achieve. Government strives to provide better services to the public. On the other hand, the private sector attempts to make profits. To provide these services and make profit there is a need to have the best approach in place. Pritchard (1990:9) identifies various approaches to productivity, like, to compare large groups of organisation to each other, to evaluate the overall productivity of individual organisations

for comparison with each other, management information system, control parts of the organisation and use it as a motivational tool. In line with the above approaches, organisations are forced to adopt these approaches in terms of conducting business to ensure stability of their economies.

For an organisation to be productive, one needs to apply relevant skills. Meyer et al. (2012:2) add that development of employees to acquire knowledge and skills is necessary to effectively function in a global business environment. The last approach in measuring productivity intends to change employees' behaviour. Pritchard (1990:10) states that the theory is that if the employees change their behaviour appropriately, productivity will grow. The author assumes that employees in an organisation have influence on productivity. The author suggests that to keep employees productive requires motivated employees. Pritchard adds that increase in productivity would occur due to changes in employee motivation. Different authors discussed the importance of T&D of managers as strategic thinkers to drive the implementation of organisational goals. Managers are expected to provide guidance in terms of organisational vision, goals, and objectives. Equally, Sumanth (1998:20) regards productivity as a major role of managers followed by growth. The author suggests that productivity must be considered as a primary goal. Productivity is viewed by different authors as a benefit of training. Arguinis and Kraiger (2009:459) argue that these benefits involve amongst other things, organisational profitability, productivity, effectiveness and operating revenue per employee and other outcomes.

It is an undeniable fact that SA is struggling in terms of skills. Government is trying everything to ensure T&D of employees. Conversely, the Human Capacity Development (2007) states that government is investing a substantial amount on the training and development of its employees. The report stipulates that a myriad of advanced strategies have been used to different departments, to enhance access to opportunities, and improve the effectiveness of the outcomes to benefit a certain department. However, insufficient HRD systems led to disjointed implementation and lack to carry through.

The implementation of T&D programme requires capable employees who also understand clearly as to what the department wants to achieve. OTP is operating at provincial level and ensures that other departments are performing at a required standard, therefore it should lead by example. In view of the above, T&D has significant impact on the employee and organisational

performance, therefore it will be necessary for OTP to adopt productivity as a primary goal. To achieve this, there is a need for the OTP to streamline its human resources processes.

2.7 HUMAN RESOURCE MANAGEMENT PROCESSES

The following are HR processes that impact on T&D in the workplace, namely, performance management, talent management, career management, and absenteeism in the workplace.

2.7.1 Performance Management

Cumming and Worley (2015:442) define performance management (PM) as an incorporated method of describing, evaluating, developing, and reinforcing work conducts and results. PM turn out to be prevalent in the 1980s as total quality management (TQM) programme which also entails performance appraisals to ensure attainments of performance objectives (Grobler et al., 2011:293). Meyer et al. (2012:411) mention that the public management improvements gave rise to PM as an administrative method which attempts to foster joint understanding amongst managers and employees about what is needed from the employees and deliver feedback on how well the anticipated job objectives have been attained. In addition, Kgomotso (2011:5) adds that the framework of public sector improvements was done to speed up good governance. This was also intended to attain the fulfilment of the receiver of services. Conversely, Erasmus et al. (2010:267) suggest that should a capacity issue be identified, training and development interventions should be prearranged to upsurge performance.

In line with the Constitution of the Republic of South Africa (RSA, 1996), the White Paper on Training mentions that performance will be assessed annually in terms of the agreed objectives. The paper further mentions that the main aim of the assessment is to discover strengths and weaknesses to manage poor performance which also include future training and employee desires. Chapter 10 of the Constitution clearly outlines the democratic principles and ethics which the management should reflect: a high standard of professionalism to be promoted and maintained; best use of resources, Public administration must be development-oriented; Provision of services impartially, fairly, equitably, and without bias; Public administration must be accountable; Transparency must be fostered by providing the public with timely, accessible, and accurate information. Good human resource management and career development practices, to maximise human potential, must be cultivated. Public administration must be broadly representative of the South African people, with employment and personnel

management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.

In the case of the KZNOTP, if strengths and weaknesses of the employees are not identified, it would be difficult to manage poor performance. Assessment of employees on quarterly basis is of utmost importance as it gives supervisors a direction as to whether employees are performing their duties according to their performance agreements. If not, necessary steps can be taken to address those problems at an early stage.

Conversely, Cascio, and Arguinis (2011:73) argues that PM is not a one-time incident which occurs during the annual assessment review but there is a need for performance assessment to be conducted on a regular basis to assist managers to evaluate employees' performance. Cited in Seemela (2008:228) by Armstrong and Baron (1998:20) are of the view that if the performance is not well-defined, one will not be able to quantify or achieve it. On the employers' point of view, it is important for the organisation to recognise employees who are the most contributors (Sarwar, Ahmed and Muneer, 2013:102). However, in line with the above statement, Risher (2012:188) concludes that employees prefer management's view on their performance to determine their strengths and weaknesses.

According to Huselid (1995:25), the behaviour of employees within the organisation has important implications for organisational performance and that human resource management practices can affect individual employee performance through their inspiration over employees' skills and motivation and through organisational structures that allow employees to improve how their jobs are performed. Delaney and Huselid (1996:25) add that the way a workstation is structured should affect organisational performance to a point that the skilful and inspired employees are directly involved in determining work that needs to be performed and how this work gets accomplished. The employee performance depends on many aspects like job fulfilment, knowledge, and management but there is a relationship between training and performance and this proves that employee performance is important for the performance of the organisation and the training and development is beneficial for the employee to improve his/her performance.

Khan et al. (2011:55) argues that the performance of the organisation depends on the employee performance because human resource development plays a vital role in the growth and the

organisational performance. They further argue that for the organisation to improve its performance, employee training and development must be provided. On the other hand, Sundaray (2011:201) argues that organisations which are aiming high at their commitment provide employees with opportunities to grow their talents, acquire new skills, attain new knowledge and recognise their potential. Further to that Sundaray (2011:205) suggests that organisations must ensure to retain employees who are flexible, innovative, willing to contribute and go 'above and beyond the letter' of their formal job descriptions or contracts of employment. Various authors have discussed training and development and performance at length. It has been noted that performance improvement can be achieved through provision of training. Proper implementation of training and development programme will ensure change of behaviour and attitude in employees and high productivity. The scholars also touched on the importance of retaining and nurturing employees' talent for the benefit of the department.

2.7.2 Talent Management

Successful organisations ensure that after T&D they have competent workforce of which talent is identified and retained. This would save organisations' time and funds in terms of recruitment and selection and training of new employees. Noe et al. (2013:720) define talent management as a systematic planned strategic effort used by the organisations in evaluating employees, learning and development, performance management, and compensation to attract, retain, develop, and motivate highly skilled employees and managers. According to Pillay, Subban and Qwabe (2008:312), talent management symbolises a sum of people's capabilities, experiences, competencies, attitudes and behaviour that can be turned into organisational performance. Pillay et al. (2008:312) further state that talent management is increasingly gaining momentum and becoming a global phenomenon. It is a well-known fact Human capital is an asset and a critical resource that must be managed and developed. According to PeeJay et al. (2011:2222), turnover due to non-recognition of employees may lead to productivity loss due to operational disturbances and low self-esteem, for example, turnover of competent employees, who hold organisation-specific knowledge, cause challenges in terms of organisational knowledge drain and human resource planning. The authors perceived turnover as a main issue for many companies with regards to staffing costs, socialisation investments, interruption, and replacement. PeeJay et al. (2011:2223) suggest that employees be retained, treated, and paid well. The authors view pay satisfaction as a predecessor to talent retention in most companies. In view of the above, low salaries are regarded as the main problem that may aggravate poor service delivery and high labour turnover.

The intention of training and developing employees is to ensure that quality of work is delivered and productivity is enhanced. On the other hand, training of employees assists them in terms of their personal growth for the attainment of better job opportunities, therefore talent management must be developed to ensure return on investment.

Noe et al. (2013:13) alludes on the chances for career development, learning, and growth and execution of exciting and stimulating work as some of the most significant factors in determining employees' engagement and enthusiasm to their current employer. The above scholars further add that as the economy improves, high achieving employees may consider leaving companies if they feel they do not have sufficient opportunities to grow or move to positions in which they can best utilise their skills. Nel et al. (2004:39) also state that it is of crucial importance that HR of each organisation is aware of and able to understand and apply talent management to attract and retain talent. PeeJay et al. (2011:2223) also suggest that enticing and retaining top performers has been acknowledged as one of the major current challenges in human resources management.

Currently the OTP is experiencing high labour turnover, absenteeism, and high rate of labour cases. Employees who have been with the departments for a long time have resigned. Most of these employees are competent with vast experience and they were trained. Having said that, this indicates that there is a need for management intervention and see how best the problem can be addressed in terms of using talent management and succession planning.

2.7.3 Succession Planning

Succession planning helps by recognising employees with current skills or the potential to develop skills which can assist them to get promotion in an organisation (<http://smallbusiness.chron.com/succession-planning>). Succession planning takes place in a learning environment, therefore, this requires capable management who understands the purpose and the vision of the organisation and how important it is to achieve it. Grobler et al. (2011:118) argue that the success of succession planning is dependent on training. In view of the above, OTP has been applauded for training and developing their employees but it is not known if there is a plan in place to accommodate and place all skilled employees within the department, particularly because the department mostly funds employees' training.

The focus of succession planning is mostly on the selection, growth, and promotion of the organization's upcoming leaders to ensure availability and continuity of skilled managers that can meet the organisational challenges (Meyer et al., 2012:414). A myriad of authors highlights the importance of succession planning and how best organisational performance can be improved. However, other authors view succession planning as weak because it does not identify all employees as successors due to limited key positions to be filled, therefore, other employees are left out, passed over or not appreciated (<http://smallbusiness.chron.com/succession-planning>). On the other hand, Grobler et al. (2011:122) states that succession planning concentrates more on management positions which the organisation cannot afford to have vacant. Grobler et al. (2011:122), concur with the above statement saying that the succession planning is aiming at facilitating the transition. The transition cannot take place if employees are not skilled to carry out government mandates. In that case, T&D of employees must be in line with the implementation of the succession planning strategy.

In view of the above, this transition came with various policies like, equity, affirmative action and talent management. However, implementation of succession planning in government is hindered by the intervention of unions and implementation of these policies. Therefore, there is a need for OTP to implement succession planning particularly to those employees that were trained and developed within this office and to ensure return on investment.

Benefits and Barriers of Succession Planning

Succession planning is not an easy process to implement due to barriers which may lead to delay in the implementation process and therefore slow it down. Mehrabani and Mohamad (2011:38) state that these barriers are not the same and they are determined by organisational culture, financial resources, and designation of the strategy. The culture of the organisation may be a hindrance in that the organisation cannot be able to implement changes. The other most important factor is limited resources. Since SA is a developing country, resources are limited which makes it hard for government to implement its policies timeously. It has been indicated earlier in this discussion that succession planning is aiming at identifying potential employees. It also develops employees to upsurge managerial power and ensure employees developmental opportunity (Mehrabani and Mohammad, 2011:38). T&D of employees must be prioritised to meet global challenges and to ensure effective implementation of succession planning.

For the organisation to effectively implement succession planning, Grobler et al. (2011:58) suggest that this information must be included in employee career development programme. In that way, employees can be developed at an early stage to avoid issues of absenteeism, and labour turnover. As mentioned above, it has been noted that most OTP employees have skills. However, it is not known whether they have succession policy in place to accommodate and retain this talent.

2.7.4 Career Management

Employees have their own expectations during their entrants to the organisation. It is therefore important that the employee career management is in line with the organisational goals and strategies so that their objectives are met and in line with those of the organisation.

Erasmus et al. (2010:266) argue that career management is a method in which employees become alert of their needs, values, weaknesses, and strengths. Therefore, they acquire information about the job opportunities within the organisation, categorise their career objectives and create action plans to achieve those objectives. Nel et al. (2004:39) add that the efficiency and effectiveness of the organisation is largely dependent on the ability of employees to transform a pattern of expectations to one of increased responsibility for their own career development.

The White Paper on Human Resource in the Public Service (1997) states that individual employees will be mainly responsible for seeking opportunities for development and promotion in line with their own career aspirations. Managers will also have a responsibility to support and encourage their staff to take advantage of such opportunities, and managers' performance will be assessed, among other things, on whether they have fulfilled this responsibility. According to Coetzee and Roythorne-Jacobs (2012) employee career guidance refers to delivery of a variety of career services whereby management and organisational workforce are being assisted to apply their knowledge, skills, and information to make genuine choices and suitable decisions with regards to their future. The PSETA Skills Plan (2015) argues that many departments are struggling to stabilise their senior leadership, develop career pathways for public servants, to retain their staff, to develop effective operational developments and systems, to develop accountable leadership and so forth.

Formalised career development cultures and activities can support employees' talent and discourage employee turnover (Schreuder and Coetzee and Meyer, 2007:400). They add that recognition of employees' career may add and improve self-confidence, enhance efficiency and effectiveness. They further add that career development make employees recognise their career goals. Employee career development in modern society is characterised by frequent changes in everyday life (Meyer et al., 2012:400). The immediate supervisor of the employees is the one who needs to ensure that provision of guidance, support, advice, and feedback, together with the employee take full responsibility for his or her own career (Nel et al. 2004:40). Scholars like PeeJay et al. (2011:2224) claim that in the presence of a well-planned and accomplished career management programme, employees are likely to stay motivated to perform at highest levels so that their career goals may be accomplished. Sundaray (2011:120) also claims that, it is very important for an organisation to see to it that the job given to the employee matches his career goals which will make him enjoy his work and he would ultimately be satisfied with his job.

Employees acquire bursaries and enrol on irrelevant training courses, thus limiting them from developing their careers, for example, they get bursaries and enrol in universities of their choices but it is not known whether employees are guided on what courses they should go for. It is of utmost importance that employees have mentors for guidance in their careers. The researcher seeks to establish whether KZNOTP guides and supports employees in terms of their careers. The study will be investigating as to how mentoring is done to uplift these employees to take responsibility for their careers and ensuring growth in the organisation.

2.7.5 Absenteeism in the workplace

Employee excessive absence from work may have a negative effect on the performance of the organisation thus impeding service delivery to the public. Nel et al. (2004:548) define absenteeism as “non-attendance of an employee when scheduled to work”. Nel et al. (2004) highlights the importance of research on absenteeism due to disruptive effect it has on costs and organisational processes.

Anderson and Geldenhuis (2011:22) concur with Nel et al. (2004) by postulating that absenteeism is costly and result in loss of organisational productivity. Anderson and Geldenhuis (2011:22) state that about 4.5% of SA employees absent themselves from work at any given time. These authors further add that in certain companies, the rate of absenteeism is

as high as 18%. Furthermore, absenteeism is regarded by SA managers as a serious problem that needs to be controlled. Since organisations are aware of the problem and its effects, there is a need for HR practitioners to conduct a research in this instance. Nel et al. (2004:548) believe that people do get sick and experience personal problems that may prevent them from attending work but there is also a fact that sick leave can be abused.

However, Anderson and Geldenhuis (2011:22) concur with Nel et al. (2004) in stating that, it is improbable that absenteeism can be completely eradicated but organisations must find ways to accommodate employees' needs to entice and retain them. Nel et al. (2004:549) outlines various reasons that are contributing to the rate of absenteeism: -

- **Met expectations-** new employees come in the organisation with certain needs, particularly to apply their skills and abilities in exchange for better opportunities. When these needs are not met, employees would opt to absent him or herself from work as a way of taking a break from work.
- **Job-person match-** if employees' skills and capacities are not in line with job requirements, an employee may be discouraged and absent him or herself from work. If job matches an employee may stay committed to his or her work.
- **Organisational culture-** this will depend on how the culture of the organisation and how sick leave is utilised. If a permissive culture of absence exists, employees will consider sick leave as a benefit that needs to be utilised or their leave will expire.

In view of the above reasons, it shows that organisations cannot achieve its intended goals if such problems are not considered. Since absenteeism is one of the factors that contributes to OTP problems mentioned above, the study will later reveal as to what causes the OTP employees' absenteeism. The study will also reveal if the employees' expectations are considered in terms of T&D. If not, the department will have to act in ensuring that employees are engaged in all departmental processes and decision making for the success of the organisation. Nel et al. (2004:549) raised a good point saying that employees may wish to utilise their skills and talents in return for their personal development, if this is not the case, employees' moral would decrease, thus affecting service delivery. Considering the high rate of absenteeism as cited by Anderson and Geldenhuis (2011:22), this indicates that there is a serious problem that needs to be attended in terms of absenteeism in South Africa. In other words, HR practitioners together with line managers must not only focus on disciplining

employees for being absent from work but they also need to do research on what could be aggravating this problem.

2.8 HUMAN RESOURCE DEVELOPMENT PROCESS

Unlike HRM, Adhikari (2010:307) argues that HRD is not an easy term to define. On the other hand, Meyer et al. (2012:2) define HRD as all processes, systems, methods, procedures and programmes an organisation employs to develop its human resources to equip its employees to be able to contribute to organisational performance. HRD attempts to improve its workforce's knowledge, proficiency, and efficiency. Therefore, development of programs by HRD must react to changes in occupations and include governmental approaches and long-term policies and procedures to ensure efficient and effective usage of resources. In some instances, HRD is having the same connotation with training and development.

The area of HRD in SA and in modern countries has changed dramatically over the past years in such a way that the old-style of training is in a serious problem. Meyer et al. (2012:02) argue that training was previously regarded as an instrument to equip employees with information and skills to implement their duties effectively. Nowadays HRD tries to improve competitiveness and general business performance. Furthermore, Meyer et al. (2012:02) state that South African organisations who use HRD as a business strategy are expected to go beyond their competitors.

Mohlala and Mpehle (2014:217) mentions that pre-1994 education and training was premised on the policy of separate development which prevented most of the African people from accessing relevant human resources training and development opportunities. Mohlala and Mpehle (2014:217) further argue that the post-1994 training and development landscape, which aims at accelerating and empowering the previously disadvantaged in South Africa, have assumed priority since the adoption of a constitutional democracy. Son (2010:02) notes a very crucial point that human capital is important in economic growth and poverty reduction. Son further states that, from a macroeconomic perspective, the accumulation of human capital improves labour productivity; facilitates technological innovations; increases returns on capital; and makes growth more sustainable, which, in turn, supports poverty reduction. However, South Africa is still trying to close the gap that resulted from the oppression by the former government. The former government developed and implemented policies which were undermining growth of human capital or contribution of the Africans that could have made a

difference in human capital development. Segregation of policies led to shortage of skills as a result South Africa is still trying to close that gap.

Having highlighted that, the study will also look at the elements of HRD, like, leadership, and Workplace skills Plan.

2.8.1 Leadership

From the onset, leadership entails people in a relationship influence, transformation, and a shared purpose in attaining intended goals. People mistake managers for leaders. In fact, there is a clear distinction between these two words. The distinction can be defined by Grobler et al. (2011:622) in terms of managers, as the achievement of business goals in an effective and efficient manner through planning, organising, staffing, directing and controlling business resources. On the same note, Grobler et al. (2011:622) view leadership as a method of encouraging organisational employees to drive their exertions towards precise goals. On the other hand, Thornhill and Van Dijk (2003:345) view leadership as guiding, stimulating, and encouraging employees. However, the authors believed that leadership can be taught to managers to challenge their employees because employment is regarded as a tool to empower employees to pursuit new necessary activities during their time in an organisation. Considering the above definitions, leadership can assist one employee to influence other employees to direct their exertion and skills spontaneously and devotedly to achieve organisational goals.

From the study point of view, having such leaders in the OTP can influence employees' behaviour and attitude that is not in line with business goals. In view of the above, modernised people are characterised by constant growth, therefore requires leaders who will be able to change and influence employees' mind-set to achieve OTP goals.

It takes a good leader to be able to influence employees. Grobler et al. (2011:622) in line with the above statement, the author states that a successful leader must be able to encourage his/her employees to perform beyond their expectations and be able to accept responsibility for tasks assigned to them. Once this is done, the leader will be able to encourage employees to buy into the vision of the future and will also find a way to get there, to listen and put the needs of employees first before his or her needs. In Maritz (2002:24) cited by Nel et al. (2004: 232) states that organisational performance depends on the quality of its personnel. In line with Grobler et al. (2011: 613), Meyer et al. (2009:95) stress the importance of management training to empower their employees. The authors argue that there is a need for a change in thinking on the part of managers. Meyer et al. (2009:96) further argue that managers think that they

completed their degrees at the universities and technikons. Furthermore, they add that they need to set an example by becoming learners to encourage their employees to study further. Conversely, Meyer et al. (2009:218) argue that it has been a long-standing SA strategy to develop middle managers and disregard lower management level. In view of the above, most traditional authoritarian organisations are still treating their first-line managers as such. This is also a requirement for the OTP to ensure that their training starts from lower level management to enhance their productivity. This will also ensure motivation of their staff. A Good leader surrounds himself or herself with skilled and capable employees with the aim of taking the organisation forward.

2.8.2 Employee Assistance Programme (EAP)-Recommendation

Any society needs to strive to retain the best state of physical, mental, and social well-being of its employees. Grobler et al. (2011:453) describes EAP as assisting employees to overcome their personal problems such as, alcoholism, family issues. According to the authors these programmes started 40 years ago when companies acknowledged that there were employees' personal issues that negatively affected work. Grobler et al. (2011:453) add that these programmes demonstrated that valuable, skilful employees who are experiencing these problems can be assisted. The authors further add that once these problems are dealt with, employees become more productive during their years of service.

Nel et al. (2012) state that the introduction of EAP is aiming at identifying problems that may have negative effect on the well-being of an employees and job performance. Nel et al. (2012) add that this may lead to high labour turnover, absenteeism, attitude and behaviour problems, loss of skilled employees and possible labour relations failure. On the other hand, Cooper and Cartwright (1997) add that uncertainty should be avoided in opportunities for promotions, career and skills development and in matters relating to job security. Employees must be well informed on issues that may affect their employment. Nel et al. (2004:294) is of the same mind with the above authors by saying that EAP allows management to develop productive measurements of each employee in an organisation. In addition, Nel et al. (2004:294) state that the main aim of EAP is to improve employee performance and increase productivity thus reducing absenteeism, turnover, tardiness, accidents, and medical claims. The authors further added that a disgruntled employee costs at least 5 percent of employers' annual salary.

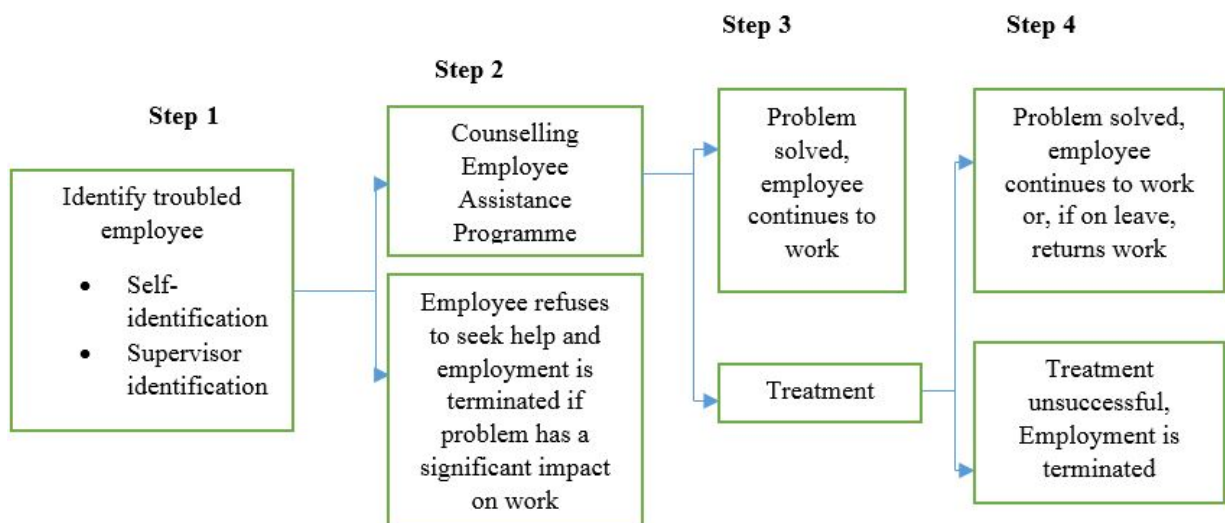
Following are symptoms of a distressed employee;

- Extreme absenteeism rates
- Recurring absences
- Unexcused absences
- Tardiness and early departure
- Poor judgement and bad decisions

In addition to what Nel et al. (2004:294) said, Grobler et al. (2011:455) state that health care cost is a national issue, therefore needs to be addressed as a matter of urgency. To ensure improved performance and increase in productivity, Grobler et al (2011:455) recommends the implementation of EAP as illustrated in diagram below (figure 2.3).

Figure 2.3 below illustrates the process that needs to be carried out to ensure effective employee assistance programme. The process starts by the identification of a troubled employee. The employee must identify a need for involvement in a programme being assisted by his or her supervisor. The second stage entails the counselling of an employee, if the employee refuses to get assistance, his or her employment can be terminated. During stage three, the problem can be solved and therefore the employee can continue to perform his or her duties. The employee will receive treatment, if successful the employee will continue to work, if not, the employment can be terminated.

Figure 2.3: Steps to be carried out in a Successful Employee Assistance Programme



Source: Grobler et al. (2011:455)

Having said that, prevention is better than cure, according to Grobler et al (2011:455), as he argues that healthcare is one of the biggest expenses in SA. Therefore, companies which are striving for success ensures that EAP is implemented as a matter of urgency. The KZNOTP has established the EAP component aiming at ensuring the wellbeing of its workforce to avoid problems that may affect employee performance and departmental productivity. In view of the research problem, OTP employees have complications such as absenteeism, turnover, and low morale. Therefore, the researcher will further reveal if there is policy in place which outlines these programmes. It will also establish as to whether employees' awareness programme is promoted for the benefit of departmental employees. The study will also establish if the department is following the correct procedure in the implementation of EAP as outlined by Grobler et al (2011:455).

2.9 ELEMENTS IN THE DELIVERANCE OF TRAINING

Training Needs Assessment (TNA)

Needs assessment can be defined as “the process of discovering exactly what gaps exist between what people know, do or feel and what they should know, do or feel to be proficient in their field of work” (Erasmus et al., 2010:125). Sarbeng (2013:163) is of the view that the concept of need refers to inconsistency between organisational expectations and what occurs. Sanbeng (2013:163) further describes a need as a gap between the current training delivered and expected training delivered. On the other hand, cited in Ghufli (2012:2), Anderson (2000:9), defines needs assessment as the first stage in the training process. It is the stage in which business needs are recognised, starting the basis of an effective training exertion. The needs assessment directs the organisation in terms of where and what kind of training programs are required, by which employees, conditions under which training will take place and the standards to guide the evaluation of the programme. Hence, TNA is a continuous process of collecting information to establish what training needs exist to assist the organisation achieve its goals and objectives (Ghufli, 2012:2). On the contrary to what Ghufli (2012:2) is stating, Grobler et al. (2011:344) further reveal that not all T&D situations require needs assessment at all levels but will depend on the problems encountered by the organisation. Having said that, the researcher is interested in determining whether KZNOTP is conducting needs assessment before any training takes place to align their training with organisational needs and those of the employees.

Grobler et al. (2011:454) further states that the main point of planning all structured learning events in an organisation is a comprehensive needs assessment. The author adds that a dynamic approach is important to TNA because line managers can participate with the aim of recording employee training needs and to carry out cost benefit analysis while considering return on investment compared to training costs. Therefore, there is a need for the assessment of training needs and usefulness of evaluating tools and in this manner the alignment of strategic goals and training objectives of the organisation are safeguarded. Furthermore, TNA provides a benchmark of the skills employees currently have before training commences and this needs to be compared to the skills obtained after training is conducted which also ensures value for money because of training. TNA make sure that training concentrates on the expertise to be acquired by the employees to carry out their responsibilities as per their job descriptions. In other words, training must be structured and applicable in such a way that it creates an interest and value for employees to participate. Otherwise such trainings will be a waste of organisational funds because employees will not take them seriously.

Design and delivery of training

After the assessment of employee needs, the facilitator prepares for the delivery of the training programme. According to Hu (2004:23), the first stage in the designation of the training programme is to define goals, aims and objectives and to determine how best those objectives can be attained. Phase 2 and 3 of the model represent training design and its focus is on selecting a suitable T&D programme to align training with employees and organisational goals. These goals may consist of enhanced performance and increased chances for promotions. Grobler et al. (2011:350) highlight a valid point that the organisation must be cautious when designing a T&D programme that will produce demonstrable results and must not be selected because of its popularity otherwise there will be no return on investment. In addition, Hu (2004:23) argues that defining goals that will last for a considerable time whilst objectives reflect precise measurable anticipated outcomes. Arguinis and Kraiger (2009:462) claim that the use of training design and training delivery systems can maximise the benefits of training. In addition, the authors claim that training design can be improved by inspiring employees to arrange training content. On the other hand, Khan et al. (2011:64) highlight the importance of designing training according to the needs of the employees and in addition states that training design plays a crucial role in both employees and organisational performance. Therefore, proper implementation of the T&D programme brings trainers, trainees, and training together which improves teamwork.

On the delivery note, Khan (2011:64) claims that if training is not delivered in an impressive manner, it will not capture employees' attention and therefore will be a waste of time and money. Therefore, Khan regards OJT as a technique which is mostly used by several organisations to train their employees on how to carry out their daily activities while they are being supervised. According to Grobler et al. (2011:352), 90 percent of all T&D in SA is mostly performed on the job. Grobler et al. (2011:361) add that OJT include learning how to operate a machine, compile reports and other paperwork, conduct interviews and as well as procuring goods and services.

Training evaluation

The evaluation is the last phase and a very crucial part of the model which determines whether trainees learnt new skills because of T&D programme. Grobler et al. (2011:364) argue that the main aim of training evaluation is to determine whether there were changes in behaviour and attitude after the delivery of training programme. Grobler et al. (2011:364) further states that employees who partake in a T&D programme are expected to learn a new skill that will have a positive influence on their behaviour. Extensive research conducted by Grobler et al. (2011:364) argue that it is during this level where the impact of T&D is observed in terms of productivity, quality, and job satisfaction, decrease in labour turnover and grievances. Having said that, the researcher is inspired to conduct this study to understand how the training and development programme is implemented in the KZNOTP. This will also assist in addressing the problems that are affecting daily activities of employees within the office.

Although the evaluation of training programmes are both crucial and essential for organisations but other scholars have highlighted the significance of evaluation and some are concentrated on whether such evaluations produce valuable facts for both employees and the organisation (Tshikovhi, 2012:18). Mathefane (2007) cited in Tshikovhi (2012:18) claim that it is obvious that no learning can take place unless there is a change in employee behaviour changes. The author further claims that a change in behaviour depends on the attitude change, upsurge in knowledge and expertise. When the anticipated behaviours are practised, it will impact on the quality of work. Grobler et al. (2011:364) claims that if the instruction has ended, it does not mean that the training has reached its cycle. The author further posed a question like, "was the training effective"? The author further adds that this question is being overlooked by various organisations who conduct training. It is of utmost importance for an organisation to determine

if the training adding any value. Failure to do so may lead to decrease in productivity and dissatisfaction amongst employees

2.10 CONCLUSION

Training is regarded as the most important factor in shaping the organisation. Training is viewed as a waste of time and government money because employees are spending a lot of time away from work. However, several organisations are investing on training programmes hoping to improve organisational performance and productivity. This chapter described all concepts of relating to T&D followed by a legislative framework in South Africa. In a literature review, the importance of training was presented followed by the linkage between organisational and employee goals. The study also focused on the implementation of T&D programmes in the KZNOTP. In conclusion, it may be drawn from the literature review that training can change employees' behaviour and attitude thus improving performance. Furthermore, this indicates that if training is provided with a purpose, it can yield a positive result. In this way, it will not benefit employees only but the organisation will also benefit in terms of service delivery improvement. The next chapter discusses the theoretical framework mapping this study

CHAPTER THREE

THEORETICAL FRAMEWORK OF THE STUDY

3.1 INTRODUCTION

The discussion and reference on this chapter is based on training theory of the models in the context of a systems approach. The researcher's main purpose is to consider employees' issues and see how best proper implementation of T&D can change their attitude, skills and behaviour. The training systems approach is proposed that could be executed, particularly for T&D of KZNOTP employees. These T&D programmes are intended to meet all OTP employees' needs and desires identified by the organisation. This means that both the employees and organisation benefit from this process. The employee will benefit in terms of skills and knowledge which also increase opportunities for entrance to labour industry. The organisation will benefit through productivity enhancement which in turn will speed up provision of services to the public. It is assumed that the proposed systems approach in the study would be perfect to respond to challenges that are faced by the KZNOTP, as pointed out by the study. The challenge as presented in the study is of the view that the systems approach would produce optimistic results during the implementation of T&D programmes, if appropriately applied.

Newman (2011:85) describes a theoretical framework as a very general theoretical system with assumptions, concepts, and specific social theories. It presents and defines the theory that enlightens why the research problem under investigation exists. A theoretical framework demonstrates an understanding of theories and concepts that are relevant to the topic of the study. This framework enlightens the proceedings in which the concepts of the study are related. In view of the above, the theoretical framework relates to the research problem, research objectives and research questions that have started to appear. From the foregoing, the proposed study will implement a systems approach to illustrate the implementation of the T&D programme in the KZNOTP.

3.2 IMPORTANCE OF DEVELOPMENT OF A MODEL FOR T&D

The success of T&D programmes in an organisation is largely dependent on how effective the T&D plan is implemented. The implementation of the plan in an organisation needs to be

informed by a certain T&D model. This is done with an aim of managing training efficiently and effectively and to ensure proper transfer of training and attainment of goals and objectives. The implementation of training process is regarded as crucial for an organisation to reach its intended goals. Therefore, implementation can be defined as a method of turning policies and procedures into actions (Erasmus et al. 2010:29). The WPHRMPS, 1997 states that these policies and procedures are derived from legal prescripts as developed by National Government to be adhered to by various organisations and its workforce to perform their duties efficiently and effectively. The key objective of presenting these policies is to ensure that service delivery is improved within an atmosphere that is characterised by employment justice, cultural diversity, and transparency (White Paper on Human Resource Management in the Public Service, 1997).

Erasmus et al. (2013:29) has alluded to the importance of implementing training and development by saying, HR policies should encourage the vision and strategic goals of the organisation in terms of standards of quality, in terms of employment and employee development services. The authors further indicate that the achievement of human resource development hard work is dependent on the organisation's official HRD policy that needs to be in line with organisation's training and development system and its operational plans (Erasmus et al. 2013:29).

In this case, the researcher was inspired to investigate the implementation of T&D programmes conducted in the KZNOTP to establish if it is in line with the needs of the OTP employees. For an organisation to reach its intended objectives, a training programme must be assessed in terms of behaviour, the programme itself and attitude to determine if it has had the anticipated effect. Generally, training must be assessed in terms of both employees and organisation's needs. Efficient and effective training programme ensures training transfer to work environment. Likewise, Tshikovhi (2012:20) concur with the above statement by saying that effective training can be measured by the ability of employees to apply knowledge learnt, skills and abilities obtained during training over a long-term period to ensure sustainability and contributes to an organisational productivity improvement. Therefore, there is a need to conduct training in a more systematic and formal way thereby looking at different models. The implementation of T&D programme cannot be a success in the absence of a departmental policy. The OTP must have a policy in place which outlines the implementation of T&D programme.

3.3 IMPORTANCE OF MANDATES AND TRAINING POLICIES

The policy is a requirement in ensuring efficient and effective implementation of training and development programmes. For better understating of the concept, it is imperative to examine what other authors on policy-making have defined policy. Anderson (1975) cited by Sanbeng (2013:162) defines policy as a “purposive course of action followed by an actor or set of actors in dealing with a problem of concern”. Whilst Sanbeng (2013:162) regards policy as a set of resolutions of courses of act purposely in use by an organisation regarding techniques of achieving some purpose within a stated situation.

Erasmus et al. (2010:238) refer to the importance of developing and implementing training and development policies by saying, HR policy should encourage the vision and strategic goals of the organisation in terms of standards of quality, terms of employment and employee development services. The authors further indicate that the achievement of human resource development hard work is dependent on the organisation’s official HRD policy that needs to be in line with organisation’s training and development system and its operational plans (Erasmus et al., 2010:239). Basically, the implementation of T&D programme using a systems approach must be outlined in this policy for better achievement of organisational and employee goals.

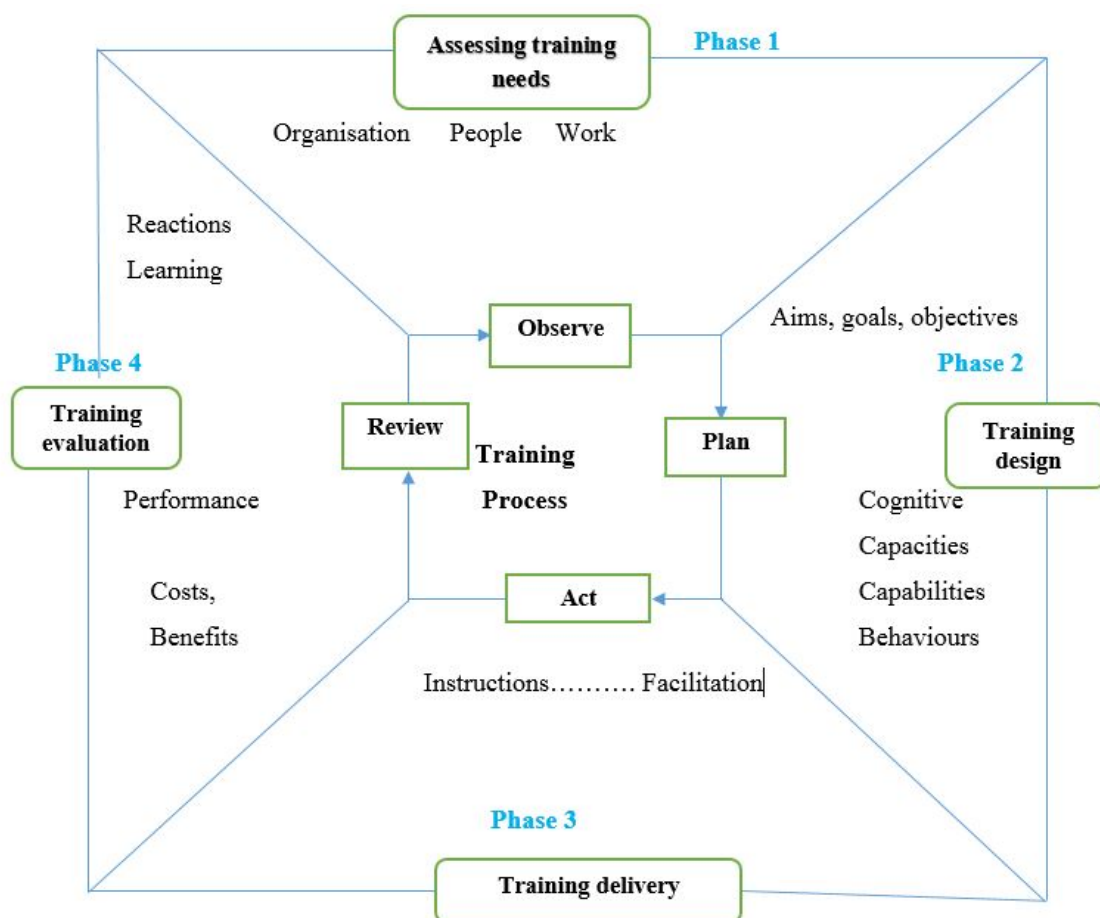
3.4 A SYSTEMS APPROACH TO TRAINING AND DEVELOPMENT

When conducting training, the first thing that comes to mind is the trainer, training materials and trainees, in a learning environment listening to a facilitator or a trainer. However, the main process is when the trainer or facilitator is conducting the training. According to Noe et al. (2013:275), for the training to be successful, it requires a substantial exertion before and after training is delivered. Therefore, training is best thought of as a complex system that comprises several distinct but highly interrelated consecutive steps. On the other hand, a systems approach takes into consideration the KZNOTP employees ‘concerns which are a target in the study. Noe et al. (2013:277) is of the view that the benefit of using the systems approach supports the designer of the programme to define problem more clearly, in that way T&D can be able to concentrate on working towards possible solutions of the identified problem. In this way, it is argued that a systems approach can be appropriately used in addressing issues of training and development.

Noe (2013:276) also view training as effective if it assists employees aligning their goals with that of training. Noe further argues that learning objectives must be measured before training

commences so that the best training method can be identified and there will be a need to monitor training programs and recommends alterations in terms of the design process. The training process below will determine the phases to be adhered to during the implementation phase in the OTP which can also lead to enhanced productivity. The diagram illustrated below is selected to guide the study which also determines whether all phases reflecting on the diagram are followed when implementing the T&D process in KZNOTP. The process should benefit both the employee and the organisation at large when using the diagram. This is illustrated diagrammatically in figure 3.1:

Figure 3.1: The Training Process



Source: Grobler et al. (2011:345)

Figure 3.1 represents a systems approach in T&D which comprised of four phases, i.e., assessment of training needs, training design, training delivery and training evaluation. The theory highlights the importance of needs assessment as the first step in training systems model

which requires to be conducted in three levels, i.e., organisational, operational and person analysis (Grobler et al. 2011:344).

Training Needs Assessment

This is the first stage of the process where employee needs are assessed and analysed. The main aim of conduction needs assessment is to determine as to what skill or knowledge is lacking in the organisation. In other words, needs assessment identify a gap between what the department currently have and what is required for future. Therefore, relevant training can assist in meeting employees' needs by closing this gap. To obtain best results, assessment of employee needs must be conducted at three levels, i.e., organisational, employee and work level. In contrary to this, Grobler et al. (2011:344) argue that not all analysis is conducted at these levels. The authors suggest that the need for conducting assessment at these levels may be aggravated by serious issues that hinder progress within the department. In the case of the OTP, there is a need to conduct assessment at all three levels due to issues being experienced by employees. If this is not addressed immediately, it may lead to poor performance therefore hinder service delivery.

Needs assessment will be conducted at organisational level to expose most important teething troubles that may be an indication of a need for training. There is a need for OTP to uncover as to what are the main causes of high labour cases, absenteeism, and turnover. The department must also establish as to where it wants to see itself in the future. In that way, its training and development programmes should be in line with its strategic goals. If the department does not have a vision, it will be useless to develop any T&D programme within OTP.

After organisational analysis, there is a need to identify the most important area of need for training. In the case of OTP, the skills audit is conducted annually, therefore, it would be necessary for the department to establish critical areas which require urgent attention in terms of training. The skills audit in line with the organisational strategic planning will enable the department to establish as to what skills are available and what skills will be required in the future. To obtain relevant information from employees, there must be a proper way of collecting data. The information can be collected through questionnaires, interview, Employee Performance Development management and Development System (EPMDS), in a form of Performance Development Plan and critical events.

A questionnaire is the best tool in the collection of data as it entails a set of question in which participants can respond to. It also uses open and closed questions which will be written down which also assist in conveying participants' attitudes and behaviour. On the other hand, interviews are also a good method in the collection of data as it gives the interviewer a chance to make follow up questions where it is not clear about employee needs. Employee Performance Management Development System (EPMDS) is a system that is used in all government departments to assess employees' performance. Employee assessment provides employees 'strengths and weaknesses. On the other hand, it also touches on skills that are required for employees to better perform their duties daily.

The individual assessment focus must be on the results obtained from the skills audit. Firstly, the analysis determines as to which employees currently require training and what competencies are required for future as outlined in the strategic planning of the department. In line with above statement, Grobler et al. (2011:346) states that individual assessment is very important because it ensures that relevant programmes are intended for the right employees to close the performance gap. In view of the above, OTP should focus on the content of the programme thereby providing training that is in line with employee line of duties.

Training Design

As soon as performance gap is acknowledged, the organisation needs to come with a training programme that will provide demonstrable results. Failing which, funds invested in training will be a waste of taxpayers' money (Grobler et al., 2011:350). This is the stage where employees are to study and apply their expertise and knowledge to the advantage of the organisation and themselves. For better results, employees need to understand the importance of T&D and how best employees can be assisted, therefore, there is a need to ensure that employees are fully motivated to partake in the T&D programme. Therefore, organisational goals and those of employees must be in line with the purpose of training to benefit both employees and the organisation. In view of the above, proper selection of employees for training guarantees the success of the training programme.

Another way of ensuring full participation of employees is to consider using different types of training methods, i.e., On-the-Job (OJT) and Off-the-Job training. The employee circumstances will determine the best technique to be used, and why is it necessary to use such training method. On the other hand, Off-the-Job technique entails lectures, television, conferences case

studies, role playing and programmed instructions. Off-the-Job technique can be used in a form of presentations and lecturing; therefore, it cannot guarantee its effectiveness as the level of employees' understanding is different. OJT entails training methods like, orientation, job rotation, job enlargement and enrichment, mentoring, internships. The use of OJT is suitable as it benefits employees because they will receive feedback after training which will inform them on how well training was conducted. The job rotation is one of the effective methods of training for employees at operational level. Job rotation entails movement of employees from one job to another. This method is best in developing employees for supervisory role. Hence, OJT employees require such training for their personal growth. It is also important to establish as to who is responsible for the delivery of training in the department.

Supervisors are regarded as best trainers, particularly because they are working direct with the employees and they become aware of the problems at an early stage. They are also aware of the required skills and expertise that is required for the employee to improve their performance and enhance departmental productivity. In this case, OJT is conducted by supervisors and Off-the-Job by the trainers within the department or outsourced facilitators.

The use of Off-the-Job can be a disadvantage or an advantage to an organisation. It is a disadvantage because facilitators are not familiar with the types of goods procured and services rendered by the department. On the other, the use of consultants is an advantage as they are well experienced and therefore can come with new ideas in view of the above, half employees will use OJT, particularly those at administrative levels. The supervisors will be exposed to Off-the-Job as they have better understanding of the organisation compared to lower level employees. To ensure success in the training design, there is a need to have a well-planned training session which can deal with adult learners appropriately, a professional trainer and a lesson plan that other trainers can be able to use.

Training Delivery/implementation

After T&D needs are identified, setting objectives, and deciding on the appropriate training techniques, the actual implementation of training takes place. This is the stage where the professional trainer brings together participants and introduces his or her lesson plan. This is a very crucial stage as employees would want to apply skills obtained from the training to their work environment. In this case, the facilitator must be acquainted with adult learning as he or

she is dealing with adults. On the same note, the facilitator can assist employees to identify their personal goals.

At this stage, the facilitator has a plan in place of what will be covered during the session. The facilitator must ensure that the following is in place; venue, time, equipment. He must decide on how the course will be conducted, i.e., how many employees per session and how to split employees? Will it be a seminar or workshop?

Training Evaluation

The main aim of training evaluation is to determine if training had impact on trainees and whether there is change of attitude or behaviour. The main challenge cited by Harrison (1988) in Mdeme (2011:30) is that although several managers and employees pretend to be satisfied with the value of training in the organisation, but most of them have no understanding nor knowledge of the importance of training and the value it adds on the employee performance to improve organisational productivity. Therefore, the organisation may wish to know whether investing on training is adding any value in the organisation or not. As a result, the organisation would want to know if the training programme has managed to achieve the set objectives. To ensure effectiveness of training, Grobler et al. (2011:367) suggested T&D strategy which entails four different stages, discussed as follows;

Stage 1: How did participants react?

Immediately after training, trainees must complete a questionnaire form about the adequacy of the venue, the competency of the facilitator, the quality of training delivered, and whether training methods used were in line with the jobs of the employees. The questionnaire must be reviewed and therefore the quality of the programme will be judged based on all employees' responses.

Stage 2: What did participants learn?

During this stage, the learners will be assessed on what they learnt during the training session to ensure that learners did receive training and was in line with organisational goals. To ensure value for money, learners must be assessed on the work done to measure learning and whether there is change in employees' behaviour and attitude.

Stage 3: How did participants; behaviour change?

After participants obtain new skills, their behaviour or attitude towards work is expected to change. In this case, the change in employees' behaviour and attitude will ensure decrease in absenteeism and labour cases.

Stage 4: What organisational goals were affected?

Eventually T&D is anticipated to be more effective. Therefore, this level of evaluation investigates the effect of T&D on organisational goals of productivity, job satisfaction, decreased absenteeism and turnover as well as grievances. The author further suggests that where it is impossible to align attained skills to the organisational goals, the administrator can implement a less sophisticated evaluation strategy.

In view of the above, for the OTP to become a successful organisation there is need to examine the impact of T&D on organisational goals. Most successful organisations ensure that there is value for money for all the training conducted and to ensure proper alignment of acquired skills to organisational goals. Undoubtedly, this will improve employees' performance and therefore speed up service delivery.

3.5 CONCLUSION

This chapter presented the importance of aligning organisational goals with those of the employees for better outcome. Hence, it presented the systems approach of T&D programmes. The chapter further discussed four stages of a systems approach which are training needs assessment, training design, training delivery and evaluation of training. The importance of implementing T&D programme was discussed in length using a systems approach. The author also emphasise the importance of a departmental policy that is going guide on how T&D programmes should be implemented for the success of an organisation and development of employees. This chapter also introduced the important concepts which will guide the study. The concepts, needs assessment, delivery of training, delivery of training and evaluation will be elaborated upon in the theoretical framework. The next chapter discusses the research methodology used in the study.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

This section intends to present clear procedures and processes employed in the way data was collected and analysed. Given the research problem which the study requires as a clear criterion to achieve the research objectives, this chapter presented a brief paradigm in which this proposed study philosophically founded on. The researcher then presented the design of the study after which the aim of the study was followed as it links to the design and paradigm choices made by the researcher. For the study pragmatic research was used to investigate proper implementation of T&D programmes in the KZNOTP. This type of research was effectively used in line with concurrent strategy. Furthermore, the data was collected followed by sampling, data quality control and data presentation analysis.

4.2 RESEARCH PARADIGM

Paradigm can be described by Du Plooy-Cilliers, Davis, and Bezuidenhout (2014:19) as “a cluster of beliefs and dictates which scientists in a particular discipline influence what should be studied, how research should be done, and how results should be interpreted”.

For the purpose of this study, critical realism was employed because the researcher has a duty to transform relations by exposing, evaluating, and changing any unfair practices in society (Du Plooy-Cilliers et al., 2014:31). The main aim of critical realists is to expose myths to transform society and free people from all oppression and to empower them, critical realists often take dramatic action and are likely to be activists. Critical realists use mixed methods approach to increase the validity and reliability of the study. Considering the above, OTP employees are experiencing various problems like, absenteeism, high rate of labour turnover and a high number of labour issues. Despite T&D that is being provided to employees but there is no change. The researcher employed this paradigm to expose hidden and deep structures. In view of the above, the study sought to determine the influence of proper implementation of T&D in changing employees' behaviour and attitude towards their work

4.3 RESEARCH DESIGN

Du Plooy-Cilliers et al. (2014:93) defines research design as a practical strategy that is instigated to by the researcher to respond to questions in a valid, objective, accurate and in an economic manner. According to Buame, 2006 cited in Tshikovhi, (2012:38), the significance of methodology to every study cannot be overemphasised if the validity and reliability of the results are to be acquired. The author further add that it is very important to ensure repetition and generalisation of research results as research design is the overall strategy for collection of data to answer all research questions.

In this regard, mixed method approach was adopted for this study. Quantitative technique used a questionnaire survey of KZNOTP employees at operational level whilst the qualitative technique used interviews with Assistant Directors who are the supervisors of the employees at the same units. Mixed method research can be described by Du Plooy-Cilliers et al. (2014:33) as combining both quantitative and qualitative methods for these research methods to supplement each other.

In the case of the study, the researcher employed both methods in the collection of data. The use of this method allowed the researcher to use both in-depth-interviews together with survey/questionnaires in terms of data collection. Undoubtedly, the implementation of T&D programme differs from one participant to another therefore necessitates different approaches in terms of collecting data. The qualitative approach presented a full exploration of the phenomena and on the other hand the quantitative method ensured valid statistics to minimise the level of prejudice. Du Plooy-Cilliers et al. (2014:72) points to a very crucial point that the main challenge that researchers face is to keep in mind as to what is the aim of research. Considering the nature of the problem for the current study, the researcher implemented a pragmatic world view for the combination of both methods, i.e., quantitative, and qualitative methods to suit employees' problem. This combination gave employees an opportunity to voice out their problems during interviews and when completing the survey forms. In this regard, the researcher was able collect the required data using both methods.

4.4 RESEARCH STRATEGY

Once the appropriate research design was selected, which is a mixed method in this case, the next phase was to compare the design to a suitable research strategy. The study uses more than one unit of study or object of analysis and is usually not limited to one type of research analysis

(Scholtz and Tietje, 2002:09). For the sake of the study concurrent strategy was selected as an appropriate strategy. Concurrent research strategy is a mixed method approach which combines quantitative and qualitative data to provide a broad breakdown of a problem (Creswell, 2014:15). Creswell (2014) further adds that the researcher collects both quantitative and qualitative data concurrently to provide a broad analysis of the research problem.

In the case of the study, the researcher collected quantitative and qualitative data at the same time. Due to the nature of the problem raised by employees, concurrent strategy was appropriate as both quantitative and qualitative data was collected for better utilisation of time. The unit of analysis were Assistant Directors and administrative employees working at operational level in the KZNOTP. Each approach answers questions which are different from the other. Concurrent strategy was therefore found to be a suitable choice as both approaches were not attached to the other.

4.5 DATA COLLECTION METHODS

Data collection come in different approaches which are grouped under four categories; observation, testing, interviewing and text analysis (Mouton, 2012:104). Data depends on the type of data that is being collected at that time, it can either be primary or secondary. According to Cassim (2011:08) primary data is collected directly by the researcher whereas secondary data is collected by other scholars and is ready for utilisation. This study used both primary and secondary data. Primary data provided data which were used to measure skill and opinion of the units of analysis and on the other hand, secondary data provided from various documents by several scholars in terms of T&D, HRM and HRD. Du Plooy-Cilliers et al. (2014:146) regards data collection as the crucial part of any research, the type of data to be used will be determined by the collection of data, whether it's quantitative or qualitative. Therefore, in the case of the study both quantitative and qualitative data collection methods were used.

According to Du Plooy-Cilliers et al. (2014:148) quantitative data collection tool is different from the data collected in qualitative research. Du Plooy-Cilliers et al. (2014:148) further argue that the tools used to collect data in quantitative method are aiming at generalising results to a broader population. From a quantitative point of view, survey questionnaires were used to collect data. The researcher had received the following documentation prior to commencing distribution of forms; ethical clearance (including proposed measures for protecting

participants which ensures confidentiality), as well as research proposal and a written request to conduct the study was submitted to the University of KwaZulu-Natal.

The permission to conduct the study in the OTP was sought and granted by the Acting Director-General. There were also engagements with the participants within the department to request participants if they would be interested to partake in the study.

Du Plooy-Cilliers et al. (2014:152) argue that in a quantitative research, questionnaires are the best method to collect data particularly because they use open-ended questions, and closed-ended checklists and scales. Questionnaires were hand delivered to the identified participants and the data was collected from the participants from the following components; Supply Chain Management, Financial Accounting, Management Accounting, Provincial Public Service Training Academy, Human Resource Support, Human Resource Policy, Office Support and Auxiliary Service, Monitoring and Evaluation, King Support and Royal Household, Integrity Management, PERSAL Management, New Provincial Organisational Development, Director-General's Office Support, Premier's Support and State Law and Advisory Services which are operating as support units within OTP.

The questionnaire was in line with the systems approach model of T&D, which includes four stages to be outlined below. Erasmus et al. (2010:05) regard a systems' approach as "a set of interdependent components forming a unit" The questions were outlined in a form of close-ended questions and the questions were structured around four stages of the systems approach as follows:

- Training needs assessment;
- Training design;
- Training delivery/implementation; and
- Evaluation of training.

Layout of the questionnaire

The questionnaire contained 23 closed questions of which 1 was an open-ended question where the respondents could present their views. The five-point Likert scale was used as the respondents were required to rate their knowledge and understanding of how T&D is implemented in the OTP in line with the systems approach.

The questionnaires that were distributed to the respondents were structured in a manner that would assist the researcher to achieve the intended objectives. The questionnaire was structured as follows: Section A, contained questions in terms of participants' background like gender, age, years of experience, the component, position at work, and level of education, which assisted the researcher in describing the sample. The questions (closed-ended) were designed in line with the systems approach. Section B had six questions of which the focus was on training needs assessment. The researcher was interested in finding out if employees' needs were considered before training is conducted. Section B contained the training design with six questions. The purpose was to establish if the designation of the training course defines the aims and goals of the training programme. Section C focused on the implementation of the training programme, which contained five questions. This is the stage where the actual training is delivered to employees, and the facilitator assists employees to identify their personal goals. Section D had six questions of which were to evaluate of training. During this stage, the intention is to establish if there are changes in behaviour and attitude of the employees after receiving training. Section F is the last dimension with one main question which intends to find out if there is an existing policy on T&D programme within the OTP. For the department to implement T&D programme, there is a need for the T&D policy which outlines all the above stages.

The researcher established if there were need for changes on the questionnaire by giving it to three staff members who were not participating on the study and this pilot study confirmed that it was possible to conduct a study.

On the qualitative data collection point of view, data was collected using in-depth interviews of which open-ended questions were asked. Du Plooy-Cilliers et al. (2014:188) describe an in-depth interview as a qualitative data collection method which permits one to ask questions to participants with the intention of knowing more about their opinions, feelings, and views about a certain phenomenon. Assistant directors which are direct supervisors to support services units were interviewed in terms of the implementation of the T&D programmes. Du Plooy-Cilliers et al. (2014:188) states that the interview process occurred during office hours whereby the researcher asked questions which were well prepared in advance. The collection of data using qualitative method assisted in the gathering of the richest and complexity of data from a difficult phenomenon in a social environment (Du Plooy-Cilliers et al., 2014:188). The use of such approach has assisted in shaping the facts to discover an in-depth understanding of the

object in the social setting therefore ensure validity and reliability of the findings. Such an opportunity enabled the researcher to ask to follow up questions where more clarity was required to ensure achievement of social constructivism.

Layout of interviews

Qualitative data was collected through interviews and Annexure II is attached as a copy of questions that were asked to the respondents. Data collection started with emails which were sent to ten assistant directors, letters introducing the study and the gate keeper's letter which is attached. Appointments were made through telephone and the interviews were conducted. The interviews were open-ended questions. Interviews were to be conducted on ten respondents but one was not available, therefore, nine respondents were available. There were eleven questions that were asked to the respondents and there were aligned to the systems model of T&D.

4.6 SAMPLING

Du Plooy-Cilliers et al. (2014:135) define a sample "as a subset of a population that is representative of the population". When making a sample choice for the study, it is crucial that the sample strategy is in line with the purpose of the research. In this case, the target population of the study were administrative staff together with assistant managers working in support service units within the OTP. The deputy directors were also included to partake in a quantitative sampling for their experience and expertise in these units. Likewise, Ranjit (2005:96) regards target population as a collection of individuals with a certain characteristic needed by the researcher to add to the knowledge of the study. Therefore, in line with Ranjit, the researcher included deputy directors as senior staff members, particularly to add knowledge in terms of the study. On the qualitative point of view, the assistant directors were included as units of analysis as they are working at operational level and close to the administrative staff. This study adopted a probability sampling strategy to attain its quantitative and non-probability on the qualitative component of the study.

- **Probability Sampling Strategy**

According to Mouton (2012:133) probability sampling can be defined as an equal chance of selecting the population with the use of sample frame to determine the inclusion. This type of strategy was selected to reduce human bias. In this context, simple random sampling was used. This type of sampling technique can be best used when the portion of the population has the same and equal chance of inclusion in the sample (Du Plooy-Cilliers et al. 2014:138). The

population size of all the staff in the OTP staff is 152 in the Support Service units and this also comprises of assistant directors. However, the researcher did not administer a survey to the assistant directors but rather conduct interviews with them. Hence the sample of only the administrative staff is 142 which the researcher intends to survey.

Process of determining sample size for survey Yamane (1967 cited in Mthuli, 2014).

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{142}{1 + (142)(0.05)^2}$$

$$n = \frac{142}{1.335}$$

Sample size = 106

where N = Population

e = Margin of error

n = Sample size

- **Non-probability Sampling Strategy**

Du Plooy-Cilliers *et al.* (2014:138) argue that non-probability sampling strategy can be utilised when it is not possible to determine a sample frame for the whole population due to challenges in accessing the population. Particularly, the researcher has a choice as to who can be included in a sample and who can be disregarded. This study employed purposive sampling because it was suitable and the researcher purposely chose 10 assistant directors to include in a sample because of their positions at OTP in the support services units. The position and role of the assistant directors form the characteristic needed to understand their views on the subject matter. They played a crucial role in T&D hence they are direct supervisors of administrative staff in the OTP. Hence, they understand these employees better than anyone in the department.

Validity, Reliability, and Trustworthiness

Researchers must ensure that during data collection the data that is recorded reflect the facts, responses, observations, and events. Data quality is strongly influenced by the quality of data collection methods used (UK Data Archive, 2012). Teddlie and Thashakori (2009:2008) state that in a mixed method approach, reliability, and validity of data should equally address

quantitative and qualitative research. The authors further add that qualitative research is concerned with trustworthiness.

In a quantitative research point of view, reliability means that when a researcher is examining whether similar results would be produced if the research were to be repeated (Du Plooy-Cilliers et al., 2014:254) In the case of the study, the same questionnaire was given to different employees, in various level of positions, and in different units within the department. For the study, a nominal scale was used in which respondents' age was provided.

Du Plooy-Cilliers et al. (2014:256) described validity as the extent to which the tool that was carefully chosen in fact revealed the authenticity of the constructs that were being measured. In quantitative approach, validity is concerned with whether the study captured what it was supposed to capture (Du Plooy-Cilliers et al., 2014:256). To ensure the trustworthiness of findings, the researcher used theories that are in line with the research questions. The researcher ensured that the correct procedure is used in terms of conducting interviews with the supervisors of employees as outlined by the sample. The respondents' feelings were taken into consideration during the interviews particularly when personal questions were asked. Potential bias was avoided since the researcher is also a public servant and working in the same environment as the participants. During the interviews, the researcher ensured the reiteration of responses given by the respondents to clearly record the correct data, therefore the level of validity and trustworthiness was ensured.

Du Plooy-Cilliers et al. (2014:254) argue that there is cooperation between reliability and findings of the study. The authors further add that, "reliability is about credibility and consistency'. To ensure trustworthiness, the questions asked during interviews were all the same across all respondents. Trustworthiness was ensured because the researcher spent long hours with participants trying to get an in-depth understanding of the phenomena. The receipt of data from primary sources ensured reliability and trustworthiness of the process. The questions were covered by a self-explanatory letter which assured all respondents about confidentiality. The researcher's contact details were included in case of clarity and they were given an opportunity not to reveal their identity. They were also informed that the authority to conduct the study was granted by the relevant authorities, therefore they were free to respond.

The reliability, validity and trustworthiness of secondary data was also guaranteed since the documents used to gather information were collected from the reliable and senior officials within the department.

4.7 DATA ANALYSIS

Data analysis aims to prove that a certain technique works better than current accepted norm (Du Plooy-Cilliers et al., 2014:210). Therefore, the statistics produced can assist in convincing other researches to adopt the same technique when conducting their studies. Since the study employed mixed methods, quantitative and qualitative data analysis tools were employed. Quantitative analytical software called Statistical Package for the Social Sciences (SPSS) was used to describe data by creating tables, graphs etc., and SPSS is also capable to handle a large amount of data.

From the qualitative research point of view, thematic analysis was employed. Du Plooy-Cilliers et al. (2014:241) describe thematic analysis as a list of known or anticipated themes found in the literature review of the study. The authors add that the advantage of using thematic analysis helps to collect the researcher to organise, read, and construct themes hence the researcher is fully part of the analysis process.

4.8 CONTRIBUTION OF THE STUDY

The effort on the transformation from apartheid to democracy leaves SA applauding the landmark of 22 years into this democracy. Despite the improvement made but to some extent this country is still facing serious problems (Qwabe, 2013:21). Therefore, the researcher seeks to investigate the implementation of training and development programmes which will have a significant contribution to the body of knowledge. This will lead to the conclusion that training provides benefits for employees and organisation. Arguinis and Kraiger (2009:453) argue that training and development has a significant impact on the performance of the employees. In addition, Arguinis and Kraiger (2009: 462) further argue that training can change staff behaviour, attitude, motivates and empower employees. In this case, training and development of employees can have a negative impact on the productivity of the department if employees' concerns are not addressed immediately. Undoubtedly, this can enhance employment opportunities for SA employees and speed up service delivery which will also contribute to the sustainability of the country's economy.

4.9 LIMITATIONS OF THE STUDY

Du-Plooy-Cilliers et al. (2014:275) view limitations as restrictions that create impediments in undertaking the study which are out of your control like, time, financial resources, information accessibility. Obviously, large amount of information was obtained from employees within OTP. Hence, inaccessibility of information would hinder the flow of the study plan. Likewise, focusing only in KZNOTP among other provinces presents restriction of information which could have been acquired from other provinces across South Africa.

4.10 ETHICAL CONSIDERATIONS

The wellbeing of participants was considered through obtaining informed consent form for both quantitative and qualitative methods. In this case, all relevant documents like, gate keeper's letter and the covering letter which explained the reason for conducting the study were obtained before the study could commence. The participants were informed that their participation in the study was voluntary and there would be no monetary gain from partaking in the survey. Participants were advised that anonymity and confidentiality of records identifying them as participants would be maintained by the University of KwaZulu-Natal (UKZN). The participants were also informed that they have a right to withdraw from partaking in the study whenever they wished to do so. The ethical clearance was obtained from the UKZN to safeguard participants from any possible harm.

4.11 CONCLUSION

The mixed methodology was introduced in this study to investigate the implementation of T&D programme in the OTP. The questionnaire was used to collect data focused mainly on four stages of the systems approach, and they are, the training needs assessment, training design, training delivery/implementation and training evaluation. From the qualitative point of view, interviews were conducted from a sample of ten assistant managers. The questions were also based on four stages of the systems approach. The following chapter presents the findings and analysis of the study.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

This chapter summarises the findings and results of the study. It provides the demographics of the study population results. These findings anticipated to provide recommendations to the KZNOTP subsequent the revelations made by respondents in terms of how T&D programme is implemented in the department. The findings and analysis were conducted through both quantitative and qualitative research approaches.

5.2 RESULTS

Description of the study population

This chapter describes the individuals who participated in the study. Their age, years of experience, gender, directorates they work for is indicated by way of a table and a graph. A total of 93 officials from OTP took part in the study, of which 55.9 % (n=52) were females and 44.1% (n = 41) were males as depicted in Table 5.1. The median age of the study participants was 35 years (inter-quartile range 24-50). The youngest participant was 22 years. The majority i.e. 60.9% (n = 56) of the study participants indicated having a diploma certificate whilst 30.8% (n=28) said they had degrees. Supply chain management officials consisted 15.8% (n=14) of the study participants.

Table 5.1: Socio-demographic characteristics of OTP KZN study participants

Characteristics	N= 93 n (%)
Gender	
• Female	52 (55.9)
• Male	41 (44.1)
Age (Years)	
• Median (inter-quartile range)	35 (24-50)
Work experience (Years)	
• Median (inter-quartile range)	12 (2-28)
Component	
Director-General Support Services	2 (2.2)
Financial accounting	6 (6.6)
Human Resources Support	9 (9.9)
Integrity Management	9 (9.9)
Information Technology	1 (1.1)
King Support & Royal Household	4 (4.4)
Monitoring & Evaluation	5 (5.5)

Characteristics	N= 93 n (%)
Management Accounting	10 (11.0)
New Provincial Organisational Development	4 (4.4)
Office Support & Auxiliary Services	10 (11.0)
Persal Management	3 (3.3)
Provincial Public Service Training Academy	6 (6.6)
Premier Support	4 (4.4)
Supply Chain Management	14 (15.8)
State Law & Advisory Services	4(4.4)
Salary Level;	
5	14 (17.1)
6	9 (11.0)
7	14 (17.1)
8	14 (17.1)
9	11 (13.4)
10	5 (6.1)
11	7 (8.5)
12	8 (9.8)
Level of education	
Secondary	8 (8.7)
Diploma	56 (60.9)
Degree	28 (30.40)

Way in which training needs analysis is conducted in the Kwa Zulu Natal Officer of the Premier

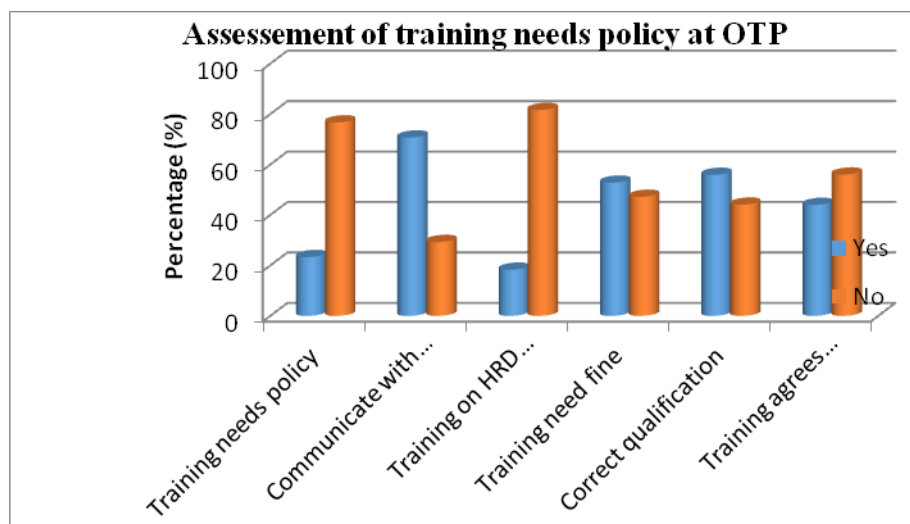
A large percentage i.e. 76.7% (n = 69) of study participants disagreed that a training needs assessment policy was in place at the OTP as depicted in Table 5.2. About 71% n=65) of study respondents agreed that they communicate their training needs to the supervisor as depicted in Table 5.2.

Table 5.2: Display of responses regarding the needs assessment policy at OPT

Characteristic	Yes (%)	No (%)	Total
Presence of a training needs assessment policy	21 (23.3)	69 (76.7)	90
Communicate training needs to supervisor	65 (70.7)	27 (29.3)	92
Received training on HRD policies	17 (18.3)	76 (81.6)	93
Training needs agrees with employee and organisation's needs	47 (52.8)	42 (47.2)	89
Is your qualification in line with your job?	52 (55.9)	41 (44.1)	93
Receive training in line with EPMDS	40 (44.0)	51 (56.0)	91

A large percentage 81.6% (n=76) of respondents disagreed ever receiving training on HRD policies as shown in Figure 5.1.

Figure 5.1: Distribution of study participant responses pertaining to the needs policy



Is training design strategy adopted in the KwaZulu-Natal Office of OTP adequate?

Fewer study participants 25.8% (n=23) agreed being satisfied with the way training is organised by OTP as depicted in Table 5.3

Table 5.3: Responses to the question addressing the adequacy of the training strategy at OTP.

Characteristic	Yes (%)	No (%)	Total
Knowledge of legislation & policy prescripts in the OTP	30 (33.0)	61 (67.0)	91
Attended an external training course	47 (51.1)	45 (48.9)	92
Attended internal training course	70 (77.8)	20 (22.2)	90
Are internal trainers and supervisors involved in the planning	56 (63.6)	32 (36.4)	88
Are internal supervisors involved in planning process?	54 (59.3)	37 (40.7)	91
Satisfied manner in which training is organised at OTP	23 (25.8)	66 (74.2)	89

Assessing the training delivery strategy employed in the KwaZulu-Natal OTP

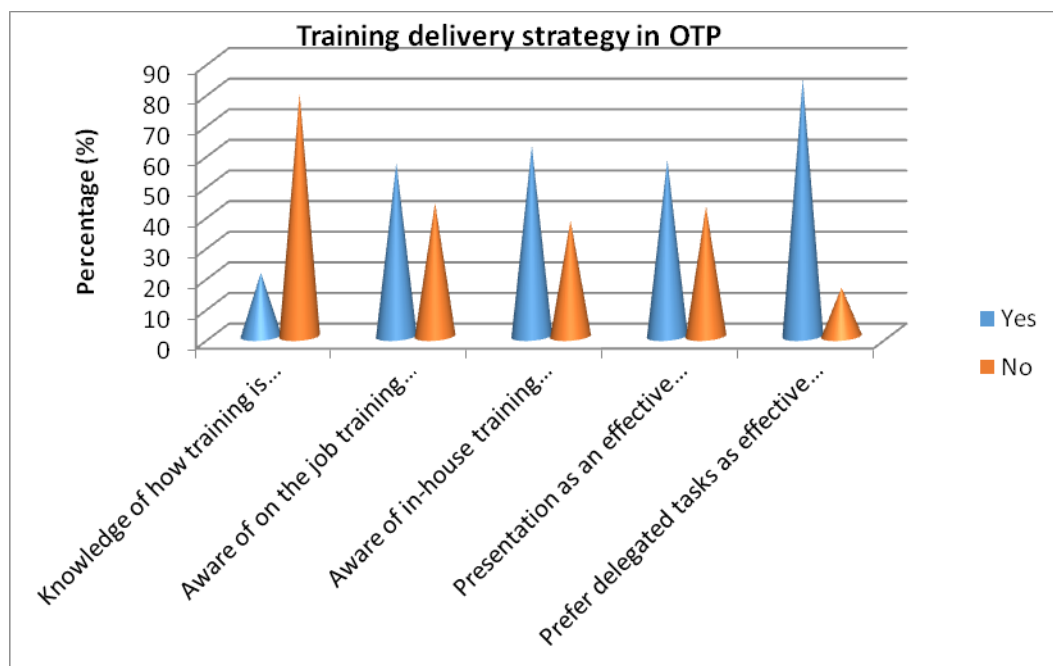
Over 80% (n=74) of study participants prefer delegated tasks as an effective method of delivery training as shown in Table 5.4. A large percentage of study participants i.e. 79.3% (n=73) expressed ignorance of how training is implemented in OTP compared to 20.7% (n=19) who indicated they were aware.

Table 5.4: Training delivery strategy in the KZN OTP

Characteristic	Yes (%)	No (%)	Total
Knowledge of how training is implemented	19 (20.7)	73 (79.3)	92
Aware of on the job training opportunities	52 (56.5)	40 (43.5)	92
Aware of in-house training provided by OTP	56 (62.2)	34 (37.8)	90
Presentation as an effective method of delivering training	53 (57.6)	39 (42.4)	92
Prefer delegated tasks as effective delivery training	74 (84.1)	14 (15.9)	88

Sixty two percent (62.2%; n=56) of the study participants indicated awareness of in-house training offered by OTP as shown in Figure 5.2.

Figure 5.2 Responses of training delivery strategy in the OTP



Evaluation of training in the KwaZulu-Natal OTP

Sixty six percent (66.3%; n=59) of study participants indicated that they saw a change in their behaviour and attitude towards work after receiving training as depicted in Table 5.5.

Table 5.5: Evaluation of Training in the KZN OTP

Characteristic	Yes (%)	No (%)	Total
Training changed my behaviour & attitude towards work	59 (66.3)	30 (33.7)	89
Training has contributed to the effectiveness of OTP	47 (52.2)	43 (47.3)	90
Impact assessment is done after training	44 (48.9)	46 (51.1)	90
Did your training have an impact assessment component?	5 (5.6)	84 (94.4)	89
OTP organised training equipped me with better skills	45 (50.6)	44 (49.4)	89
I can apply training knowledge in my work environment	42 (42.2)	47 (52.8)	89

Any overwhelming i.e. 94.4% (n=84) of study participants said that the training they received was not assessed for its impact on their work as shown in figure 5.3

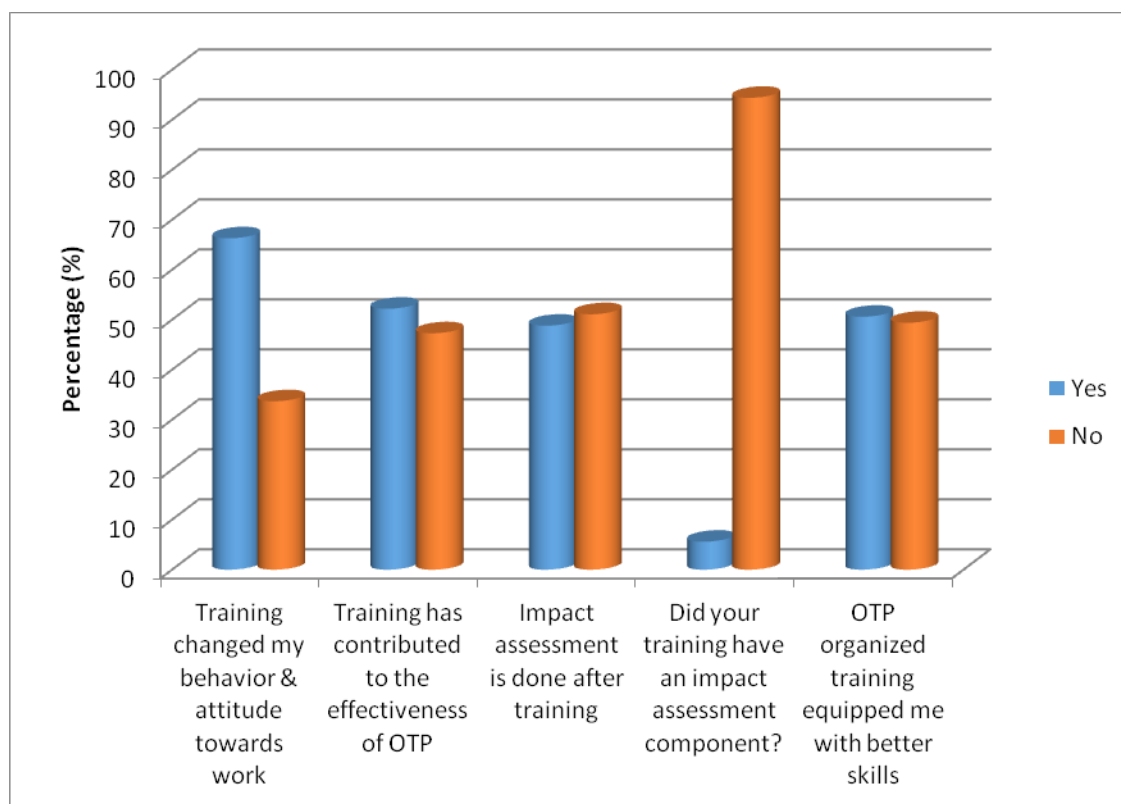


Figure 5.3: Perception of how training is evaluated in the Kwa Zulu-Natal OTP

Investigating factors influencing implementation of training and development in OTP Kwa Zulu Natal using uni-variate logistic regression

No statistically significant relationship was established between receiving training in line with EPMDs and having a needs assessment policy in OTP Kwa Zulu Natal as the P-value was 0.256 as shown in Table 5.6. Those who agreed that the training they received was in line with their EPMDs were 4.9 times more likely to agree communicating their training needs to their supervisor's and this relationship was statistically significant at 95% confidence as the P-value was 0.004 as depicted in Table 5.6.

Table 5.6: Assessing factors influencing implementation of training and development in the OTP Kwa Zulu-Natal

Characteristic	n	OR	CI	P-value*
Training needs assessment policy present				
No (Reference)	69	1		
Yes	21	1.8	0.7-4.9	0.2560
Communicate training needs to supervisor				
No (Reference)	27	1		
Yes	65	4.9	1.6-14.6	0.0040
Trained in HRD policies				
No (Reference)	76	1		
Yes	17	8.6	2.3-32.7	0.0020
Training programs in line with needs of OTP				
No (Reference)	42	1		
Yes	47	8.7	3.3-23.6	0.0000
Is your qualification in line with your job				
No (Reference)	41	1		
Yes	52	3.7	1.5-9.2	0.0000

n=Total number of study participants, OR=odds ratio, CI=Confidence interval at 95%

Investigating factors influencing implementation of training and development in OTP Kwa Zulu Natal using multi-variate logistic regression

When confounding variables like age, gender, and level of education of participants was taken into consideration, those study participants who agreed that their training was in line with their EPMDs were 7.85 times more likely to have agreed compared to those who disagreed that they had received training in HRD policies and this association was statistically significant as the P-value was 0.049 which is less than 0.05 at 95% confidence interval as evidenced in Table 5.7. Furthermore, those study participants who agreed that their training was in line with their EPMDs were 8.5 times more likely to have agreed compared to those who disagreed that their qualifications were in line with their current job and this association was statistically significant as the P-value was 0.005 which is less than 0.05 at 95% confidence interval as depicted in Table 5.7.

Table 5.7: Assessing factors influencing implementation of training and development in the OTP Kwa Zulu Natal

Characteristic	n	OR	CI	P-value*
Gender	93			
Female (Reference)		1		
Males		0.86	0.25-2.95	0.814
Age	92	1.16	0.97-1.38	0.106
Work Experience	85	0.92	0.78-1.05	0.194
Educational level	92			
Degree (Reference)		1		
Secondary		8.0	0.63-101.29	0.109
Diploma		1.2	0.28-5.15	0.807
Training needs assessment policy present	90			
No (Reference)		1		
Yes		0.89	0.1-5.93	0.905
Communicate training needs to supervisor	92			
No (Reference)		1		
Yes		2.853	0.59-14.70	0.184
Trained in HRD policies	93			

No (Reference)		1		
Yes		7.85		0.049
Training programs in line with needs of OTP	89		1.00-61.41	
No (Reference)		1		
Yes		8.5		0.005
Is your qualification in line with your job?	93		1.91-37.86	
No (Reference)		1		
Yes		3.55	0.95-13.30	0.060

n=Total number of study participants, OR=odds ratio, CI=Confidence interval at 95%

5.3 DISCUSSION OF QUALITATIVE FINDINGS

This study sought to answer how training and development programmes are implemented in the OTP Kwa Zulu-Natal. One avenue of achieving this is having a needs assessment policy in place. This study established that 76.7% (n=69) of study participants disagreed that the OTP has such a policy. This is concerning because according to the KZNOTP Annual HRD Implementation Plan 2016/17, the policy has been developed and consulted which included pre-and -post-training intervention.

An awareness or induction into the policies of OTP is needed. Those who agreed that their training was in line with their EPMDS were 7.85 times more likely to have agreed being trained in HRD policies than those who disagreed. This is further evidence that employees need to be trained in the policies of the department. Informed employees tend to be positive about their organisation as evidenced by a study by Chahal (2013:43), which found that the department must have clear training policy as well as training guide. This will also require continuous training for the department to compete globally.

Furthermore, very few 25.8% (n=23) study participants expressed happiness in the way training is done at OTP. This could be a sign that maybe more education on the current training strategies need to be considered. Over 67% (n=61) of the study participants expressed ignorance of knowing legislation and policy prescripts in the OTP. This is like a finding by Erasmus et al. (2010:69) who reported that if the department is serious about improving department and employees' performance, it will require a new-mind-set which requires that everyone within the organisation move from the past to the future. Moving forward will require innovative people who are willing to go an extra mile in ensuring lifelong learning.

Seventy nine percent (n = 73) of study participants indicated not knowing how the training delivery strategy was implemented in OTP. This is concerning because this can easily result in an organisation not achieving its desired outcomes when employees are not aware of the strategy implemented in achieving the aims of an organisation. Regis (2008:179) discovered that the organisations that design their training methods are more effective than those who do not.

Evaluating the impact of any training program is vital in helping the organisations quantify the effectiveness of its training program or seminar (Erasmus et al., 2010:223). The author reported that the success of any training program is based on an effective evaluation of the programme. Botha, Kiley, and Truman (2009:113) further add that evaluation is conducted with the aim of determining the level of the learning programme in meeting the desires of the participants. Evaluation can be in the form of a standard questionnaire given to all participants. On the other hand, the supervisor or line managers can observe changes in the behaviour or attitude of those employees after the training intervention. The change in behaviour or attitude will determine the success of the training intervention. Therefore, the fact that 94% (n=84) of study participants indicated that the training programs they attended were not evaluated is very worrying. Having training programs in line with the needs of OTP was established as influencing implementation of training. Thus, effective communication at the beginning of a financial year is very important in the success of a training strategy.

Also training personnel in HRD policies was found to be influencing implementation of training programmes. Thus, more effort in schooling employees in the HRD policies should be done. Tshikovhi (2012:30) in her study in the Limpopo Province established that employees who are well versed in HRD policies are better performers. Tshikovhi (2012:30) discovered that, “research linking HR and performance has identified “bundles” of HR policies that are positively associated with an organisation’s performance.” Therefore, departments must add towards the effective T&D of employees.

Qualitative data was gathered in a research setting which is accessible and applicable to the study, the site being the KZNOTP in Pietermaritzburg. Data was collected through interview technique in which open-ended questions were probed. The questions asked are tabled below and they are in line with the research questions;

Table 5.8: Synergy between research questions, Research objectives and interview questionnaire.

Research Objectives	Interview questions
Training Needs Assessment	2 and 6
Training Design	3 and 4
Training Delivery/Implementation	1,5,7 and 9
Evaluation of training	8, 10 and 11

Data collected was presented immediately after the sample size at the OTP was identified.

Sample Size

Purposive sampling was found to be suitable for the study. Therefore, ten assistant managers who work at an operational level and direct supervisors to the support services units were selected for interviews. The eldest respondent was a fifty-six-year-old black African male with twenty-six years of service and holds an honours degree qualification. The youngest respondent was a thirty-four years Black African female who holds a degree. The middle age respondent was forty years of age with nineteen years of service and holds a National Diploma qualification.

The summary and interpretation of responses that were collected are presented below.

Research objective 1

Training Needs Assessment

From the qualitative point of view, the respondents who participated in the study were described as follows:

A total number of ten assistant directors working for the OTP under support service units participated in the study, of which six were females and four were males. The median age of the respondents was 32 years and the youngest respondent was 29 years. The respondents indicated having qualifications and two of them were operating as assistant managers from Human Resources Support (HRS).

A significant number of respondents, i.e., eight respondents disagreed that the T&D policy was in place. These respondents noted that their training needs were disregarded and the department had other priorities to attend to. Their responses focused more on the assessment of employee training needs which required to be communicated with their immediate supervisors. They mentioned that they have included their training requirements on annual Personal Development Plans (PDP) but they did not receive any training. One of the respondents has commented as follows:

“If the department had a policy, it would have outlined clear guidelines that needed to be followed when conducting T&D of employees. This policy would also specify a suitable strategy to be followed when assessing training needs of the employees” (35).

However, one respondent was not sure if there was any policy in place in terms of T&D of employees. She said that she was not sure as to how training is conducted in the OTP because if the policy was available it would have guaranteed alignment of employees’ needs to the organisational goals.

Research objective 2

Training design

Several respondents pointed to dissatisfaction in terms of how training is designed in the OTP, for example, seven respondents disagreed being satisfied with the manner in which the training is structured in the OTP. These respondents felt that they should have been involved during the planning of training as first line managers. They further mentioned that employees’ goals were not taken into consideration when training is organised. This resulted in them being nominated to attend the training courses which were not in line with their goals. Two respondents agreed that there was a need for alignment of employees’ goals with the organisational goals in order to reach one goal. They indicated that T&D programmes should be designed to achieve intended organisational aims and objectives.

These respondents said, *“It is an undeniable fact that we (employees) have our own expectations about how we would like to grow and develop to improve organisation productivity. It is also our wish that our needs are met for the sake of growth and improvement to deliver services on the departmental side as well. It would be appreciated if our goals can be aligned with departmental goals to benefit both parties.*

However, one these respondents was aware of her goals but she was not sure of how to achieve them. This was aggravated by the lack of department to organise relevant training for these employees. She also mentioned that the job she was performing at that period was irrelevant to her qualification which also deprive her an opportunity to grow as an individual.

The respondents mentioned that training is mostly conducted towards the end of the financial year, and therefore, respondents believed that this is done to comply with the requirements of the Skills Development Act. The respondents from HRP indicated that the annual budget is available for departmental employees to attend training but due to poor planning by HRP and the top management, this budget is used for other departmental priorities and therefore used on other departmental votes. For this unit to comply with the requirements of the Act, they opt for other available courses to be attended by all other employees to spend budget. Therefore, respondents regarded T&D as a compliance issue or a tick box exercise rather than a tool for productivity improvement and employee growth.

Research objective 3

Training Delivery/Implementation

Seven respondents made a point that they believed that every organisation train their employees to get return on investment. They further mentioned that it is different with the OTP because employees are made to attend training courses which the organisation felt they must attend. These training courses were found to be irrelevant to respondents' duties and could not produce any results that will positively affect the employee performance and organisational productivity in the future. They indicated lack of support on the management side, saying that managers do not support training and they felt that employees training is a waste of time and therefore wasting government funds because they are spending a lot of time away from work.

Three respondents also indicated that line managers believed that training is HR function and therefore training issues must be dealt with by HR personnel. This shows that employees are not properly guided on the types of training courses they should be attending. These respondents further add that, their management would call them back to their working stations because they don't regard training as important.

A great number of respondents indicated that OTP management lack knowledge and skill as to how T&D programmes should be implemented. About eight respondents indicated that graduates are disregarded in this department and are not placed according to their qualifications. This has led to several competent and talented employees leaving the

department for better opportunities. The respondents further indicated that they received bursaries from OTP to be enrolled in tertiary institutions but they are not recognised after obtaining their qualifications. This is a concern because the department is losing talented personnel due to non-recognition of talent.

Two respondents indicated that it would be better if the department identified their current talent before the training of staff commences to avoid duplication and waste of government funds. They mentioned that several personnel are invited to attend the same training. For those employees with skills, the department is not recognising them. These redundant skills could be used to support the organisation in terms of service delivery. They further mentioned that there are employees who hold degrees and some have PHD's but they are still operating at very low levels.

These respondents further indicated that several employees in the OTP are at an advanced stage, therefore, management feel threatened. The respondent cited a case of a Director who held a PHD and operating as a policy analyst who was frustrated in this position in such a way that he opted to resign with immediate effect.

Several respondents disagreed to have knowledge of formal in-house training or OJT offered by the OTP. They said they rely on other colleagues for assistance on how to perform duties assigned to them. There are no mentors, no rotation of duties, no job enlargement or job enrichment to capacitate employees. They mentioned that, the only external training that was offered to them was BAS, PERSAL, Induction, Customer Care, Khaedu, and Project Management. Therefore, employees feel that the OTP management lack knowledge on how T&D programmes should be implemented.

One respondent confirmed this by saying that: *During my first day at work I was hoping to get a mentor as I needed to understand the dynamics of the department. The supervisor introduced me to the staff I was about to supervise. I was also hoping that he was going to show me what he was expecting from me but, I was told that my supervisees will show me how things are done around the office. I had to organise a job description of which she refused to sign. I had to liaise with other departments to learn and perform my new duties. I have been with the OTP for 5 years now but I have not been exposed to training that will improve my performance. What I found strange is that, employees do not have job descriptions but they sign performance agreements with their supervisors. I have requested to attend a course but I was told about a*

circular on cost-cutting measures from Provincial Treasury. Therefore, KZNOTP lacks in terms of mentoring and coaching their staff.

One respondent who is operating in Supply Chain Management indicated poor implementation of internship programme saying that the interns are not fully capacitated in line with the SDA. They said that they are not empowered as graduates in obtaining relevant skills. They further mentioned that interns are performing duties that are far below and not in line with their qualifications. They are made to collect and deliver mail, make copies and filing. For those who are performing relevant duties, there is no rotation within that unit.

Research objective 4

Evaluation of training

Six respondents view absence of a T&D plan as a main challenge because there are no guidelines which directs HR practitioners on how to evaluate training. Line managers are not knowledgeable in terms of HR matters, therefore, there is a belief that managers from HRP are the one who are supposed to take care of all issues including those that affect line management staff. Respondents view line managers as not supporting their staff in terms of T&D. One of the above respondents indicated that there is a serious challenge in terms of which unit should provide training. There are serious conflicting roles between PPSTA and HRS. Skills development is dealt with by PPSTA and the WSP is conducted by HRP. Therefore, the roles of these two units are not clear of and therefore hinder the progress in terms of the service delivery and employee development.

However, four respondents viewed KZN Training Academy as not fully utilised to capacitate internal staff. They further said that the Academy's focus is on transversal training; therefore, OTP staff is not benefiting from the academy. According to these respondents, the skills development unit is based in the academy, however, they said they are transversal.

Six respondents highlighted the importance of monitoring and evaluation of T&D saying that this will determine the impact of training to ensure return on investment. These respondents said that training impact assessment is not conducted after training. According to these employees, the line managers are not fully aware of their role in terms of evaluation of training.

Four respondents, who are operating as internal trainers, indicated that there is little that has been done in terms of evaluation of training. They mentioned that the evaluation that occurs

after training is that of a facilitator. These respondents regarded the unavailability of the policy as the key concern, saying that if the policy was available it would have specified as to how training should be evaluated. They indicated that it is impossible to determine if there is change in employees' behaviour or attitude because there is no impact assessment that is conducted after the training. The courses which enable one to determine if there was a change after training intervention are; Basic Accounting System (BAS) and PERSAL systems. The training on these systems are practical and are used on daily basis, therefore it is easy to determine change after training.

Several respondents suggested that HRP must develop a policy which outlines proper T&D of employees. Five respondents suggested that the employee-supervisor relationship must be encouraged to stop such problems in the workplace. They further recommended that employees be trained according to their requirements as reflecting on their PDP's and this training should be on intervals and not towards the end of the financial year. They added that in-house training should be encouraged in the OTP for the benefit of new employees, interns, and learners.

One of them even added that there is a need for capacitation of staff members. All employees in the OTP must be aware of the processes and HR matters, particularly which affects them. HR and line management role must be clearly defined in terms of T&D programmes. This will minimise confusion and uncertainty of staff.

However, 4 respondents believed that internal trainers are fully capacitated to conduct internal training courses. Therefore, the department can save a lot of money if they are given a chance. The department must ensure that these trainers are also given refresher courses to be at par with the other external trainers.

5.4 ANALYSIS OF QUALITATIVE FINDINGS

From the qualitative point of view, the study established that 90% of participants are not in agreement with the existence of the OTP policy. The study found that the absence of a policy is disturbing because the operation of an organisation is operating in a vacuum. The implementation of the policy on T&D programme will assist in directing the department on how to assess employees' needs to achieve the organisational goals. In terms of the KZNOTP Annual HRD Implementation Plan 2016/17, the OTP policy on T&D was developed and consulted. This policy also stipulates that the pre-and- post-training intervention would be included. In view of the above there is several respondents who are not aware of the policy and

this indicates that there is a need for employees to be educated on the contents of the policy. This will also enable them to understand their contribution in the organisation.

Furthermore, few respondents expressed satisfaction in the alignment of employees' goals to those of the organisation. About eight respondents expressed their dissatisfaction in the way training is conducted in the OTP. They also add that they discuss their needs with their immediate supervisors and their needs are also reflecting on the annual PDP's but there is no improvement. In line with the above statement, employees have needs and they joined the organisation hoping to fulfil these needs (Nel et al., 2004:37). The authors state that employees have diverse prospects in life, and this is displayed when they pursue personal goals in the organisation. It is an undeniable fact that employees are the backbone of organisation and the organisations' success is dependent on them. Therefore, employees must be equipped to better achieve their goals for the success of the organisation.

A few number of respondents agreed to be satisfied in the way the training is delivered in the OTP. About seven employees felt that there is no consultation in terms of training delivery. As a result, the HRP provides training that is not in line with respondents' functions and the contents of the PDP's. A myriad of scholars argues that training benefit both employees and the organisation. According to Erasmus et al. (2010:03), "employees are empowered to make better decisions and solve problems more effectively". Making wise decisions and problem solving will enhance OTP service delivery.

Furthermore, several respondents expressed their concern about the delivery of training towards the end of the financial year. They said, the department usually circulates the list of training courses during the time when the budget is being reviewed. These respondents felt that there is no intention for providing training during this time of the year except for spending budget and complying with the legislation. They further recommended that the organisation should have a curriculum for the courses they intended to provide for the rest of the year. Since the OTP conducts the annual skills audit, it would have assisted them in identifying gaps in advance. Erasmus et al. (2010:148) concur with the statement by saying that, having a skills audit will assist in determining the actual skills of the existing employees to define the skills gap and the necessary skills. Therefore, it is important to design the training in line with the needs of the organisation that will also assist in personal growth of employees.

Proper implementation of training is very important because it guarantees return on investment and growth of individual employees. In line with the above statement, Albu and Morosan-

Danila (2009:137) state that “workplace motivation can be defined as the influence that makes us do things to achieve organisational goals”. Organisational goals can be achieved through satisfaction of employee’s needs as a result, organisational tasks can be completed effectively (Albu and Morosan-Danila, 2009:137). About seven respondents indicated that the T&D programme in the OTP is not properly implemented. The respondents further indicated that they were made to attend training courses that were irrelevant to their jobs. Therefore, they regarded the training as not producing any results but wasting government money. This is like a finding by Paterson, Pillay, Reddy, Juan and Twalo (2014:445) in saying that the successful delivery of training is expected to bring change in attitude and behaviour of some employees. In view of the above, several respondents viewed implementation of training as lacking support from the OTP management. Line managers must work together with HRP in terms of staff development and that would ensure success in the implementation of T&D programme.

Several respondents were not aware of a formal in-house training or OJT. About eight respondents indicated that there were no mentors, learners, and interns for newly appointees and job rotation is not considered in the department. According to Nyakitshana and Kroukamp (2009:178), the employees have confidence in performing duties under the supervision of a mentor or coach who provides support and providing reassurance to them as newly appointed employees. These respondents further indicated that during their first day at work they were informally trained by their peers. This is a great concern as the respondents were new from the department, they needed someone who has vast experience and be able to ensure that these respondents can produce demonstrable results in the future.

One of the respondent also mentioned that if T&D programmes were properly implemented, this would have assisted in correctly placing the talented staff. The respondent indicated that most of the OTP staff are at an advanced stage, therefore, correct placement of skilled employees can add value to the success of an organisation. Organisations that are engaged in talent management are strategic and careful in how they track, invite, select, train, develop, maintain, encourage, and rotate employees through the organisation (Albu and Morosan-Danila, 2009:136). In line with the above authors, OTP developed a policy on retention of employees on the 22 February 2013. The main objective of this policy is to provide a framework of methods, factors, and conditions for the retention of employees, particularly those who possess valued skills, scarce skills, critical and high-risk skills. The respondents state that due to non-recognition of high skilled employees, one of chartered accountant (CA)

resigned and left the department for better opportunities. This was due to failure of the department to properly implement the policy.

Training evaluation cannot be effective if it is not appropriately assessed. Nel et al. (2005:438) reported that the evaluation of training defines the distinction between the essential performance and the real performance of an employee. Evaluation of training can be determined by the impact it has on the employees. This can be observed by the change of attitude and behaviour of employees after training intervention. There is a need to engage line managers when conducting the training evaluation impact. The fact that six participants confirmed that line managers are not knowledgeable of HR policies, it implies that evaluation of training is not taking place in the department. These respondents also mentioned that there was no training evaluation in all training courses they attended whilst in the OTP.

Furthermore, four respondents indicated that the training impact assessment can be effective if employees are trained on relevant courses. This will enable them to effectively apply what they have learnt from their work environment. They also indicated that the only training evaluation that has been conducted was that of a facilitator in which employees were required to complete an assessment form. In this case, line managers are required to observe changes in behaviour and attitude of an employee after training took place to ensure value for money.

5.5 CONCLUSION

This chapter presented the findings, analysis, and results of the study. A total number of 93 participants completed the questionnaires and ten assistant directors for support service units were interviewed. Four stages of the systems approach were discussed and they were, training needs assessment, training design, training delivery/implementation and training evaluation. The data highlighted issues that affect proper implementation of T&D programmes in the OTP. It also highlighted improvements and changes that need to be effected to ensure best outcome. Based on the findings and results of the study, conclusions and recommendations of the study will be presented in the following chapter.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter deliberates on the findings of the study and draws conclusion established on the study findings that occurred. The conclusions that are to be presented are based on the crucial findings of the study as resulting from the empirical study that was discussed in chapter two, which is a literature review, and theoretical framework as discussed in chapter three as well as chapter 4 of the study. The recommendations on the implementation of T&D programme in the OTP aiming at improving performance and speeding up service delivery have also been discussed.

Conclusions of the study originated from the fact that the OTP is providing training to departmental employees and this was done to improve performance as well as enhancing service delivery to the community. Despite all this, there were issues such high labour turnover, absenteeism, low morale, low productivity, and a high number of labour cases that led the researcher to conduct this study. The investigation was conducted to establish the underlying problems which prompted employees to behave in such manner. The study adopted the systems approach to T&D which consisted of four stages, that is, Assessment of Training needs, Training Design, Training Delivery/Implementation, and Training Evaluation.

It is against this background that prompted the researcher to investigate in a bid to establish the way in which T&D programme is implemented in the KZNOTP. Various authors believed that T&D can change employees' behaviour and attitude. On the other hand, OTP employees were behaving in a different manner despite skills provided by the department. The study intended to determine the impact of T&D on OTP employees.

6.2 OBJECTIVES OF THE STUDY

Given the research problem and aim of the study, the objectives of the research were:

- To establish the manner in which training needs assessment was conducted in the KwaZulu-Natal Office of the Premier;

- To determine the training design strategy adopted in the KwaZulu-Natal Office of the Premier;
- To determine the training delivery strategy employed in KwaZulu-Natal Office of the Premier; and
- To explore the manner in which training was evaluated in the KwaZulu-Natal Office of the Premier.

6.3 KEY RESEARCH QUESTIONS

Although there were various studies investigated on training and development globally, no topic had been initiated to examine this topic in the KZNOTP, in South Africa. To achieve the objectives, the study intended to bridge this gap by trying to provide answers to the subsequent questions below:

- How are the training needs assessment conducted in the KwaZulu-Natal Office of the Premier?
- What is the training design strategy adopted in the KwaZulu-Natal Office of the Premier?
- What is the training delivery strategy employed in the KwaZulu-Natal Office of the Premier?
- How is training evaluated in the KwaZulu-Natal Office of the Premier?

6.4 CONCLUSIONS

The study presented in this chapter is drawn and based on the findings of this study as well as the recommendations on how well can HRP determine if there was a change in employees' behaviour and attitude, particularly to those who attended the course. Finally, this chapter will suggest the effective way in which the implementation of the T&D programme can be improved in the KZNOTP to enhance performance and improve departmental productivity.

The problems identified by this study are a summary of the results aiming at finding relationship between two variables. The respondents were identified in terms of two groups who attended different training courses. This was done to determine if there were changes in their behaviour and attitude after this intervention. Generally, the respondents felt that their needs in terms of T&D were disregarded

The research discovered that the way T&D is conducted in the OTP impacts on the growth of employees and on the employers' productivity. It was established from both groups of participants that they were not aware of the existence of T&D policy which states clearly as to how T&D programme should be conducted in the OTP. About 76.7% of study participants were not aware of the policy in terms of T&D programme. A detailed conclusion will be outlined in terms of aspects in relations to training needs assessment, training design, training delivery and training evaluation.

6.4.1 Training Needs Assessment

General results in terms of training needs assessment revealed that there was no policy in place which stipulates as to how T&D should be conducted in the OTP. However, about 70.7% of the participants admitted communicating their training needs with their supervisors. They also mentioned that whenever they are invited to attend training, such training is irrelevant to their jobs. This indicated that supervisors are not fully aware of their roles in terms of developing their staff and employees' needs are disregarded. On the other hand, the supervisors also mentioned the absence of a policy as a serious issue. They also mentioned that employees training needs are submitted to HRP through Annual Personal Development Plans but none of those training requirements are considered. They further add that the training invitations received from HRP were not including the requirements of their units as outlined in the PDP's which led to participants attending courses which are irrelevant to their jobs. It can be concluded that due to absence of a T&D policy, growth, and development of employees and organisational productivity cannot be guaranteed in the OTP.

6.4.2 Training Design

The results displayed that participants were not satisfied by the way training was designed in the OTP. A few number of study participants agreed being satisfied by the way was training was organised in this office. This was due to lack of consultation between HRP and line managers. A high number of study participants showed that supervisors were not involved in the planning process of training. These study participants mentioned that training is organised towards the end of the financial year. It was also believed that this was done to spend budget and to comply with the requirements of the SDA. It was concluded that training is regarded as a compliance issue in this department rather than a tool for productivity improvement and employee growth.

6.4.3 Training delivery/implementation

Many study participants, i.e., 79.3% expressed ignorance of how training is implemented compared to 20.7% who indicated awareness. The respondents indicated that T&D programmes implemented in the OTP was not in line with their jobs as a result it does not add value to the employees' growth and the department is not receiving its desired outcome. Therefore, employees preferred delegated tasks compared to external training because they could learn their work from their peers within the department. They also indicated that internal trainers are suitable enough to train OTP employees because other provincial departments also use them to train their employees but they are not fully utilised. They also added that the department is spending tax payers' money on external trainers rather than using available internal trainers. This is an indication that employees lack guidance in terms of T&D as a result there are no mentors to assist employees on how to pursue their careers.

6.4.4 Evaluation of Training

The study respondents indicated the importance of evaluating the impact of T&D programme in the OTP saying that it can assist by improving organisational productivity. Many study respondents on the side of supervisors indicated that the training programmes attended were not evaluated compared to respondents (supervisees) who indicated that they observed change in their behaviour and attitude after training intervention. They further mentioned that the only evaluation conducted in the training programmes were questionnaires which were used to evaluate the facilitator. The study respondents also indicated that lack of support by line managers was also found to be a serious issue, therefore, cannot be able to conduct the training impact assessment. Therefore, study respondents (AD's) indicated that, it is not possible to determine if there were changes after training intervention if training impact is not conducted. Furthermore, these respondents added that the absence of a T&D policy created problems for the department because the policy would have clearly outlined as to how training would be evaluated.

Training is always viewed as crucial in the improvement of employees' performance and organisational productivity. In this case, the department is spending a lot of money on training programmes that do not guarantee return on investment and also which does not guarantee improvement on the employees' performance. The organisation is viewed as having no purpose in the provision of training.

6.5 RECOMMENDATIONS

The results of the study discovered that implementation of the T&D programme in the KZNOTP was a serious challenge. When looking at KZN provincial government departments holistically in terms of implementing T&D programmes, there is a need for this office to align T&D of employees with socio-economic development demands of the country, i.e., NDP, particularly, Chapter 13 which its emphasis is on becoming a capable state and the global Sustainable Development Goals (SDGs). These socio-economic demands cannot be achieved without skilled employees. In line with the above statement, KZNOTP is the driver of the PGDS which also feeds into the NDP. One of the strategy's undertakings is to identify skills shortage and to bring together different ideas from different stakeholders of how to come up with solutions that will assist in retaining critical skills in the province. This is this reason KZNOTP is regarded as the key role player in terms of the implementation of the T&D programme because they are leading the implementation process. It is therefore, recommended that this function be at the strategic level and be included in the Premier's Performance Agreement (PA). Prioritising the implementation of T&D programme would guarantee speedy transformation of this country. In line with above statement, the following must be ensured:

- **The Policy:** the department must have a clear policy on the implementation of T&D programme. This policy must clearly define as to how employees training needs' will be considered. The department must also ensure that the current Annual HRD Strategy is communicated throughout the department through workshops, and information sessions. In this manner, employees will be able to communicate their needs with their supervisors and be trained on relevant courses that will benefit both the employees and the organisation. The policy will also clarify the role of supervisors as well as those of the HR practitioners in terms of employee T&D.
- **Mentoring:** the department must ensure that mentoring programme, needs assessment and evaluation are also prioritised for all employees joining the department. This will assist them to integrate employees' goals with those of the department and will also assist them in fulfilling their goals. A mentor will assist in guiding and directing employees in the right direction with regards to their careers, particularly those that are less-experienced.
- **Retention:** It is well-known that high labour turnover increases expenses and affects organisation in terms of employee morale. Therefore, this office must implement a proper retention strategy in terms of retaining employees with expertise. Human

Resources Management must ensure proper development and implementation of a WSP because it will assist in directing the organisation in filling the skills gaps and to identify and retain the available talent. Retention of employees will assist the department to minimise labour turnover and will also reduce recruitment and selection costs. Therefore, this should be the key responsibility of the Deputy Director-General: Institutional Development.

- **Internal trainers:** The results reveal that internal trainers are not fully utilised by the department. Since these trainers were appointed to perform these duties, it is the responsibility of the Accounting Officer to ensure that they are fully utilised. The use of these trainers would save travelling cost and time in which employees are required to attend courses away from their place of work. The KZN Training Academy is available and fully equipped to host all employees nominated for various courses. Therefore, the KZN Provincial Academy and their trainers must be fully utilised, not only for other departments but also for OTP staff.
- **Training impact evaluation:** the department must ensure that training impact evaluation is conducted after training took place. This will not only give feedback to the OTP employees and the supervisors but will guarantee Return on Investment (ROI) as well. Since the OTP is spending a lot of funds in training its workforce, there is a need to measure training impact for the benefit of the organisation and the community at large, particularly, because this office is working towards the alleviation of poverty in the Province. The evaluation of training impact will ensure value for money and will determine if there is change in employee behaviour and attitude. Therefore, the evaluation of impact must be prioritised and be at the top list of the next departmental strategic planning.

6.6 RECOMMENDATIONS FOR FURTHER STUDIES

In considering for further studies, the findings that were identified from the study were considered. Further studies on the best methods of implementing the T&D programme would assist in the improvement of employee performance as well as enhancing organisational productivity. In this regard, there is a need to further conduct a study on talent management. This will assist in identifying and retaining employees with expertise as well as aligning talent management to T&D programme. The study has shown that there is several skilled employees within the OTP but the talent is redundant. The department is lacking in terms of identifying

and retaining talent. T&D is useless if it does not serve any purpose in terms of employee growth and organisational productivity. The investigation on the implementation of Employee Wellness Programme in the OTP can also be a subject for further research. The EWP programme is up and running but lack implementation. It has been noted that proper implementation of this programme can assist in reducing the issues like high absenteeism, labour cases and labour turnover which also impacts on the employee performance and organisational productivity. The problems that prompted the researcher to conduct the study should have been identified and addressed by this unit. Therefore, proper functioning of this unit will be of utmost importance as it will reduce turnover and improve productivity.

6.7 CONCLUSION OF THE STUDY

The relationship of the study was that the improper implementation of T&D programme in the KZNOTP negatively affects employees' growth and the organisational productivity. The study intended to discover whether T&D programme was properly implemented in such a way that employee's growth and organisational productivity was considered. Chapter two of the study, the literature review, presented various definitions of concepts that relates to the implementation of T&D programme. These definitions were deliberated and juxtaposed. The study also presented legislative framework which impacted on the T&D in SA. On the theoretical point of view, the systems approach with four stages was discussed which guaranteed the optimistic results during the implementation of T&D programmes.

Various methods and designs on the research methodology were deliberated. The researcher used mixed method, i.e., quantitative, and qualitative techniques. The researcher used both techniques to provide participants with an opportunity to voice out their views during the interviews and completion of questionnaires. On the quantitative point of view, the researcher used Administrative staff working at support service units in the KZNOTP to complete the survey forms. On the qualitative collection method, Assistant Directors were purposely selected for the interviews as they were direct supervisors of the administrative staff.

The study discovered that there is a relationship in terms of proper implementation of T&D programme and employee growth and organisational productivity, particularly when using a mixed method technique. On the qualitative point of view, the finding was that employees' needs in terms of T&D were disregarded, as a result employees attended any training that was available at that point in time. Therefore, the absence of T&D policy led to poor

implementation of T&D programmes which also negatively impacted on the employee growth and improvement in the delivery of services in the OTP. A myriad of authors in chapter 2 agree that T&D of employees positively affected employees' performance and growth which led to the improvement in organisational service delivery. Due to unavailability of the policy, participants preferred in-house training more than the external training. Having a KZN Provincial Academy with qualified internal trainers would not only save the department in terms of budget but this would also assist the department to become a learning organisation. The findings also reveal that supervisors and line managers were not involved in T&D of employees. It is an undying fact that line managers play a crucial role in ensuring empowerment of employees and on the other hand, their exclusion in the compilation of WPS is one of the major problem as they work closely with participants and they know their shortcoming that can be addressed by the provision of training. The findings also affirm that provision of training is mostly based on Personal Development Plans of each employees, therefore, line managers and HR managers must work together in ensuring that participants are empowered to improve their well-being and to take the department to another level in terms of service delivery.

The study confirmed that the evaluation of training impact is not conducted in the OTP except for the one that is done by the facilitator immediately after training. This confirmed that the department is lacking in terms of conducting evaluation after the training occurred to determine if it had impact on participants or not. Evaluation of impact assists in determining whether the training had effects on the participants' performance. However, the finding went on to reveal that the department need to identify of employees' goals and integrate them with those of the department. This will not only benefit participants but will also improve their performance at work and will speed up the delivery of services to the community as well. Due to the above finding, the department is viewed as failing to identity the main objective of T&D the staff which led to participants' confusion and created problems. The findings also confirmed the failure of department to provide mentoring and coaching to participants. This led to several employees enrolling on irrelevant courses which also had impact on their line of function. These participants also experienced problems in terms of entrance to labour industry due their qualifications not matching their experience. Having mentors and coaches would assist in directing participants in choosing the correct courses.

Irrespective of the negative issues stated above, the study revealed that the department is playing a crucial role in the provision of financial assistance to departmental employees. For the KZNOTP to ensure that this financial aid benefits the participants, it is recommended that the participants' needs are taken into consideration. There is a need for proper placement of participants, by ensuring that they are placed in line with their acquired qualifications for best results. The department also needs to ensure that the WSP is conducted properly with the aim of acknowledging and retaining the available talent and to identify gaps.

6.8 CONCLUSION OF THE CHAPTER

The study was concluded in chapter 6. In conclusion of the study, all chapters were summarised, commencing from chapter 1 to chapter 5. The chapter deliberated on the findings occurred in chapter 5. Poor implementation of the T&D policy was identified as the main factor that motivated the researcher to conduct the study. Employees' needs were disregarded in such a way that highly qualified employees were forced to leave the department for better opportunities. The recommendations on proper implementation of the T&D programme were presented to remedy the situation. Recommendations were also presented on further research as there were issues raised that needed to be addressed to ensure that the gap identified is closed. It was therefore concluded that lack in proper implementation of T&D programmes had impact on employees' growth and organisational productivity which led to high labour turnover, absenteeism and high labour cases which was also the reason for conducting the study.

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