

**AN EMPIRICAL INVESTIGATION INTO SKILLS
DEVELOPMENT THROUGH THE EXPANDED PUBLIC
WORKS PROGRAMME (EPWP): A CASE STUDY IN THE
DEPARTMENT OF PUBLIC WORKS, ROADS AND
TRANSPORT, NORTH WEST PROVINCE, SOUTH AFRICA.**



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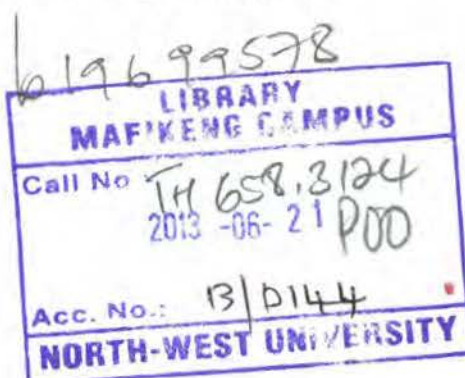
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By

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**Mini-dissertation submitted in partial fulfilment of the requirements for
the Masters degree in Business Administration at the
Graduate School of Business and Leadership of the North West
University, Mafikeng Campus**

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Date: October 2012

DECLARATION

I, Lebogang Ntsele Poo, hereby declare that this dissertation entitled, **AN EMPIRICAL INVESTIGATION INTO SKILLS DEVELOPMENT THROUGH THE EXPANDED PUBLIC WORKS PROGRAMME (EPWP): A CASE STUDY IN THE DEPARTMENT OF PUBLIC WORKS, ROADS AND TRANSPORT, NORTH WEST PROVINCE, SOUTH AFRICA**, is an original piece of work produced by myself, and all references and sources have been accurately reported and acknowledged, and that this document has not previously, in its entirety or in part, been submitted to any University in order to obtain an Academic qualification.

Lebogang N.Poo

Date: October 2012

ABSTRACT

Skills development is acquired by the beneficiaries that are sufficient for self-sustenance when the period of study expires. The outcomes of this study will help government with an indication of the success or failure of EPWP and ways of improving identified shortfalls and/or failures in the North West Office. It highlights problems of the current skills development by delineating the weaknesses and pitfalls. The relevant literature has been visited and has served as a primary data that adds value to the dissertation. Collation of the relevant data is followed by a discussion of the employee perception of the impact of skills development implementation. The relative lack of research of impact skill development is the primary impetus of this study. The sample was drawn from The Department of Public Works, Roads and Transport in the North West Province office employees who were cooperative in the execution of the study. As a result of this, the research on the subject has moved beyond the limited confines of skills development to focus more on the impact of the skills development. Skills development is focused on standardisation and synchronisation of information as a result of improved organisational efficiency, but unfortunately problems with skills development can create challenges and dissatisfaction among the end users, resulting in failure to deliver the anticipated benefits. The findings of this study revealed that there is deficiency The Department's mandate with regard to Expanded Public Works Programme will ensure that the delivery of accessible services through integrated socially developmental and empowering processes can improve the quality of life of communities within the province by the way of community development programmes thus eradicating poverty and look at the conclusion and recommendations made in this dissertation.

ACKNOWLEDGEMENTS

First and foremost, I'd like to thank My Heavenly Father for giving me the ability and resources to do the course. I know that without you I am nothing. Thank you for all the blessings.

My dear parents, Malau and Puleng Poo. I deeply thank you for believing in me and teaching me the value of education. I pray that the Lord takes you from strength to strength. I am proud to be your child.

I also want to thank my brother, Prof. Sabiti and Sisters Ous Khine, Ous Granny, Ous Llele and Tlatlala for your support and always knowing you were behind me giving me the strength I needed to sprint gracefully to finish this race.

Choma, Boiketlo, Nkgonne, Ous Mantuka, Ous Gao, Ous Nana and the late MaEu, thank you for being my shoulders to lean on when I felt I did not have the strength to carry on.

Prof Lubbe, thank you for your patience, guidance and understanding as you were an instrument in the success of this piece.

North West University, special thanks for accepting me as a student and making this dream possible.

And finally, Omolemo, rest in peace my angel, I did this for you.

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

The Skills development in the Public Works, NW needs some attention. The government has a constitutional and legislative obligation to reduce poverty and unemployment by providing income relief through creation of employment. The programme was launched to create sustainable development and promote economic growth through temporary employment.

EPWP is a national priority programme with short to medium-term programmes whose aim is to create work opportunities coupled with on-the-job training. EPWP was not incepted to solve the current structural unemployment problem but to help in reducing poverty.

The programme is funded through conditional grants and is implemented in government spheres as well as in state-owned corporations/parastatals. The departments and parastatals are required to make an effort in targeting the unemployed and unskilled. They should allocate funds within their budgets which will ensure that the unemployed and unskilled gain skills and are exposed to a working environment. The chapter deals with the Problem Statement, Objectives and Research Design.

1.2 Background

Unemployment (or joblessness), as defined by the International Labour Organisation (1982), occurs when people are without jobs and they have actively looked for work within the past four weeks. The unemployment rate is a measure of the prevalence of unemployment

and it is calculated by a percentage by dividing the number of unemployed individuals by all individuals currently in the labour force. It is a worldwide phenomenon, which affects both the rich and poor countries. Though unemployment is a problem all over the world, some countries have suffered a worse rate of unemployment than others. Africa is one of the countries in which its effects are dire (Wallenborn, 2009).

In South Africa, the problems of unemployment (approximately 40% unemployed according to the broad definition and close to 25% using the narrow definition) and poverty alleviation are of national strategic importance. The Government of South Africa has made a nationally significant response to this problem through the largest development programme in the country's recent history. The Expanded Public Works Programme (EPWP) of 2004 is a visionary component of the South African Government's multi-pronged strategies towards poverty alleviation, job creation and skills development (Akojee, 2012).

The goal of the Programme was to alleviate unemployment for at least one million people between 2004 and 2009 (Parkins & McCutcheon, 2010). This goal was to be achieved by generating work opportunities in four sectors of the economy: infrastructure, environment, social and economic. The budget for the infrastructure component was R15 billion; actual expenditure amounted to over R40 billion. Labour-intensive methods were to be used in the provision of public goods and services.

The South African government has implemented the Expanded Public Works Programme as a tool to be used in the fight against unemployment. The Department of Public Works, Roads and Transport in the North West Province of South Africa has been tasked with the

implementation, coordination and monitoring of the programme. The idea behind implementing the programme is to equip unemployed citizens with skills which will help them sustain a livelihood.

The Department's mandate with regard to Expanded Public Works Programme is "to ensure the delivery of accessible services through integrated socially developmental and empowering processes to improve the quality of life of communities within the province by way of community development programmes and thus eradicating poverty".

According to the Department of Public Works, Roads and Transport (2008), EPWP has shown steady growth since the 2006/07 financial year (OKADA, 2004). The allocation budget of the programme has been split into two categories: maintenance and infrastructure. As part of the department's vision, roads construction and maintenance are viewed as a potential avenue for job creation hence the substantial increase over roads related projects. The Department has as one of its strategic goals: 'To create jobs through the Expanded Public Works Programme' and the following are the objectives with regard to this strategic goal:

- To plan, coordinate, support and monitor the implementation of the Expanded Public Works Programme,
- To ensure that EPWP delivery is enhanced,
- To provide direct support to EPWP Infrastructure sub-programme,
- To provide skills and entrepreneurship training to beneficiaries and SMME's,
- To improve and up-scale the EPWP programme.

The North West Provincial Government awarded the Department of Public Works, Roads and Transport a budget of R 2 827 075 000,00 for the 2011/12 financial year and 3,14% (R 88 858 000.00) of this amount has been allocated to EPWP.

1.3 Problem Statement

There are several benefits that are needed to be recognised by management. However, many managers did not receive any training to do this. Many managers do not even have a governance model. They are not even aware of new technologies like lines of business, etc. They also do not plan properly for change management. The DPWRT team structure needs to be properly planned since it is their responsibility.

Other problems experienced include: The Public Works is not tied to the business, senior managers do not know anything about it and resources are not being allocated to ensure successfully to it. The critical success factors need to be properly identified and paid attention to.

1.4 Aims of the Study

The aim of this study is to investigate the success of skills development training at the DPWRT in the Central Region, North West province of South Africa.

1.5 Objectives of the Study

The main reason the researcher has decided to conduct this study is to establish whether the implementation of the Expanded Public Works Programme is realising its intentions of adequately training beneficiaries so that they can be self-sustainable, which would mean a reduction in unemployment and an increase in the country's economy.

The study examines the following specific aspects:

- The capacity of the Department to train the beneficiaries.
- The readiness/preparedness of the beneficiaries to be trained.

- The verification method used by the Department to determine the success of the training.
- The bottle-necks experienced by the Department.

1.6 Scope of the Study

The study will be conducted in the Head office of the Department which is situated in the Central Region of the North West Province. The Central Region is the second largest of the four regions in both population and size. The main focus is to evaluate the success of skills acquired through the Expanded Public Works Programme.

1.7 Significance of the Study

The purpose of this study is to evaluate if the skills acquired by the beneficiaries are sufficient for self-sustenance when the period of study expires. The outcomes of this study will help government with an indication of the success or failure of EPWP and ways of improving identified shortfalls and/or failures.

1.8 Research Design

The study will firstly describe the problem statement and conduct an extended literature review. The literature review will be done by using a concept centred matrix based on themes identified with a content analysis of the problem statement.

The research methodology will be based on a survey using a questionnaire that will be aligned with the research questions and the problem statement. The questionnaire will be distributed to a picked representative sample from organisations that use EPWP. In this way the researcher could generate the results. The data will be presented using descriptive and associative statistics. Lastly some managerial

guidelines will be assembled. Using the above mentioned research design will ensure credibility, transferability, dependability and conformability

1.9 Layout of the Study

Chapter1 – Introduction to the Study

Chapter 2 –Literature review

Chapter 3 – Research Methodology

Chapter 4 – Data Discussion

Chapter 5 – Final Conclusion and Recommendations

1.10 Conclusion

The study will be conducted scientifically by addressing all aspects as described above. The end product will be a sound framework. The motivation for the research is documented followed by the value added by the research. A brief preliminary data analysis was discussed. In closing, a brief outline of the dissertation chapters is presented. The next deals with literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two provides the literature and theory in relation to skills acquired by the beneficiaries appointed on the Expanded Public Works Programme and the sustainability thereof.

EPWP is a deliberate employment creation process by the government aimed at unemployed and unskilled individuals. The beneficiaries are employed for a period not exceeding 24 months; and it is during this time that they are taught the skills necessary for uplifting their economic status by either starting their own businesses or getting employed within the various sectors of their training.

The researcher used the following keywords to search for articles: definition of skills, types of skills in organisations, positive and negative impacts in skills development, ethical standards, leadership, and training stages for skills development and financial incentives in organisations. Search engines such as Duckduckgo and Google Scholar were used for articles while electronic databases such as Science Direct and EBSCO were also consulted.

The main topics include: definitions, types and skills, cognitive process, training and skills, levy and incentives, disadvantages, causes, stages and training and ethics.

2.2 Definitions of Skills

Lord and Hal (2005) note that because opportunities for developing leadership skills usually involve proactive behaviours in which individuals attempt leadership, at some risk to status and social acceptance, they are facilitated by seeing oneself as a potential leader and adopting a provisional leadership identity. Self-regulation, in part, depends on one's currently active identity, which may vary from individual to relational to collective.

Individual level identities emphasize one's uniqueness and differentiation of the self from others. Relational identities, in contrast, define the self in terms of specific roles or relations; often including others in the definition of one's own self-identity. Also, collective identities define the self in terms of specific collectives such as groups or organizations, creating a desire to develop in one the qualities that are prototypical of these. Thus, each identity level provides an alternative basis for self-regulation, and alternative ways to define leadership.

Allais (2012) argues that social equality fosters the development of high levels of both general and specific skills, especially at the bottom end of the skill distribution, which in turn reinforces social equality. Specific and general skills at the bottom of the distribution are strongly linked to employment protection and unemployment replacement rates. General skills at this level are also strongly related to active labour market policy and day care spending, as well as to vocational education.

There are strong grounds for seeing the broad definition as the more valid as many potential workers are likely to be discouraged in the context of mass unemployment, particularly where the costs of job

searching are significant, as is the case for many rural unemployed. Whatever the definition chosen, the level of unemployment in South Africa is very serious (McGrath and Akoojee, 2007).

Paisey and Paisey (2010) state that organisations/members should start at a point and there are nine areas that can be considered for developing professional skills proposed by the TriCouncil / STLHE/Cags in 2007 such as:

- Communication and interpersonal skills
- Critical and creative thinking
- Personal effectiveness
- Integrity and ethical conduct
- Teaching competence
- Leadership
- Research management
- Knowledge mobilisation and knowledge translation.
-

Sargent and Matthews (1997) state that the definition of useful skills also indicates that there are both technical and attitudinal dimensions to skill. A skilled worker has traditionally been defined as a person who can perform complex tasks while working without help and supervision. In addition, employee attitudinal and social skills are widely regarded to be critical for one to be successful.

2.3 Types and Skills

Allais (2012) argues that by distinguishing between two major types within the coordinated market economies, those that have been dominated mainly by centre-left coalitions in the Scandinavian countries and those similar to Germany, which has been dominated by Christian

Democrat-led coalitions. Based on an analysis of differences in the organisation of capitalism, electoral institutions, and partisan politics, with different implications for inequality and labour market stratification, they argue that there are not two but three worlds of skill formation in the advanced capitalist countries, each reflective of a particular underlying class coalition and political-economic institutional structure.

These are just the features that the market of qualification model neglects and in South African case this has led to their neglect as a focus of government. The collapse of the original model of the South African NQF will not, on its own, lead to a shift away from a market of qualifications. It does, though, open the space for more coherent policy on qualifications and curriculum. Having a strong sense of curriculum, developed through a clear knowledge base, is key to strengthening educational institutions, as it is the only way they can have a distinctive identity, instead of being service providers whose product is redefined for each client, but insight into the knowledge base of vocational qualifications is weak in South Africa were created in areas without an established knowledge base (Allais, 2012).

Muse and Pichler (2011) state that a specific type of worker group that is understudied in the work-family literature-workers is lower-skilled jobs. Lower-skill jobs are those that require limited experience and formal education at the point of hiring, usually a high school degree or less. The workers are line workers in a manufacturing environment performing work that requires very limited training, experience and education that is a high school diploma or less. Much of the work-family literature has focused on workers that are relatively high in terms of socioeconomic status, such as managerial-professional.

Lower-skill workers may be those that are particularly in need of the types of support to be investigated. They believe it is important to understand the types of workplace support that are most helpful to lower-skill workers because this represents a relatively large proportion of the workforce.

2.4 Cognitive Process

Zimmerman (2007) argues that there is a need for an increase in research at the intersection of cognitive development and science education, and that such synergistic research could help one to become better science students and scientifically literate adults. Concurrently, cognitive and developmental researchers have become aware of the objectives of educators and updated science education standards which recommend a focus on investigation and inquiry at all educational levels and have used such knowledge in guiding research in both the lab and the classroom. Such a synergistic research strategy is especially important in light of current political and educational climate calling for scientifically based research and evidence-based strategies to support educational reforms.

Burke et al.(2007) state that from a psychological perspective is grounded principles of cognitive science. Consistent with these accounts, a large amount of safety and health training research and practice is based on cognitive principles and theories of learning. These principles and associated theories often lead to highly structured approaches to safety and health training that emphasize individualised learning and the importance of unidirectional feedback from trainers, expert systems, or supervisors at various stages in the learning process. In contrast, social constructionist perspectives on learning and

experiential learning theories stress learning in social contexts and, thus, the significance of dialogue in the learning process.

Spice et al. (2012) note that rural models of palliative care are needed to address the challenges rural communities face in providing palliative care services and to ensure that their unique strengths and needs are considered. In late 2005, a Rural Palliative Care Program was developed to support primary care providers in delivering palliative care to patients in rural communities outside of Calgary, Alberta, Canada. The program was grounded in the needs of individual communities, incorporated integral roles for local champions, and adopted pre-existing, accepted rural structures and processes.

Lake and McInnes (2012) argue that the development of cognitive skills, such as critical thinking, clinical reasoning and problem solving is important because there is evidence that delayed or poor development may cause newly qualified practitioners to reinforce the gap between research evidence, academic teaching and clinical practice resort to ritualistic behaviour and routines rather than evidence based or autonomous practice. The importance of learning is evident in programme documentation and regulatory frameworks. However, there is a tendency to focus on theoretical knowledge and technical skills with limited information on strategies and techniques for mentors to support and facilitate cognitive skill development.

2.5 Training and Skills

Jackson (2007) argues that the therapeutic radiographers are required to demonstrate an array of skills within their professional portfolio and to add to this complexity, some of these skills based on technical areas

require continual updating in order to keep pace with the technical demands of the role. Therapeutic radiographers are required to adapt and respond to technological changes, driven by equipment manufacturers who are striving to maintain the competitive edge in radiation technology. These higher level skills such as the demonstration of well-placed self-confidence, problem-solving and reflective skills and adaptability are key skills to develop for staff engaged in the future direction of therapeutic radiography and other healthcare professions.

King (2005) states that the setting of targets in three different domains in Kenyan schools, skills development and jobs, the first of these has proved the most immediately do-able, and especially once free primary education (FPE) became the target of the new government. The additional numbers entering schools have been dramatic, but major worries remain about sustainability and the impact on quality. In the domain of skills training, target setting has proved much more elusive, as skills development covers multiple ministries, and requires some substantial engagement with employers. The result is that 2 years after the new government took over; there is still no national strategy for skills development.

Paisey and Paisey (2010) argue that knowledge and skills, as well as curricular aspects, in that a university education in accounting would be deficient if it only concentrated on knowledge acquisition and technical skills. The standard of personal transferable skills possessed by accounting students has been the subject of a considerable amount of research attention since the 1990s.

Among the most frequently named skills identified as requiring attention is communication both verbal and written, computing/information technology skills, critical thinking, problem solving skills and the ability to extract and analyse information from a variety of sources. Skills which have been discussed less frequently but which are nonetheless regarded as important in the literature include listening, the ability to interpret financial information, working in a group, creative thinking, coping with stress, meeting deadlines, the ability to generate practical ideas and time management shows that skills identified as being insufficiently developed in the 1990s persist in being perceived to be insufficiently developed (Paisey and Paisey, 2010).

This is despite the increasing focus on personal transferable skills by universities; for example, that a wider set of skills and knowledge topics should be embedded into the curriculum to develop the skills needed by employers. The changing role of the management accountant requires both new curricula and the development of new skills. They felt that current accounting education is overly technical and procedural, and does not equip future accountants adequately for later working life.

They concluded that future management accountants must be able to work alongside, and support, their managerial colleagues; show good inter-personal skills; be creative and holistic in integrating strategic, financial and operating dimensions, communicate effectively in oral arenas; and be proactive. These skills are not new but they are becoming increasingly important. Yet, they are still often not emphasised in education, training and assessment (Paisey and Paisey, 2010).

Paisey and Paisey (2010) argue that people need to be able to communicate effectively, concisely and correctly in written, spoken and visual forms to a variety of audiences using a wide range of media. Communication includes the effective sharing of knowledge and expertise in a variety of situations as to peers, general public and to decision makers. People need to be confident in giving oral presentations at team meetings, board meetings etc.

Jones (2006) notes that Technical Assistance (TA) refers to a people-to-people form of development assistance for making available skilled and experienced persons for the provision, demonstration or teaching of particular skills or equipment, sometimes in tandem with the supply of equipment or software, but at modest levels. In principle, it is only rarely that programs of TA include provision for significant outlays of cash, credits, commodities or concessions and thus is seen less as a source of capital than of the skills that can make capital work. TA is necessarily labour intensive, involving careful judgments about the timing and intensity of programs, about the relevance of knowledge and skills, and about when recipients can do it themselves in applying their newly acquired knowledge and skills. Thus, programs of TA can and do take on many forms, the simplest involving the use of external consultants to get a technical job done with little regard for residual skills development.

Findings provided evidence of the importance of culturally inclusive programmes through governance and an informal lived approach to philosophy and culture. The implications for sports management are the benefits of involving Aboriginal and Torres Strait Islander people at the board level; the need for collaboration between local communities and partners; the explicit need to empower local communities to develop

the skills to sustain programmes and outcomes and the maintenance of mutually beneficial interactions (Thomson et al., 2010).

McGrath and Badroodien (2006) state that over most of the 20th Century there were periodic bouts of employer agitation regarding the need for reforms to skills development. In the 15 years after the 1976 Soweto uprising, this helped push the Government into increasingly reformist positions through the and De Lange Reports, three joint investigations of training by the Human Sciences Research Council and the National Training Board and a series of reforms to legislation. However, it was the growing interest of the union movement to provide the principal drive to transform the South African skills development system along the lines that's seen today.

Burke et al.(2007) argue that in the development of skilled activity, why intrapersonal and interpersonal dialogue and the action-focused reflection it can engender would be expected to (a) enhance knowledge and skill development, (b) force individuals to infer causal and conditional relations between events and actions that can alter workers' ways of thinking and acting in novel, ambiguous situations, and (c) initiate and promote self-regulatory motivational processes such as their focus on prevention versus promotion and confidence for handling unforeseen events.

2.6 Levy and Incentives

Jones (2006) notes that getting and maintaining the right mix in Technical Assistance is frequently difficult, but when compared with the direct provision of capital or physical infrastructure it has generally been regarded as a relatively inexpensive form of development assistance.

Skills system was replaced by introducing a National Skills Development Strategy. The NSDS is used as a tool that drives the process of developing skills within the South African labour force. The following inform the NSDS's aims and objectives: inclusion, relevance, sustainability, creativity, quality and quantity. Sectoral Education and Training Authorities (SETA) were also set up to replace the old Industry Trading Boards. There are 23 SETAs which serve as the driving force for the NSDS. Each SETA has its own defined sector and sub-sector. Each of the sectors is made up of a variety of closely linked economic activities. SETAs are stakeholder bodies and their boards are made up of trade union representatives and employers. The operational funds of the SETAs are obtained from the skills development levy which was introduced by the Skills Development Levies Act, 1999 (Allais, 2007).

This levy-grant system requires private organisations to pay one percent of their total compensation of employees cost to SARS. Twenty percent of this skills levy is paid over to the National Skills Funds and eighty percent goes to the SETAs. Ten percent of the amount received from SARS is utilised for organisational costs and the ninety percent is to be used for skills development. The SETAs are allowed to return a certain portion to the organisations upon receipt of training reports. This system was implemented as an incentive for organisations to promote training, to support training and to provide training needs of each sector (Allais, 2007). Government departments are however exempted from the skills levy as many of them have ignored the state's commitment to matching their expenditure to that of private organisations (Allais, 2007).

Lee (2006) states that even though the levy-rebate system served as an effective incentive for job-related skills development, it worked regressively. Smaller organisations did not take part in the incentive system as much as larger enterprises. Large organisations are reimbursed their levies because they provide training to their employees whereas smaller organisations do not train their workers, and therefore forfeit their contribution of the levy rebate. This non-responsiveness of the smaller organisations has created a regressive situation in the use of the rebate incentive system and this has resulted in the inequitable use of training incentives between smaller and large organisations.

There are perceived characteristics in the training performance of smaller and large organisations which allow for the identification of some of the possible causes of the regressive utilisation of the incentive. The project of identifying these causes granted a considerable amount of financial benefits to smaller organisations by assisting them to organise training for their employees and then get reimbursed for the training expenses from the training levy fund.

What is of main interest is that the training levy reimbursement is higher for smaller organisations than it is for large corporations. Therefore one can conclude that the financial incentive is inadequate or the incentive is insufficient to enable the smaller organisations to provide training for their employees. Government should not only focus on the financial incentive, it should also determine ways or methods that will rectify this regressive situation caused by non-participation of the smaller enterprises (Lee, 2006).

Even for purposes of EPWP, the nature of the incentive scheme is simple- payment will only be effected after the responsible authority for implementing a project has met the agreed targets for creating job opportunities and is able to produce proof thereof. Due care should be exercised when designing the proposed incentives to prevent the grant being used for purposes other than those intended (Meth, 2011).

The original aim of EPWP is to increase labour intensive work and the Department of Public Works, Roads and Transport has the responsibility of implementing infrastructure projects to support this aim. The proceeds of the incentive are to be spent by increasing the number of job opportunities beyond those specified in the agreed targets. It is hoped that this will have a massive increase in the EPWP employment numbers. The sums of money involved are large and it is unfortunate that the Department of Public Works, Roads and Transport in the North West Province was unable to spend its incentive grant for the past three financial years (2009/10 and 2011/12) even though the country is still far from reaching its poverty-reduction threshold.

However, there is an escape hole from the requirement that no payment is to be made in the event of non-compliance. Whenever the authorities concerned are unable to reach consensus regarding a target, then the target is set to zero, and then the incentive will be paid on a basis that will be agreed upon. Zero thresholds occur mainly within municipalities which are likely to lack capacity. Before the treasury can transfer the money into the municipality's coffers, the municipality is required to submit the quarterly EPWP report which will be audited (Meth, 2011).

Akoojee (2012) argues that the Government has currently reviewed the SETA boards and appointed a chairperson and a number of ministerial appointees. This move is believed to be a national agenda drive. The danger of resources being used for what is a government responsibility is thus reinforced and is still prevalent. The commitment of the employer to the fund may be weakened by the danger of the funds being directed outside the economic sector which the SETAs are responsible for. There is a possibility of organisations and trade unions becoming disillusioned due to them viewing the levy as an additional tax on what they consider to be a national responsibility.

Wallenborn (2009) argues that based on training needs in the informal economy and rural areas, private individual returns of vocational training programmes are lower than from general secondary education. But training investment and returns are not the exclusive focus because poverty is a multidimensional problem.

The Korean Government changed the system to take a more gradual approach during the Fourth Development Plan period (1977–1981). It required only large enterprises in selected industrial and service sectors to undertake training of their workers. If they could not launch in-plant training programs, they were allowed to pay training levies instead. In other words, obligated employers were given an option to choose between the compulsory in-plant training requirement and training-levy obligation.

While large enterprises are responsive to the training levy incentive, SMEs have not responded to the incentive as much as large enterprises. This has resulted in an inequitable situation in the use of training

incentives between large enterprises and SMEs. This situation implies that either financial incentives are inadequate or they alone may be insufficient for SMEs to undertake training of their workers. For SMEs, disincentives of training their workers thus is, training costs, poaching risks, administrative burdens to arrange training and recover levies, asymmetry of available information on training markets must be greater than the financial incentives for offering training programs to their workers. Besides the financial incentive, there should be additional factors to be considered and additional actions to be taken by the government to redress the regressive result of the training levy rebate incentive system (Lee, 2006).

Akoojee (2010) argues that the national response to the recession provided little in terms of the strife for equity. The tripartite agreement between South Africa's government, business and labour reached in February 2009 did not meaningfully deal with this transformational imperative. As a measure ostensibly designed to prevent large-scale retrenchments, there was an espoused need to keep employees working during the economic downturn and re-skill them as an investment for the future economic recovery. In proposing its skills development initiative to mitigate the most urgent impacts of the crisis by saving jobs of those most vulnerable, it was silent on workplace equity prerogatives. Thus despite finance emerging from the national skills levy system, the opportunity to induce workplace equity has been missed.

2.7 Disadvantages

Allais (2012) states that there are two key areas that needs focus from researchers, activists and policy makers. The first is making linkages with social policy, specifically pushing for an expanded vision of citizenship, greater levels of social welfare and greater regulation of the

labour market. These factors are not nice-to-haves, on top of a well-functioning vocational education system. They are part of 'make a vocational education system work'. The alternative has been for education policy to be used as part of employability programmes which diverts attention from the hard work needed to create jobs and have the added disadvantage of making the unemployed appear solely responsible for their plight. This is inevitable if educationalists do not challenge power relations in society, but instead focus only on reforming education systems.

The following are identified as the main causes of failure of such programmes such as: Employment and Economic Policy Research Unit and HSRC Framework for Evaluating the Expanded Public Works Programme: (Allais, 2012)

- The national, provincial and local institutional capacity building was limited;
- Internal planning, data collection, monitoring and control were severely lacking;
- Independent evaluation was noticeable by its absence;
- Much of the expenditure failed to reach the main target group: the poor;
- Individual skills were not improved; and
- Training, where present, was not appropriate or focused.

McGrath and Akoojee (2007) argue that the weakness of the relevant SETAs and the ways that the financial and performance management systems of the public sector have undervalued skills issues.

Palmer (2007) notes that there are differences in programme design between VSP, ICCES and STEP which is possible to outline a number of common themes that serve to inhibit the pre-employment training that occurs from being translated into decent livelihood outcomes:

- Weak institutional linkages: Government and non-government agencies concerned with skills development and employment start-up do not function coherently. This leads to training taking place in the absence of essential support services such as:
- Weak training environment: Training appears to occur in the absence of a decent training environment. For example, the lack of qualified instructors, protective clothing, tools, equipment and sometimes materials, and the absence of technology upgrading and adaptation.
- Weak strategic planning environment: There is a mismatch between demand for services and trades, on the one hand, and the supply of skills through skills programmes on the other. Skills development programmes are frequently top down planned and led.
- Weak infrastructural environment: The general rural environment, characterised by a weak transport infrastructure, poor market demand, and overall low quality, or absence of contributes to an overall disabling context.

Resenthal et al.(2009) note and characterise licensed family child care provider perspectives as a first step toward designing effective provider based interventions to improve children's development and behaviour who are disadvantaged economically.

2.8 Causes

Factors which cause unemployment in South Africa are complex, but it is important to note that the cause of unemployment is structural rather than cyclical. Some of the causes of unemployment are: large numbers of job losses in the agricultural and mining sectors, the rapid expansion of the labour force over the 1980s and the slow process of job creation. There is a strong racial and gender bias in the experience of joblessness. Black people, especially female South Africans were in the past denied access to skills development and received no recognition for their skill levels and on-the-job knowledge. The burden of unemployment falls mainly on the African population because most jobs that exist for them are casual, low-wage and are without benefits (McGrath and Akoojee, 2007).

McGrath and Akoojee (2007) argue that institutions that provide training were fragmented and dysfunctional and the business community seemed incapable of developing a strategic position and the state had abandoned a greater chunk of its responsibility towards providing skills development. The former South African president, Nelson Mandela stressed the abhorrence towards social grants as a means of relieving unemployment. He clearly indicated that the government will not give hand-outs but will create job opportunities for its citizens so that poverty and unemployment will be reduced. The government has come up with measures to curb unemployment by making available skills development avenues. Even though this has been done, this positive macro-economic performance and overall reduction in poverty levels have not been successful in creating a balanced economic development because the nature of employment is still predominantly informal.

Lee (2002) argues that discernible characteristics between large and SMEs in their training performance enable one to identify some possible causes of the regressive utilisation of the incentive which are the scale jeopardy, public good jeopardy, financial jeopardy, and institutional and organisational jeopardy.

2.9 Stages and Training of Skills Development

Akoojee (2012) argues that the establishment of a new education and training entity, the department of higher education and training (DHET), which separated the schooling from the post-school sector has had considerable implications for skills development provisioning in the country. This development, associated with the fourth democratic South African elections on 22nd April 2009 has been considered a key feature of education and training provision and according to at least one review has heralded the single greatest political shift since the advent of democracy in 1994. A key result of this shift was the separation of the education portfolio into a basic and a post-school tertiary sector. The structure provides opportunities for greater attention to be paid to the technical and vocational sector considerably neglected in the past. The inclusion of Sector Education and Training Authorities (SETAs) in this new DHET structure, which was essentially designed to encourage workplace learning was formerly located in the Department of Labour (DoL), together with the post-school education and training sector, has signalled an exciting new era in skills development synergy.

The Department of Labour phased out the apprenticeship system by replacing it with learnerships as part of the National Skills Development Strategy. FET colleges which were formerly known as technical colleges were the main institutions that dealt with theoretical training of the

apprenticeship system. Requirements for sitting for a trade test and becoming a qualified artisan were that students had to be taught a prescribed curriculum in 3 month periods which prepared learners for examinations; this exam preparation had to be coupled with work experience for the remainder of the year (Allais, 2012).

Ricks et al.(2008) note that organisations investing such large amounts of resources in sales training want to see that training expenditures actually aid the firm in reaching its goals. Training professionals argue that training has not been effective and they estimate a 90% dissatisfaction rate among salespeople who receive training. Evidence also suggests that sales people and sales leaders at all levels are generally dissatisfied with sales training. Numerous evaluation approaches are used by firms ranging from self-administered evaluations by trainees, to informal debriefing meetings, to more sophisticated calculations regarding the return on investment of the training program. Many sales practitioners indicate that firms lack an understanding of the best approach to measure and evaluate training efforts. Perhaps the most critical issue facing sales force training efforts is how to effectively evaluate sales training programs.

The Department of Education developed a new curriculum after the Department of Labour announced that it was terminating the apprenticeship system. The intention of the new curriculum was to be broader and more meaningful than the old courses that were on offer. New qualifications based on employer and stakeholder specific competencies were being developed and registered on the National Qualifications Framework. The learnerships were then offered based on these qualifications through the Department of Labour, SETAs, and South African Qualifications Authority. The Joint Initiative on Priority

Skills Acquisition (JIPSA) arose from the adoption of AsgiSA (Accelerated and Shared Growth Initiative). Its task is to elevate the short supply of skills as a national agenda issue. JIPSA's main priorities are engineers, artisans and technical skills (Allais, 2012).

Palmer (2009) argues that the lack of coordination and weak networks between agencies concerned with skills training and those concerned with self-employment start-up have led to a disorganised approach to informal micro-enterprise support. For the many thousands of youth graduating from skills training schemes, formal post-training support still remains fragmented and inaccessible. Most entrants into the informal micro-enterprise sector, therefore, continue to rely on family and other informal networks to assist them in the process of securing resources for start-up. Indeed thus far there seems to have been a marked gap between government desire to improve the business environment and its actual achievements.

2.10 Ethics

Ethics can be described as a set of moral principles or rules of conduct of an organisation or individual. It is important to have ethics within an organisation because they govern how individuals within an organisation will behave or conduct themselves. The organisation determines its own ethics. An organisation's ethical way is similar to organisational culture; which is a system of shared beliefs and values that influence employee behaviour. The transmission of an organisation's ethical values is made smoother by its employees' social intelligence and interpersonal skills (Haq, 2011).

Johnson et al.(2011) state that environment is full of considerable uncertainty, rapidly changing circumstances, and a lack of clear communication among team members. Working as leader of an interdisciplinary team requires excellent communication skills, assertiveness, and adaptability, as well as a knowledge of team functions. Acquiring these skills takes practice and an environment where one can learn from their mistakes without fear of harming their career.

Palliative care is provided by general practitioners and non-physician staff within the broad scope of their generalist roles. Infrequent palliative care cases may affect their ability to maintain adequate knowledge and skills in the area and geographical isolation and other barriers can hamper efforts to continue their education. In addition, dual relationships among rural care providers and patients that cross personal and professional boundaries create unique ethical and emotional challenges in rural communities (Spice et al., 2012).

If it is too early to say what the new regulations from the Public Officers' Ethics Act passed in early 2003 will mean for employment and enterprise, there have been some much more controversial public parts of the urban informal sector. Apart from the early initiatives to remove street children from the city centre of Nairobi and provide them skills through the National Youth Service, there were also, in mid-2003, substantial demolitions of street traders' kiosks in many different parts of Nairobi, as well as elsewhere. Various ministry rationales were available to justify these actions, including the need to prevent encroachment on road reserves country-wide (King, 2005).

2.11 Research Questions

Much of the problem statement had been solved. However, there are still some items missing and the research questions help with this. These are:

- To what extent are the skills acquired for self-sustenance reliable and relevant to the job within the organisation?
- What is the extent of the benefit and perceived usefulness of skills within the organisation?
- To what extent does the skills acquired for self-sustenance progress and success quality within the organisation?

2.12 Conclusion

The chapter has addressed many of the things that impact on the skills acquired by the beneficiaries that are sufficient for self-sustenance. This is no way comprehensive but still good enough for a mini-dissertation. It also showed the issues that were not addressed. The next chapter will discuss the research methodology.

CHAPTER 3

RESEARCH DESIGN

3.1 Introduction

This chapter defines the problem, the research methodology to be used in the study as well as addressing the questions raised. The previous chapter (chapter 2) dealt with the review of literature and went on to properly describe what EPWP is, what its objectives are and skills development.

The following are the research questions to be asked:

- To what extent are the skills acquired for self-sustenance reliable and relevant to the job within the organisation?
- What is the extent of the benefit and perceived usefulness of skills within the organisation?
- To what extent do the skills acquired for self-sustenance progress and success quality within the organisation?
-

The aim of this study is to evaluate the success of the skills development of employees trained in the Department of Public Works, Roads and Transport in the Central Region of the North West Province of South Africa. For authenticity purposes the researcher has collected information using questionnaires and thereafter analysed the responses.

3.2 The Research Approach

There are two research types; namely qualitative and quantitative. Data for the two methods have different characteristics and require different analysis techniques (Wallenborn, 2009).

3.2.1 Qualitative Research

Qualitative research can be defined as a multi-dimensional approach that uses different methods and techniques to collect data (deVos et al., 2002). This type of research does not only produce findings deduced from statistical procedure, but also about an individual's behaviour, emotions, life and socio-cultural interaction between individuals working in the same environment. Social interaction is aimed at interpreting the meanings attached to the subjects. It is difficult to describe quantitative research in a way that satisfies everyone because it has different meanings to different people.

Qualitative research emphasises the importance of looking at variables in their natural settings and its purpose is to understand people's interpretations. Data is gathered via open-ended questions which provide direct quotations. Quantitative research needs a holistic approach and because people's values will have an impact, it is important that they be understood and taken into consideration when conducting and reporting the research.

3.2.1.1 Advantages

The information produced by qualitative research is in-depth and seeks a wide understanding of the entire situation. This method uses information that is subjective and participant observation to describe the context of the variables under consideration as well as the interactions of the different variables in the context.

3.2.1.2 Disadvantages

Due to the comprehensive and in-depth data gathering methods required for this type of research, the scope becomes limited. It is also

difficult to detect bias induced by the researcher. The reliability and validity of the information and approaches tends to be difficult because of the subjective nature of this type of data collection.

3.2.2 Quantitative Research

Quantitative research can be described as the systematic empirical investigation of social phenomena via statistical or mathematical techniques. Quantitative research is a method used by researchers to attain valid and genuine information. This method of research involves data collection techniques such as questionnaires and observation measures for information gathering. Treatment is then implemented based on the information gathered (McMillian and Schumacher, 2001). Quantitative research can be classified as correlation, causal-comparative, survey and experimental research; each type of research has its own unique characteristics.

The objective of quantitative research is to develop and use mathematical models, theories and hypotheses relating to phenomena. When using quantitative research, the researcher searches for unrelated variables which have an influence on the outcome of the study. This means that the researcher asks specific questions and collects numerical data from participants that answer the questions. The researcher then analyses the data by way of statistics. The researcher uses this method in an attempt to attain valid and genuine information.

The process of measurement is highly important to quantitative research because it provides a fundamental connection between empirical observation and mathematical expression of quantitative relationships.

The concept of internal validity describes the efficacy with which extraneous variables have been controlled. The concern is with the sampling of subjects, the procedure and instruments affecting the extent to which extraneous variables are presented to complicate the interpretation of the findings (McMillian and Schumacher, 2001).

3.2.2.1 Advantages

Quantitative research indicates the extensiveness of attitudes held by people and also provides results which can be converted to statistics. It is important that the relationship between the independent and dependent variables be studied in detail because this assists the researcher in being objective about the research findings.

This research method can also be used to test hypotheses in experiments because of its ability to measure data using statistics. Quantitative research is standardised, has precision and is definitive. It is also able to measure levels of occurrence, trends and actions. This method of research is more advantageous because it can answer questions such as how often and how many.

3.2.2.2 Disadvantages

Qualitative research does not study things in their natural environment. It also does not discuss the different meaning of things as they appear to different people. Another disadvantage is that the context of the study is not taken into consideration/ignored. One other disadvantage is that a large sample of the population needs to be studied and that means a large sample of people needs to be researched so that the results will be more accurate.

3.2.3 Research Method used in the study

The quantitative research method was used for this study. When using this method, the researcher must search for unrelated variables that might influence the results of the study. Quantitative research involves choosing subjects and data collection tools such as questionnaires and observations to gather information and procedures for implementing treatment. This is done so that the researcher can attain valid and genuine information (Denscombe,2003).

3.3 Data collection methods

Combination methods can be used to collect data. For this study, structured questionnaires were used to gather data. The questionnaires were distributed amongst the permanent and temporary staff members of the Department of Public Works, Roads and Transport Head Office situated in Mmabatho. The questionnaires were personally distributed by the researcher across all Directorates and salary levels.

3.3.1 What is a questionnaire?

A questionnaire is a set of written questions with a choice of answers developed for purposes of statistical study or survey (Punch, 2006). Questionnaires are the most common tools utilized to gather information from a large number of people.

3.3.1.1 Advantages of questionnaires

Questionnaires are practical and the responses gathered from questionnaires are in a standardised way, thereby making questionnaires more objective than interviews. Large amounts of information are collected from a large number of people and there's a

small chance that the validity and reliability of the information could be incorrect. Using questionnaires to collect information can be a quick exercise. The results that were received from the questionnaires are easily quantified by the researcher and can be analysed more objectively than other forms of research.

3.3.1.2 Disadvantages of questionnaires

Participants may forget important issues because questionnaires are filled in after an event has occurred. Because questionnaires are standardised, it is impossible to explain points which the population may be misinterpret. Questionnaires generally lack validity because the respondents may give untrue answers if the questionnaires are long. The respondents may read the questions differently because of their own experiences and this will impair objectivity. Important factors may be missed because the researcher develops the questionnaire about what they feel to be important (Morris et al. 2007).

3.4 The Sample

The sample in this study was undertaken at the Department of Public Works, Roads and Transport Head office. The sample covers all employee levels; from beneficiaries to permanent employees, all racial groups and both genders. Ninety-nine questionnaires were distributed and filled in.

3.5 Ethical considerations

It is important for researchers to conduct themselves in an ethical manner. Ethics include honesty and respect for people (Punch, 2006). The respondents were given an explanation as to what the research is

about. There was concern over their anonymity, but they were assured that their identities will be withheld.

3.6 Limitations

Many of the respondents refused to divulge their names for fear of victimisation. Some were also reluctant to divulge their age as they felt that that information is confidential.

3.7 Conclusion

An overview of the research approach was presented. Quantitative research method was used to gather information required for the study. Questionnaires were used as data-gathering tools thus giving the study credibility.

Advantages and disadvantages of qualitative research, quantitative research and questionnaires were discussed in this chapter. The following chapter will deal with data presentation, interpretation and analysis.

CHAPTER 4

DATA COLLECTION

4.1 Introduction

In the previous chapter, the research methodology was proposed and the research questionnaire was structured. Research questions were crafted to assist the researcher with the testing and further understanding of the problem.

This chapter discusses the research findings and provides analysis and interpretation of data. In the survey, certain specific questions were asked and the analysis was done based on the application of Pearson correlation coefficient and value.

The Pearson correlation method correlates that are listed variables with each other and indicate which of the resulting relationships are statistically significant. The p-value provides more information on how far down in the significant region the results lie (Diamantopoulos and Schlegelmilch, 2004).

The layout of this chapter begins with the rate of return of the questionnaires at 4.2 then 4.3 is the discussion and analysis of variables. Section 4.4 deals with the correlation co-efficient analysis for coefficients greater than or equal to 0.8 in the negative and in the positive, while 4.5 is the conclusion

4.2 Rate of Return

Ninety nine (99) questionnaires were distributed in the department to personnel of all salary levels and both genders. A total of 99 questionnaires were returned meaning that the rate of return was 100%.

4.3 Analysis of Variables

4.3.1 Demographic variables

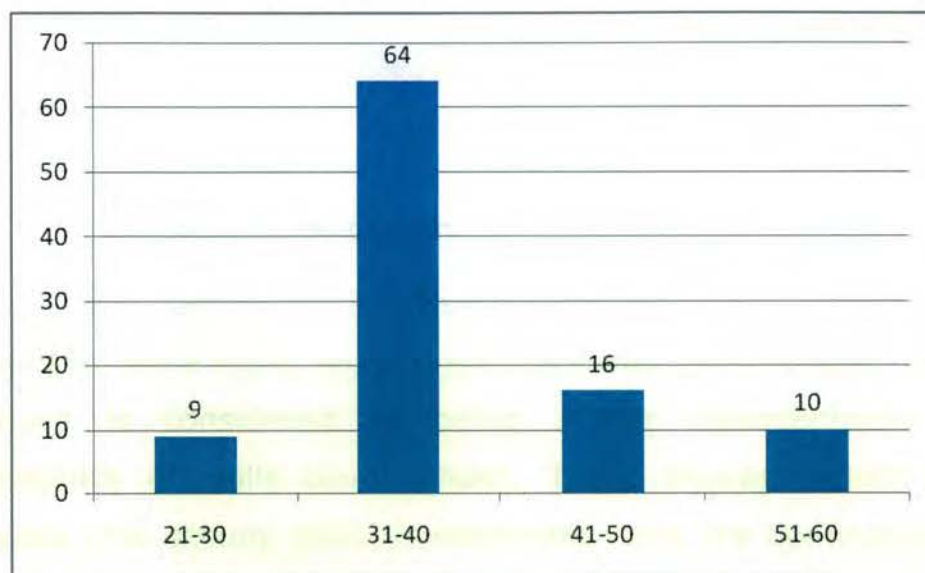


Figure 4.1: Age Distribution

The majority of respondents were aged between 31 and 40 years, this implies that the majority of Public Works employees are aged between 31 and 40 years, which is an average age group within the working class that may have acquired sufficient work experience to understand the role of skills development and its importance in managerial decision making.

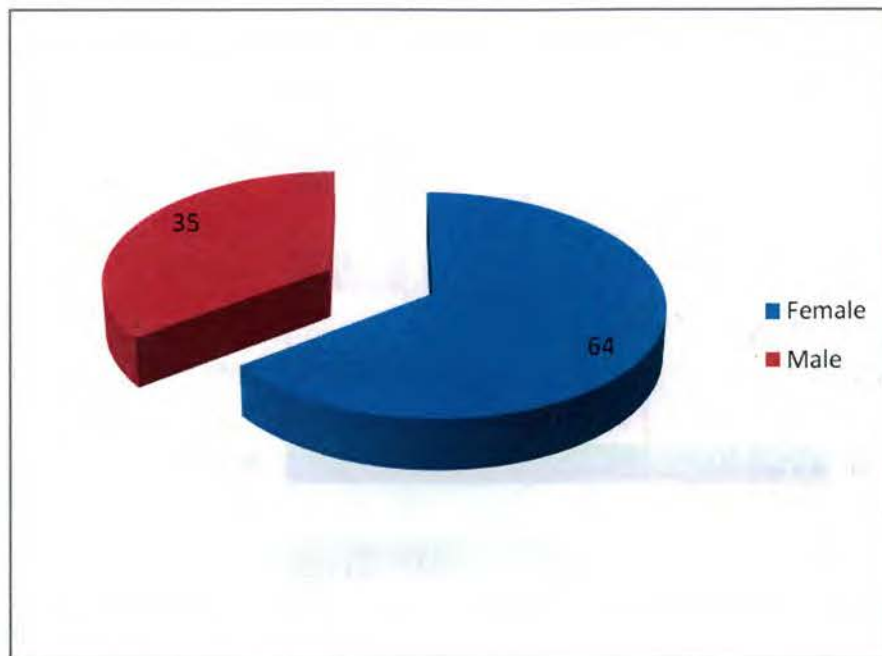


Figure 4.2: Gender Distribution

Out of a total sample of 99 respondents, 64 were female, and the remaining 35 were male. As no preference was given to sex, the sample breakdown is considered as being a fair representative of the demographics of skills development. These figures reflect that the employees that occupy skills development roles are dominantly female employees. This may be due to the fact that skill development roles is a management role and given the historical background that supported employment of male employees into management roles, this could be the reason of high representation of male employees within skill development environment. McGrath and Akoojee, 2007 note that there is strong racial and gender bias in the experience of joblessness. Black people, especially female South Africans were in the past denied access to skills development and had received no recognition for their skill levels and on-the-job knowledge. The burden of unemployment falls mainly on the African population because most jobs that exist for them are casual, low-wage and are without benefits.

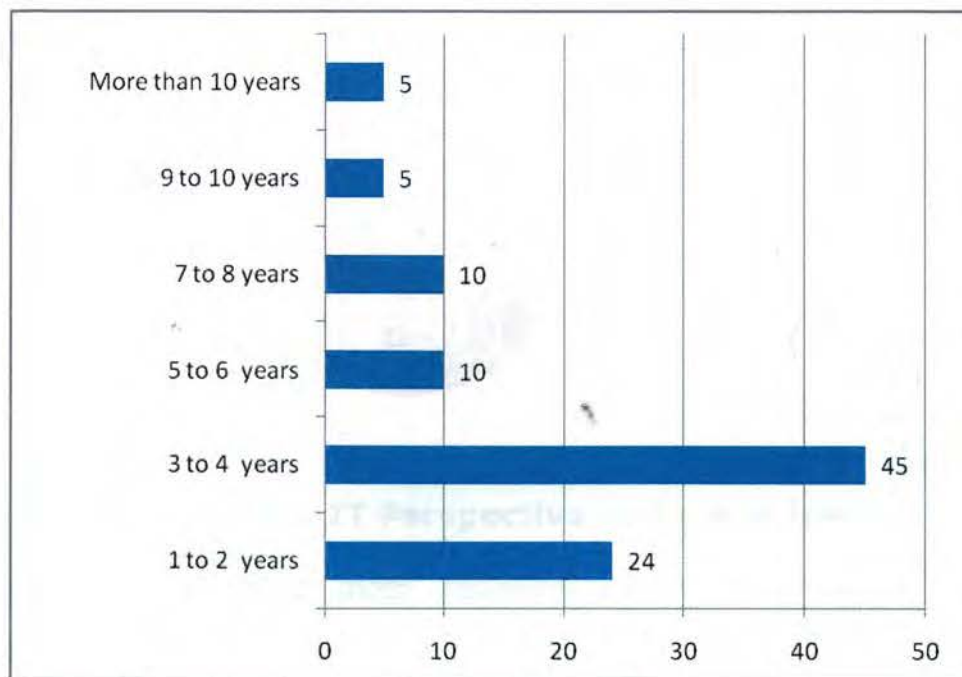


Figure 4.3: How many years have you been working?

Most of the respondents have a working history of between 3-4 years (73). There were 24 that worked from 1-2 years. There were 45 workers from 3 to 4 years. There were 10 workers from 5 to 5 years. There were 7 workers from 7 to 8 years. There were 5 workers from 9 to 10 years. There were 5 workers who have worked for more than 10years. This is a good spread from the study. Figure 4.2 shows that females have been interacting in skills development to do their activities more frequently than men and thus females are better skilled and at their work place. McGrath and Badroodien (2006) argue that in the 20th Century there were periodic bouts of employer agitation regarding the need for reforms to skills development. In the past 15 years after the 1976 Soweto Uprising, this helped push the Government into increasingly reformist positions through the De Lange Reports, three joint investigations of training by the Human Sciences Research Council and the National Training Board and a series of reforms to legislation. However, it was the growing interest of the union movement to provide the principal drive to transform the South African skills development system along the lines seen today.

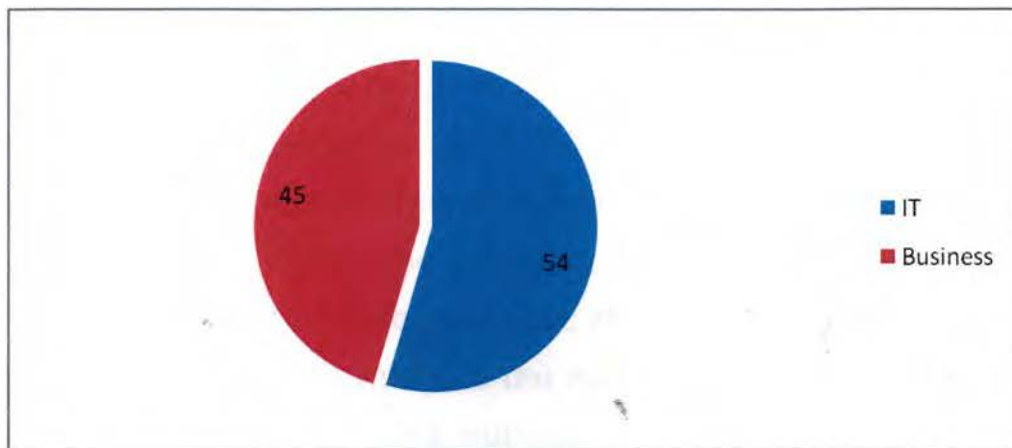


Figure 4.4: Business or IT Perspective of Respondents

Figure 4.4 shows that most respondents were involved in skills development from a business perspective. 54 respondents were involved in skills development from a business perspective while 45 were involved in skills development from an IT perspective. It seems that the respondents who have skills development with a business perspective interact in activities frequently and are more likely to do all their activities in less than several times a week than the rest of the respondents.

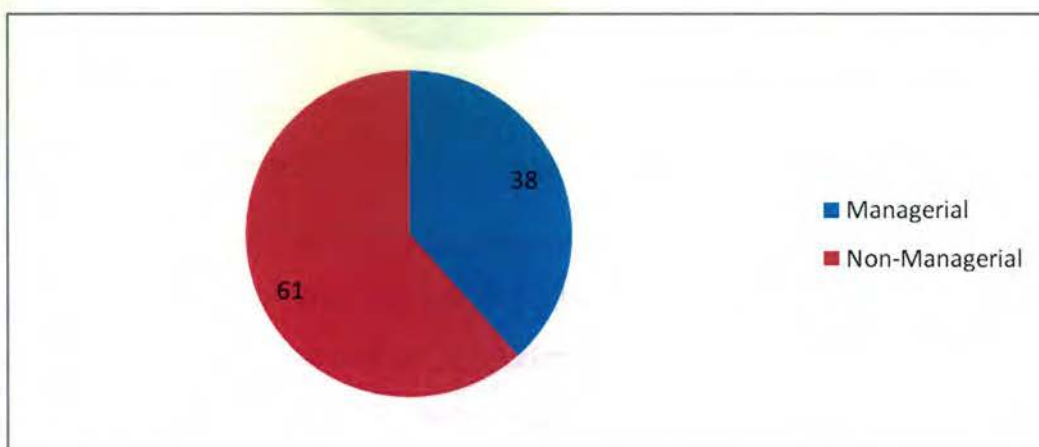


Figure 4.5: What Business Ranking do you have?

Figure 4.5 indicates that most respondents are in non-managerial positions at work (61). There are 38 in a management position. This is not a positive finding. Akoojee (2010) argues that the national response to the recession provided little in terms of the strife for equity. The

tripartite agreement between South Africa's government, business and labour reached in February 2009 did not deal meaningfully with this transformational imperative. As a measure ostensibly designed to prevent large-scale retrenchments, there was an espoused need to keep employees working during the economic downturn and re-skill them as an investment for the future economic recovery. In proposing its skills development initiative to mitigate the most urgent impacts of the crisis by saving jobs of those most vulnerable, it was silent on workplace equity prerogatives. Thus despite finance emerging from the national skills levy system, the opportunity to induce workplace equity has been missed.

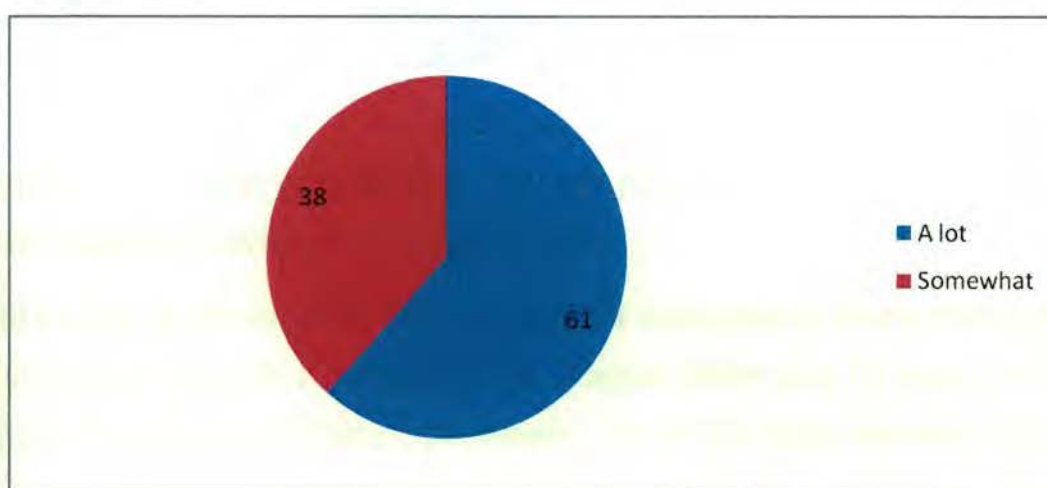


Figure 4.6: Can human skill resource be maximised on?

Most of the respondents (61) show that their human skill resources were maximised a lot. Whereas 38 show that their human skill resources were somewhat maximised. This indicates that the respondents' human skill resources are lacking and poor in the organisation. Palmer (2009) argues that the lack of coordination and weak networks between agencies concerned with skills training and those concerned with self-employment start-up have led to a disorganised approach to informal microenterprise support. For the many thousands of youth graduating from skills training schemes, formal post-training support still remains fragmented and inaccessible.

Most entrants into the informal micro-enterprise sector, therefore, continue to rely on family and other informal networks to assist them in the process of securing resources for start-up. Indeed thus far there seems to have been a marked gap between government desire to improve the business environment and its actual achievements.

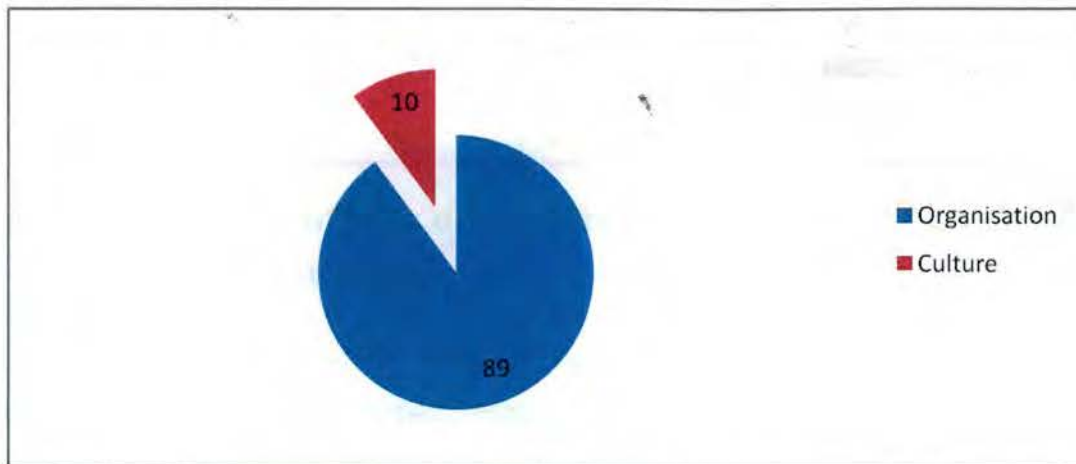


Figure 4.7: What strategies can be put in place to ensure that staff members attain required skills?

Eighty nine of the respondent's strategies were put in place through the organisation and 10 respondents strategies were put in place through culture. Figure 4.2 indicates the reason for of the high representation of female employees within the skills development environment. King (2005) state that the setting of targets in three different domains in Kenya schools, skills development, and jobs, the first of these has proved the most immediately do-able, and especially once free primary education (FPE) became the target of the new government. The additional numbers entering schools have been dramatic, but major worries remain about sustainability and the impact on quality. In the domain of skills training, target setting has proved much more elusive, as skills development covers multiple ministries, and requires some substantial engagement with employers. The result is that 2 years after the new government took over; there is still no national strategy for skills development.

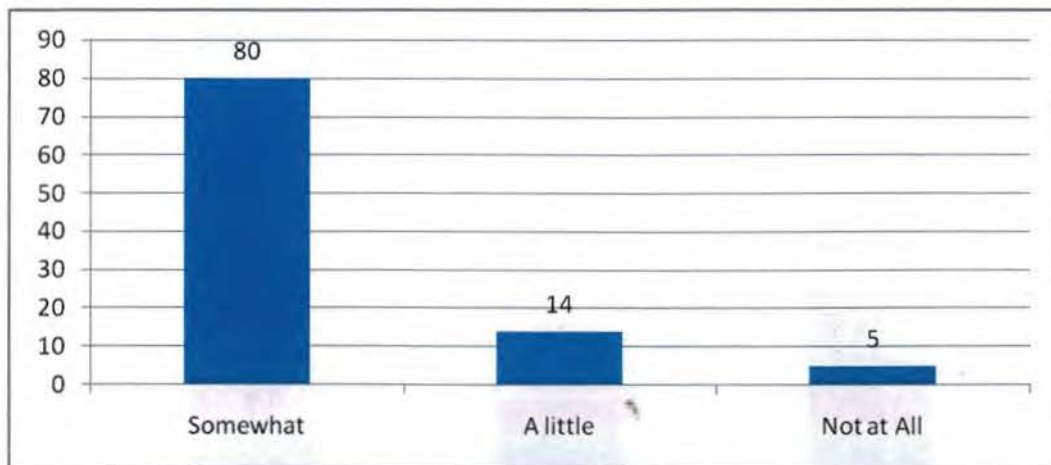


Figure 4.8: What impact does intrapersonal effectiveness have on interpersonal relations?

Most of the respondents are somewhat impacted by intrapersonal effectiveness on interpersonal relations. 80 respondents were somewhat impacted by intrapersonal effectiveness on interpersonal relation, fourteen respondents were impacted a little by intrapersonal effectiveness on interpersonal relations and five respondents were not by intrapersonal effectiveness on interpersonal relations. The results show that most of the respondents were impacted regarding intrapersonal effectiveness on interpersonal relations and there is need to address this problematic matter in the organisation of Public Works, Roads and Transport. This, in fact is not a positive finding.

Burke et al. (2007) argue that in the development of skilled activity, why intrapersonal and interpersonal dialogue and the action-focused reflection it can engender would be expected to (a) enhance knowledge and skill development, (b) force individuals to infer causal and conditional relations between events and actions that can alter workers' ways of thinking and acting in novel, ambiguous situations, and (c) initiate and promote self-regulatory motivational processes such as their focus on prevention versus promotion and confidence for handling unforeseen events.

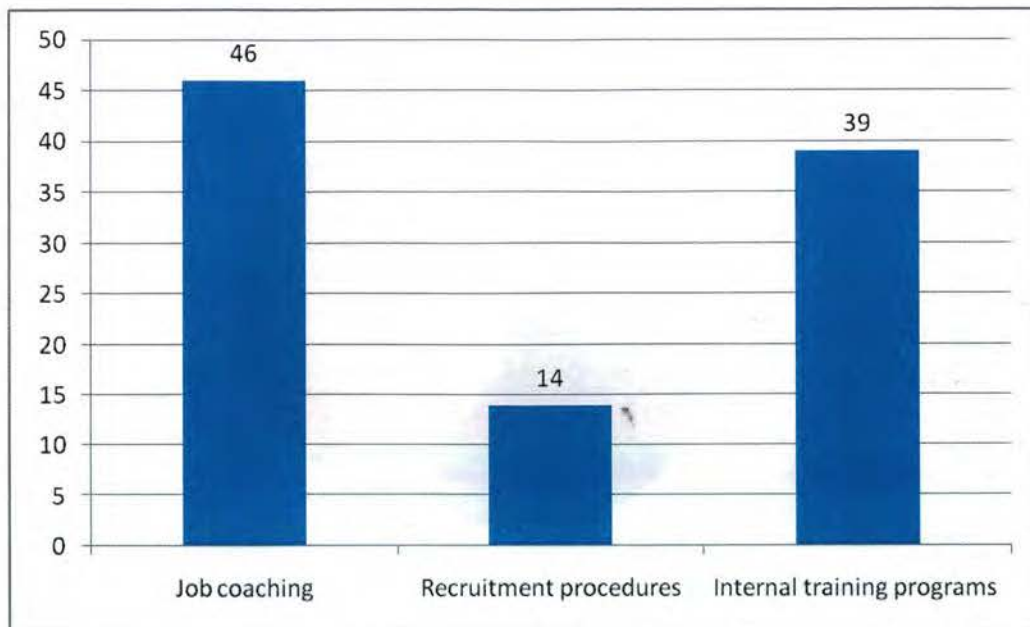


Figure 4.9: What essential skills should a successful manager have?

Most of the respondents believed that job coaching was an essential skill attribute for a manager. 46 respondents believed that job coaching was an essential skill attribute for a manager, 14 respondents believed that recruitment procedures were an essential skill attribute for a manager and 39 believed that internal training programs were an essential skill attribute for a manager. The results show that the manager's attribute and decisions in all aspects, is essential for staff members to function well in their positions. Also, the respondents rely and expect leadership qualities from a manager to lead them.

Sargent and Matthews (1997) state that the definition of useful skills also indicates that there are both technical and attitudinal dimensions to skill. A skilled worker has traditionally been defined as a person who can perform complex tasks while working without help and supervision. In addition, employee attitudinal and social skills are widely regarded to be critical for one to be successful.

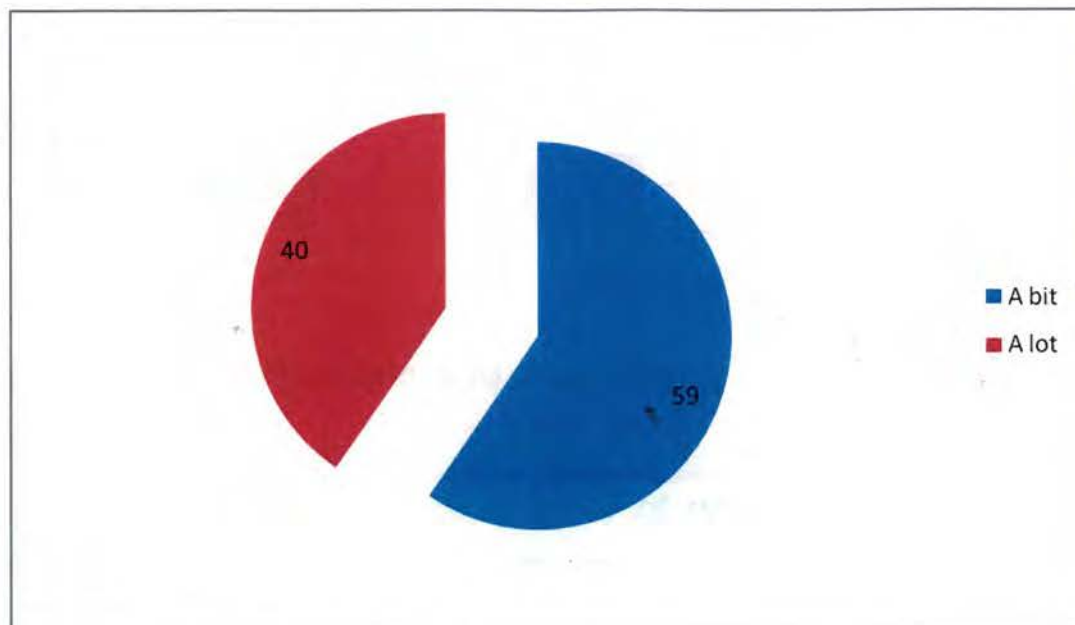


Figure 4.10: What is the importance of judgement in relation to managerial skills?

Most of the respondents know what the importance of judgement in relation to managerial skills is. 59 knew a bit what the importance of judgement in relation to managerial skills and 40 know a lot about what the importance of judgement in relation to managerial skills. The graph above indicates that the majority of the respondents know what the importance of judgement in relation to managerial skills, but there is a lack of knowledge and judgement but is a positive result.

Ethics can be described as a set of moral principles or rules of conduct of an organisation or individual. It is important to have ethics within an organisation because they govern how individuals within an organisation will behave or conduct themselves. The organisation determines its own ethics. An organisation's ethical way is similar to organisational culture; which is a system of shared beliefs and values that influence employee behaviour. The transmission of an organisation's ethical values is made smoother by its employees' social intelligence and interpersonal skills (Haq, 2011).

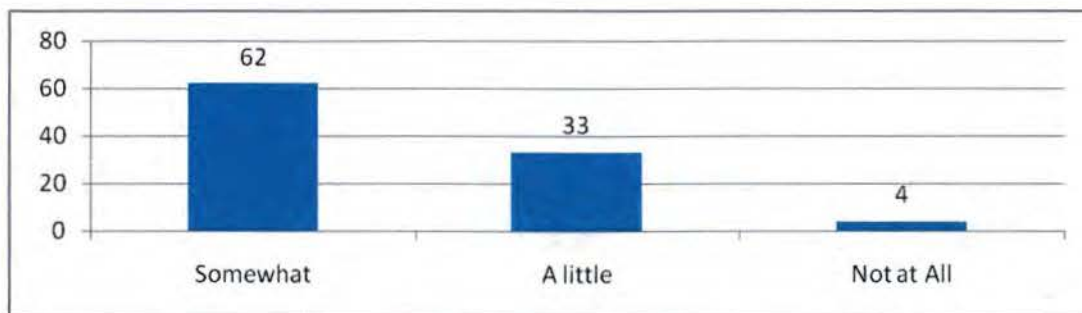


Figure 4.11: How would you describe your skills management capacity?

Figure 4.11 indicates that the majority of respondents can somewhat describe their skills management capacity. 62 respondents could somewhat describe their skills management capacity, 33 could describe their skill management capacity a little and 42 could not describe their skills management capacity at all. The majority of the respondents were able to describe their skill management capacity which is essential for a manager or organisation in development of skills. This is a positive result.

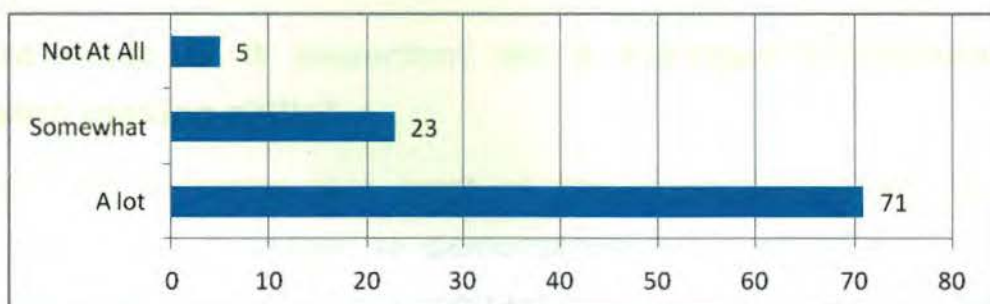


Figure 4.12: What role does the manager play in building a strong skills work force?

Figure 4.12 indicates that the majority of respondents agree a lot that a manager plays a role in building strong skills. 71 respondents agree a lot that a manager plays a role in building strong skills, 23 respondents somewhat agree that a manager plays a role in building strong skills and 5 respondents do not agree at all that a manager plays a role in building strong skills. This is a positive finding. The majority of

respondents acknowledge that a manager's role is essential in building strong skills in the work force.

Allais (2012) argues that social equality fosters the development of high levels of both general and specific skills, especially at the bottom end of the skill distribution, which in turn reinforces social equality. Specific and general skills at the bottom of the distribution are strongly linked to employment protection and unemployment replacement rates. General skills at this level are also strongly related to active labour market policy and day care spending, as well as to vocational education.

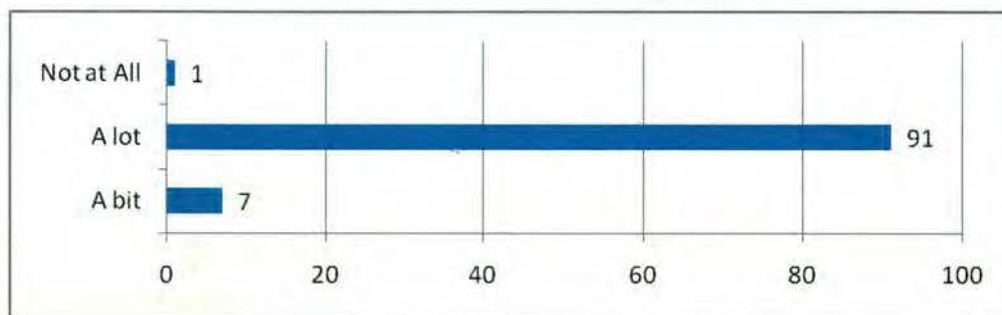


Figure 4.13: Is it important for a manager to demonstrate decision making skills?

Figure 4.13 indicates that most of the respondents feel that it is important for a manager to demonstrate decision making skills. 91 respondents feel that it is important for a manager to demonstrate decision making skills, 7 respondents feel that it is a bit important for a manager to demonstrate decision making skills while only 1 respondent feels that it is not at all important for a manager to demonstrate decision making skills.

The respondents between 21-30 years at Public Works, Roads and Transport in the North West Office understand the importance of management decision skills and development. Management is useful, essential and helpful for staff members to run all the operations in the organisation.

Jones (2006) notes that Technical Assistance (TA) refers to a people-to-people form of development assistance for making available skilled and experienced persons for the provision, demonstration or teaching of particular skills or equipment, sometimes in tandem with the supply of equipment or software, but at modest levels. In principle, it is only rarely that programs of TA include provision for significant outlays of cash, credits, commodities or concessions and thus is seen less as a source of capital than of the skills that can make capital work.

TA is necessarily labour intensive, involving careful judgments about the timing and intensity of programs, about the relevance of knowledge and skills, and about when recipients can do it themselves in applying their newly acquired knowledge and skills. Thus, programs of TA can and do take on many forms, the simplest involving the use of external consultants to get a technical job done with little regard for residual skills development.

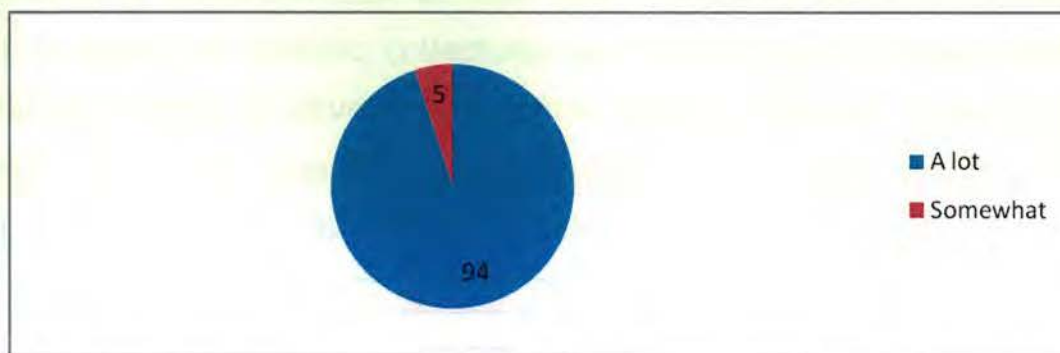


Figure 4.14: Why is it important to keep staff members motivated for skills?

The majority of respondents indicate that it is important to keep staff members motivated for skills. 94 respondents believe that it is important to keep staff members motivated for skills and only 5 respondents believe that it is somewhat important to keep staff members motivated for skills. This is a positive result.

Most of the respondents feel that motivation is important for skill development and indicates that they are eager for continuous training and managerial delegations to develop further in their skills.

Lord and Hall (2005) note that because opportunities for developing leadership skills usually involve proactive behaviours in which individuals attempt leadership, at some risk to status and social acceptance, they are facilitated by seeing oneself as a potential leader and adopting a provisional leadership identity.

Self-regulation, in part, depends on ones currently active identity, which may vary from individual to relational to collective. Individual level identities emphasize ones uniqueness and differentiation of the self from others. Relational identities, in contrast, define the self in terms of specific roles or relations; often including others in the definition of one's own self-identity. Also, collective identities define the self in terms of specific collectives such as groups or organisations, creating a desire to develop in one the qualities that are prototypical of these. Thus, each identity level provides an alternative basis for self-regulation, and alternative ways to define leadership.

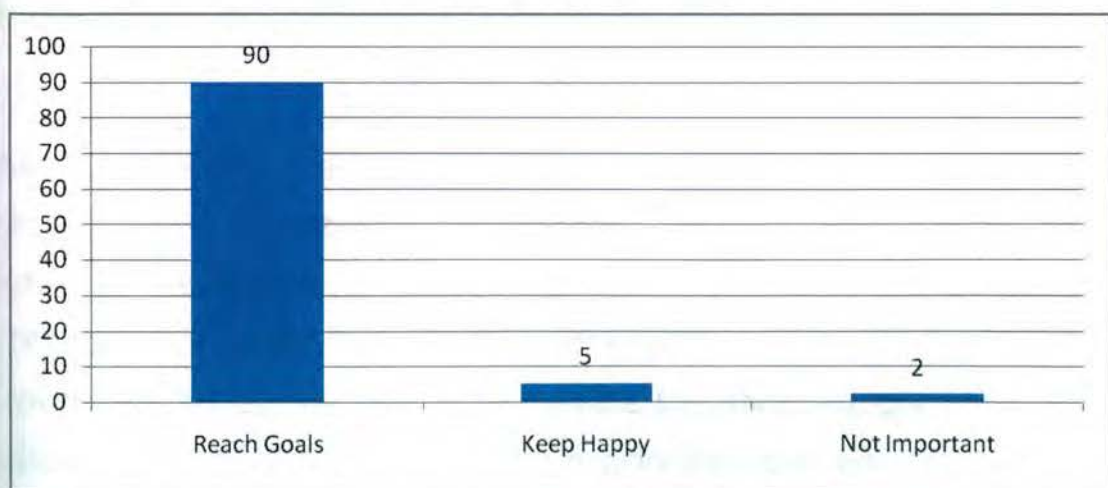


Figure 4.15: Do you believe in delegation of tasks for skills?

Figure 4.15 indicates that 90 respondents believe in delegation of tasks for skills to reach goals, 5 believe in delegation of tasks for skills to keep them happy, 2 do not believe it is important to delegate tasks for skills. Two respondents did not provide an answer for this question. The majority of respondents believe that delegation of tasks is necessary to complete and execute their work.

There are strong grounds for seeing the broad definition as the more valid as many potential workers are likely to be discouraged in the context of mass unemployment, particularly where the costs of job searching are significant, as is the case for many rural unemployed. Whatever the definition chosen, the level of unemployment in South Africa is very serious (McGrath and Akoojee, 2007).

Allais (2012) argues that The Department of Education developed a new curriculum after the Department of Labour announced that it was terminating the apprenticeship system. The intention of the new curriculum was to be broader and more meaningful than the old courses that were on offer. New qualifications based on employer and stakeholder specific competencies were being developed and registered on the National Qualifications Framework.

The learnerships were then offered based on these qualifications through the Department of Labour, SETAs, and South African Qualifications Authority. The Joint Initiative on Priority Skills Acquisition (JIPSA) arose from the adoption of AsgiSA (Accelerated and Shared Growth Initiative). Its task is to elevate the short supply of skills as a national agenda issue. JIPSA's main priorities are engineers, artisans and technical skills (Allais, 2012).

The Korean Government changed the system to take a more gradual approach during the Fourth Development Plan period (1977–1981). It required only large enterprises in selected industrial and service sectors to undertake training of their workers (Lee, 2006).

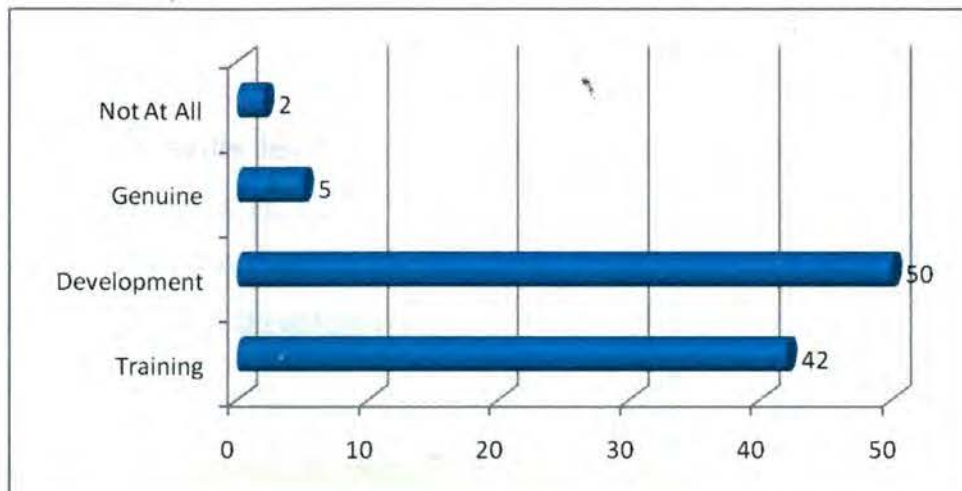


Figure 4.16: What is the role of organising in the bigger scope of skill realisation?

Figure 4.16 shows that 50 respondents believe the development role of organising is the bigger scope of skill realisation, 42 believe training role of organising is the bigger scope of skill realisation, 5 believe the genuine role of organising is the bigger scope of skill realisation and 2 do not believe at all that there is a role of organising in the bigger scope of skill realisation. Majority of the respondents believe that development and training are important roles of organising the bigger scope of skill realisation in Public Works, Roads and Transport North West Office. This is a positive result.

Spice et al. (2012) note that palliative care delivered by general practitioners and non-physician staff within the broad scope of their generalist roles. Infrequent palliative care cases may affect their ability to maintain adequate knowledge and skills in the area and geographical

isolation and other barriers can hamper efforts to continue their education. In addition, dual relationships among rural care providers and patients that cross personal and professional boundaries create unique ethical and emotional challenges in rural communities.

This levy-grant system requires private organisations to pay one percent of their total compensation of employees cost to SARS. Twenty percent of this skills levy is paid over to the National Skills Funds and eighty percent goes to the SETAs. Ten percent of the amount received from SARS is utilised for organisational costs and the ninety percent is to be used for skills development.

The SETAs are allowed to return a certain portion to the organisations upon receipt of training reports. This system was implemented as an incentive for organisations to promote training, to support training and to provide training needs of each sector. Government departments are however exempted from the skills levy as many of them have ignored the state's commitment to matching their expenditure to that of private organisations (Allais, 2007).

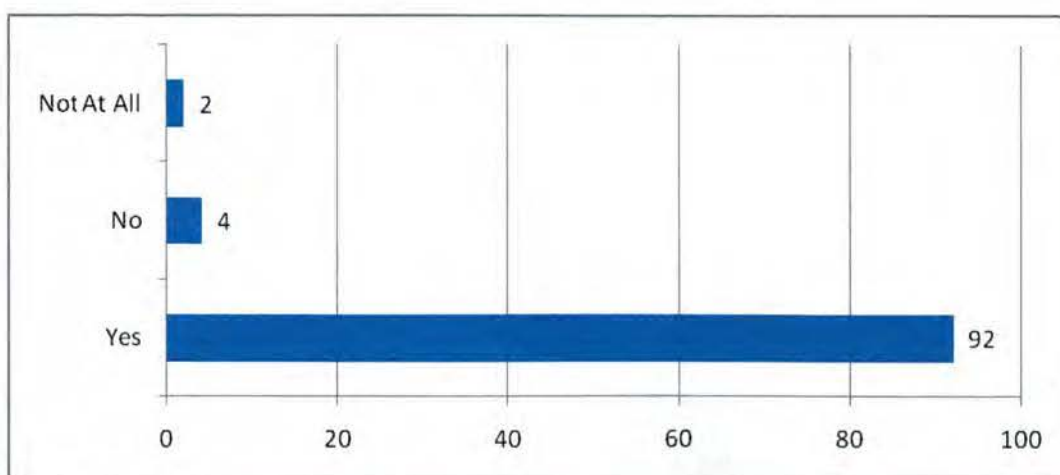


Figure 4.17: Does a leader need to acknowledge weakness in skills development?

Figure 4.17 indicates that the majority of respondents believe that leaders need to acknowledge weaknesses in skill development. Ninety Two respondents believe that leaders need to acknowledge weakness in skill development, 4 respondents believe that leaders do not need to acknowledge weakness in skill development, while 2 do not at all believe that leaders need to acknowledge weakness in skill development and one respondent chose not to answer. This is because the majority of the respondents believe that there are weaknesses in skills development or has noticed weaknesses in the leaders who lead them.

The following are identified as the main causes of failure of such programmes such as: 62 Employment and Economic Policy Research Unit and HSRC Framework for Evaluating the Expanded Public Works Programme: (Allais, 2012)

- The national, provincial and local institutional capacity building was limited;
- Internal planning, data collection, monitoring and control were severely lacking;
- Independent evaluation was noticeable by its absence;
- Much of the expenditure failed to reach the main target group: the poor;
- Individual skills were not improved; and
- Training, where present, was not appropriate or focused.

McGrath and Akoojee (2007) argue that the weakness of the relevant SETAs and the ways that the financial and performance management systems of the public sector have undervalued skills issues.

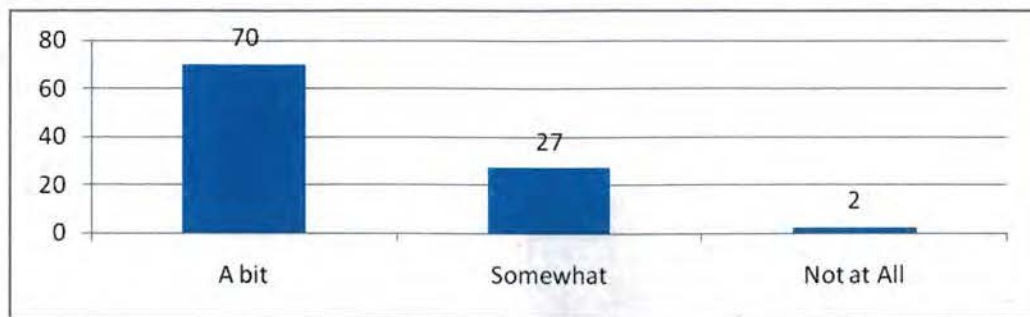


Figure 4.18: How important is communication and what is the best way to carry it out?

Majority of the respondents found communication to be the best way to carry out skills development. Seventy respondents found communication to be a bit of the best way to carry it out, twenty seven respondents found communication to be somewhat the best way to carry it out and two respondents found communication not at all to be the best way to carry it out.

This indicates that most of the respondents rely on communication for all their work issues. As it is important for workers to be punctual and proactive within their work place, communication in all forms is essential in their daily activities for administration and development skills.

Johnson et al. (2011) state that the environment presently is often assumed as considerable uncertainty, rapidly changing circumstances, and a lack of clear communication among team members. Working as a leader of an interdisciplinary team requires excellent communication skills, assertiveness, adaptability, as well as a knowledge of team functions. Acquiring these skills takes practice and an environment where one can learn from their mistakes without fear of harming their career.

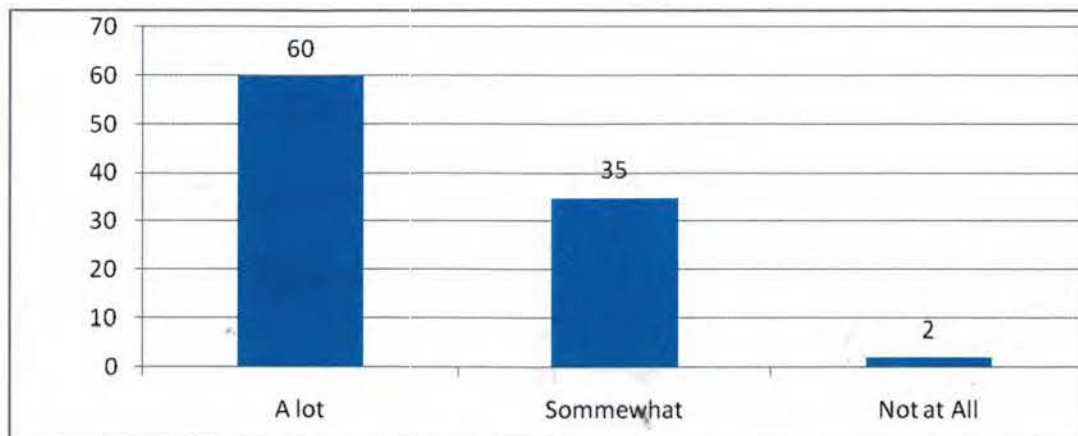


Figure 4.19: Are you confident in your ability to manage people?

Figure 4.19 indicates that the majority of respondents are exceedingly confident in their ability to manage people. 60 respondents are a lot confident in their ability to manage people, 35 respondents are somewhat confident in their ability to manage people, 2 respondents are not all confident in their ability to manage people and 2 respondents chose not to provide an answer. This because most of the respondents are non-managers who have required some developed skills and have the ability to communicate well with other members with confidence.

Zimmerman (2007) argues that there is a need for an increase in research at the intersection of cognitive development and science education, and that such synergistic research could help one to become better science students and scientifically literate adults. Concurrently, cognitive and developmental researchers have become aware of the objectives of educators and updated science education standards which recommend a focus on investigation and inquiry at all educational levels and have used such knowledge in guiding research in both the lab and the classroom. Such a synergistic research strategy is especially important in light of current political and educational climate calling for scientifically based research and evidence-based strategies to support educational reforms.

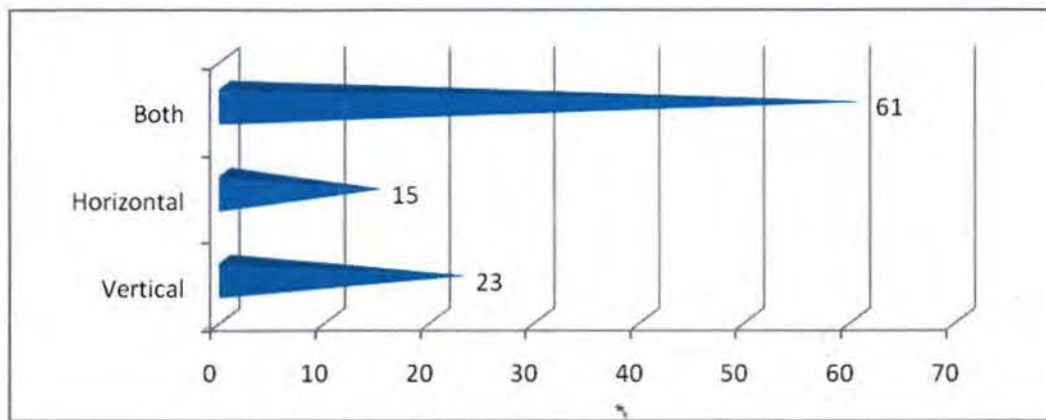


Figure 4.20: Should communication be vertical or horizontal in its projection for skills?

Figure 4.20 indicates that the majority of respondents believe that communication should be both vertical and horizontal in its projection for skills development. 61 respondents believe that communication should be both vertical and horizontal in its projection for skills, 23 respondents believe that communication should be vertical in its projection for skills and 15 respondents believe that communication should be horizontal in its projection for skills. This is a positive result. This also shows that most of the respondents believe that both vertical and horizontal communication is needed in skills development.

McGrath and Akoojee (2007) argue that in today's environment there is often uncertainty, rapidly changing circumstances, and a lack of clear communication among team members. Working as leader of an interdisciplinary team requires excellent communication skills, assertiveness, and adaptability, as well as a knowledge of team functions. Acquiring these skills takes practice and an environment where one can learn from their mistakes without fear of harming their career.

4.4 Correlations

The correlation between age and gender during performance shows - 0.249 – a low positive association. This means that people are generally not happy with the development of skills. There is some association between gender and age. In other words it does not matter what your gender is – people should be satisfied.

The correlation between business ranking and the importance of judgement in relation to managerial skills following of procedures in performance appraisal shows -0.188– a high negative association. This means that employees are relatively not happy in their workplace and do not consider the significance of judgments from managers for skills development.

If the business ranking is not being portrayed properly and the description of workers skills capacity is not being adhered to correctly then the correlation is minus (0.188). This means employees are generally not happy with the management performance appraisal procedures on skill development according to this.

The correlation between years and role of organising in the better scope of skill realisation shows -0.296 – a negative association. This could be interpreted that people are not satisfied with the role of organising in the scope of skill realisation development in terms of the years they have been working in the organisation.

The correlation between age and the best way to carry out communication importance within the organisation shows -0.207 – a very low negative association. This means people are not satisfied with the organisation's way of communication.

The correlation between gender and communication been carried out within the organisation shows +0.243 – a positive association. This could be interpreted that staff members are content with the organisation's way of communication especially those between 21-30 years.

The correlation between IT and Business and vertical or horizontal communication in projection for skill development shows -0.282 – a high negative association. This could be interpreted that people are not satisfied with their views on IT or business perspective with the use of vertical or horizontal projection for skill development in terms of communication in the organisation.

The correlation between IT or Business and belief in delegation of tasks for skill shows -0.296 – also, a high negative association. This could be interpreted that people are not satisfied with their views on IT or business perspective of skill development in terms of a lack of managerial delegation in the organisation.

The correlation between years and vertical or horizontal communication in projection for skill development shows -0.296 – a negative association. This could be interpreted that people are not satisfied the role of organising in the scope of skill development in terms of the years they have been working in the organisation.

The correlation between horizontal communication in projection for skill development and role of organising in the better scope of skill realisation shows -0.343 – also a high negative association. This could be interpreted that people are not satisfied with the role of organising in the scope of skill development in terms of the years they have been working in the organisation and the poor communication projection whether vertical or horizontal or both.

4.5 Conclusion

The next chapter consolidates all the work done and comprises of the summary of the study, addresses findings per research questions, identifies gap areas, provides opportunities and future research opportunity. Conclusion of the study will be drawn and recommendations will also be outlined.

In this chapter detailed results of the research have been provided. The results have been displayed in the form of graphs and stats. A correlation analysis has been also provided to see the relationships between main variables in this study. The analysis of the results revealed that age, level of education and years of experience are not determinants of whether respondents are positive or negative about the improvement of skills development in the Head Office of the North West Department of Public Works, Roads and Transport. The findings have highlighted some of the issues raised in the on-going debate regarding the challenges of skills development implementation.

The findings have also established a link between literature that was reviewed in this study with the data which was collected and presented. The study used a quantitative approach to describe and analyse the

findings on the impact of implementation of improvement in skills development in the Head Office. This was followed by the findings and measures of association statistics.

The next chapter presents the recommendations as per the results displayed in this chapter. The recommendations and conclusion will add value in the existing literature in the field of credit access management, government and procurement policies. Further research areas are also suggested as an indication of gaps in this field of study

Chapter 5

Conclusion and Recommendations

5.1 Introduction

This chapter presents the summary and overview followed by recommendations and conclusion. The previous chapter, Chapter 4 has focused on data collection, analysis and interpretation in relation to the research objectives. Strategic planning is important to ensure that businesses are well positioned and enabled to compete well with those of their male counterparts for long term survival and sustainability.

The purpose of this research is to determine the extent of alignment of the skill development in the North West Department of Public Works, Roads and Transport Head Office. This chapter references the literature discussed in Chapter 2 pertaining to the different functional areas prevailing social, political, and economic.

The government has a constitutional and legislative obligation to reduce poverty and unemployment by providing income relief through creation of employment. Short to medium-term programmes were launched with the aim to create work opportunities coupled with on-the-job training. Conditions that the Department faces include the alignment of skills development. These conditions need to be addressed in order to support the conclusions drawn around the research questions.

This chapter comprises a summary of the study, addresses the findings per research question, provides managerial guidelines for opportunities and highlights future research opportunity in this field of study. The Conclusion of the study will be drawn and recommendations will also be outlined.

5.2 Summary of the Study

The nature and extent of this alignment is currently unknown. The research was aimed at determining the extent of alignment of the skills development in the Head Office of the North West Department of Public Works with the challenges faced by skills development in South Africa.

This study analysed the extent of this alignment through the use of research questions in Chapter 4 that focused on the different functional areas of the prevailing social, political, and economic conditions in history and in the present such that black businesswomen are motivated to stay in the construction industry.

5.3 Response to the Research Questions

The main findings of this research in relation to each research question will now be discussed. Each question is followed by a discussion of the findings relating to that question.

5.3.1 To what extent are the skills acquired for self-sustenance reliable and relevant to the job within the organisation?

Lake and McInnes (2012) argue that the development of cognitive skills, such as critical thinking, clinical reasoning and problem solving is important because there is evidence that delayed or poor development may cause newly qualified practitioners to reinforce the gap between research evidence, academic teaching and clinical practice resort to ritualistic behaviour and routines rather than evidence based or autonomous practice. The importance of learning is evident in programme documentation and regulatory frameworks. However, there is a tendency to focus on theoretical knowledge and technical skills with

limited information on strategies and techniques for mentors to support and facilitate cognitive skill development.

According to King (2005) the setting of targets in three different domains in Kenya schools, skills development, and jobs, the first of these has proved the most immediately do-able, and especially once free primary education (FPE) became the target of the new government.

The additional numbers entering schools have been dramatic, but major worries remain about sustainability and the impact on quality. In the domain of skills training, target setting has proved much more elusive, as skills development covers multiple ministries and requires substantial engagement with employers. The result is that 2 years after the new government took over; there is still no national strategy for skills development (King, 2005).

McGrath and Akoojee (2007) state that the weakness of the relevant SETAs and the ways that the financial and performance management systems of the public sector have undervalued skills issues.

5.3.2 What is the extent of the benefit and perceived usefulness of skills within the organisation?

Ricks et al. (2008) note that organisations investing such large amounts of resources in sales training want to see that training expenditures actually aid the firm in reaching its goals. Training professionals argue that training has not been effective and they estimate a 90% dissatisfaction rate among sales-people who receive training. Evidence

also suggests that sales people and sales leaders at all levels are generally dissatisfied with sales training.

Numerous evaluation approaches are used by firms ranging from self-administered evaluations by trainees, to informal debriefing meetings, to more sophisticated calculations regarding the return on investment of the training program. Many sales practitioners indicate that firms lack an understanding of the best approach to measure and evaluate training efforts. Perhaps the most critical issue facing sales force training efforts is how to effectively evaluate sales training programs.

People need to be able to communicate effectively, concisely and correctly in written, spoken and visual forms to a variety of audiences using a wide range of media. Communication includes the effective sharing of knowledge and expertise in a variety of situations as to peers, general public and to decision makers. People need to be confident in giving oral presentations at team meetings, board meetings etc. (Paisey and Paisey2010).

Findings provided evidence of the importance of culturally inclusive programmes through governance and an informal lived approach to philosophy and culture. The implications for sports management are the benefits of involving Aboriginal and Torres Strait Islander people at the board level; the need for collaboration between local communities and partners; the explicit need to empower local communities to develop the skills to sustain programmes and outcomes and the maintenance of mutually beneficial interactions (Thomson et al., 2010).

5.3.3 To what extent do the skills acquired for self-sustenance progress and success quality within the organisation?

Jones (2006) notes that Technical Assistance (TA) refers to a people-to-people form of development assistance for making available skilled and experienced persons for the provision, demonstration or teaching of particular skills or equipment, sometimes in tandem with the supply of equipment or software, but at modest levels. In principle, it is only rarely that programs of TA include provision for significant outlays of cash, credits, commodities or concessions and thus is seen less as a source of capital than of the skills that can make capital work.

Technical Assistance is necessarily labour intensive, involving careful judgments about the timing and intensity of programs, about the relevance of knowledge and skills, and about when recipients can do it themselves in applying their newly acquired knowledge and skills. Thus, programs of TA can and do take on many forms, the simplest involving the use of external consultants to get a technical job done with little regard for residual skills development.

Burke et al. (2007) states that from psychological perspective are grounded principles of cognitive science. Consistent with these accounts, a large amount of safety and health training research and practice is based on cognitive principles and theories of learning. These principles and associated theories often lead to highly structured approaches to safety and health training that emphasize individualised learning and the importance of unidirectional feedback from trainers, expert systems, or supervisors at various stages in the learning process. In contrast, social constructionist perspectives on learning and experiential learning theories stress learning in social contexts and, thus, the significance of dialogue in the learning process.

Paisey and Paisey (2010) state that organisations/members should start at a point and there are eight areas that can be considered for developing professional skills proposed such as:

- Communication and interpersonal skills
- Critical and creative thinking
- Personal effectiveness
- Integrity and ethical conduct
- Teaching competence
- Leadership
- Research management
- Knowledge mobilisation and knowledge translation.

The changing role of the management accountant requires both new curricula and the development of new skills. They felt that current accounting education is overly technical and procedural, and does not equip future accountants adequately for later working life. They concluded that: Future management accountants must be able to work alongside, and support, their managerial colleagues; show good interpersonal skills; be creative and holistic in integrating strategic, financial and operating dimensions, communicate effectively in oral arenas; and be proactive. These skills are not new but they are becoming increasingly important. Yet, they are still often not emphasised in education, training and assessment (Paisey and Paisey, 2010).

5.4 Limitations

The study focused only on one group in the Department of Public Works, Roads and Transport, which are general skills. It is important that surveys be conducted in other groups to get a complete picture of challenges in the skills development industry.

Skills development in other Public Work Offices/Areas which are rural is close to nothing. The Head Office alone represents 22% of the respondents, which makes it impossible to compare data.

5.5 Managerial Guidelines

From the results of this study the following guidelines are given to the DPWRT Head Office that have a sustainability solution or are planning to develop and implement sustainability in the future:

- The organisation needs an important standard to determine how to align the different functional skill development areas as mentioned in Chapter 2.
- Opportunities exist in all skill development areas to pursue the full benefits, as described in Chapter 2 by improving alignment through training and delegating.
- Ethics should be considered because acquired skills and delegation by management improves the alignment in the skills development area. The benefits associated with improving this alignment are discussed in Chapter 2.
- Technical Assistance (TA) is important for careful judgments about the timing and intensity of programs, about the relevance of knowledge and skills when recipients can do it themselves in applying their newly acquired knowledge and skills. Thus, programs of TA can and do take on many forms, the simplest involving the use of external consultants to get a technical job done with little regard for residual skills development.
- Incentives should be made available for employees who were able to successfully attend skills development programmes and show an improvement in their jobs. This could be an encouraging factor to employees.

- Retention strategies should be implemented to guard against employees who successfully attended and completed the skills management programmes from leaving the department to other departments or private companies.
- Acknowledging and recognising the attempts and performance of employees assists in boosting confidence and pushes employees to learn and perform better.
- Employees should be fully capacitated after undergoing skills development training. They should be given extra duties to perform so that they become experts in their field. If a vacancy for a higher post becomes available, the internal personnel should be given a chance to prove that they can do the job before the job is advertised externally.

5.6 Conclusion

Eighteen years into democracy the government is still far from winning the fight against unemployment, poverty and containment of challenges faced by skills development. Like any other business the Department is faced with changes in the environment, which brings along a new wave of challenges. The Department has to continually adapt its strategies and programmes to fit these environmental changes.

An assessment of the environment then becomes a continuous process. In order for the Department to thrive, it will need competent and skilled human resources. The DPWRT should therefore invest in fruitful skills development programmes if it plans to win or manage these challenges.

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Appendix A: Matrix

	Definitions	Types and Skills	Cognitive Process	Training and Skills	Levy and Incentives	Disadvantages	Causes	Stages and Training	Ethics
The development of scientific thinking skills in elementary and middle school 1	•	•	•	•	•		•	•	
Effectiveness of government's occupational skills development strategies for small- and medium-scale enterprises: A case study of Korea 2				•	•	•		•	
Reading skills development among Greek tertiary education students: principles and practice of an experimental intervention 3	•		•	•			•	•	
Ethics and leadership skills in the public service 4			•	•				•	•
Skills development and disempowerment: Unravelling workplace skills transfer in trying economic times! 5				•	•			•	

Development and validation of a test of integrated science process skills 6				•				•	
Students' understanding of generic skills development in a university in Hong Kong 7				•				•	
Development of team skills in novice nurses through an athletic coaching model 8	•	•	•	•				•	
Effect of a Teaching Skills Program on Faculty Skills and Confidence 9				•				•	
Exploring cognitive skill development in midwifery education 10			•	•				•	
Ganma theory and third-sector sport-development programmes for Aboriginal and Torres Strait Islander youth: Implications for sports management 11				•		•		•	
Assessment of clinical competence in therapeutic radiography: A study of skills,			•	•				•	•

characteristics and indicators for future career development 12									
A dialogical approach to skill development: The case of safety skills 13			•	•				•	
Identity, deep structure and the development of leadership skill 14	•	•	•	•			•	•	
Skills, transport and economic development: evidence from a rural area in England 15			•	•		•	•	•	
Promoting Child Development and Behavioural Health: Family Child Care Providers' Perspectives 16			•	•		•		•	
UNDP and educational development: An institutional policy analysis 17				•				•	
Development of a Rural Palliative Care Program in the Calgary Zone of Alberta Health Services 18	•			•	•		•	•	•
Skills for inclusive growth in South Africa: Promising tides amidst perilous waters 19				•		•		•	

Will skills save us? Rethinking the relationships between vocational education, skills development policies, and social policy in South Africa 20	•	•		•	•	•	•	•	
Skills development, employment and sustained growth in Ghana: Sustainability challenges 21							•	•	
Skills for work?: From skills development to decent livelihoods in Ghana's rural informal economy 22	•	•		•			•	•	
International influences on the evolution of skills development in South Africa 23	•			•	•	•	•	•	
Re-targeting schools, skills and jobs in Kenya: Quantity, quality and outcomes 24				•				•	•
Gastrointestinal Endoscopy 25				•			•	•	
Developing skills via work placements in accounting: Student and employer views 26				•		•		•	

Education, skills, sustainability and growth: Complex relations 27				•			•	•	
Skills development for poverty reduction (SDPR): The case of Tajikistan 28	•						•	•	
Education and skills for development in South Africa: Reflections on the accelerated and shared growth initiative for South Africa 29	•			•				•	
Sales trainer roles, competencies, skills, and behaviors: A case study 30	•		•	•				•	
A comparison of types of support for lower-skill workers: Evidence for the importance of family supportive supervisors 31		•		•				•	
Children's cycling skills: Development of a test and determination of individual and environmental correlates 32		•		•			•		•
Positive youth development linked with prevention in a							•	•	

Vietnamese American community: Successes, challenges, and lessons learned 33									
Youth Development Programs: Risk, Prevention and Policy 34	•	•		•			•	•	
Skill Development and Integrated Manufacturing in Mexico 35	•			•				•	
Capital Intensity, Technology Intensity, and Skill Development in Post China/WTO Maquiladoras 36			•	•				•	
Skills Development and Interfirm Learning Linkages under Globalization: Lessons from the Indian Automobile Industry 37			•	•				•	
An Assessment of the Singapore Skills Development System: Does it Constitute a Viable Model for Other Developing Countries? 38		•		•				•	
Development and validation of a			•	•					

theoretical model for cognitive skills acquisition 39									
The value of an evidence based practice module to skill development 40	•			•					•

Appendix B: Table of Construction

	Research Question		Survey Question	Variable(s) and/or relationship measured	Question Type	Data Type
1	Demographics	1.1	Please tick your age group in the appropriate block.	Demographic question	21-30, 31-40, 41-50, 51-60, 60+ (multiple choice)	Discreet
		1.2	What is your gender?	Demographic question	Male-Female (dichotomous category)	Dichotomous
		1.3	How many years have you been working in the organisation?	Demographic question	1-2, 3-4, 5-6, 7-8, 9-10, 10+ (multiple choice)	Discreet
		1.4	Was your involvement in skills development from an IT or Business perspective?	Demographic question	IT, Business (dichotomous category)	Dichotomous
		1.5	How many times have you been on a training course for skills development?	Demographic question	1,2,3,4,5+ (multiple choice)	Discreet
		1.6	What business ranking do you have?	Demographic question	Managerial, Non-managerial (dichotomous category)	Dichotomous
2	To what extent are the skills acquired for self-sustenance reliable and	2.1	Can human skill resource be maximised on?	Implementation project success or failure.	A lot, Some, Not at all (Likert scale)	Ordinal

relevant to the job within the organisation?	2.2	What is the role of organising in the bigger scope of skill realisation?	Implementation project success or failure.	Training, Development, Genuine (Likert scale)	Ordinal
	2.3	What strategies can be put in place to ensure that staff members get skills?	Implementation project success or failure.	Organisation, Own, Culture (Likert scale)	Ordinal
	2.4	What impact does intrapersonal effectiveness have on interpersonal relations?	Implementation project success or failure.	Some, A little, Not a lot (Likert scale) 0%, 0%-30%, 30%+ (Likert scale)	Ordinal
	2.5	What essential skills should a successful manager have?	Implementation project success or failure.	Job coaching, Delegated tasks, Recruitment procedures, Presentation assignments, Internal training programs (Likert scale)	Ordinal
	2.6	What is the importance of judgement in relation to managerial skills?	Implementation project success or failure.	A bit, A lot, Not a lot (Likert scale)	Ordinal
	2.7	How would you describe your skill management capacity?	Implementation project success or failure.	Some, A little, Not a lot (Likert scale)	Ordinal
What is the extent of the benefit and perceived usefulness of skills within the organisation?	3.1	What role does the manager play in building a strong skills work force?	Change Management	A lot, Somewhat, Not a lot (Likert scale)	Ordinal
	3.2	Is it important for a manager to demonstrate decision making skills?	Change Management	A bit, Somewhat, Not a lot (Likert scale)	Ordinal

	3.3	Do you feel self-management is essential for skills development?	Change Management	A lot, Some, Not at all (Likert scale)	Ordinal
	3.4	Why is it important to keep staff members motivated for skills?	Change Management	Reach goals, Keep happy, Not important (Likert scale)	Ordinal
	3.5	Do you believe in delegation of tasks for skills?	Change Management	Yes, No, Neutral (Likert scale)	Ordinal
To what extent do the skills acquired for self-sustenance progress and success quality within the organisation?	4.1	Does a leader need to acknowledge weakness in skill development?	Business strategy alignment success of the implementation	Yes, No, Neutral (Likert scale)	Ordinal
	4.2	Are you confident in your ability to manage people?	Business strategy alignment success of the implementation	A bit, somewhat, not at all (Likert scale)	Ordinal
	4.3	How important is communication and what is the best way to carry it?	Business strategy alignment success of the implementation	A lot, somewhat, not at all (Likert scale)	Ordinal
	4.4	Should communication be vertical or horizontal in its projection of skills?	Business strategy alignment success of the implementation	Horizontal, vertical, both (Likert scale)	Ordinal

Appendix C: Questionnaire

FOR OFFICE USE ONLY: Respondent Code: _____

VOLUNTARY QUESTIONNAIRE FOR PUBLIC WORKS

"SKILLS DEVELOPMENT THROUGH THE EXPANDED PUBLIC WORKS PROGRAMME (EPWP)"

Graduate School

North West University

Researcher Lebogang N.Poo

Supervisor: Prof S Lubbe

Note to the respondent

- We need your help to understand the implementation of skills development through expanded public works programme.
- Although we would like you to help us, you do not have to take part in this survey.
- If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.

The questionnaire as four parts:

Part 1 asks permission to use your responses for academic research.

Part 2 asks general personal particulars like your age, gender and home language.

Part 3 to 5 asks about skills development.

How to complete the questionnaire

1. Please answer the questions as truthfully as you can. Also, please be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for us to do our project.
2. We are only asking you about things that you and your fellow researchers should feel comfortable telling us about. If you don't feel comfortable answering a question, you can indicate that you do not want to answer it. For those questions that you do answer, your responses will be kept confidential.
3. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil), or by filling in the required words or numbers.

Thank you very much for filling in this questionnaire.

Part 1: Permission to use my responses for academic research

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials and surname: _____

Postal address: _____ Postal code: _____

Contact numbers: Home: _____ Cell: _____

No.	PART 2: GENERAL PERSONAL PARTICULARS Please tell us a little about yourself Please mark only ONE option per question below.	9.	What strategies can be put in place to ensure that staff members get skills? ☐ Organisation ☐ Own ☐ Culture
1.	I am within this age group ☐ 21-30 yrs. ☐ 31-40 yrs. ☐ 41-50 yrs. ☐ 51-60yrs ☐ Over 60 yrs.	10.	What impact does intrapersonal effectiveness have on interpersonal relations? ☒ Somewhat ☐ A little ☐ Not at All
2.	I am a: ☐ Female ☐ Male	11.	What essential skills should a successful manager have? ☐ Job coaching ☐ Delegated tasks ☐ Recruitment procedures ☐ Presentation assignments ☐ Internal training programs
3.	How long have you been working at SASSA? ☐ 1-2 years ☐ 3-4 years ☐ 5-6 years ☐ 7-8 years ☐ 9-10 years ☐ More than 10 years	12.	What is the importance of judgement in relation to managerial skills? ☐ A bit ☐ A lot ☐ Not at all
4.	Was your involvement in the migration to ERP from an IT or Business perspective? ☐ IT ☐ Business	13.	How would you describe your skill management capacity? ☐ Somewhat ☐ A little ☐ Not at all

5.	How many Enterprise Resource Planning implementations have you been involved in including this one? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ +5	.	PART 4: Extent of the benefit and perceived usefulness of skills within the organisation Please mark only ONE option per question below
6.	What business ranking do you have? ☐ Managerial ☐ Non- Managerial	14	What role does the manager play in building a strong skills work force ☐ Alot ☐ Somewhat ☐ Not at all
	PART 3: Are the skills acquired for self-sustenance reliable and relevant to the job within the organisation Please mark only ONE option per question below	15.	Is it important for a manager to demonstrate decision making skills? ☐ A bit ☐ Alot ☐ Not at all
7.	Can human skill resource be maximised on? ☐ Alot ☐ Somewhat ☐ No at all	16	Why is it important to keep staff members motivated for skills? ☐ Alot ☐ Somewhat ☐ Not at all
8.	What is the role of organising in the bigger scope of skill realisation? ☐ Training ☐ Development ☐ Genuine ☐ Not at all	17.	Do you believe in delegation of tasks for skills? ☐ Reach goals ☐ Keep happy ☐ Not important
	PART 5: Do the skills acquired for self-sustenance progress and success quality within the		

	organisation. Please mark only ONE option per question below		
18.	Does a leader need to acknowledge weakness in skill development? ☐ Yes ☐ No ☐ Not at all	20.	Are you confident in your ability to manage people? ☐ Alot ☐ Somewhat ☐ Not at all
19.	How important is communication and is it the best way to carry it out? ☐ A bit ☐ Somewhat ☐ Not at All	21.	Should communication be vertical or horizontal in its projection for skills ☐ Vertical ☐ Horizontal ☐ Both

Appendix D: Correlation

Nonparametric Correlations

Notes

Output Created	10-OCT-2012 20:50:22
Comments	
Input	Active Dataset DataSet1 Filter <none> Weight <none> Split File <none> N of Rows in Working Data File 100 Definition of Missing User-defined missing values are treated as missing.
Missing Value Handling	Statistics for each pair of variables are based on all the cases with valid data for that pair.
	Cases Used
Syntax	NONPAR CORR /VARIABLES=Age Gender Years ITorBusiness Implementations Ranking Qu1 Qu2 Qu3 Qu4 Qu5 Qu6 Qu7 Qu8 Qu9 Qu10 Qu11 Qu12 Qu13 Qu14 Qu15 /PRINT=SPEARMAN TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time 00:00:00.08 Elapsed Time 00:00:00.16 Number of Cases Allowed 33465 cases

			Age	Gender	Years
Spearman's rho	Age	Correlation Coefficient	1.000	-.171	-.249
		Sig. (2-tailed)	.	.089	.013
		N	100	100	100
	Gender	Correlation Coefficient	-.171	1.000	.032
		Sig. (2-tailed)	.089	.	.749
		N	100	100	100
	Years	Correlation Coefficient	-.249	.032	1.000
		Sig. (2-tailed)	.013	.749	.
		N	100	100	100
	IT or Business	Correlation Coefficient	-.146	.068	.147
		Sig. (2-tailed)	.146	.501	.144
		N	100	100	100
	Implementations	Correlation Coefficient	-.124	.050	-.166
		Sig. (2-tailed)	.219	.623	.098
		N	100	100	100
	Ranking	Correlation Coefficient	.039	.158	-.138
		Sig. (2-tailed)	.697	.117	.171
		N	100	100	100
	Qu 1	Correlation Coefficient	-.140	.142	-.108
		Sig. (2-tailed)	.165	.157	.284
		N	100	100	100
	Qu2	Correlation Coefficient	.030	-.090	.083
		Sig. (2-tailed)	.767	.372	.414
		N	100	100	100
	Qu3	Correlation Coefficient	-.032	.091	-.018
		Sig. (2-tailed)	.751	.369	.862
		N	100	100	100

Qu4	Correlation Coefficient	-.037	.111	.142
	Sig. (2-tailed)	.715	.270	.158
	N	100	100	100
Qu5	Correlation Coefficient	-.016	.084	.161
	Sig. (2-tailed)	.877	.408	.110
	N	100	100	100
Qu6	Correlation Coefficient	-.077	-.111	-.123
	Sig. (2-tailed)	.447	.270	.224

Correlations

			IT or Business	Implementations
Spearman's rho	Age	Correlation Coefficient	-.146	-.124
		Sig. (2-tailed)	.146	.219
		N	100	100
	Gender	Correlation Coefficient	.068	.050
		Sig. (2-tailed)	.501	.623
		N	100	100
	Years	Correlation Coefficient	.147*	-.166
		Sig. (2-tailed)	.144	.098
		N	100	100
	IT or Business	Correlation Coefficient	1.000	.003
		Sig. (2-tailed)	.	.978
		N	100	100
	Implementations	Correlation Coefficient	.003	1.000
		Sig. (2-tailed)	.978	.
		N	100	100
Ranking		Correlation Coefficient	.177	.079
		Sig. (2-tailed)	.079	.433

Qu 1	N	100	100
	Correlation Coefficient	-.008	.134
	Sig. (2-tailed)	.934	.184
Qu2	N	100	100
	Correlation Coefficient	-.043	.030
	Sig. (2-tailed)	.672	.764
Qu3	N	100	100
	Correlation Coefficient	.052	.173
	Sig. (2-tailed)	.607	.086
Qu4	N	100	100
	Correlation Coefficient	-.085	-.019
	Sig. (2-tailed)	.402	.853
Qu5	N	100	100
	Correlation Coefficient	.059	.047
	Sig. (2-tailed)	.563	.643
Qu6	N	100	100
	Correlation Coefficient	.135	.074
	Sig. (2-tailed)	.181	.464

Correlations

			Ranking	Qu 1	Qu2
Spearman's rho	Age	Correlation Coefficient	.039	-.140	.030
		Sig. (2-tailed)	.697	.165	.767
		N	100	100	100
	Gender	Correlation Coefficient	.158	.142	-.090
		Sig. (2-tailed)	.117	.157	.372
		N	100	100	100
	Years	Correlation Coefficient	-.138*	-.108	.083

			Sig. (2-tailed)	.171	.284	.414
			N	100	100	100
			Correlation Coefficient	.177	-.008	-.043
		IT or Business	Sig. (2-tailed)	.079	.934	.672
			N	100	100	100
			Correlation Coefficient	.079	.134	.030
		Implementations	Sig. (2-tailed)	.433	.184	.764
			N	100	100	100
			Correlation Coefficient	1.000	.061	-.114
		Ranking	Sig. (2-tailed)	.	.546	.260
			N	100	100	100
			Correlation Coefficient	.061	1.000	-.102
		Qu 1	Sig. (2-tailed)	.546	.	.312
			N	100	100	100
			Correlation Coefficient	-.114	-.102	1.000
		Qu2	Sig. (2-tailed)	.260	.312	.
			N	100	100	100
			Correlation Coefficient	.016	-.035	-.052
		Qu3	Sig. (2-tailed)	.871	.729	.608
			N	100	100	100
			Correlation Coefficient	-.089	-.113	-.049
		Qu4	Sig. (2-tailed)	.376	.265	.628
			N	100	100	100
			Correlation Coefficient	-.092	-.119	-.037
		Qu5	Sig. (2-tailed)	.362	.238	.718
			N	100	100	100
			Correlation Coefficient	-.086	-.188	.105
		Qu6	Sig. (2-tailed)	.394	.061	.297

Correlations

			Qu3	Qu4	Qu5
Spearman's rho	Age	Correlation Coefficient	-.032	-.037	-.016
		Sig. (2-tailed)	.751	.715	.877
		N	100	100	100
	Gender	Correlation Coefficient	.091	.111	.084
		Sig. (2-tailed)	.369	.270	.408
		N	100	100	100
	Years	Correlation Coefficient	-.018	.142	.161
		Sig. (2-tailed)	.862	.158	.110
		N	100	100	100
	IT or Business	Correlation Coefficient	.052	-.085	.059
		Sig. (2-tailed)	.607	.402	.563
		N	100	100	100
	Implementations	Correlation Coefficient	.173	-.019	.047
		Sig. (2-tailed)	.086	.853	.643
		N	100	100	100
	Ranking	Correlation Coefficient	.016	-.089	-.092
		Sig. (2-tailed)	.871	.376	.362
		N	100	100	100
	Qu 1	Correlation Coefficient	-.035	-.113	-.119
		Sig. (2-tailed)	.729	.265	.238
		N	100	100	100
	Qu2	Correlation Coefficient	-.052	-.049	-.037
		Sig. (2-tailed)	.608	.628	.718
		N	100	100	100
	Qu3	Correlation Coefficient	1.000	.061	-.026
		Sig. (2-tailed)	.	.546	.800

	Qu4	N	100	100	100
		Correlation Coefficient	.061	1.000	-.153
		Sig. (2-tailed)	.546	.	.128
	Qu5	N	100	100	100
		Correlation Coefficient	-.026	-.153	1.000
		Sig. (2-tailed)	.800	.128	.
	Qu6	N	100	100	100
		Correlation Coefficient	-.019	-.081	.095
		Sig. (2-tailed)	.853	.422	.347

Correlations

			Qu6	Qu7	Qu8
Spearman's rho	Age	Correlation Coefficient	-.077	-.053	.122
		Sig. (2-tailed)	.447	.597	.228
		N	100	100	100
	Gender	Correlation Coefficient	-.111	-.114	-.062
		Sig. (2-tailed)	.270	.258	.539
		N	100	100	100
	Years	Correlation Coefficient	-.123	.068	-.022
		Sig. (2-tailed)	.224	.501	.831
		N	100	100	100
	IT or Business	Correlation Coefficient	.135	.102	.032
		Sig. (2-tailed)	.181	.311	.755
		N	100	100	100
	Implementations	Correlation Coefficient	.074	-.046	-.157
		Sig. (2-tailed)	.464	.647	.120
		N	100	100	100
	Ranking	Correlation Coefficient	-.086	-.159	-.173

	Qu 1	Sig. (2-tailed)	.394	.113	.085
		N	100	100	100
		Correlation Coefficient	-.188	-.138	-.128
		Sig. (2-tailed)	.061	.170	.206
		N	100	100	100
		Correlation Coefficient	.105	-.048	-.058
	Qu2	Sig. (2-tailed)	.297	.636	.567
		N	100	100	100
		Correlation Coefficient	-.019	.019	.006
	Qu3	Sig. (2-tailed)	.853	.849	.954
		N	100	100	100
		Correlation Coefficient	-.081	.015	.018
	Qu4	Sig. (2-tailed)	.422	.880	.863
		N	100	100	100
		Correlation Coefficient	.095	-.039	.027
	Qu5	Sig. (2-tailed)	.347	.700	.788
		N	100	100	100
		Correlation Coefficient	1.000	.119	.024
	Qu6	Sig. (2-tailed)	.	.238	.812

Correlations

		Qu9	Qu10	Qu11
Spearman's rho	Age	Correlation Coefficient	-.070	-.117
		Sig. (2-tailed)	.488	.248
		N	100	100
	Gender	Correlation Coefficient	.115	.040
		Sig. (2-tailed)	.256	.693
		N	100	100

	Years	Correlation Coefficient	-.070 [*]	-.019	-.109
		Sig. (2-tailed)	.492	.850	.280
		N	100	100	100
	IT or Business	Correlation Coefficient	.094	.095	-.296
		Sig. (2-tailed)	.354	.346	.003
		N	100	100	100
	Implementations	Correlation Coefficient	-.054	-.001	.180
		Sig. (2-tailed)	.591	.995	.074
		N	100	100	100
	Ranking	Correlation Coefficient	-.009	-.192	-.144
		Sig. (2-tailed)	.926	.056	.152
		N	100	100	100
	Qu 1	Correlation Coefficient	.009	.192	-.146
		Sig. (2-tailed)	.926	.056	.148
		N	100	100	100
	Qu2	Correlation Coefficient	.249	-.086	.195
		Sig. (2-tailed)	.013	.394	.051
		N	100	100	100
	Qu3	Correlation Coefficient	.015	.074	.109
		Sig. (2-tailed)	.885	.464	.279
		N	100	100	100
	Qu4	Correlation Coefficient	.021	-.062	.138
		Sig. (2-tailed)	.837	.540	.172
		N	100	100	100
	Qu5	Correlation Coefficient	-.089	-.051	.005
		Sig. (2-tailed)	.377	.617	.962
		N	100	100	100
	Qu6	Correlation Coefficient	.041	-.028	-.102

	Sig. (2-tailed)	.683	.784	.313
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Correlations

			Qu12	Qu13	Qu14
Spearman's rho	Age	Correlation Coefficient	-.087	-.207	-.115
		Sig. (2-tailed)	.390	.039	.255
		N	100	100	100
	Gender	Correlation Coefficient	-.007	.243	.236
		Sig. (2-tailed)	.945	.015	.018
		N	100	100	100
	Years	Correlation Coefficient	.071	-.027	-.002
		Sig. (2-tailed)	.484	.787	.982
		N	100	100	100
	IT or Business	Correlation Coefficient	-.027	-.003	.020
		Sig. (2-tailed)	.786	.979	.847
		N	100	100	100
	Implementations	Correlation Coefficient	.048	.102	.086
		Sig. (2-tailed)	.632	.314	.392
		N	100	100	100
	Ranking	Correlation Coefficient	-.062	-.126	-.011
		Sig. (2-tailed)	.537	.212	.911
		N	100	100	100
	Qu 1	Correlation Coefficient	-.113	.126	.151
		Sig. (2-tailed)	.264	.212	.133
		N	100	100	100
	Qu2	Correlation Coefficient	-.079	-.069	-.110

	Qu3	Sig. (2-tailed)	.432	.498	.274
		N	100	100	100
		Correlation Coefficient	-.114	.177	.113
		Sig. (2-tailed)	.259	.079	.262
		N	100	100	100
		Correlation Coefficient	.076	.139	.005
	Qu4	Sig. (2-tailed)	.452	.169	.964
		N	100	100	100
		Correlation Coefficient	.062	-.160	-.144
	Qu5	Sig. (2-tailed)	.539	.111	.152
		N	100	100	100
		Correlation Coefficient	-.024	-.214	-.210
	Qu6	Sig. (2-tailed)	.811	.033	.036

Correlations

			Qu15
Spearman's rho	Age	Correlation Coefficient	.026
		Sig. (2-tailed)	.801
		N	100
	Gender	Correlation Coefficient	-.135
		Sig. (2-tailed)	.180
		N	100
	Years	Correlation Coefficient	.081
		Sig. (2-tailed)	.425
		N	100
	IT or Business	Correlation Coefficient	.024
		Sig. (2-tailed)	.811
		N	100

Implementations	Correlation Coefficient	-.282
	Sig. (2-tailed)	.004
	N	100
Ranking	Correlation Coefficient	-.070
	Sig. (2-tailed)	.488
	N	100
Qu 1	Correlation Coefficient	-.054
	Sig. (2-tailed)	.595
	N	100
Qu2	Correlation Coefficient	-.282
	Sig. (2-tailed)	.004
	N	100
Qu3	Correlation Coefficient	-.180
	Sig. (2-tailed)	.074
	N	100
Qu4	Correlation Coefficient	.019
	Sig. (2-tailed)	.850
	N	100
Qu5	Correlation Coefficient	-.054
	Sig. (2-tailed)	.597
	N	100
Qu6	Correlation Coefficient	.121
	Sig. (2-tailed)	.229

Correlations

			Age	Gender	Years
Spearman's rho	Qu6	N	100	100	100
	Qu7	Correlation Coefficient	-.053	-.114	.068

	Sig. (2-tailed)	.597	.258	.501
	N	100	100	100
	Correlation Coefficient	.122	-.062	-.022
Qu8	Sig. (2-tailed)	.228	.539	.831
	N	100	100	100
	Correlation Coefficient	-.070	.115	-.070
Qu9	Sig. (2-tailed)	.488	.256	.492
	N	100	100	100
	Correlation Coefficient	-.117	.040	-.019
Qu10	Sig. (2-tailed)	.248	.693	.850
	N	100	100	100
	Correlation Coefficient	.126	.015	-.109
Qu11	Sig. (2-tailed)	.210	.885	.280
	N	100	100	100
	Correlation Coefficient	-.087	-.007	.071
Qu12	Sig. (2-tailed)	.390	.945	.484
	N	100	100	100
	Correlation Coefficient	-.207	.243	-.027
Qu13	Sig. (2-tailed)	.039	.015	.787
	N	100	100	100
	Correlation Coefficient	-.115	.236	-.002
Qu14	Sig. (2-tailed)	.255	.018	.982
	N	100	100	100
	Correlation Coefficient	.026	-.135	.081
Qu15	Sig. (2-tailed)	.801	.180	.425
	N	100	100	100

Correlations

			IT or Business	Implementations
Spearman's rho	Qu6	N	100	100
		Correlation Coefficient	.102	-.046
		Sig. (2-tailed)	.311	.647
	Qu7	N	100	100
		Correlation Coefficient	.032	-.157
		Sig. (2-tailed)	.755	.120
	Qu8	N	100	100
		Correlation Coefficient	.094	-.054
		Sig. (2-tailed)	.354	.591
	Qu9	N	100	100
		Correlation Coefficient	.095	-.001
		Sig. (2-tailed)	.346	.995
	Qu10	N	100	100
		Correlation Coefficient	-.296	.180
		Sig. (2-tailed)	.003	.074
	Qu11	N	100	100
		Correlation Coefficient	-.027	.048
		Sig. (2-tailed)	.786	.632
	Qu12	N	100	100
		Correlation Coefficient	-.003	.102
		Sig. (2-tailed)	.979	.314
	Qu13	N	100	100
		Correlation Coefficient	.020	.086
		Sig. (2-tailed)	.847	.392
	Qu14	N	100	100
		Correlation Coefficient	.024	-.282
		Sig. (2-tailed)	.811	.004

	N	100	100
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Correlations

			Ranking	Qu 1	Qu2
Spearman's rho	Qu6	N	100	100	100
		Correlation Coefficient	-.159	-.138	-.048
	Qu7	Sig. (2-tailed)	.113	.170	.636
		N	100	100	100
	Qu8	Correlation Coefficient	-.173	-.128	-.058
		Sig. (2-tailed)	.085	.206	.567
		N	100	100	100
		Correlation Coefficient	-.009	.009	.249
	Qu9	Sig. (2-tailed)	.926	.926	.013
		N	100	100	100
		Correlation Coefficient	-.192	.192	-.086
		Sig. (2-tailed)	.056	.056	.394
	Qu10	N	100	100	100
		Correlation Coefficient	-.144	-.146	.195
		Sig. (2-tailed)	.152	.148	.051
		N	100	100	100
		Correlation Coefficient	-.062	-.113	-.079
		Sig. (2-tailed)	.537	.264	.432
	Qu12	N	100	100	100
		Correlation Coefficient	-.126	.126	-.069
	Qu13	Sig. (2-tailed)	.212	.212	.498
		N	100	100	100
		Correlation Coefficient	-.011	.151	-.110
		Sig. (2-tailed)	.911	.133	.274

Qu15	N	100	100	100
	Correlation Coefficient	-.070	-.054	-.282
	Sig. (2-tailed)	.488	.595	.004
	N	100	100	100

Correlations

			Qu3	Qu4	Qu5
Spearman's rho	Qu6	N	100	100	100
		Correlation Coefficient	.019	.015	-.039
	Qu7	Sig. (2-tailed)	.849	.880	.700
		N	100	100	100
	Qu8	Correlation Coefficient	.006	.018	.027
		Sig. (2-tailed)	.954	.863	.788
	Qu9	N	100	100	100
		Correlation Coefficient	.015	.021	-.089
	Qu10	Sig. (2-tailed)	.885	.837	.377
		N	100	100	100
	Qu11	Correlation Coefficient	.074	-.062	-.051
		Sig. (2-tailed)	.464	.540	.617
	Qu12	N	100	100	100
		Correlation Coefficient	.109	.138	.005
	Qu13	Sig. (2-tailed)	.279	.172	.962
		N	100	100	100
		Correlation Coefficient	-.114	.076	.062
		Sig. (2-tailed)	.259	.452	.539
		N	100	100	100
		Correlation Coefficient	.177	.139	-.160
		Sig. (2-tailed)	.079	.169	.111

	Qu14	N	100	100	100
		Correlation Coefficient	.113	.005	-.144
		Sig. (2-tailed)	.262	.964	.152
	Qu15	N	100	100	100
		Correlation Coefficient	-.180	.019	-.054
		Sig. (2-tailed)	.074	.850	.597
		N	100	100	100

Correlations

			Qu6	Qu7	Qu8
Spearman's rho	Qu6	N	100	100	100
		Correlation Coefficient	.119	1.000	.060
		Sig. (2-tailed)	.238	.	.552
	Qu7	N	100	100	100
		Correlation Coefficient	.024	.060	1.000
		Sig. (2-tailed)	.812	.552	.
	Qu8	N	100	100	100
		Correlation Coefficient	.041	.051	.051
		Sig. (2-tailed)	.683	.616	.616
	Qu9	N	100	100	100
		Correlation Coefficient	-.028	-.065	.061
		Sig. (2-tailed)	.784	.519	.549
	Qu10	N	100	100	100
		Correlation Coefficient	-.102	.005	-.084
		Sig. (2-tailed)	.313	.961	.403
	Qu11	N	100	100	100
		Correlation Coefficient	-.024	.022	.056
		Sig. (2-tailed)	.811	.826	.581
	Qu12	N	100	100	100
		Correlation Coefficient	-.024	.022	.056
		Sig. (2-tailed)	.811	.826	.581

Qu13	N	100	100	100
	Correlation Coefficient	-.214	.073	-.002
	Sig. (2-tailed)	.033	.468	.987
Qu14	N	100	100	100
	Correlation Coefficient	-.210	.149	-.116
	Sig. (2-tailed)	.036	.139	.252
Qu15	N	100	100	100
	Correlation Coefficient	.121	-.110	.102
	Sig. (2-tailed)	.229	.274	.312
	N	100	100	100

Correlations

			Qu9	Qu10	Qu11
Spearman's rho	Qu6	N	100	100	100
		Correlation Coefficient	.051	-.065	.005
		Sig. (2-tailed)	.616	.519	.961
	Qu7	N	100	100	100
		Correlation Coefficient	.051	.061	-.084
		Sig. (2-tailed)	.616	.549	.403
	Qu8	N	100	100	100
		Correlation Coefficient	1.000	-.063	-.091
		Sig. (2-tailed)	.	.534	.365
	Qu9	N	100	100	100
		Correlation Coefficient	-.063	1.000	.023
		Sig. (2-tailed)	.534	.	.817
	Qu10	N	100	100	100
		Correlation Coefficient	-.091	.023	1.000
		Sig. (2-tailed)	.365	.817	.
	Qu11	N	100	100	100

Qu12	Correlation Coefficient	-.058	-.069	.041
	Sig. (2-tailed)	.567	.494	.685
	N	100	100	100
Qu13	Correlation Coefficient	.131	.059	.247
	Sig. (2-tailed)	.193	.558	.013
	N	100	100	100
Qu14	Correlation Coefficient	-.091	.018	.170
	Sig. (2-tailed)	.369	.862	.091
	N	100	100	100
Qu15	Correlation Coefficient	-.098	-.054	-.343
	Sig. (2-tailed)	.332	.596	.000
	N	100	100	100

Correlations

			Qu12	Qu13	Qu14
Spearman's rho	Qu6	N	100	100	100
		Correlation Coefficient	.022	.073	.149
	Qu7	Sig. (2-tailed)	.826	.468	.139
		N	100	100	100
		Correlation Coefficient	.056	-.002	-.116
	Qu8	Sig. (2-tailed)	.581	.987	.252
		N	100	100	100
		Correlation Coefficient	-.058	.131	-.091
	Qu9	Sig. (2-tailed)	.567	.193	.369
		N	100	100	100
		Correlation Coefficient	-.069	.059	.018
	Qu10	Sig. (2-tailed)	.494	.558	.862
		N	100	100	100

Qu11	Correlation Coefficient	.041	.247	.170
	Sig. (2-tailed)	.685	.013	.091
	N	100	100	100
Qu12	Correlation Coefficient	1.000	.005	-.113
	Sig. (2-tailed)	.	.958	.262
	N	100	100	100
Qu13	Correlation Coefficient	.005	1.000	.490
	Sig. (2-tailed)	.958	.	.000
	N	100	100	100
Qu14	Correlation Coefficient	-.113	.490	1.000
	Sig. (2-tailed)	.262	.000	.
	N	100	100	100
Qu15	Correlation Coefficient	-.055	-.257	-.163
	Sig. (2-tailed)	.585	.010	.105
	N	100	100	100

Correlations

			Qu15
Spearman's rho	Qu6	N	100
		Correlation Coefficient	-.110
		Sig. (2-tailed)	.274
	Qu7	N	100
		Correlation Coefficient	.102
		Sig. (2-tailed)	.312
	Qu8	N	100
		Correlation Coefficient	-.098
		Sig. (2-tailed)	.332
	Qu9	N	100

Qu10	Correlation Coefficient	-.054
	Sig. (2-tailed)	.596
	N	100
Qu11	Correlation Coefficient	-.343
	Sig. (2-tailed)	.000
	N	100
Qu12	Correlation Coefficient	-.055
	Sig. (2-tailed)	.585
	N	100
Qu13	Correlation Coefficient	-.257
	Sig. (2-tailed)	.010
	N	100
Qu14	Correlation Coefficient	-.163
	Sig. (2-tailed)	.105
	N	100
Qu15	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	100