EVALUATION OF TRAINING AND DEVELOPMENT FOR EFFECTIVE SERVICE DELIVERY IN THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT

Thesis submitted for partial fulfilment of the requirements for the Degree of Doctor of Philosophy-Public Management and Governance at the North West University (Vaal Triangle Campus)

By

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Declaration

I, C.M. Kunene declare that this thesis, except where otherwise indicated, is my original research. This thesis has not been submitted for any degree or examination at any other university. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, their words have been re-written but the general information attributed to them has been referenced. Where their exact words have been used, their writing has been placed inside quotation marks, and referenced. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the references sections.

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Dedication

This study is dedicated to my late father Mr Isaac, Mqanjelwa (Umshikashika wezinsizwa, inkomo esengwa yiviyo) Kunene and my late mother Mrs Maria Nombango (uMaria ocwebileyo) Kunene who brought me up and made me to be what I am today. Although they are late, however I am highly grateful to them. May their souls rest in peace.

List of Abbreviations

ABET	Adult Basic Education and Training
CIPP	Context, Input, Process, Product
CIRO	Context, Input, Reaction and Outcome
DSD	Department of Social Development
ETDP	Education, Training and Development Practitioners
FETC	Further Education and Training College
HEI	Higher Education Institute
HRD	Human Resource Development
HRDS	Human Resource Development Strategy
HRD-SA	Human Resource Development Strategy for South Africa
HRM	Human resource management
IT	Information Technology
KSA	Knowledge, Skills and Attitudes
KZN	KwaZulu-Natal
NDP	National Development Plan
NGOs	Non-Governmental Organizations
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
OJT	Structured on the Job Training
PDP	Personal Development Plans
PMFA	Public Finance Management Act
PMDS	Performance Management and Development System
PSC	Public Services Commission
ROI	Return on Investment
RPL	Recognition of Prior Learning
SAQA	South African Qualification Authority
SDA	Skills Development Act
SDF	Skills Development Facilitator
SETAs	Sector Education Training Authorities
SHRD	Strategic Human Resource Development
WPPSTE	White Paper on Public Service Training and Education
WPTPSD	White Paper on Transforming Public Service Delivery
WSPs	Workplace Skills Plans

Abstract

This study evaluated the effectiveness of training and development delivered to public servants concentrating on effective service delivery of stipulated social welfare services at KwaZulu-Natal Department of Social Development. Furthermore, the study explores expectations and experiences of the recipients of competency-based training programmes offered by the Human Resource Development Directorate of the Department. The perceptions of recipients of services rendered by the department were also investigated. In addition, the study also examined the extent to which the training and development programmes responded to the skills needs of the Department of Social Development and the influence of human, physical and financial resources on effective service delivery. Furthermore, the study investigated the challenges impeding the transference of skills acquired from training and development programmes and how they affect service delivery in the Department of Social Development.

A mixed method research design was utilised in examining existing strengths and weaknesses of programmes presented by professional service providers for employees of the KwaZulu-Natal Department of Social Development. Data were collected from interviews held with officials of the department and a survey of customers serviced by the department as well as junior and senior officials of the Department. The findings of the study revealed that the implemented training and development programmes have resulted in an improvement in effective service delivery. The results of the study also indicated that the inadequacy of financial, human and physical resources serve as a hindrance in the provision of training and development for effective service delivery. It was also discovered that the lack of training in systems of government such as the implementation of performance management, the implementation of the strategic plan of the department and the implementation of human resource development strategy seriously impede effective service delivery.

As far as the customers are concerned, the services rendered by the employees of the department were found to meet the clients' needs and they are consulted about the quality of service. The recommendations advanced in this study relate to an alignment of HRD training and development programmes with skills required to perform in DSD, investment of human, physical and financial resources on training and development, overcoming the impediments of skills acquired from training and development programmes and proper execution of Employee Performance Management and Development systems.

KEY WORDS: *competency based assessment; training and development; effective service delivery; human resource development; performance management; public servants; service delivery improvement plan; social cohesion; social development; systems and processes.*

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CHAPTER ONE
INTRODUCTION AND BACKGROUND

1.0 Introduction

Contemporary literature and empirical evidence show that the evaluation of training and development has grown over time (Ya-Hui Elegance Chang, 2010; Aamodt, 2007; Phillips, 2002; Goldstein and Ford, 2002; Burns, 2000; Bates, and Coyne, 2005; Kirkpatrick, et al. 1994). Topno (2012:16) states that training like any other organizational activity requires time, energy and money. It is a critical investment in a strategy that leads to internal promotion, succession planning and employees' development. It is an investment in employees" productivity and retention by providing for career progression and employees job satisfaction over the long time" Bowes, 2008) cited in Topno (2012:16). There is a decreasing willingness to spend financial resources on faith and an increasing pressure to justify training and development costs. Baldwin and Ford (1988:57) have estimated that "not more than 10 per cent of training and development expenditure actually results in transfer to the job." In this context, it is imperative for those in the field to focus on evaluation of training and development and properly demonstrate and communicate to management that training efforts are making worthwhile contribution.

Drawing from Topno (2012), evaluation of training and development means assessment of the impact of training on trainee's performance and behaviour. Due to increasing expenditure on training and development, a number of organizations has been raising questions concerning the return on these investments. This means that the organization requires to know whether their investment in training and development for effective service delivery is effectively and efficiently spent. Hence, it becomes essential for the department to conduct continuous evaluation of training and development. Various researchers quoted in Topno (2012) state that evaluation of training and development is the most essential aspect of a training programme. Generally, all good training and development programmes start with identification of training and development needs and ends with evaluation of training (Gopal, 2009). Training evaluation ensures whether candidates are able to implement their learning in their respective work place or to their regular routines (Nagar, 2009).

Phillips (1991) defined evaluation as a systematic process that determines the worth, value or meaning of something. Holli and Colabreses (1998) defined evaluation as comparisons of an observed value or quality to a standard or a criterion. It is the process of forming value judgements about the quality of programmes, products and goals. Boulmetis and Dutwin (2000) defined evaluation as the systematic process of collecting and analysing data in order to determine whether and to what degree objectives were or are being achieved. Schalok (2001) defined effectiveness evaluation as the determination of the extent to which a programme has met its stated performance goals and objectives. Evaluation of training and development involves assessing whether training is achieving its objectives and effectiveness. Training effectiveness refers to the benefits that the government department and the trainees receive from training. Benefits for trainees may include learning new skills or behaviour. Benefits for the government department may include increased production and more satisfied customers. However, it is very difficult to measure the effectiveness of training and development because of its abstract nature and long term impact on the trainees and the organization (Prasad, 2005).

Training evaluation is often defined as the systematic process of collecting data to determine whether training is effective (Goldstein and Ford, (2002); Noe, (2002) cited in Neeraj, Borate and Gopalkrishna (2014:4). According to Kenneth and Megan (2002), evaluation should include procedures that ensure alignment of a training activity with the organization's strategy. Being aware of the learning process and how it affects employee's behaviour is critical and of paramount importance as many organizations spend significant amounts of money to train their employees. Weaknesses that can be seen in many executive management systems are due to the fact that managers and supervisors are not considerate enough to train staff and eventually do not get appropriate feedbacks (Stewart et al, 2003). Earlier studies by Brameley and Kitson (1994) pointed out that firms and institutions use different levels of analysis to evaluate training effectiveness.

The major objectives of the present study are: to explore the concepts "training and development" and "effective service delivery"; determine the extent to which the training and development programmes respond to the skills needs of the Department of Social Development; determine the influence of human, physical and financial resources on effective service delivery; investigate the challenges impeding the transference of skills acquired from training and development programmes and how they affect service delivery in the Department of Social Development ; evaluate the effectiveness of training and development

of public servants for effective delivery of stipulated social development services at KwaZulu-Natal Department of Social Development and suggest recommendations on how the training and development programmes can be implemented for more effective service delivery. It is imperative, hence, to empirically examine the impact of Human Resource Development within the Department of Social Development.

The Constitution of the Republic of South Africa, 1996 (hereafter referred to as the Constitution) provides for the establishment of Provinces and the nomination of the Executive Council where the Premier of the Province is the Head of the council. Section 133 of the Constitution assigns the Executive Councils accountability and responsibilities of their respective departments. Section 104 confers powers to the Provincial Legislatures to pass legislation on any matter within its functional areas. In accordance with Section 104 mentioned above, the KwaZulu-Natal (KZN) as a province proclaimed in section 103(1) passed a Government Gazette for the establishment of Departments in the province. Among the departments which were proclaimed in the Government Gazette No R107 of 1994, the Department of Social Development was established with a sole mandate to enhance the quality of life through an integrated system of Social Development Services. The delivery of the mandate of the Department of Social Development requires recruitment, retention and continuous training and development of human resources.

The Auditor General's report (2012:89) dealing with the Department of Social Development indicates that, "the Accounting Officer did not exercise adequate oversight responsibility regarding financial and performance reporting and compliance with laws and regulations relating to transfer payments and supply chain management". Moreover, the Auditor General's report (2014:131) indicates that, "there was inadequate leadership to support managements' communication of the department's established code of conduct, policies and internal controls to all of its employees". In addition to that, there was "a lack of appropriate action for non-adherence to these controls and accurate completion of functions within the set time frames, resulting in additional oversight and corrective functions being necessary in the department". The aforementioned Auditor General's reports indicate that the Department of Social Development has weaknesses in terms of leadership and management, human resource management, financial management, project management, government ethics and supply chain management. Management and production level employees were capacitated through training in all these programs hoping for improvement in service delivery.

The formal code of conduct for the public service issued in 2002 by the Public Service Commission which promoted a standard of professional ethics in the work place was on several occasions work shopped in the department for implementation in the real working environment. However, the Auditor General's report presents negative findings. Section 40(1)(a) of the Public Finance Management Act 1 of 1999 updated in 2009 requires that full and proper records of the financial affairs of the department in accordance with any prescribed norms and standards are maintained. The department, in terms of the findings by the Auditor General lacks compliance and this remains a challenge.

Previous studies (Kunene, 2006; Ballies, 2009; Nhlapo, 2010; Skosana, 2010; Molaoa, 2011; Malange, 2011) have investigated the impact of training and development and the role played by Human Resource Development in capacitating employees to become productive in a work place. Despite the previous studies conducted in the area of training and development, none of them has been conducted on the evaluation of training and development for effective service delivery within the department of Social Development in the Province of KwaZulu-Natal. It is against this background that the present study sought to evaluate the influence of training and development for effective service delivery in the Department of Social Development in KwaZulu-Natal.

This means that the study will contribute to the improvement of service delivery through investigating the effectiveness of training and development programmes and coming up with recommendations. This has been done through a combination of document analysis and exploring expectations and experiences of the recipients of training and development programmes offered by the Human Resource Development Directorate of the Department. The perception of the recipients of services rendered by the department are also explored.

1.1 Orientation and Problem Statement

The Auditor General recommended that the Department of Social Development in KwaZulu-Natal should implement effective human resource management to ensure that adequate and sufficiently skilled resources are in place and that performance is monitored. This serves as evidence that the department is lacking in this respect.

Despite several training programmes on performance enhancement, the department continues to struggle on how to report accurate figures which correlate with the strategic plan and Annual Performance Plan of the Department (Audit Log, 2015). The KwaZulu-Natal Department of Social Development's Annual Reports for, (2013/2014:123-125) and (2011/2012:228-229) financial years reported on training needs determination and training interventions provided by the Human Resource Development of the Department of Social Development. These annual reports indicated that the employees for the department have been receiving training on these issues and transversal training programmes such as human resources and financial management were provided. It is evident, however, that despite these training programmes offered, and challenges still remain.

The management of transfer payments, human resource administration on appointments and leave management, acting appointments beyond the prescribed period of time were all identified as deficiencies by the Auditor General Reports during the 2011 till the 2015 financial years; the department was required to implement effective remedies in addressing these gaps. The Auditor General Audit log for 2015/2016 financial year determined that the Human Resource Plan was not completed and not brought to the attention of the Head of Department for approval.

Therefore, it reminded the department that in terms of the DPSA Circular No. HRP and P 1 of 2010; the 2013/14 HR plan should be finalised and approved by 30 June 2013. The Auditor General (2012) raised concerns regarding the skills levels of the line management within the asset component as the department struggled to manage asset management as required in terms of the provisions of the Financial Management Act and related Treasury Regulations.

The Human Resource Development Annual Training Reports for 2011-2015 indicate that human resource management, financial management, supply chain management, leadership and management training programmes were provided. It is unfortunate that discrepancies in these fields still exist despite training and development programmes being offered. The Education, Training and Development practitioners and Human Resource Development (HRD) units do not exist in isolation. Organizations today are expecting added value from staff functions and in order to fulfill a strategic role, the Education, Training and Development practitioners must be seen to be training for improving existing standards.

They must develop a culture of ongoing analysis and assessment and learn to think and operate strategically and analytically in a comprehensive and effective manner (Meyer 1999:137). The skills analysis need to be based on a thorough understanding of what makes workplace competence that is somehow different from the traditional concepts of individual skills, knowledge, attributes and experience. It is useful for organizations to frame their purpose and the results they seek in these terms and it is crucial to identify the competencies critical to individual and organizational success.

These aspects of human resource development are interrelated and cannot be seen or researched in isolation from one another. The planning and implementation of training programmes are directly and inextricably linked with the outcomes. Therefore, these outcomes are in turn assessed through scientifically based evaluation criteria and processes that pinpoint to possible weaknesses and challenges in the implementation process (DeSimone, Werner and Harris, 2002:33).

Planning the training process mainly entails determining the training needs at organizational, task-related and individual levels (Nadler 1982:14). The researcher's point of view is that a training programme cannot be effective without accurate planning which leads to the desired outcomes benefitting the organization. Therefore, this requires Human Resource Development to be innovative when planning training programmes for its personnel.

Well planned training programmes stimulate interest amongst the nominees and make them productive in a work place. Following the needs analysis and the selection of staff that are to undertake training on a variety of aspects of their duties, it is essential to determine whether the content of the training programme adequately responds to the needs of the organization. In other words, there is a need for pre-evaluation of the course content.

The research commissioned by the Department of Social Development and undertaken by KHANYA Aicdd Consultants (2007:17) indicated that:

- vulnerable groups are not receiving the attention they deserve;
- key issues associated with vulnerable and community groups throughout the country are neglected; and

- there is lack of capacity and adequate training amongst Social Development Department staff both at administrative and management and therefore these are directly related to poor service delivery to vulnerable groups.

The significance of the findings of the above-stated survey is crucial for understanding the disjuncture of cause and effect (training and service delivery) because of a number of factors such as:

- it covered all districts in KZN;
- it was researched by an internationally – renowned service provider;
- the provider sub-contracted highly trained and experienced university researchers; and
- ten (10) national and regional workshops were conducted in order for the final report to be accepted (Khanya Consultants, 2007:17).

It is from the findings of the above study that the researcher was inspired to choose a topic of investigation directly related to the potential of the transference of skills from the training environment into a practical work environment, possibly leading to an appropriate human resource development strategy. The current study is located within the skills development terrain of human resources in the field of public management. There are tangible weaknesses, problems and challenges facing public servants, especially in key social service delivery departments such as the Department of Social Development, especially in the KwaZulu-Natal.

The study uses a mixed method research design to examine existing strengths and weaknesses of programmes presented by professional service providers for employees of the KwaZulu-Natal Department of Social Development to develop the skills and capacity of the human resources with the expectation that employees' performance in a workplace will be optimized. This study investigated the relationship between training and development of public servants (independent variable) and effective service delivery (dependent variable).

1.2 Purpose of the Study

The purpose of this study is to explore the reasons why the trained and developed public servants of the department are unable to render effective and improved service delivery to the customers of the Department of Social Development in KwaZulu-Natal. The study evaluates the effectiveness of training and development programmes offered to public

servants for effective and efficient service delivery. The study also explores the expectations and experiences of the recipients of training and development programmes offered by the Human Resource Development Directorate of the Department of Social Development.

1.3 Research Objectives

The objectives of this study are:

- To investigate the influence of training and development on effective service delivery.
- To determine the extent to which the training and development programmes provided respond to the skills needs of the Department of Social Development.
- To determine the influence of human, physical and financial resources on effective service delivery.
- To investigate the challenges impeding the transference of skills acquired from training and development programmes and how they affect service delivery in the Department of Social Development.
- To suggest recommendations on how the training and development programmes can be implemented for more effective service delivery.

1.4 Research Questions

Flowing from the above problem statement, this study seeks to respond to the following questions:

- What is the relationship between "training and development" and "effective service delivery"?
- How well do the current training and development programmes respond to the skills needs of the Department of Social Development?
- What is the influence of human, physical and financial resources on effective, efficient and equitable service delivery?
- What are the challenges impeding the transference of skills acquired from training and development programmes and how do they affect service delivery in the Department of Social Development?
- What recommendations can be proposed to effectively implement training and development programmes for effective service delivery?

The above research questions demand empirical answers that will contribute towards the realization of the objectives of this study.

1.5 Hypothesis

The following hypotheses are formulated for the study:

The following relationships are all stated from the perspective of the null hypothesis and are tested in order to ascertain the relationship between service delivery and training and development programmes of the KwaZulu-Natal Department of Social Development.

- There is no relationship between the identified training needs and the training programmes provided.
- The Human Resource Development Strategy does not adequately respond to the strategic plan of the department.
- The Human Resource Development business unit, when coordinating training programmes does not consider the operational plans of employees.
- The trained employees are not afforded an opportunity to plough back the skills acquired from the learning environment into a working environment.
- The most important human resource training and development methods and techniques such as on the job training are not considered for the development of employees in a workplace.

1.6 Significance of the Study

This study is significant because the researcher is not aware of any study which investigated the impact of training and development in the Department of Social Development in the KwaZulu-Natal Province to date. Therefore, findings from this study will undoubtedly contribute to new knowledge in the evaluation of training and development programmes in the context of this department in the province. The department of Social Development in (KZN) shall benefit from the study because the findings shall be presented to the Accounting Officer and enable the department to strengthen the provisioning of competency based approach training programmes. It is hoped that as a result of the findings of this study service delivery to the citizens of (KZN) shall improve as well.

1.7 Structure of the Thesis

The study is divided into eight chapters. **Chapter One** presents the introduction and background, rationale of the study and the hypothesis. Furthermore, the objectives of the research methodology, as well as the hypothesis of the study are highlighted. **Chapter Two** provides the theoretical overview regarding training and development in the South African public sector in order to determine the necessary criteria for effective service delivery within the Department of Social Development in KwaZulu-Natal. **Chapter Three** presents the literature review on the evaluation of training and development for effective service delivery. All applicable types of evaluation and challenges impeding the transference of skills will be highlighted in this chapter. **Chapter Four** is the contextual framework on training and development of Public Servants in the Department of Social Development at KwaZulu Natal. **Chapter Five deals with** the comprehensive research methods underpinning the study. The findings of the empirical study are scientifically analyzed, interpreted and presented in **Chapter Six**. In **Chapter Seven**, a proposed model for training and development of employees in the KwaZulu-Natal Department of Social Development is outlined. The model is original and might be regarded as a relevant contribution to the study and practice of Public Management and Administration. Lastly, **Chapter Eight** consists of conclusion and recommendations for the way forward. A number of suggestions for further research will also be presented.

CHAPTER TWO

CONCEPTUAL FRAMEWORK FOR TRAINING AND DEVELOPMENT

2.0 Introduction

The survival of a government Department lies in its ability to train its human resources in order to be creative, innovative, and inventive. Training and development is an aspect of human resource practices that helps in enhancing employees' skills, knowledge, and competence. The human resource development must be capable of improving employees' ability to perform duties more efficiently and effectively. This chapter discusses intensively, human resource development, management aspects and investment in training; human resource development; needs assessment and analysis; the role of education, training and development practitioner; other education, training and development practitioner's distinct roles; intervention of training and development programmes; training records and information systems; management and leadership development; benefits of training; factors that promote effective training; outsourcing and insourcing of human resource development; performance management and service delivery

2.1 Responsiveness of training and development programmes to the needs of the Department of Social Development.

The skills and development legislations require government departments to develop training and development strategies with the intention to respond to the needs of departments. The primary objective of these legislative measures is to turn employees to excellence so that service delivery becomes better and sustainable. In light of this, the human resource development is expected to implement the skills development legislations which direct the planning, coordination and implementation of such programmes.

2.2 Training and development for effective service delivery

According to Midgley (1995:13), **s**ocial development may be viewed as an approach for promoting people's welfare (or social well-being). Social development may be contrasted with other approaches such as a social philanthropy, social work and social administration. All have been institutionalized as approaches for promoting social welfare. To realise the social well-being of the society, the concepts of training and development are terms that need to be understood thoroughly in order to manage the training and development processes in any department which ultimately lead to the quality service delivery **(**Erasmus, Loedolff, Mda and Nel, 2007:2).

Training and development activities begin when a new employee enters the organization, usually in the form of employee orientation/induction and skills training. Employee orientation is the process by which new employees learn important organizational values and norms, establish working relationships, and learn how to function within their jobs (Werner, and DeSimone, 2006:18). Training can be regarded as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organizational objectives are achieved (Erasmus and Van Dyk, 1999:2). It is usually presented when existing work standards are not being maintained, and this situation can be ascribed to a lack of knowledge and/or skills and/or attitudes among individual employees or groups (Erasmus and Van Dyk 1996:2). Therefore, training and development or employee orientation is essential in government departments to enable employees to become effective at the workplace.

Warren (1979:2) suggests that the mission of training is "… to bring about the behaviour changes required to meet management's goals". It has been seen as an essential component of the organization and is considered a major management tool used to develop the full effectiveness of the organization's most important resource: its people. However, Warren (1979:8) cited in Van Dyk, Nel, and Loedolff (1992:148) also suggests that if the training function is to perform this mission correctly, the behaviour change brought about by training must be measurable in terms of the organization's requirements.

Buckley and Caple (2004:1) define training as a planned and systematic effort aimed at modifying or developing knowledge/skill/attitude through learning experience, and thus achieving effective performance in an activity or range of activities. Training aims to improve employee performance in the workplace – usually when work standards are low because of lack of knowledge and/or skills and/or poor attitudes among individual employees or groups (Erasmus, Loedolff, Mda and Nel, 2007:2). According to De Cenzo and Robbins (1994:255), 'training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job'. Zemke (1999:8) cited in Van Dyk, Nel, Loedolff and Haasbroek, (2001:147) states that 'training is about giving people the knowledge and skills they need to do their jobs – no less and no more'. Without effective training and development of employees in any government department, the realisation of its objectives cannot be achieved. In the case of the department under investigation the vision statement which is that of "a caring and self-reliant society" cannot be achieved.

Training entails the transfer of specific skills to an employee so that he or she can perform a very specific job or task. Training is therefore, more task-orientated in the sense that it is concerned with skills acquisition and work performance (Meyer 2002:50). The researcher defines training as an instrument used in both private and public sector to develop employer's and employee's skills determined through the systematic implementation of the performance management and development which intends to optimise employees' performances at the workplace.

According to Blanchard (1999:7), training is often described as focusing on the acquisition of knowledge, skills and attitude (KSA) needed to perform more effectively on one's current job. Training is the systematic process of attempting to develop knowledge, skills and attitude for current or future jobs. Werner, and De Simone (2006:18) suggest that training typically involves providing employees with the knowledge and skills needed to do a particular task or job, though attitude change may also be attempted.

Training provides employees with the knowledge and skills to perform their duties more effectively. This allows them to meet current job requirements or prepare them to meet the inevitable changes that take place when duties and responsibilities change. Training is also part of an integrated system in which performance is measured against criteria (best practices benchmarks) that are tied to strategic objectives. Training is used extensively to help employees understand how they can assist in meeting organisational objectives (Blanchard and Thacker: 2010:4). Training is the way in which an organization uses a systematic process to modify the knowledge, skills and behaviour of employees so that it can achieve its aims (Erasmus and Van Dyk, 2004:2). As a result, training can also be viewed as a 'deliberate intervention' taken or planned by an organization to address present and/or anticipated knowledge/attitude/ skills shortcomings (Erasmus and Van Dyk 2004:2). Training can be seen as the systematic process of changing the behaviour and/or attitudes of people in a certain direction to increase goal achievement within the organization (Van Dyk, Nel, Loedolff, and Haasbroek, 1992:148).

Laird (1985:9) defines training as "an experience, a discipline, or regimen which causes people to acquire new predetermined behaviours". The definition offered by Erasmus *et al.* (2005) is applicable in the government sector which requires competent employees through the provisioning of relevant skills and knowledge, required for the organization to obtain its objectives.

Nadler, 1970 and Chalofsky, 1992 and Aguinis and Kraiger, 2009 cited in Erasmus and Van Dyk (1999:3) contextualised development in a broader perspective in which emphasis is placed on employee development rather than the development of a particular individual. Development activities in contrast, have a long-term focus on preparing for future work responsibilities, while also increasing the capacities of employees to perform their current jobs (Werner and De Simone 2006:18). Development refers generally to the development of employees as a group within an organization rather than that of individuals (Erasmus, Loedolff, Mda and Nel 2007:3).

Development is aimed mostly at employees serving in a managerial capacity or preparing for managerial posts within the organization. In most cases it is essentially directed towards preparing supervisory and managerial personnel for subsequent levels of management. It can be seen as a process by which managers obtain the necessary experience, skills, and attitudes to become or remain successful leaders in their organization (Van Dyk, Nel, Loedolff and Haasbroek, 2001:148). De Cenzo and Robbins (1994:255) cited in Nel, et al, (2001:49) suggested that development should focus on future jobs in the organization. As the individual's career progresses, new skills and abilities are required, for example for management positions.

The end result is a better developed workforce, which contributes directly to the achievement of business goals. Meyer (2002:5) states that," Development occurs when ongoing learning opportunities are created so that employees can improve and maintain high levels of performance". Examples of development interventions are mentorship programmes, career development and ongoing seminars in which employees are given opportunities to keep abreast of changes and trends in the business environment or in a particular field.

Employee development is directed mainly at creating learning opportunities and making further and more advanced learning possible within a specific department/s. It is, however, important that development should take place within the context of specific objectives (Erasmus and Van Dyk 1996:3). Training and development of employees may be impossible without an organization having a properly drawn human resource development strategy which maps the manner in which training and development can be coordinated.

A training and development strategy may be regarded as an enabling strategy, that is, it enables (or is supposed to enable) the different functional organisational sub-systems (for example, production, marketing, and finance) to improve the shortcomings of their human resources and productivity potential. For this reason, top management must place great emphasis on training and development within the total human resources management set-up in the organization (Van Dyk, Nel, Loedolff and Haasbroek, 2001:88). To avoid the haphazard manner of managing human resource development, the government departments are required to develop strategic plans which provide guidance on how the department should implement its activities to achieve the desired objective of the improved service delivery. Strategic planning is a critical component for every department to pave the way forward in shaping the future through planning on how human, capital, physical and financial resources should be utilised to achieve the desired results.

Training and development occurs only after a department's strategies for achieving its strategic or tactical objectives are clearly identified. For example, strong leadership is required for the department to meet its desired goal. Strategies that the department uses to develop leadership skills include leadership meetings and performance management review sessions. In order to keep up with the changes taking place in a government entity there could be introduction of new systems of operations and changing strategies. This means that training, and development initiatives need to be flexible. There have been various attempts to identify measures of training and development that are considered to assess an integral function of human resource management in organizations. As part of Human Resource practice measures, (Van Dyk, Nel, Loedolff and Haasbroek, 2001:91) identified a number of training days and programmes held per year, cost per trainee per hour, per cent of employees involved in training, number of courses taught, per cent of employees with development plans, amounts of financial resources spent. All these are calculated and analysed in a comparative mode including ratio of advanced to remedial education, time for new programme design, per cent of new programme material each year, and efficiency of training registration as the training and development measures.

The performance management and development measures although not mentioned by Sataroga Institute are important measures that are related directly to employees' output at work and other processed training measures that include the total number of employees trained for optimisation of performance at the workplace. The performance management and development systems and human resource development strategies prepare employees for career mobility and make them

productive in their work. The employees become motivated and productive when career development and mentorship programmes are implemented in their respective departments. The career development and mentorship cannot become successful if work based training and development programmes are not implemented and quality service delivery cannot be realised. Therefore, it is within this context that career development is briefly discussed.

Career development is "an ongoing process by which individual's progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks is accomplished. However, it is useful to distinguish between two sets of activities that can be subsumed within career development: career planning and career management. Career planning involves activities performed by an individual, often with the assistance of counsellors and others that help to assess his or her skills and abilities in order to establish a realistic career plan. Career management involves taking the necessary steps to achieve that plan, and generally focuses more on what the organization can do to foster employee career development. There is a strong relationship between career development and training and development activities **(**Hay, 2002:54**).**

Career development and performance management do not happen in a social vacuum and the dynamics of an ever-changing world of work and tensions in the work-life balance will continuously influence these processes. The very reason for integrated career development is to maximise individual potential in order for employees to contribute to organizational success. Despite the shift in ultimate responsibility for career development, the value of investing in comprehensive career development processes is still widely recognised by organizations. It is basically informed by talent management needs such as the desire to attract and retain high performing employees, the need to instil a mind-set of continuous learning and to improve employee satisfaction with opportunities for career growth.

2.3 Human Resource Development

The human resource development is a rapidly growing sector of our lives and has come of age as a field of research and wide application. The need for training has always been present in every walk of life, but under today's circumstances the need is so much greater. There are many reasons for this, but the most important are possibly the pace of change, the attitude of employers, and the attitude of individuals (Pont 2003:1).

The attitude of employers in regard to training is changing. Although there are still many employers who see it as an expensive overhead (and the first thing that accountants cut back on when times are hard), many now recognise that training is an investment and not a cost. The attitude of individuals to personal development is changing. People have begun to realise that training and development are lifelong processes, that the ability to learn does not necessarily decline sharply with age, that our potential could be limitless, and that personal development is important for both individual growth and occupational success.

The Human Resource Development as a concept plays a critical role in responding to the needs of the department of having competent employees through the provisioning of work based training and development programmes. This means that human resource development can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job and organisational demands (Werner and De Simone 2006:5). According to Meyer (1999:2), "human resource development (HRD) can be defined as all the processes, systems, methods, procedures and programmes an organization employs to develop its human resources in order to equip its employees to contribute to organizational performance". From this definition, it is evident that human resource development (HRD) encompasses both training and non-training interventions.

The Human Resource Development Manager has a primary responsibility for all human resource development activities. He/she must integrate the human resource development programmes with the goals and strategies of the organization, and normally assumes a leadership role in the executive development programme (Werner and DeSimone 2006:19). The Human Resource Development Directors in government departments in terms of the organogram mostly report to and serve as advisers to the Chief Directors for Human Resource Management. They have the responsibilit**y** to implement all the devised and approved human resource development strategies. The word "strategy' is the most popular term used in government hence at some stage, departments use human resource development as the strategic partner to other organisational units within the department. Therefore, it is essential to define what strategic human resource development is.

Erasmus and Van Dyk (1996:43-44) and Meyer (1999: 48–49) define "strategic human resources development as a strategy geared for the strategic business plan and to help implement the human resources strategy by improving the knowledge and skills of employees of the organization and/or the knowledge and efficiency levels of interest groups outside the organization". According to Rothwell and Kazanas (1994:16), strategic human resource development (SHRD) means the "process of changing an organization, stakeholders outside it, groups inside it, and people employed by it through planned learning so that they possess the knowledge and skills needed in the future". Erasmus, Loedolff, Mda and Nel (2007:23) see strategic human resource development (SHRD) as a basic element in the implementation of strategic business and human resource plans through the cultivation of the skills of people in the firm or changing the knowledge and skills of stakeholders outside it.

Rothwell and Kazanas (1994:16) see strategic human resources development (SHRD) as more holistic than traditional human resource development. The outgrowth of **s**trategic human resources development is an organizational strategy for the human resources development effort which guides, unifies, and provides direction to planned learning sponsored by an organization. According to Blanchard (1999:33), strategic planning is the development of relatively long-term objectives and plans for pursuing an organization's mission. It sets the direction for all other organizational activities. For example, the human resources development business unit determines which types of knowledge, skills and attitudes (KSA) are important to develop. Without a strategic plan, training is likely to be managed in a haphazard manner, its resources underutilised and its full strategic value not realized (Blanchard 1999:53). As mentioned earlier on, the human resource department needs to develop its strategy within the context of the National Skills Development Strategy and the Strategic plan of the department.

The human resource development has a responsibility of determining the training and development needs of the employees of the department, and the programmes relevant to their work. The human resource development is typically part of the human resource management along with other human resources activities, such as human resource administration, policy and transformation, and labour relations. The role of the human resource development is to improve the department's effectiveness by providing employees with the knowledge, skills and attitude that will improve their current or future job performance (Blanchard 1999:8).

Furthermore, the role of the human resource development business unit (thus called in government departments) is to sharpen the skills and knowledge of employees and to make them productive within the organisation. The skills development facilitator as mandated by the skills development legislations which are intensively discussed in chapter 4, is required to coordinate training and development programmes and develop skill development plans to be forwarded to the head of department for consideration and forward the approved skills development plans to the relevant sector of education and training authority. Therefore, it becomes important to describe the role of the skills development facilitator.

2.3.1 Skills Development Facilitator

The Skills Development Regulations make provision for the appointment of a Skills Development Facilitator (SDF). The SDF is responsible for the development and planning of an organisation's skills development strategy for a specific period. This will include the development and implementation of the annual workplace skills plan and the submission of an annual training report (Erasmus, Loedolff, Mda and Nel, 2007:82). The Department of Social Development in KwaZulu-Natal does have the skills development facilitator who designs skills development strategies. However, this person reports to the director for human resource development, which in fact goes against the spirit of the skills development legislation which dictates that the skills development facilitator must report to the head of department.

The unity of command is rigidly applied in government departments which at some stage could stifle progress of the department. For the department to comply with what the skills development legislation requires, it would have been better if at least the director for human resource development directly reports to the head of department instead of reporting to the chief director for human resource management. The proper management of training and development is a fundamental requirement for the organization to function effectively.

2.3.2. Management aspects and investment in training

The training of senior management often poses a number of problems. According to Cocheu (1993) cited in Meyer (2002:301), senior managers often resist training due to their high level in the organization. Senior managers believe that they are successful and well-educated, and they are therefore, reluctant to receive training. The planning of a quality training intervention is thus of utmost importance.

The training manager needs to manage the training department with due consideration of the vision, mission, strategies and objectives of the department, in particular the human resource management objectives (Erasmus, Loedolff, Mda and Nel 2007:5). The responsibility of the training manager, like any other manager, is to manage the training function specifically, in such a way that the set objectives are achieved. It must, however, be noted that all managers ought to accept personal responsibility for training and development of their subordinates.

The training function therefore, makes a contribution to the overall departmental and organisational objectives. Because of the importance of training and the cost involved, it is essential for training in the department to be effectively managed. Within the context of human resources management, the training manager today faces a wide range of challenges which are listed below:

- He/she must ensure that all training programmes are presented in a purposeful and effective manner. Departments must therefore, not offer training just for the sake of training (Erasmus and Van Dyk 1996:38).
- The imbalance that exists between white management personnel and personnel from other population groups needs to be rectified as soon as possible. Management training programmes must therefore, be developed to prepare especially Black, Coloured and Indian personnel for management positions (Erasmus and Van Dyk 1996:39).
- Management needs to realise that attitudes towards affirmative action training programmes do not change overnight, and that resistance to the implementation of such programmes is likely (Erasmus and Van Dyk 1996:40).

The affirmative action training programmes which address the imbalances of the past are appreciated, but they need to be seriously expanded to all groups. Men from all population groups have been ignored particularly Black African men who are now in double jeopardy, as they suffered in the old dispensation and they continue to experience workplace discrimination in terms of career mobility. The investment in people, both in developing and maintaining the appropriate skills, becomes a vital part of the organization's strategy for the future. Effective training enhances the knowledge, skills, attitudes and behaviour of the people, and hence their performance. The improved performance of individuals leads directly to improved service delivery. Such a payback could be rapid and significant, yet it is rarely measured or presented in financial terms (Bentley: 1991:33).

The investment in training and development alone without considering the relevanc**e** of training and development programmes offered, without creating an enabling environment for the transference of skills acquired does not serve any purpose. Middleton et al. (1993) cited in Van Dyk, Nel, Loedolff and Haasbroek, (2001:7), state that "improving the job skills of the workforce has attracted considerable amounts of funds in developing and developed countries either by governments themselves or from donors. Unfortunately, the results of much of the investment in skills training have been disappointing"

The causes of poor returns in training investment are complex and vary from government department to government department. Among the wide range of supportive services offered by government are measures to create a climate conducive to training, encouraging tripartite collaboration among government, employers and workers, and enhancing the appeal of vocational and technical training (Van Dyk, Nel, Loedolff and Haasbroek, 2001:16). To have tangible evidence on return on investment, trainers need to be aware of the close relationship between training and service delivery. For training personnel to make a case to senior management for a bigger slice of the cake, they will have to show that training achieves tangible bottom-line results. Senior decision-makers need to be made to view training as an investment – training is needed not only to create a skilled workforce but also to maintain the high level of skills demanded by the constantly changing workplace and to equip people to meet future demands (Pont, 2003:6). Training may not effectively contribute to the organization if the human resource development practitioners do not know how training and development fit within the strategy of the organization.

2.3.3 Human Resource Development needs assessment and analysis

According to Erasmus and Van Dyk (1996:84-86), "training need assessment can be defined as the determination of the gap between what employees "must do" and what they "actually can do." It therefore, deals with identifying the gap between current and expected results. There should be a prescribed standard within which the employee should conform, and if the employee fails to do so, performance deviation necessarily exists. The standards must be known during the process of determining training needs if any useful comparisons are to be made. According to Erasmus, Loedolff, Mda and Nel (2007:125), training needs assessment is 'the process of discovering precisely what gaps exist between what people know, do or feel and what they should know, do or feel in order to perform competently.'

According to Burton and Merrill (1977) cited in Gagne and Briggs (1979:23), a need is defined as "… a discrepancy or gap between the way things 'are' and the way things 'ought to be". Dick and Carey (1996:18) cited in Van Dyk, Nel, Loedolff and Haasbroek (2001:179) share the same understanding of needs assessment with the rest of the authors mentioned above. Needs assessment is defined by Wolmarans and Eksteen (1987:3) as a formal process for the identification of gaps between present and desired results, the placing of those "gaps" in order of priority, and selecting those gaps with the highest priority for "closure". According to Knirk and Gustafson (1986:31) need assessment is basically a process of determining the difference between what is and what is desired.

According to Van Dyk, Nel, and Loedolff (1992:168), needs assessment are to be seen as a systematic, planned analysis which is completed only once the results have been analysed, evaluated and sequenced in order of priority. Rothwell and Kazanas (1994:79) and (Briggs, Gustafson, and Tillman 1991:23) define needs assessment as 'a broad systematic examination of conditions conducted for the purpose of identifying general differences between what people should know or do and what they actually know or do'. 'It is the process of determining what ought to be (goals) and measuring the amount of discrepancy between what ought to be and what actually is (needs)'. The needs assessment process is becoming an increasingly important component of the total design process. Dick and Carey (1996:18) mention that trainers and designers are aware of the tremendous cost of creating instructional programmes for which there is no need.

Furthermore, DeSimone, Werner and Harris, (2002:128) define need assessment as a process by which an organization's human resource development needs are identified and articulated. The needs assessment can identify an organization's goals and its effectiveness in reaching these goals, discrepancies between current skills and the skills needed to perform the job successfully in the future and the conditions under which the human resource development activity will occur. The researcher's opinion is that needs assessment at organizational level focuses on the organization as a whole, and factors such as changing the organizational objectives, the availability and utilisation of resources, as well as a changing organizational climate can give rise to training needs. During this process the performance of the individual incumbent is measured in order to determine in which areas he or she is lacking in terms of knowledge, skills and attitude.

Every organization irrespective of its type of structure has certain needs which need to be fulfilled in order to ensure that the organization is economically viable and continue**s** to grow (Van Dyk, Nel, Loedolff, and Haasbroek, 1992:167). An organisation is in constant interaction with the external environment and, if it wants to be effective and competitive, it needs to be deeply concerned with events taking place there (Beardwell and Hiden, 1995:340). This means that constant interaction with the external environment implies that, for the organization to be effective it must be able to adapt to the changing world, and such an adaption can be made possible through analysing the organization and conducting needs assessment of the skills possessed by the employees against the skills required by the entity. An organization has also internal needs for training, many of which can easily be identified by looking at the quality and quantity of its output variables. Other internal needs, however, are not so evident, for instance employee's personal need for job satisfaction, growth and development (Van Dyk, Nel and Loedolff, 1992:167). The government department should adopt the same approach applied in the private sector and to analyse the external environment which may dictate to them a review of their systems and process with an intention of responding to the societal needs.

For training to be effective it is necessary to determine the training needs of the individual and the groups and how these needs fit into the overall objectives of the organisation. Training should consequently be based on needs, defined as gaps or discrepancies between the way things are and the way things ought to be. Such needs arise for various reasons, for example, from the job, form a comparison between desired and actual work methods, or between desired and actual work results (Erasmus, Loedolff, Mda and Nel, 2007:125). The managers are accountable for the performance of the entire area they manage. The capabilities of their employees play a significant role in their ability to achieve the objectives set out for the area. Thus managers need to participate in determining their subordinates' training needs and the type of training that meets those needs (Blanchard, 1999:9-10).

The Department of Social Development in KwaZulu-Natal needs to follow the same approaches as mentioned by authors above when establishing employee training needs and not narrowly focussing on employees' personal development plans. This is because some of these plans are not properly crafted and at some stage they do not truly represent the needs of the department. The establishment of training needs require**s** a wide consultation from managers, supervisors, peers and subordinates. It must also be based on a comprehensive skills audit exercise and when needs have been determined, they must be analysed.

Phillips (1993:63) cited in Van Dyk, Nel, Loedolff and Haasbroek, (2001:178) define training needs analysis as the detailed investigation of an apparent performance problem in order to establish real causes or needs of the situation and which of these needs may be addressed by training. Wilson (1995:7) suggested six steps after completing the needs analysis in terms of the High Impact Model as follows: (a) Assess your current situation (where are you now, why do you think training is required, what organizational issues are driving the need for training?).

(b) Envision the future (where do you want to be, what would success look like, do you have the whole picture?). (c) Gather information (this requires one to collect data from persons who know about the situation and who can tell one about their needs and requirements). (d) Sort your information into categories which will help one to look at the issues and priorities. (e) Share the results with others in such a way that one can move forward in order to find solutions to the problem. (f) Decide your next step (determine the actions required, allocate responsibilities, and determine a time scale).

The steps mentioned by Wilson are relevant to all sectors of employment be it the private or the public sector. When correctly implemented, they may assist the organization to determine the exact training needs which will take it forward. Training needs analysis is defined as a process of identifying an issue or problem, collecting, analysing and interpreting data, and using the information obtained to select or design an appropriate human resource development (HRD) intervention to address the issue or problem (Meyer 1999:137).

2.3.4 Skills Audit

The government departments, in terms of the skill development legislations are required to conduct a comprehensive skills audit in order to accurately respond to the individual and organizational needs. The skills audit is an investigation which is undertaken in order to determine the actual skills of the current workforce and in the process defines the skills gaps and real skills requirements of the enterprise. A skills audit requires time, money and expertise. Unfortunately, many government departments undertake training without making this essential preliminary investment. Often there is no systematic plan able to predict future development needs or to determine whether perceived skills development requirements can be addressed by training (Erasmus, Loedolff, Mda, and Nel, 2007:149).

The development of the individual personal plan cannot be a credible one without a comprehensive skills audit exercise being conducted. Furthermore, it cannot be authentic if it is not based on the performance management and development outcomes. In this context, the concept of need typically refers to a discrepancy or gap between what an organization expects to happen and what actually occurs. This can be clearly demonstrated when the department expects commitments and dedication from employees to improve service delivery and comply with the mandates of the department to avoid negative audit opinion but this is not achieved. These discrepancies may become the foundation of a training or human resource development (HRD) need (Werner, and DeSimone 2006:130). The skills gaps determined through the implementation of the performance management and development systems must be analysed before being implemented. The primary objective of analysing them is to determine those skills which are an immediate requirement for the organization to succeed.

The secondary needs although important for the organization to function cannot be treated instantly. The instant treatment can be hindered by the limited budget available in the department. The article "*Gross Skills Gaps Analysis: International Experiences,* (2003), defines the purpose of a skills gaps analysis as a partnership between an employer and employee. The two fundamental needs of an employee are to firstly know what is expected of him/her at work, and secondly, to have the tools to perform their designated duties and responsibilities. The Gross *Skills Gaps Analysis* (SGA) seeks to address both of these by determining what the skills required are in terms of new technology or systems to be implemented and further, to translate these into specific kinds of training. Additionally, it seeks to determine where each individual is at in terms of the difference between their current skills levels and their required skills levels, and then allocate the appropriate training intervention accordingly.

2.3.5 Levels of training needs

According to Erasmus and Van Dyk (1996:84-86), training needs are found at various levels in an enterprise and can be divided into two main groups, namely macro-level and meso-level. Erasmus, Loedolff, Mda and Nel (2009:125) in their revised book include micro level as the third level of training need. Wolmarans and Eksteen (1987:6) also mention three levels of training needs which are listed hereunder:

Macro level needs refer to needs of national and even international interest. Examples of such needs are needs resulting from technological developments, the increasing need for skilled labour and managerial staff, the requirement for literacy training, needs that may result from national developments with respect to economic, political and social factors (Van Dyk; Nel; and Loedolff, 1992:168). In addition to what has been mentioned by the aforementioned authors, Erasmus, Loedolff, Mda and Nel (2009:125) state that technological development compels enterprises to keep abreast of the latest technical methods to ensure profitability. Van Dyk, Nel, Loedolff and Haasbroek (2001:168) do not include technological developments, political, economic and social factors as an example either at the macro or micro level.

It is felt that the illustration presented by Van Dyk; Nel and Loedolff (1992) is more appropriate, relevant and encompassing. The training needs in government departments are also influenced by political decisions directing skills required for the country to meet the economic needs and address the social wellbeing of the society.

Erasmus and Van Dyk (1996: 84-86) share the same sentiments with other authors, but they have also presented the possible adverse impact of worldwide trends on organisations which can be prevented by taking proactive steps at different enterprise levels to address those problems. In South Africa the National Development Plan seeks to address economic and infrastructure development, social protection, community and human development, governance, crime prevention and security. Therefore, the implication is that government departments need to reach the level of national and international standards. This means that without the necessary skills the department may not be able to make a meaningful contribution toward the realisation of the National Development Plan (NDP) goals.

Micro-level needs, according to Van Dyk, Nel, Loedolff and Haasbroek, (2001:168) refer to a need of an individual or a very small group. Such a need is determined by comparing the individual's performance with that of the required norms of competence. According to Van Dyk; Nel and Loedolff (1992:168) a variety of factors can have an influence on the performance of an individual, such as health, personal problems, motivation, cultural background, job satisfaction and relationships with other people such as his fellow workers and his supervisor. According to the researcher, micro level needs can be defined as the needs of employees and organization determined through a comprehensive skills audit conducted by competent human resource development practitioners.

Individual needs are easy to identify, compared to organization and group needs **(**Van Dyk; Nel; and Loedolff 1992:169). They are specific and can be identified by analysing the background, educational and training, aptitude, personality, experience, knowledge and skills of individual employees. Such needs are easily addressed by a variety of individual development programmes such as induction training, technical training, supervisory and executive development (Van Dyk, Nel, Loedolff and Haasbroek; 2001:181)**.**

Meso-level needs are defined by Van Dyk; Nel; and Loedolff (1992:168) as needs which are referred to the specific requirements of the organization and of a large group of employees, frequently in the entire population with the same job classification. According to Laird (1985:47), this may include aspects such as the organization's mission, strategy, values, long- and short-term goals and objectives, new products or services, organizational changes, new policy, equipment, regulations and philosophies, etc. Bramley (1991:9) does not mention regulations and philosophies which in the researcher's opinion are critical in the functioning of the organization. Fisher, Schen-feldt, and Shaw (1993:375) cited in Van Dyk, Nel, Loedolff and Haasbroek (2001:168) refer to meso-level needs as needs related to the specific requirement of the enterprise.

The job needs assessment also forms part of meso level needs, as it entails the analysis of individual jobs and tasks in order to determine the content of training "… in terms of the required behaviours (what the employee must do), conditions of performance (what the employee is given to do the job such as tools, and the environment surrounding the job performance) and the criteria of performance (the standard the employee must meet or a statement of how well the task or job must be performed)" (Tracy 1984:62).

The process of job analysis determines what is needed in terms of skill, knowledge and attitude so that the duties of various jobs can be effectively and competently carried out (Pont 2003:8). According to Tracy (1984:60) cited in Van Dyk, Nel and Loedolff (1992:169) and Van Dyk, Nel, Loedolff and Haasbroek (2001:180), group needs are easier to determine than organization needs as they can be related to specific job level or categories of employees. Tracy (1984:61) suggests that analysis of this category of needs should enable the designer to identify requirements in respect of specific job-related training, interventions such as team-building programmes, leadership, and management training.

Van Dyk, Nel, Loedolff and Haasbroek (2001:181) define organization needs assessment, as those needs which are unique to the organisation, such as improving productivity, building morale, and better competitive status. Such needs are considered difficult to assess, as they have to be derived from group activities where aspects such as goals, objectives, and priorities are determined. However, it is important that organizational needs are determined so that they may be used to relate training needs to the goals and objectives of the entity, to link these needs to the development of training of the individual employee/s, and to identify the external forces which affect the organisation (Fisher, Schoenfeldt, and Shaw 1993:376). In addition, the availability of trainers, facilities, and financial resources must be considered. Pont (2003:8) illustrates needs at organizational level as where in the organization training is most needed.

According to Erasmus, Loedolff, Mda and Nel (2007:127) throughout an organisation there are a number of attitudes and actions that hinder achievement of a corporate goal, e.g. poor interpersonal skills that affect staff and customer retention. An organizational needs analysis is concerned with the system-wide components of an organisation, including an examination of organizational goals, resources, as well as internal and external constraints.

Erasmus and Van Dyk (1996:84) present types of needs as follows**:** Normative needs arise when the performance of a group or individual falls short of the generally acceptable standard. Needs based on feelings are merely needs expressed by an individual, or a need stated by an individual in reply to a question. An example in this regard is a training practitioner expressing the need to present a course, not because there is a real need, but because he/she wants to present the course. Needs that arise on demand are based on the notion that when people need something, they will create a demand, for example when more students register for a course than the number that can be accommodated, a need arises for a second, similar course. Comparable needs arise when a group or an individual have certain benefits, while another group or individual with the same characteristics do not have the same benefits. Future or anticipated needs refer to projected needs.

DeSimone, Werner and Harris, (2002:130) introduced new types of needs such as democratic needs, diagnostic needs, and analytic needs. Democratic needs are options for human resource development that are preferred, selected, or voted for by employees or managers. Programmes that address these needs are likely to be accepted and desired by organization members. Therefore, democratic needs can be used to build support for human resource development programmes.

Diagnostic needs focus on the factors that lead to effective performance and prevent performance problems, rather than emphasising existing problems. Diagnostic needs are identified by studying the different factors that may affect performance. The goal is to determine how effective performance is obtained. Analytic needs identify new and better ways to perform tasks. These needs are generally discovered by intuition, insight, or expert consideration. Compliance needs are those needs that are mandated by law. This most often deals with mandated training programmes such as safety training or food handling. However, it is important to recognise that some human resource development interventions are driven primarily by legislative mandate, as this can affect how the intervention is perceived and conducted.

2.3.6 Needs assessment models

The models in needs assessment are a critical element in building a strong foundation for the development and provisioning of training and development programmes. The advantages of using models are that they provide direction and focus in the process, prevent the analyst from becoming side-tracked, and provide a framework within to work and for reporting results to management. Michalak and Yager (1979:14-15) have made a very useful contribution in the development of training needs analysis model by referring to "can't do" and "don't do" problems. Their approach is that "can't do" problems occur when people do not know how to do the task; while "don't do" problems exist when people know how to do the task but for some reason do not do it in accordance with the prescribed procedures. They suggest that "can't do" problems can be solved by training while "don't do" problems cannot be solved by training.

Michalak and Yager's training needs analysis model comprises of steps such as *identification of behaviour discrepancy* (where a discrepancy between the desired behaviour and the actual behaviour is identified); *cost and value analysis* (when investigating the problem it is necessary to analyse whether the cost of addressing the problem by means of training will provide the enterprise with the desired return on investment); *skill and knowledge deficiency* (one needs to establish what exactly the deficiency is, is it a lack of knowledge and skill or is it a lack of application of the required knowledge and skill); *inadequate feedback*, (if there is a lack of feedback in the organization regarding service rendered by a person, it may also be a cause of inadequate performance); *obstacles in the system* (at times there may be obstacles in the system that preclude or hinder adequate performance by individuals); *changing the job* (changing a person's job may also be an option if other possibilities of solving the problem have been

exhausted). There is a thin line between the realities of ‘can’t do’ and don’t do’ which at some stage may lead to a confusion or the inability to draw the distinction between the two approaches. The ‘can’t do’ approach may not necessarily refer to instances where a person does not know how to do the task. The employees can refuse to perform the task not because they do not know how to do it but because of attitude or from the premise of being aggrieved at the workplace. The ‘can’t do,’ employees may refuse to perform the task if the instruction is in contrary with the provisions of the act. Zemke and Kramlinger (1984:22) have developed a fairly simple model which they consider appropriate for use with a wide variety of techniques for needs assessment. The model consists of categories of variables that capture the major issues that researchers have found to affect performance in organizations.

In this model the authors (Zemke and Kramlinger 1984:23-24), emphasise the importance of the interdependence of process factors in needs assessment and suggest that one should concentrate on the climate and culture of the organization with respect to the problems; understanding the mission and goals of the organization and how it is being translated into actions; how employees respond to rewards; capturing the critical skill requirements of the job or jobs involved and determining how the “good” performer differs from the “not so good” performer with respect to the critical competencies; and determining how much support exists in the work-place and the importance of support in the organization, when doing a needs assessment for training.

The issues raised by Zemke and Kramlinger are important in particular to the “response of employees on reward” in terms of an improved performance. These are the issues which government departments must grabble with in order to be able to measure the impact of rewards to employees in terms of conduct and performance. The model of Graham and Mihal (1986) is specifically directed at determining training needs for managers. The model emphasises the judgement of managers and the personal value they attach to the identified needs. Graham and Mihal emphasise that managers (supervisors) must be involved in evaluating their own needs, and can therefore, make a major contribution to identifying the content of their work.

2.3.7 Advisory committees

Van Dyk; Nel and Loedolff (1992:176) wrote that advisory committees can entail the information of committees from various levels of management, functional specialists or representatives from organizational levels with the purpose of identifying, discussing, and setting priorities for training needs. The use of advisory committees is a common approach to needs assessment, as proposed by Tracy (1984:63). Werner and De Simone (2006:154) stated that **"**one way to continuously reflect the needs of employees and assist in prioritizing needs is to establish a human resource development (HRD) advisory committee".

The role of this committee is to meet regularly and review human resource development needs assessment and evaluation data and offer advice on the type and content of human resource development (HRD) programmes to be offered. The advisory committee should be composed of members from a cross-section of the organization. This provides different perspectives on human resource development (HRD) needs and can create a broader level of support from all parts of the organization. The organization should also recognize those employees who volunteer their time to serve on advisory and other committees. The gap or training needs could be viewed as a weakness, but the assessment should also identify talents, competencies and skills generally referred to as strengths. It thus emphasises what is done satisfactorily and unsatisfactorily (Meyer 1999:52-53).

2.3.8 Assessment of the types of problems

Wolmarans and Eksteen (1987:9) differentiate between three types of problems: Firstly managerial problems, i.e. problems related to communication, objectives, planning, organization, co-ordination and control; secondly, system problems, i.e. problems caused by inadequate internal structures, influences from outside the organization, policy, procedures and regulations, inadequate resources; and thirdly job performance problems, i.e. problems caused by people "not being prepared to" or "not capable of ". These problems can have a variety of causes, e.g. technical, systems, or could be people-related, and associated with a lack of skills or knowledge (Van Dyk; Nel and Loedolff 1992:164).

After assessing the type of problem detected, the designer of training or of instruction must decide whether the problem needs to be addressed by training or not, and whether a formal course or some other means of training is justified. Should the decision be in favour of training as a solution to the problem, the training designer has the following options to consider:

- **Using existing courses**. It may be possible that an existing course which could be relevant to the solution of the problem is already available at other organizations. In such a case the training designer needs to examine the appropriateness of the existing course in terms of its objectives and the target population, and determine the extent to which it needs to be supplemented with other training.

- **Adapting existing courses**. There may also be a possibility that a course already exists within the organization which addresses the training need but which does not satisfy the requirements in every respect. It may however, be possible to adapt or update such a course to include the additional requirement**s**, which would then eliminate the problem. This would be more cost-effective than to develop a completely new course.

A new course is designed only when there is a real training problem which cannot be addressed by other means or through the utilisation or adaption of existing courses. Such a decision is major, as the cost of designing and developing new courses could be very high (Van Dyk; Nel and Leadoff 1992:165-166). The usage of the existing training material is advantageous because it prevents the unnecessary expenditure which may be incurred.

The Education, Training and Development (Education, Training and Development Practitioners) and Human Resource Development (HRD) departments do not exist in isolation. Organizations today are expecting added value from staff functions in order to fulfil a strategic role. The Education, Training and Development Practitioners (Education, Training and Development Practitioners) must be seen to be training for impact rather than for activity. They must develop a culture of ongoing analysis and assessment and must learn to think and operate strategically and analytically in a rapidly (Meyer 1999:137).

A need analysis is ‘the detailed investigation of an apparent performance problem in order to establish real courses or needs of the situation and to establish which of these may be addressed by training’ (Philips, 1993:63). The training needs, operational and organizational analysis are critical components in the department. The Human Resource Development cannot respond to the needs of the department without analysing the situation, in order to determine existing problems in the department which may impede service delivery. Once the problems have been identified, the Human Resource Development would be in a better position to devise a human resource development strategy to mitigate those problems. The situation analysis must be conducted before training and development programmes are provided.

2.4 The role of Education, Training and Development practitioner

The Education Training and Development practises project (1997:104) lists the roles played by Education, Training and Development Practitioners such as; policy developer, materials developer, marketer (publicity and recruitment), manager of learning systems, learner support, teacher or facilitator, financial manager, administrator, programme designer, community or organization liaison, needs analyst, strategic manager, teacher support, evaluator, assessor and negotiator. It is expected of the human resource development practitioner to play these roles (Meyer, 2007:372). According to Erasmus; Loedolff; Mda, and Nel (2007:39), the role of the training specialist (practitioner) within an organisation is of the utmost importance. This person's main function is to ensure that employees perform to the best of their abilities, and their efforts are directed at all aspects of employee performance. To make a meaningful contribution, the training practitioner must be aware of the overall business plan of the organization and the accompanying objectives of the various departments. According to Meyer (1999:64), "the training specialist should link all training programmes to the overall business plan, and in particular the human resource management plan". Top management should also be involved in training programmes, specifically in the development of such programmes. The training practitioners of the department in responding to the needs of the employees are expected to be aware of their multiple roles.

2.4.1 Subject expert

The delegates expect the trainer to be well acquainted with the subject, and the more the trainer knows and communicates that knowledge, the more the credibility increases. It is therefore, an important part of the trainer's own development to update his/her knowledge of the field (Pont 2003:140).

2.4.2 Method expert

The part of the trainer's role is to exercise sound, professional judgement on the best method of helping delegates to learn, and sometimes during the event the trainer's role can be very low-key. Becoming competent with a variety of learning methods, including the new forms of Information Technology (IT) available, is a key goal and should be part of the trainer's own professional development. The trainer must watch other trainers and learn from them, and risk himself/herself on occasions and experiment. As in all walks of life, it is only when we risk ourselves that true growth and development occur (Pont 2003:14-15). It becomes important for trainers to use the appropriate methods when presenting training programmes to the learners of trainees.

2.4.3 Group manager

This is the essential role of managing group discussions and group processes so that individuals can learn from them (trainers) and regard group management skill as a positive experience (Meyer 1999:64). This is the area in which the facilitation skills are most obvious. Important problems are addressed in group processes and group cohesion is made possible (Erasmus, Loedolff, Mda and Nel, 2007:40). Trainers require a high level of interpersonal skills to be able to manage a group. Trainers must be sensitive to group atmosphere and mood as well as to the individuals present. They need to be able to analyse individuals as well as the group and to have an understanding of individual and group psychology, although they do not need to become experts (Pont 2003:15). The group is comprised of individuals from all walks of life; therefore, trainers must be skilled enough to manage such a group in a professional manner.

2.4.4 Evaluator and Marketer

The impact of training on the success of the organisation must be measured. Instruments that indicate all facets of performance improvement must be designed and applied (Erasmus, Loedolff, Mda and Nel 2007:40) and (Meyer 1999:64). The role of promoting training programmes among top management and target groups in the organisation is very important. The value of training for personal management and organizational success must be impressed upon clients (Erasmus, Loedolff, Mda and Nel 2007:40). It becomes the responsibility of the training manager to be competent on human resource development strategies and legislative mandates. This will enable him/her to clearly articulate human resource development matters to the decision makers of the department in a convincing manner.

2.4.5 Other Education, Training and Development Practitioner's distinct roles

According to Maclagan, (cited in Werner and De Simone 2006:20), professionals perform at least certain distinct roles. These roles are more likely to correspond to the job titles or job descriptions for professional positions in human resource development. Meyer (1999:63) states that, "as a manager, the training practitioner must provide the organisation with guidance and leadership regarding training activities".

According to Werner and De Simone (2006:20), the human resource development strategic advisor consults strategic decision makers on human resource development issues that directly affect the articulation of organization strategies and performance goals. The human resource systems designer and developer assists human resource management in the design and development of human resource systems that affect organization performance.

The organization change agent advises management in the design and implementation of change strategies used in transforming organizations. The organization design consultant advises management on work systems design and the efficient use of human resources. The learning programme specialist (or instructional designer) identifies needs of the learner, develops and designs appropriate learning programmes, and prepares materials and other learning aids (Werner and De Simone 2006:21). The role of the instructor requires that the learning content be activated so it can be conveyed to participants (Meyer 1999:64). The instructor/facilitator presents materials, leads and facilitates structured learning experiences (Werner and De Simone 2006:21). The individual development and career counsellor assists individual employees in assessing their competencies and goals in order to develop a realistic career plan (Werner and De Simone 2006:20-21).

According to Erasmus and Van Dyk (1996:46) and Meyer (1999:62), training practitioners act as consultants when assisting in solving the performance problems of employees. The performance consultant (or coach) advises line management on appropriate interventions designed to improve individual and group performance (Werner and De Simone 2006:21). The human resource development practitioner is no longer only a trainer, but becomes a consultant to the rest of the organization in providing the support to ensure the achievement of business objectives (Meyer 1999: 2).

The researcher assesses human resource development (HRD) practices and programmes using appropriate statistical procedures to determine their overall effectiveness and communicates the results to the organization leadership (Werner and De Simone 2006:21). The aforementioned skills are critically important for the trainer to earn some form of credibility from trainees. When all the aforementioned education, training and development practitioners' roles are effectively performed as required, the performance of employees would become exceptional and service delivery would improve to meet the customers' needs.

2.5 Intervention of training and development programmes

The training needs determination and analysis are the human resource development concepts which precede the provisioning of training and development programmes. Without the proper and accurate training needs assessment, the human resource development may be unable to respond to the training needs of the organization. The training programmes must be well structured in order to respond to the work based training needs.

Furthermore, training programmes must be able to change the behaviour of employees with an intention of optimising their performances and adapt to the changing work environment. The following are the training interventions required in the sectors of employment to improve services rendered to the recipients of service rendered by the department.

2.5.1 Structured on the job training (OJT)

The "on the job training" is one of the most effective method which can be used in an organization to improve service delivery and optimise employees' performances at the workplace. The employees at work, especially the less experienced ones have to be supported at work to meet the desired goals of the employer. According to Svenson and Rinderer (1992:235), the structured on the job training **(**OJT) involves establishing individual learning outcomes for learners, the provision of expert coaches or mentors to support learning, and fully assisting learners in learning, practising, and mastering skills while they are in the job situation. It is conducted at the work site and in the context of the actual job. This strategy has several advantages; there is a high probability of transfer of training to do the job; they know that what they learn is exactly what their trainers require them to learn. With this approach the cost of a separate training facility and full-time instructor is also avoided.

Wilson (1995:65) cited in Van Dyk, Nel, Loedolff and Haasbroek, (2001:259) states that, with this method one has the advantage of targeting the instruction toward a particular person, who will benefit from the individualised instruction. According to Blanchard (1999:305), the most frequently used training method, especially in smaller businesses, is to use the more experienced and skilled employees, whether co-workers or supervisors, to train less skilled and experienced employees.

Craig (1987:371) wrote that, "the on-the-job training" (OJT) takes many forms and can be supplemented with classroom training. On-the-job training enables the individual to acquire new skills and behaviour via observation and guided practice while he or she is working "on-the-job". Noe, (1999:166) (cited in Meyer 2007:199) states that, on-the-job training (OJT) is thus when the organization trains newly employees, upgrades the skills of experienced employees when new technology is applied, cross-trains employees within a department or work unit, orientates transferred or promoted employees to their new jobs. The experienced employees within the organization do not have sufficient time to provide this kind of service because of the volumes of work performed in the sphere of their duties.

The “on the job training” is much more effective as compared with other training methods, therefore the lack of its implementation may result to lack of productivity. This means that in order for this type of training to succeed, experienced employees must be assigned to perform it, their workload must be reduced to accommodate this type of training, and this will enable “on the job training” to be effectively implemented. De Cenzo and Robbins (1994:263) state that the vestibule training which is known as the “off the job training” is another type of training which promotes service delivery within the organization however, it is more applicable to private sectors. With this method the trainees ‘learn their jobs on the equipment they will be using’ but the training is conducted away from the actual work floor.

2.5.2 Competency Based Training

According to Meyer (1999:27) and Meyer et al: (2007:29), the concept “competence” was initially used to describe what a worker needed to be able to do within a job. A clear enough description would enable employers to assess whether particular workers were able to do particular jobs and it would enable them to plan how different jobs related to other jobs in the overall organization of work**.** Boyatzis (1982) (cited in Gibb 2002:138) defined competency as being the capabilities of superior performers. The aim of a competency-based training programme is to provide employees with the skills and knowledge they require for the successful completion of their daily (or future) tasks (Erasmus, Loedolff, Mda and Nel, 2007: 182).

The content of a competency-based training programme may be based only on the job content of jobs held by employees at present. The training content must emphasise only those skills and tasks that enable the employee to do his/her job successfully (Meyer 1999:27). The presentation of the competency based training programme is the culmination of all previous activities in the design of a training programme or system (Erasmus and Van Dyk 1996:47). In the private and public sectors, competency-based training is a popular method that focuses on improving employees' knowledge, abilities, skills, and organizational performance.

Competent employees do not remain competent forever. Skills deteriorate and can become obsolete. This is why organizations spend billions of dollars each year on “formal training" (Stephen, 2004:480). Competency comprises the specification of knowledge and skills, i.e. the application of knowledge and skills to the standard of performance requires completing a task. In the 1980s, human resource development (HRD) introduced competency-based training, which was implemented worldwide later. Competency-based training aims to not only improve employees' knowledge, abilities, and skills, but also upgrade their organization's performance.

However, since training often takes place in complex organizational environments, it is common for training practitioners to neglect certain steps and principles, especially in the public sector. The terms competency based training and traditional training are commonly used interchangeably by sectors of employment, and they are perceived to carry the same meaning and yet they are different. According to Naquin and Holton (2003), competency-based training, which is built around the fundamental principles of demonstrating capability, usually requires employees to first demonstrate their ability to perform specific tasks.

Competency-based training focuses on behaviourally stated and measurable objectives. Competencies are gained in multiple ways, such as life experience, on-the-job training, and training and development programmes. Dubois and Rothwell (2004) state that competency-based training is an "attempt to make training a joint venture or place greater responsibility on the learner for taking initiatives." Yet, traditional training is attentional to work requirements, not to discover differences between exemplary and successful performers. Basically, these training approaches are not mutually exclusive, but they do represent different emphasis. Competency-based training takes a broader view (Dubois and Rothwell, 2004).

2.5.3 Sensitivity training

The positive behavioural change of the employees adapting to the changing circumstances helps the department to optimise performance of employees and improve service delivery. Tracy (1984:260) sees sensitivity training as “a deliberate effort to apply behavioural science to problems of motivation, communication, problem solving, and teamwork”. The aim of sensitivity training is “behaviour change where the learners are required to act their own roles, receive feedback, examine their concepts of self, experiment with and practice new patterns of behaviour”. The main uses of sensitivity training are: increased awareness of and sensitivity to the emotional relations and experience of the learner and his associates; a greater ability to perceive and learn from a learner’s action and its consequences on other people; learners acquiring the ability to analyse their behaviour within group activities according to Zeira (1972) cited in Nel (1997:103). The new advanced behaviour change contributes positive to the organization to achieve its desired objective. This type of training when provided within the department may assist employees to reduce emotions which may be existing among employees.

2.5.4 Coaching

The coaching as a method of development of employees in the workplace is fundamentally important. Coaching assist employees to become productive and respond to the needs of the department. Coaching is used to help subordinates to find solutions to job problems; give them the opportunity to make suggestions to superiors regarding the work they do; enable superiors to inform subordinates of the work requirements they must adhere to; allow subordinates to challenge the organization's methods and procedures; enable subordinates to experiment with new methods and procedures without destructive criticism being levied against them, and appraise subordinates while they learn to take responsibility (Erasmus and Van Dyk 1996:230).

2.5.5 The trainees

The trainees or employees of a specific department must attend relevant training and development programmes in order to eliminate the existing training need**s** as contained in their personal development plans. Nadler (1982:209) refers to trainees as participants in the programme. Nadler is of the opinion that "the selection as to who will be the participants should be in the hands of the supervisor of those participants. The determination of training needs is the collaborative exercise between the supervisor and the supervisee, it is not the sole responsibility of either the supervisor or supervisee. The researcher's point of view is, it may be incorrect if the selection of participants to attend training programmes is in the hands of the supervisor only. The training and development is a two tear collaborative exercise between the supervisor and the supervisee. If it is left in the hands of the supervisor it may somehow promote nepotism on his/her side.

There may be an assumption that employees of the department are sometimes sent to training programmes which are not relevant to their areas of speciality. On other occasions the supervisor may send only those subordinates on course that may need a change in their performance. According to Nadler (1982:209) this may be viewed as punitive, an occurrence that may cause some resistance and even hostility on the part of the students. These problems may be overcome if a norm can be established within the organization or the work unit that the attendance of a particular training programme is a routine requirement and that everybody is required to undergo the training. Alternatively, Nadler (1982:209) suggests that sending several people from the same work unit to undergo a training course can contribute to the reinforcement of performance norms.

2.5.6 Training records and information systems

Keeping records of completed training (e.g. pass percentages, student names, periods, etc.) is not a final objective in itself, but should be only a means to achieving an end. A training department is expected to keep training records, but the crucial question is whether the records serve any purpose. It is important for the training practitioner to keep the correct type of records, as these can assist in determining whether employee performance had improved or not. Trainers should direct their efforts at improving and developing employee performance, and this requires the keeping of record systems in such a way that they serve as useful reporting sources.

The availability of computers and the rapidly changing technological environment, particularly the field of information technology, are factors that should be taken into consideration. This means that employees must be capacitated with this type of technology (Meyer 1999:71). The keeping of training records is considered important within the organization, at is a necessity that records need to be kept as to assist the decision makers of the department to make resolute decision on training and development matters. The accurate training and development reports cannot be produced if records are not properly kept. Furthermore, training records of the course attended assist managers to identify those who attended various training and development programmes and persuade them to plough back skills acquired from training sessions.

2.6 Management and leadership development

According to Erasmus, Loedolff, Mda, and Nel (2007:3), management development refers to the knowledge, skills and attitudes that (potential) managers need to acquire to manage an organisation successfully. According to Blanchard (1999:392), management development is a concept that is commonly used and directed at providing managers and potential managers with the knowledge, skills and attitudes necessary to manage the organisation. New management development programmes are developed frequently, as older ones fall out of favour.

Management development refers to preparing managers to manage successfully their subordinates while at the same time developing and implementing the strategies of the organisation to achieve its objectives (Erasmus, Loedolff, Mda and Nel 2007:239). It can be regarded as the personal responsibility of each manager and should take the initiative in developing themselves (Erasmus and Van Dyk 1996:173-176).

Managers who wish to function optimally as leaders should keep abreast of new developments in technological, economic, political, competitive and related issues in the organisational environment in order to keep personnel focused to meet their set objectives (Erasmus, Loedolff, Mda, and Nel 2007:239). Management development programmes that emphasize the managers' responsibilities for developing their own staff afford the training function the chance to make a meaningful contribution (Buckley and Caple: 2004:10). The management within government departments are the decision makers and provide direction on how departments can achieve their objectives. They have responsibilities of devising various strategies and operational plans, and manage systems and processes such as finances, performance management and development, monitor and evaluate the impact of administration, social welfare and community development.

Without being capacitated with relevant training and development programmes, they would be unable to achieve what is required by the department and may not be able to produce the desired results. The Department of Social Development in KwaZulu-Natal cannot respond to issues of service delivery without capacitating or developing its management to become more competent in the workplace. Management development is important because managers are exposed to the latest events in the external environment, and they must know how to manage their subordinates successfully (Erusmus, Loedolff, Mda and Nel (2007:234). The management should identify best practices to successfully manage their subordinates, in other words the situation must determine the type of leadership and management required.

2.7 Benefits of training

There are numerous potential benefits to be gained by individuals and by organizations from well-planned and effectively conducted training programmes. In relation to their current positions, trainees may gain greater intrinsic or extrinsic job satisfaction. Intrinsic job satisfaction may come from performing a task well and from being able to exercise a new repertoire of skills. Extrinsic job satisfaction may be derived from extra earnings accrued through improved job performance and the enhancement of career and promotion prospects both within and outside the organization to which they belong. Benefits for the organization include improved employee work performance and productivity; shorter learning time which could lead to less costly training and employees being 'on line' more quickly; decrease in wastage; fewer accidents; less absenteeism; lower labour turnover and greater customer or client satisfaction (Buckley and Caple, 2004:9).

2.8 Factors that promote effective training

According to Erasmus, Loedolff, Mda and Nel (2007:5) and Erasmus and Van Dyk (1996:75-76), training is promoted by "effective communication between the trainer and the student". The following is a brief discussion of the factors that promote effective training.

2.8.1 Planning

The most important responsibility is to develop a strategic training and development plan for the organisation (Erasmus, Loedolff, Mda and Nel, 2007:5). Good training requires good planning and innovation on the part of the trainer. Training programmes that progress according to a plan and in a systematic and well-ordered manner automatically gain respect. Training cannot be successful without learning objectives (Erasmus and Van Dyk, 1996:75-76). Without proper planning, the organization cannot meet its objective.

2.8.2 Organizing

Overall, in the training as identified in the strategic plan, resources should be organised to ensure effective delivery of services. Resources such as human, capital and facilities should be organised and coordinated in such a manner that the execution of training can be done effectively (Erasmus, Loedolff, Mda and Nel 2007:5). When organising a training programme, the selected plans must be implemented. All steps must be coordinated and communicated in order to establish a framework within which the training programme can be executed (Erasmus and Van Dyk 1996:38-40). For training courses to take place, training resources and conducive venues must be organised, in accordance with the cost cutting measures issued by the National and Provincial Treasury.

2.8.3 Guidance

Guidance refers to the steps taken to coordinate, lead and motivate students and training practitioners to enable them to achieve voluntarily the set study objectives or outcomes (Erasmus, Loedolff, Mda and Nel 2007:6). Guidance could refer to the strategies employed by trainers to enable learners or trainees to achieve the set objectives; the dependency syndrome by trainees to the trainer is reduced during guidance.

2.8.4 Control

During the control phase at the micro level, the training practitioner must determine whether the organising efforts and the guidance offered resulted in objectives or outcomes being achieved. Control does not take place only after guidance, but it is a continuous process

(Erasmus, Loedolff, Mda and Nel 2007:6). If the objectives were not achieved, rectifying action must be taken, but the objectives may not be altered (Erasmus and Van Dyk 1996:38). During the control phase, the activities involved during planning, guidance and organising etc. are controlled for the organization to yield the desired results**.** Without adequate control measures, the desired results may not be achieved.

2.8.5 Outsourcing and Insourcing of Human Resource Development

Most government departments have in recent years adopted an approach of outsourcing human resource development functions such as training and capacitation of employees. This approach resulted to Human Resource Development practitioners being redundant or left with minimal work to perform. The outsourcing has proven to be less effective because private training providers do not monitor whether skills and knowledge acquired is implemented in organization, nor the training practitioners of departments are able to measure the impact of training provided as they are not on the better side of knowing the course content presented to employees.

According to Meyer (1999:81), "outsourcing of the range of deliverables traditionally provided by human resource development is also on the increase and increasingly human resource development practitioners are being called upon to compare, evaluate and justify their "value add to the organization". It is incorrect to state that outsourcing ensures that government resources remain focused as Meyer mentioned above, instead the department becomes unable to measure the return on investment therefore outsourcing of training may not be encouraged**.** According to Blanchard and Thacker (2010:46), the outsourcing strategy employs outside training vendors for all, or almost all, training activities. The human resource development unit's role is to select and manage training suppliers. A full commitment to this strategy would use outside vendors to conduct all aspects of the training process from the training needs analysis through evaluation.

Training providers such as private training and consulting firms, professional associations, colleges and universities can be seen as either threats to or opportunities for the training function. Most obviously, they can be seen as competitors, providing similar products and services. If their products and services are viewed as higher or equivalent in quality but less costly, the organization may decide to reduce or eliminate internal training (Blanchard 1999:53-71).

The outsourcing strategy may be the best alternative if the organization does not have its own resources. The outsourcing of activities in the presence of competent education, training and development practitioners within the organization serves as a contrast. This approach results in unnecessary expenditure because trainers are paid salaries and at the same time private training providers are paid enormous amount of money for service rendered. This cannot be correct. The insourcing of human resource development could be the best option which can enable the department to effectively implement its own human resource development strategy. The strategic alternatives discussed here deal primarily with whether training is developed and implemented in house or from the outside, and the impact of centralization in making training decisions (Blanchard 1999:53-71).

The insourcing as a strategy sharpens the skills and knowledge of human resource development practitioners in the field of human resource development. Each phase of the training process is handled by specialists, in this case it refers to education, training and development practitioners who qualified in the field of training and development.

The principal advantages of this strategy are the control over training content, consistency in delivery across the organization, and reduced training costs (Blanchard: 1999:53-71). The insourcing is encouraged because it saves the organization from the unnecessary expenditure which may be incurred when the services are not rendered internally.

2.9 Performance management

The description of performance management in this section is important because of its role in optimising employees' performance for effective service delivery. The personal development plans for employees are derived from the outcomes of performance assessment where performance gaps are identified and form the basis for training and development programmes required by each employee. Lansbury (1988:46) defines performance management, as the process of identifying, evaluating and developing the work performance of employees in the organization, so that organizational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance. A definition of performance management according to Armstrong (1994:397) and Gibb (2002:8-9) involves learning and development at work and for an organization it is a means to the end of these goals, objectives and standards. According to Gerrit van der Waldt (2004: iii), performance management is an attempt to balance institutional centeredness with citizen-orientation and it incorporates issues such as productivity (outputs over inputs), quality, accountability and outcomes.

Performance management in an organization focuses on improving the performance of employees to achieve work and strategic targets. This process consists of a planning phase, a facilitation and execution phase and finally an assessment phase. The planning phase includes aspects such as aligning positions to organizational and departmental goals, defining roles and tasks to be executed and establishing clear performance standards. The facilitation and execution phase should also include continuous feedback to employees on their performance. The assessment phase is the formal performance appraisal. Performance is assessed against standards which have been set and agreed upon (Erasmus, Loedolff, Mda and Nel 2007:274 - 275). Within the career and human resource management literature, an infinite number of definitions for 'performance appraisal', 'performance management' and 'psychological contract' exist. It is important to delineate between 'performance appraisal' and 'performance management', as often the two terms are used interchangeably but have different meanings and focuses (Lansbury, 1988 and Lonsdale, 1998).

Performance appraisal, in its traditional form, is a process of reviewing and evaluating how well employees are performing against a set of job criteria and usually forms part of performance management. On the other hand, performance management is broader than performance appraisal as it links the management of the organization with the management of people, human resource development for effective service delivery and typically is facilitated by various integrated human resource management policies and practices. Measuring performance in the public sector is not a simple task, because various qualitative and, sometimes, unquantifiable variables have to be considered. The qualitative aspects could rather be complex and even intangible, such as the general welfare of a community, which make performance improvement and productivity measurement extremely difficult (Gerrit van der Waldt 2004: iii).

For a department to improve service delivery it must consider performance management and development system as an instrument which when correctly implemented motivates employees to become productive in a workplace. Performance management must not be treated in isolation from other strategies such as the strategic plan of the organization, human resource development strategies, human resource planning and service delivery improvement plan. The training and development programmes are offered to improve service delivery therefore it is imperative to present a brief discussion of service delivery in this section.

2.10. Service delivery

The main focus of the Department of Social Development in KwaZulu–Natal, is to carry out its mandate of coordinating service delivery horizontally and vertically across all spheres of government and organs of the state. In order to effectively carry out this responsibility, the department needs to ensure that it involves all stakeholders and organs of state in strategic planning sessions. Service delivery means the timely production of strategic planning documents and the timely setting of strategic objectives are fulfilled. The timely production of strategic planning documents before the beginning of the government financial year is essential. The alignment of strategic plans may indicate that the department is committed to effective service delivery. The Auditor General in its findings noted some discrepancies in terms of alignment of strategic plans and annual performance plans.

The 2013/14 Auditor General report state that the strategic plan of the department was not aligned to annual performance plan in that some of the programmes that were in strategic plan were not in the annual performance plan. The 2013/14 Auditor General report somehow indicates the inability of the department to complete the human resource plan and the annual report timely. Inevitably this may have a negative impact on service delivery.

The White Paper on the Transformation of the Public Service (WPTPS), published on 24 November 1995, sets out eight transformation priorities, amongst which transforming service delivery is the key. The department is judged by its effectiveness in delivering services which meet the basic needs of its customers. Improving service delivery is therefore, the ultimate goal of the department. The Republic of South Africa Constitution, 1996 stipulates that public administration should adhere to a number of principles, including that: a high standard of professional ethics be promoted and maintained; services be provided impartially, fairly, equitably and without bias; resources be utilised efficiently, economically and effectively; peoples' needs be responded to; the public be encouraged to participate in policy-making; and it be accountable, transparent and development-oriented.

In terms of the White Paper on the Transformation of the Public Service (WPTPS), Gerrit van der Waldt (2004:87), states that the white paper regulates the behaviour of public servants and politicians. It ensures the transformation of service delivery, resulting in a more satisfied public and client base. Improving public service delivery, matters not only to the individual users of services, but also to the whole community.

Osborne and Gaebler (1992) cited in Gerrit van der Waldt (2004:94) highlight the fact that public managers should act as entrepreneurs – they must use scarce public resources in new ways to maximise productivity and effectiveness. An 'entrepreneurial' government searches for more efficient and effective ways of managing. It is willing to abandon old policy programmes and methods and become innovative, imaginative and creative. Service delivery improvement remains one of the urgent priorities of Government. It requires the building of a more modern, people-centred public service – a public service that accepts both the challenges and opportunities presented by innovation, collaboration and service. Despite the investment of resources, both human and capital, in transforming the Public Service and its institutions, there are still challenges facing Government.

Thus, the compilation of a service delivery improvement programme would be an essential tool/mechanism to monitor service delivery in a department (White Paper on Transforming Public Service Delivery 1997:24). It is crucial, however, for managers to have a holistic perspective towards service delivery programmes. There should be a clear link between the strategic objectives of the department and the various programmes and projects for implementation.

The private sector is considered as best organized in terms of service delivery as compared to the public sector organizations and the individual behaviours between the two sectors are known to be different. According to (Rainey 1989; and Stewart 1989; Nutt and Backoff 1993; Williamson 1999) cited in Van der Waldt 2004:135), it is widely held that a public-sector organization operates differently than a private sector organization. The department must ensure that they it adhere to the constitution and the principles of the White Paper on Transformation of Public Service. The Service Delivery Improvement Plan must be carefully designed and implemented to improve service delivery.

2.10.1 Customer service

A customer is an individual or business that purchases the goods or services produced by a business. Attracting customers is the primary goal of most public-facing businesses, because it is the customer who creates demand for goods and services. Businesses often compete through advertisements or lower prices to attract an ever-larger customer base. The terms "customer" and "consumer" are almost synonymous. Customers are defined by their purchase of goods, or their contracting for services, as the consumer, or end user. As the term is commonly used, a customer is the end consumer of a product.

This distinguishes true customers from resellers and vendors, who usually make purchases to sell later (http://www.investopedia.com/terms/c/customer). The department is not operating in a competitive environment however, it is expected to treat its customers who are the consumer of services rendered, with courtesy. The impact of training and development on service delivery can be measured through the recipients of services rendered by the department. The recipients of services in this study refer to customers of the department. Customer service is not merely customer relations or how nice frontline workers are to customers. Rather, satisfying or even delighting customers is the goal of excellent customer service, because customers for different types of services have different needs. This means that customer service strategies will differ and must be tailored to target the customer.

Customer satisfaction is achieved by providing valued services and products, where value is the positive difference between customers' actual experiences and their service delivery expectations. Productive employees also create value. Employee productivity stems from employee loyalty, and loyalty is a product of employee satisfaction. Satisfaction is generated by high-quality support services (people, information, and technology) and by being empowered to provide value and resolve customer complaints.

This customer service culture must be supported by leadership that emphasizes the importance of each customer and employee. These leaders must be creative and energetic (not lofty or conservative), participatory and caring (not removed or elitist), that is, one who can be a coach, teacher, or listener (not just a supervisor or manager). Such a leader demonstrates company values (rather than simply institutionalizing policies) and motivates by mission (rather than by fear) (Heskett, 1997). The impaired service delivery could emanate from dysfunctional managers who are not willing to cooperate and adapt into a changing world. The resistance to adapt could be observed from a manager who is not willing to cooperate with others and unable to meet the strategic objectives of the organization. Therefore, training and development is not a solution to this dysfunctional behaviour. The training and development is not a "one size fits all" to all work related problems. To optimize performance in a work place, the line function managers in collaboration with the Human Resource Development must provide relevant training programmes to relevant officials. The leadership within organizations must provide quality service to their communities and thus enable their organizations to achieve their mission and vision.

2.11 Summary

The chapter dealt with responsiveness of training and development programmes to the needs of the Department of Social Development, management aspects and investment in training, human resource development needs assessment and analysis, the role of education, training and development practitioner, intervention of training and development programmes, outsourcing and insourcing of human resource development, performance management, service delivery and customer service have been discussed intensively. The next chapter will discuss the evaluation of training and development programmes.

CHAPTER THREE
EVALUATION OF TRAINING AND DEVELOPMENT: A LITERATURE REVIEW PERSPECTIVE

3.0 Introduction

The evaluation of training and development is a system used in government departments to determine the impact of training and development. Therefore, this chapter examines literature on the evaluation of training and development, for effective service delivery, types of training evaluation, comparisons of evaluation frameworks, how often are human resource development (HRD) programmes evaluated, the influence of human, physical and financial resources on effective service delivery, challenges impeding the transference of skills acquired from training and development programmes and how they affect service delivery in the Department of Social development, and models for strategic training management.

3.1 Evaluation of training and development for effective service delivery

Erasmus and Van Dyk (1996:157-158) state that it is necessary to evaluate training in every organisation, not only to determine whether the investment in training is money well spent, but also to determine whether the individual who attends has benefited from it. Bramley (1991:20) believes that it necessary to evaluate training in an organization to determine the proper utilisation of the investment. Evaluation should be required of any organizational activity which represents a significant investment of funds. Traditionally, this has not been required of the training department, but it is becoming increasingly common for senior managers to discuss the need for training and development as a valuable contribute to work performance. Bakken and Bernstein (1982:48) maintain that the impact of training on the organization is frequently one of the goals of a training programme; in other words, individuals and organizations are expected to change after attending a training programme.

Various definitions of evaluation can be obtained from available literature. Davis et al. (2004:81) define evaluation as a "continuous process of collecting and interpreting information in order to assess decisions taken in designing a learning system". Tenbrink (1974:11) defines it as the "process of obtaining information and using it to form judgements which in turn are to be used in decision making".

Nadler (1982:42) sees evaluation as a process of testing the appropriateness of each critical event in the design of a training programme. He also sees evaluation as part of the process of designing a training programme and not just a specified happening at the end (Nadler 1982:37).

Knirk and Gustafson (1986:215) define evaluation as "the process of determining to what extent the educational objectives are actually being realised. It involves the measurement of how effectively the learners are meeting the objectives as a result of instruction". Goldstein (1991) and Bramley (1991: 87) define evaluation as the 'systematic collection of descriptive and judgmental information necessary to make effective decisions related to the selection, adoption, value and modification of various instructional activities'. Werner and DeSimone (2006:233) define human resource development (HRD) evaluation the same way as Goldstein and Bramley's (1991:87).

Wills (1998:231) defines evaluation as 'a series of tests, assessments and investigations designed to ascertain whether training has had the desired effect at individual, departmental and organizational levels. Fisher et al. (1993:403) define evaluation as the determination of the extent to which the training activities have met their goals." De Cenzo et al. (1994) and Bramley (1991) define it from a training systems point of view, like Nadler (1982:42). Nadler states that the evaluation of training is the process by which the suitability of each critical aspect in the design of training is tested. Evaluation is not only concerned with the evaluation of learners but with the wider training system as a whole (Rothwell and Kazanas 1994: 476). Evaluation can be defined as an effort of the organization to measure the impact of training and development towards the attainment of the departmental strategy.

Although organizations worldwide neglect the measurement of their education and training efforts, there is an increasing awareness of the importance of such programmes. Particular emphasis is placed on feasibility analysis, cost and benefit analysis of training, as well as evaluating the return on investment from the process. The human resource development practitioners are increasingly being called upon to ensure that training will have an impact on performance in the workplace and produce the required return on the training investment.

The government departments are focusing more on performance and departments' problems when implementing training interventions. In addition, training managers must devote considerable resources and effort to indicate how an intervention contributes to the bottom-line. Measurement and evaluation form an integral part of all training interventions (Meyer, 2007:4).

There have been cases where there has been a belief amongst managers that trainers are not competent enough to meet the expectations of trainees. This could be based on the fact that trainers do not have a clear understanding on how the government functions. The Human Resource Development must not allow the training and development to be compromised. It becomes essential that the government departments should closely work with training consultants to ensure that training and development needs of the organization are met. Furthermore, the government departments have the responsibility to monitor and evaluate the work done by the training consultants. This means that departments may utilise the services of training consultants who satisfy the needs of the organization in terms of the provisioning of training and development programmes. The criteria relevance therefore, comes into picture when the training outcomes respond to the needs of the department.

Criteria relevance refers to the extent to which training outcomes are related to the learned capabilities emphasized in the training programme. The learned capabilities required to succeed in the training programme should be the same as those required to be successful on the job. The outcomes collected in training should be as similar as possible to what trainees learned in the programme. The inability of the training consultant and the department to measure the impact of training and development programmes on service delivery could relate to the criterion deficiency. According to Noe (2008:206-207), criterion deficiency refers to the failure to measure training outcomes that were emphasized in the training objectives.

The reliability, discrimination and practicality are critical factors which have to be considered when measuring the training outcomes. Reliability refers to the degree to which outcomes can be measured consistently overtime. Discrimination refers to the degree to which trainees' performances on the outcome actually reflect true differences in performance. Practicality refers to the case with which the outcomes measures can be collected. One reason that government departments give for not including learning, performance, and behaviour outcomes in their evaluation of training programmes is that collecting them is too burdensome, (it takes too much time and energy, which detracts from the production of services). Evaluation of training is considered inadequate if or when the specific type of training cannot be applied to the real life due to a number of reasons. The training budget and the employee needs analysis are also factors considered for the feasibility of a training programme.

The degree of difficulty in the application of each method and technique is another important criterion for its assessment. One should be careful not to confuse this criterion with the cost or time criterion, which could lead to double counting of specific parameters and wrong results. Evaluation is not a singular exercise but an integral part of the training and development process, and it should be the responsibility of a number of role holders in an organization (Rae, 1991). Michalak and Yager (1979:137) suggest that, in general, training programmes are only evaluated at the first two levels. "We seldom find evaluation conducted at the third or the forth levels, because it takes time, effort, and money to conduct evaluation at these levels and trainers are too busy or too short-sighted to see the value of this investment." It is consequently necessary to examine each of these levels separately and to point out the importance of and need for evaluation at all four levels.

Various researchers quoted in Topno (2012) present analytical studies on the effectiveness of training and development programmes. Ramachandran (2010) has made an analytical study on effectiveness of training programme of different cadre of employees working in a public sector organization. The result reveals that employees differed in response to the effectiveness of training programme on the basis of demographic characters. It is also inferred that experience and education of the employees of the organization is predominating and determining factor in assessing a training programme. Nagar (2009) indicated that training budgets are growing at a phenomenal pace as organizations use training to build required skills, induct new employees, transform banking culture, merge new acquisitions into the organization and build multiple skills for radically changing jobs. Scholars have made an attempt to study the effectiveness of training programmes being conducted by the commercial banks in public as well as in the private sector based on the responses of their clerical level staff. The results of the study revealed that training programmes of the respondent organizations are generally effective with respect to course duration, library facilities, trainer, teaching and computer aided programme and infrastructure facilities.

Saharan (2011) highlighted the fact that most organizations receive feedback from employees in terms of training effectiveness. In the ceaseless drive for a competitive edge, companies subscribe to the belief that smarter, better trained workers increase chances for success. The study expounds the perspective of employees having different qualification and experiences towards objectives behind imparting training in organizations. Smith (1990) believed that evaluation of management training courses is a subject much discussed but, superficially carried out.

The study finds that there is too great an emphasis on providing an objective evaluation report and too little recognition of subjective and peculiar issues which do not necessarily fit the frame. Hashim (2001) has after an intensive study written that training evaluation is an elusive concept, especially when it comes to practice. The practice of evaluation in training has received a lot of criticism. This criticism is largely explained by the unsystematic, informal and ad- hoc evaluation that has been conducted by training institutions. Griffin (2010) discovered that there is a mismatch between organizations' desire to evaluate training and the extent and effectiveness of actual evaluation. The author has proposed a productivity based framework to focus data collection and the utilization of a metric to present results. A metric provides an ideal tool to allow stakeholders informed judgment as to the value of a programme, whether it has met its objectives and what is the impact. Most importantly the approach focuses on the bottom line and draws evaluators' attention to consider what the ultimate overall impact of learning is.

Al-Ajlouni, Athammuh and Jaradat (2010) believed that the evaluation of any training programme has certain aims to fulfil. These are concerned with the determination of change in the organizational behaviour and the changes needed in the organizational structure. Scholars assert that evaluation of any training programme must inform whether the training programme has been able to deliver the goals and objectives in terms of cost incurred and benefit achieved, and the analysis of the information is the concluding part of any evaluation programme. They also stressed that the analysis of data should be summarised and then compared with the data of other training programmes similar nature. On the basis of these comparisons, problems and strengths should be identified which would help the trainer in his future training programme.

Ogundej (1991) wrote that evaluation is increasingly being regarded as a powerful tool to enhance the effectiveness of training. Three major approaches to training evaluation exist: quality ascription, quality assessment and quality control. In order to enhance the effectiveness of training, evaluation should be integrated with organizational life. Baruch and Hunt (2003) highlighted that some organizations invest a great deal of time and effort to elaborate training programmes designed to improve the so-called soft skills of managing. Yet assessing the effectiveness of such initiatives has been rare. Recent developments in the use of survey feedback have provided a technique for pre and post training assessment. A study, at a leading business school, was designed to assess the impact of interpersonal skills training of top managers.

The evaluation of training was based on subordinate feedback conducted before, and six months after training programme took place. The results indicate significant impact on some but not all of the competencies and skill under study. AL-Athari and Zairi (2002) have examined the current training evaluation activity and challenges that face Kuwaiti organizations. The study reveals that the majority of respondents, both in government and in private sectors, only evaluate their training programme occasionally. The most popular evaluation tools and technique used by government and private sectors were questionnaires.

The most common model used by Kuwaiti organizations is the Kirkpatrick model, while the most common level of evaluation for both government and private sector is the reaction type. Iyer, Pardiwalla and Bathia (2009) briefly explored the various methods of training evaluation in order to understand the need for training evaluation with emphasis on Kirkpatrick's model. The scholars concluded that although there are different methods to evaluate training, still training evaluation is the weakest and most under developed aspect of training. Although evaluation is still a grey area, every organization needs to evaluate return on investment and behaviour on its training programme in order to justify the financial resources spent on training as well as to improve the training process. Gopal (2009) examined the evaluation of effectiveness of executive training programmes in Electronic of India Ltd. The researcher carried out evaluation of training in two ways. (1). Individual programme evaluation and (2). Overall evaluation of all programmes.

The evaluation of training provides useful feedback to the training professional and management as to help them in making appropriate and effective one for the next better programme. Therefore, evaluation of training is not exactly the end point in the training function. In fact, it is a starting point. Blanchard et al. (2000) studied training evaluation practices at both management and non-management level in Canada through a survey. The survey data indicated that only one-fifth of the Canadians organizations evaluated their training as suggested by academic standards. The researchers presented practitioner perspective as a supporting rationale for the survey results. Ogunu (2000) in his study titled "*Evaluation of Management Training and Development Programme of Guinness Nigeria PLC*" examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness.

Hypotheses testing in the study revealed that facilities for staff training were adequate for effective training of management staff, training programme for management staff were relevant to the jobs they performed, and the training programme undergone by staff did indeed improve their performance and effectiveness at works. Srivastava et al. (2001) evaluated the effectiveness of various training programme offered by the in-house training centre of Tata Steal, Shavak Nanavati Training Institute (SNTI), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level, reaction and feedback of participants, and change in performance and behaviour as perceived by participants, their immediate supervisors, and departmental heads. It was found that the satisfaction level of participants, their superiors and divisional heads were above average for all types of programmes.

The participants benefited from the programme but transfer of learning was not as expected from the supervisors. Bramley and Kitson (1994), measuring the effectiveness of a training programme at the reaction level and or the levels of skills learned or knowledge gained are the most common approaches. Performing the duties properly cannot be achieved, unless they enjoy a set of capabilities which can be obtained by learning and training.

Organizations spend an immense amount of time and money on training in order to facilitate their employee's learning of job-related competencies (Cascio, 2000 and Noe et al. 2006). As a result of the financial investment organizations make in training, it is important to provide evidence that training efforts and expected outcomes are being fully realized (Casio, 2000; Dowling and Welch, 2005). According to Mark and Annie, (2003), to evaluate training investments critically, organizations need to know how reactions, knowledge acquisition, and behaviour change impact outcomes. Similarly, organizations need to know the value of measuring training at its multiple stages.

Stredwick (2005) notes that the most important role in human resources is to help employees improve their performance (through employee training and development) and, by doing so, to improve the performance of the organization. Employee training and development has become one of the key aspects in improving employee performance, thus leading to improved organizational performance and growth.

Marquardt, Nissley, Ozag, and Taylor (2000) highlighted the significance of employee training and development and the subsequent benefits for the organization when they note that, in future, organizations will depend on well trained employees who will accomplish tasks and successfully operate in the global environment. Kuvaas and Dysvik (2009) add that when organizations offer organizational inducements in the form of developmental opportunities, employees become motivated to multiply their efforts in order to benefit the organization.

3.1.1. Purpose of evaluation

According to Bramley (1991: 87) evaluation completes the training cycle, and it is integral to the cycle, as it has the key role of quality control of the cycle by providing feedback on the effectiveness of methods used; the achievement of the objectives by both learners and trainers; and whether the needs originally identified both at organizational and individual level have been satisfied. According to Knirk and Gustafson (1986:217) and Nadler (1982:39), the purpose of evaluation is to make decisions about individual learners (their needs, the instructional plan and sequence, their grouping, and feedback); make decisions regarding course improvement (deciding on the most appropriate methods and materials, and where and how to revise the material); determine how effective the system is; determine if the design up to a particular point meets the needs and criteria determined earlier; modify the design as required based on the feedback from selected persons; obtain approval from those concerned to proceed with the next phase of developing the system.

According to Pont (2003:156), evaluation provides feedback on how well employees/trainees are doing. The feedback is not only on the trainer's or the trainee's own performance but also on the quality of the design and delivery of training activities. It can add to the body of knowledge on training principles and practice that could have a much wider application than feedback evaluation.

3.1.2 Evaluation instruments

The evaluation cannot be considered possible without the development and implementation of instruments designed to measure the impact of training. It is against this background that the instruments are discussed in this section**.** A variety of instruments can be used during the evaluation process to collect the required information on which decisions can be based. Holden and Beardwell (1994:351); Rothwell and Kazanas (1998:174) and Van Dyk, Nel, Loedolff and Haasbroek (2001:215) describe some of the various evaluation instruments as follows:

- Rating method. The process of evaluating by judgement is called rating. Tracy (1984:190) explains that this judgement involves collection, correlation, and interpretation of facts and impressions to arrive at an opinion. As the facts do not speak for themselves, human interpretation of the facts is essential. In other words, the facts and results must be rated or judged. This rating can be based on one of two classes of rating methods, 'relative rating' or 'absolute rating'. Relative rating is used when individuals or situations have to be rated in comparison with others. Absolute rating requires the latter to assign an absolute standard or a value to the factor or criterion being measured, with no reference to other individuals or situations.
- Questionnaire method. The questionnaire is often used to obtain feedback with respect to a particular course, unit of instruction or some other elements of a training system. Tracy (1984:190) considers the questionnaire method to be a particularly useful one for data collection when the designer cannot personally interview all the people from whom feedback needs to be obtained.
- Interview method. The interview is normally used in conjunction with other data collection methods. It is, however, useful to obtain information directly from others in a face to face situation. Information obtained by this method may include the description of events, the description of behaviour, or of attitudes, values, or perceptions.
- Tutor reports. The inputs of the trainers or the facilitators of the instruction can be useful sources of evaluation information.
- Written pre/post-tests., examinations, assignments, and projects play a vital part in the evaluation process.
- Participant observation of training. The observation of the instructional process in the actual training setting can also produce valid evaluation data.
- Group discussion. Group discussion can be held in order to obtain information regarding instructor effectiveness, facility quality, relevance of programme, etc.

Now that the evaluation instruments have been discussed, it now becomes feasible to discuss the types and models for evaluation.

3.1.3 Methods of evaluation

The methods of evaluation such as interviews, questionnaires, behaviour analysis etc. are important for any government institution to determine the impact of training and development programmes or the return on investment. Without evaluation, the department cannot be able to determine whether training and development programmes yielded the desired results of

improving the performance of employees for effective service delivery. The evaluation of the impact of training and development programme must follow a certain method which will yield results which is of benefit to the department. According to Brandenbury (quoted in Rothwell and Sredl, 1992:420), the techniques which are most commonly used among others are open ended comments or reactions, task performance measures such as simulations and role plays, participants self-assessments, questionnaires, reactionaries, interviews, behaviour analysis and cost benefit analysis to mention a few. It is important to mention that certain methods are suited to formative evaluation and others to summative evaluation.

According to Newby (1992:81), the questionnaires should be used to review the match between training objectives and job tasks, and assess the application of new knowledge and skills to the trained person's work. According to Newby, (1992:143), the trainees are to provide feedback of their experience of the event, i.e. how well the trainer performed in terms of imparting knowledge and skills to the participants and whether the course met the formal and individual objectives and expectations that were set.

According to Newby, (1992:81), interviews can be used for the purpose of exploration of the leaner's response to training designs and methods, assessing the extent to which training objectives and content are perceived to be relevant for the leaner, determining how applicable the content is in the work environment and comparing the congruency between organizational vision and the training programme. Interviews are important tools for yielding high quality information and data. Interviews can be structured, unstructured or semi structured.

The behavioural analysis is particularly valuable when training in activities related to interpersonal skills. The learner can be assessed before and after the training event to determine the behavioural change. When doing a cost benefit analysis, the Education, Training and Development Practitioner must prepare costs to benefits. Furthermore, the Education, Training and Development Practitioner must determine the costs of inputs and the monetary value of anticipated outcomes related to training inputs, administrative and personnel cost, costs of providing training instructors and costs of training development, to mention a few (Meyer, Mabaso, Lancaster and Nenungwi, 2007:275).

3.1.4 Types of Training Evaluation

There are various types of training evaluations discussed in this section which are: evaluation of training costs, impact evaluation, formative and summative evaluation, self-evaluation, practical evaluation, evaluation phase, process evaluation and outcome evaluation.

3.1.4.1 Evaluation of training costs

Evaluation of training costs compare the costs incurred in conducting human resource development programmes to the benefits received by the organization, and can involve two categories of activities: cost-benefit evaluation and cost-effectiveness evaluation. Cost-benefit analysis involves comparing the monetary costs of training to the benefits received in non-monetary terms, such as improvements in attitudes, safety, and health. Cost-effectiveness analysis focuses on the financial benefits accrued from training, such as increases in quality and profits, and reduction in waste and processing time (Werner and DeSimone, 2006:254).

Government departments are lacking efforts in respect of conducting the cost benefit and cost effectiveness analysis. It is not clear whether departments lack the know-how on evaluation or they do not see evaluation as important or it is considered as the waste of time. Departments may not be able to compare the inputs (money invested) with the output expected. The government departments as mentioned above are reluctant or resist to evaluate the impact of training in terms of cost benefit and effectiveness analysis.

3.1.4.2 Formative and Summative evaluation

Formative evaluation (also sometimes referred to as ‘development evaluation’) is concerned with decisions while the instructional design is being developed and the materials produced. ‘It is the process designers use to obtain data that can be used to revise their instruction to make it more efficient and effective’ according to Dick and Carey, (1996:257). Briggs et al. (1991:230) pinpoints three characteristics that distinguish formative evaluation from other types of evaluation. First, it is conducted during the formulation of instruction for locating strengths and weaknesses in the instruction. Second, it is reiterative, meaning that following prescribed revision, the instruction is implemented again and again if necessary. Third, judgements made during formative evaluations include those based on actual performance data collected from learners who complete the instruction.

Summative evaluation, according to Rothwell and Kazanas, (1994:481) is also known as product evaluation. Summative evaluation is concerned primarily with the conclusion of the teaching and learning process. It 'sums up' the results or outputs of a course. Summative evaluation normally takes place at the end of the course or of the instructional design and it addresses questions regarding its effectiveness. As Knirk and Gustafson 1986: 216) wrote 'some say formative evaluation is to improve, whereas summative evaluation is to prove' Dick and Carey (1996:323), state that the main purpose of summative evaluation is to make decisions about maintaining currently used instructional materials or about adopting materials that have the potential for meeting an organization's defined training requirements. Rothwell and Kazanas (1994:481), have written that summative evaluations are only valid if job conditions and the learners' entry skills remain stable.

3.1.4.3 Impact evaluation

The International Initiative for Impact Evaluation (3ie) defines rigorous impact evaluations as: "analyses that measure the net change in outcomes for a particular group of people that can be attributed to a specific programme using the best methodology available, feasible and appropriate to the evaluation question that is being investigated and to the specific context". According to the World Bank's DIME Initiative, "impact evaluations compare the outcomes of a programme against a counterfactual that shows what would have happened to beneficiaries without the programme. Unlike other forms of evaluation, they permit the attribution of observed changes in outcomes to the programme being evaluated by following experimental and quasi-experimental designs" (White, 2006).

Impact evaluation assesses the changes that can be attributed to a particular intervention, such as a project, programme or policy, both the intended ones, as well as ideally the unintended ones. This is in contrast to outcome monitoring, which examines whether targets have been achieved. Impact evaluation is structured in such a way as to answer the question: how would outcomes such as participants' well-being have changed if the intervention had not been undertaken? This involves counterfactual analysis, that is, "a comparison between what actually happened and what would have happened in the absence of the intervention." Impact evaluation seeks to answer cause-and-effect questions. In other words, look**s** for the changes in outcome that are directly attributable to a programme (White, 2006).

Impact evaluation helps people answer key questions for evidence-based policy making: what works, what doesn't, where, why and for how much? It has received increasing attention in policy making in recent years in both Western and developing country contexts. It is an important component of the armoury of evaluation tools and approaches and integral to global efforts to improve the effectiveness of aid delivery and public spending more generally in improving living standards.

Originally more oriented towards evaluation of social sector programmes in developing countries, notably conditional cash transfers, impact evaluation is now being increasingly applied in other areas such as agriculture, energy and transport. Bakken and Bernstein (1982:48) maintain that the impact of training on the organization is frequently one of the goals of a training programme; in other words, individuals and organizations are expected to change after a training programme.

Two questions arise when we assess the impact of training on individuals and the organization: have there been any changes, if changes have occurred, can they be attributed to the training programme? (Van Dyk, Nel, Loedolff and Haasbroek, 2001:335). According to DeSimone, Werner and Harris, (2002:250), it is important to demonstrate effectiveness on the reaction, learning, and job behaviour levels, but human resource managers and human resource professionals may be at a disadvantage when their results are compared to those of other divisions that are able to express their results in monetary terms. It has long been argued that human resource programmes are difficult to assess in financial terms, but the evaluation of training costs and utility analysis are two practical options that could help the human resource development professional determine the financial impact of various programmes.

3.1.4.4 Self-evaluation

According to Pont (2003:157-158), self-evaluation helps in the improvement of effectiveness. Asking for evaluation from others, especially from learners, can be a revealing process. New trainers might not be ready to go through such an ordeal. Learner evaluation is the process by which learners record their thoughts, comments and observations about the training. This could be directed at the trainers, as well as the training programme.

3.1.4.5 Practical and Process evaluation

For a training programme to be successful, the student must be evaluated in the workplace after a period of approximately three months to determine whether his/her performance has improved, and whether this improvement contributes to the achievement of objectives (Erasmus and Van Dyk 1996:160-161). The well designed processes and effective implementation of such initiatives may lead to the achievement of the desired objectives, therefore it becomes important to define what process evaluation entails. Process evaluation is a determination of how well a particular process achieved its objectives (i.e., outputs). Each phase of the training process model constitutes a process with inputs and outputs. For example, in the analysis phase, a process evaluation would be concerned with the accuracy and completeness of the organizational, operational, and person data collected (Blanchard, 1999:20).

It would also determine if the data has been interpreted accurately, whether the cause of performance discrepancies had been identified accurately, and if the training objectives reflected all the key training needs that were feasible to address. Logical rather than statistical analysis is used for this type of evaluation. Collecting and analysing process data can provide early warning of potential problems in the training programme (DeSimone, Werner and Harris, 2002:20). Erasmus, Loedolff, Mda and Nel, (2009:219) refer to this type of evaluation as "longitudinal evaluation" which focuses on the impact on individual performance on the organization, transfer, and application of the learning in the workplace and support for new knowledge, skills and attitudes in the work place.

3.1.4.6 Evaluation Phase

Traditionally one think of evaluation as occurring at the end of a process, but for many reasons it is important to examine and dissect it during all phases. Although the outcomes of training are a practical focus of evaluation, no improvement in the process is possible unless the process itself is evaluated. In addition, designing the evaluation of a training programme's outcomes must be completed well in advance of the implementation of that programme. A close look at the training process model indicates that some type of evaluation can occur at each training phase (DeSimone, Werner and Harris, 2002:19).

3.1.4.7 Outcome evaluation

This type of evaluation is conducted at the end of training and is a determination of the effects that training has had on the trainee, their job, and the organization. Outcome evaluation is based on the set training objectives. The processes and instruments used are typically created sometime between the design and implementation phases, although they are not used until the training has been completed. Outcome evaluation can also be used to improve training processes. Outcome evaluation data by themselves do not provide enough information for programme improvement, but in combination with process evaluation data they serve as a powerful tool for improving programmes (Blanchard, 1999:23).

By examining outcome evaluation results from the first presentation of the course, one can determine whether all training objectives have been achieved. If they were, one can be fairly comfortable that the training processes are working as they should be. However, if one or more objectives are not achieved, the training process evaluation data can then be used to identify where problems exist and corrective action can be taken (DeSimone, Werner and, Harris, 2002:24).

3.2 How often are human resource development (HRD) programmes evaluated?

Given their importance, one might expect that HRD programmes are regularly and carefully evaluated. Unfortunately, this is not the case. Why aren't evaluations done more frequently? There are several possibilities. First, conducting an evaluation is not an easy process. It requires time, resources, and expertise that the HRD staff may not have or may not be willing to expand. Second, many factors beyond the programme itself (including the economy, equipment, policies and procedures, other HR efforts, and resource availability) can affect whether employee performance improves, thus making it difficult to evaluate the impact of training. Third, those associated with HRD programmes may be weary of criticism and programme cuts if the evaluation shows that the programme was not effective. Yet the fact is that HRD evaluations can and should be performed in organizations in order to ensure effectiveness and accountability. It is our belief that it is the ethical responsibility of HRD professionals to prove to the organization whether their programmes are indeed beneficial (DeSimone, Werner and Harris: 2002:229).

3.3 Evaluation of human resource development programmes.

The human resource development programmes should be evaluated before being decided upon and implemented. This means that the department should determine whether the training and development programme is going to have a positive impact on the department and that it will ultimately improve service delivery. The formative evaluation of the training programme can be done through prior engagement with the training provider and the summary presentation of the programme will provide an indication to the decision makers of the department that the training and development programme is worth buying. Some practitioners believe that they fulfil their evaluation responsibility in their pre-purchase decision. Their logic follows that they would not decide on a programme they do not think is going to work.

This means if they have made a wise purchasing decision (or evaluated the programme before buying it), then it is not necessary to conduct any post-programme evaluation. Indeed, supervisors and HRD professionals should be wise consumers of programmes and equipment used in their HRD efforts. However, it is equally important to judge the effectiveness of the programme or device after it has been put into place. (DeSimone, Werner and Harris, 2002: 229-230).

3.4 Changing evaluation emphases

It has been suggested that efforts at training evaluation have moved through the following four stages since the 1960s: Stage one focuses on anecdotal reactions from trainers and programme participants. Stage two involves borrowing experimental methodology from academic laboratories to use for programme evaluation. Organizational constraints (including time, resources, and the inability to randomly select participants or use control groups that receive no training) make application of these designs difficult, thus discouraging evaluation efforts. Stage three creativity matches the appropriate research methodology to existing organizational constraints, thus making programme evaluation more practical and feasible. Stage four recognizes that the entire training and HRD process affects the organization, and shifts the focus of evaluation from post-programme results to the entire HRD process. It should be emphasized that it is possible to creatively apply sound research methods to HRD evaluation designs and have useful data that are instrumental in decisions-making (Werner and DeSimone, 2006:155).

3.5 Evaluation's role in supporting departmental strategy

The government departments devise a wide variety of systems and processes in order to achieve their desired objective as contained in the strategy. To determine whether the objective is achieved, it becomes important for the department to evaluate all its programmes such as human resource development etc. Newby (1992) emphasises the link between organizational strategy and evaluation. He states that there are two important questions that managers and trainers must ask related to training. These are about effectiveness and value. Effectiveness and value must be judged within the context of the organization with its goals and objectives. To understand the effectiveness and value of a training programme, it is important to judge it within the parameters of the organization in which it operates. Cameron divides organizations into four specific categories according to their purpose. Newby (1992:9-10) cited in Meyer, Mabaso, Lancaster and Nenungwi (2007:259) states the categories as follows.

- Goal directed organization: these organizations "pursue specific targets" (turnover, profit, market share etc. and measure their own effectiveness by whether those targets are met or exceeded.
- Resource acquiring organizations: these "depend upon their ability continually to replenish key input resources". Examples include mineral resources for an extractive company, skilled programmes for a software company or investment funds for a unit trust.
- "Internal functioning organization**s**" are those who characterise their own effectiveness primarily in terms of internal functioning and are characterised by some or all of the following; good internal communications, high levels of staff participation in decision processes, positive orientation towards quality issues or low levels of internal conflict.
- Constituency satisfying organizations: these organizations "exist primarily to serve the needs of a particular group/s of people". Examples include government organizations, Non-Governmental Organizations (NGOs,), advice bureaux.

3.6 The influence of human, physical and financial resources on effective service delivery

The human, physical and financial resources have an effective role on service delivery. If the department is understaffed and has inadequacy of financial resources, it cannot achieve its objective of the improved service delivery. The conducive physical facilities where learning must take place serve as contributing factor for employees/ learners to master what was taught to them.

The human resources department is an essential, if not critical, component of any business regardless of the organization's size. It is primarily focused on maximizing employee productivity and protecting the company from any issues that may arise from the workforce. HR responsibilities include compensation and benefits, recruitment, firing and keeping up to date with any laws that may affect the company and its employees. Human Resource Management (HRM) is the governance of an organization's employees. HRM is sometimes referred to simply as human resources (HR). A company's human resources department is responsible for creating, implementing and/or overseeing policies governing employee behaviour and the behaviour of the company toward its employees (Heathfield 2016:28). Tracey, in *The Human Resources Glossary,* defines human resources as: "the people that staff and operate an organization," as contrasted with the financial and material resources of an organization. A Human Resource is a single person or employee within an organization.

The Human Resources is also the organizational function that deals with the people and issues related to people such as compensation, hiring, performance management, and training. Physical resources are the material assets that a business owns, including buildings, materials, manufacturing equipment and office furniture. Physical resources can be sold if a business is facing a cash flow issue. A company's physical resources, particularly raw materials, are subject to depletion, shrinkage and obsolescence. Physical capital resources, such as expensive industrial equipment, are subject to depreciation. In addition to physical resources or assets, a business has also intangible resources, human resources and financial resources. Intangible resources include a company's goodwill, reputation, brands and intellectual property. Human resources include the knowledge and skills of a company's work force, and financial resources include cash assets and credit lines.

The physical resources of a business include all the tangible assets owned and used by a company such as land, manufacturing equipment and office equipment. Information technology and its attendant equipment, computers, networks, servers and others, are included in the category of physical resources. Efficient management of physical resources is an important consideration in any business, even in the field of IT where physical infrastructure can affect issues, such as power usage, and environmental requirements, such as cooling systems for computer systems (Heathfield 2016:28). Financial capital includes money, credit and other forms of funding that companies use to invest in their businesses.

They must forgo using the funds to pay themselves, increase dividends or lower prices to produce greater gains in the future. Financial capital is used to transform the existing business into something better and more profitable (Heathfield 2016:28). The availability of facilities, equipment and materials for conducting a course at the appointed time and venue is essential. In order to avoid any shortcomings or disruption of a course in this respect it is necessary to appoint a coordinator or liaison person whose job it is to arrange and check that all facilities, equipment and materials are available by the date the course is due to commence.

The physical presence of these aids creates an atmosphere of good organization and helps to eliminate uncertainty and resistance among the students (Erasmus and Van Dyk, 1996:248). A trend has been developed in government whereby training is presented in venues which are not conducive at all for learning to take place.

The National Treasury Cost cutting measures encourages government departments to conduct in-house training and use government venues for training to take place. Therefore, the less appetising venues are used, the more employees develop less interest to attend training and development programmes. The Human Resource Development plan when properly drawn, requires human and physical resources to perform training and development functions such as assessing, moderating, invigilating if need be and verifiers in some instances. The training and development sessions cannot be effective if not provided in conducive training venues equipped with all training material required.

3.7 Challenges impeding the transference of skills

The following challenges may serve as an impediment factors for transference of skills to a working environment, this to some extent has a negative bearing on service delivery.

3.7.1 Problems with training programmes

Training programmes face many problems in the corporate environment which limit the impact of learning and performance. Wick and Leon (1993:30) identify the following six reasons why traditional company training does not produce the desired results.

3.7.1.1 Training does not meet business needs

Training does not always tie in with the strategic organizational needs of a specific department. A multitude of training programmes are used on a continuous basis, but they do not relate directly to strategic organizational needs. These programmes come and go, there is no continuity and there is a lack of follow-through which means that the application of knowledge gained is not taken seriously. The impact of the training is therefore, very limited.

3.7.1.2 In training, one size does not fit all

Many training programmes are not flexible enough to meet the unique needs of each individual. Vast financial resources, time and effort are spent and wasted in training people for what they do not really need to know. Too much generic training is provided, whether everyone needs it or not.

3.7.1.3 Managers do not support training

Employees are often "sent" on courses or "nominated" to attend courses because it is a job or promotion requirement. Their supervisors see training as an expensive waste of time that result in work backing up. Not having management support and reinforcement can completely negate the potentially positive effect of learning.

3.7.1.4 Employee workload

When employees have been on a training course, they return to mountains of mail, reports, meetings and the crisis of the moment. The implementation of knowledge and skills that were learnt gets put aside in order to deal with immediate priorities. Although the intentions may be good, follow-through does not always take place.

3.7.1.5 A lack of measurement

The weakest link in the training process is the implementation phase of training. People go back to work, but they do not implement what they have learnt. The reason for this is twofold. Firstly, there is no accountability for what was learnt. Secondly, there is no measurement system to measure the impact of the training.

3.7.1.6 Incorrect time allocation

According to Wick and Leon (1993:32) a lack of time often means training is done in a pressed fashion that precludes real learning. Due to time constraints, a three-day training course will often be compressed into a day or two. Its content finally becomes a mini-lecture with handouts. The end-result is that very little learning takes place.

The problems mentioned by Wick and Leon above are applicable in almost all government departments, In the case of the department of Social Development in KwaZulu-Natal, the Non-Financial Data with its enormous work where targets for the next financial years and preparation of various reports for the current financial may impede employees not to plough back skills acquired from learning environment to the working environment. The various management and employees' meetings und unplanned transversal and line function training programmes could also present a challenge on the transference of skills.

3.8 Resistance to training evaluation

Training managers can come up with a surprising number of reasons for not evaluating training. In the past, when training was often considered merely a luxury that took place only in good times, these reasons were accepted.

3.8.1 Nothing to Evaluate

The good management practice dictates that organizational activities could be routinely examined in order to ensure that they are occurring as planned and are producing the anticipated results. According to Blanchard, (1999:222), the training managers are resistant to evaluate training, and on occasions they come up with surprising number of reasons for not evaluating training. Training managers occasionally claim that there is nothing to evaluate because training has been seen as a luxury that was provided as a reward for good performance, or simply something that was mandated so that everyone had to take their turn (Meals and Rogers, 1986).

The argument here is that training is not expected to accomplish anything so there's nothing to evaluate (Blanchard, 1999:223). This is an old notion which is somehow incorrect because training has always been seen as the instrument used to improve production in the organization and employees' conduct both in the private and public sector.

3.8.2 The Counter argument

Even in cases where training is a reward or luxury, it is designed with some goal or objectives in mind. Some type of knowledge, skills and attitude (KSA) change is expected from the trainees, even if it is that they feel more positive about their job or the company (Blanchard 1999:223).

3.8.3 No one really cares about evaluating training

Blanchard, (1999:223) have argued that no one really cares about evaluating training because the most common rationale for not conducting training evaluations is that "formal evaluation procedures are too expensive and time-consuming and no one really cares anyway". This usually means that no one has specifically asked for or demanded/ indicated that training needs to be evaluated.

3.8.4 Evaluation is a threat to my job

Blanchard, (1999:223) say "managers regard evaluation of training as a threat to their jobs". In reality, however, evaluation does not have to be looked at in the context of success or failure, but rather as feedback into the system that needs to be modified and improved through training (Blanchard, 1999:223). While most managers are not likely to admit this concern publicly, it is perhaps the real problem. When the focus is on summative or outcome evaluation, managers are naturally concerned about what documenting the failure of their programmes will do to their careers. The feedback could then be used to modify training and/ or organizational systems and processes to facilitate the training's success.

3.9 Transfer of training

Transfer of training is a recurring theme in Human Resource Development (HRD) literature. The main goal of Human Resource Development is to ensure that employees perform their jobs effectively. In addition to learning and retraining new material, employees must also use it on the job to improve performance. The transfer of training knowledge to the job situation is critically important to the success of Human Resource Development efforts. Transfer can take different forms. Positive transfer occurs when job performance is improved as a result of training. Zero transfer occurs when there is no change in job performance. Negative transfer occurs when job performance is worse as a result of training. Negative transfer may seem unlikely, but recall the detrimental effect interference can have on learning and performance (Werner and DeSimone, 2006:89).

3.10. Reinforcement and transfer tactics

A concern which is shared by all trainers is the trainees' retention of knowledge and skills not only during training but also after training when they apply that knowledge and skill to a job in a real workplace context. Training, in most cases, takes place over a comparatively short period and sometimes it is very intensive. At the end of course, trainees often express the opinion that they would have liked to have spent more time on a number of activities. Bearing in mind the realities of skills deficits in government departments and acquired knowledge not put into use the trainer needs to consider the tactics that can be employed so that time and effort invested by both trainer and trainee are not wasted (Buckley and Caple, 2004:1990).

3.10.1 Briefing and debriefing

Before undertaking any form of training, trainees should be briefed by their line managers in regard to the training they are about to undertake. This should include its general objectives, its methodology and structure, the reason why the trainee is doing it and how the trainee will put the training into use on completion. The debriefing makes provision for additional or remedial training and examines the reaction of trainees so that information can be passed to the trainer (Buckley and Caple, 2004:199). During the briefing session, it may not be possible for line managers to present the general objectives, methodologies and structure as they are not the course presenters.

3.10.2 Supervisor support

Baldwin and Ford (1988) cited in Blanchard (1999:209-210) suggest that, one of the key determining factors for the transfer of training is supervisory support. Supervisors can affect their employees' learning and transfer of training in other ways as well. Noe and Wilk (1993) demonstrated that those employees who are motivated to learn are more interested in improving themselves (more involved in their own development), and furthermore, support from supervisors for such developmental activity had indeed enhanced this motivation.

3.10.3 Peer support

Social learning theory is useful in understanding transfer of training. If the trainee is the only one from the department who is receiving training, there may be no peers back on the job to provide social support. In some workplace climates this situation could result in pressure from more experienced peers to "forget all that stuff." With the right climate, however, peers can provide the proper support.

Most importantly, all employees must understand and support overall organizational objectives (Blanchard, 1999:210). The service delivery improves when employees support one another through sharing of knowledge and skills gained from different learning environment.

3.10.4 Trainer support

Conventional wisdom has been that the trainer's job is done when training is over. More recent research, however, demonstrates the value of continued trainer involvement in the transfer of training. Trainees who commit to meet the trainer and other trainees at some later date to discuss transfer of training use the training more effectively (Wexley and Baldwin, 1986) cited in Blanchard (1999:209-210)).

Thus, there is value in the continued involvement of the trainer, who can be a useful resource in helping trainees work through any problems encountered in the workplace (Wexley and Baldwin 1986). The outsourcing of training and development programme is expensive to the organization; therefore, the continued involvement of training consultants in the transfer of learning skills seems very difficult if not impossible. This could be possible if training is provided by the internal trainers who may continue their involvement towards the transference of learning. However, given the inadequacy of education, training and development practitioners in government departments, their involvement may not be adequate.

3.11 Models for strategic training management

The evaluation of training and development is an integral part of determining the return on investment after training and development programmes have been provided to the employees of the department. Therefore, it becomes imperative for the department to strengthen evaluation of training with an intention to improve services rendered to the recipients of the department. Furthermore, when evaluation is correctly implemented in the department, it may help determine the effectiveness of training and development interventions.

The department must evaluate the performance and behaviour of employees after they have attended training and development programmes, as well as the satisfaction of customers on services rendered by the department must be evaluated. This will enable the department to determine whether training and development interventions have made a positive contribution to the attainment of the objectives of the department.

A model of evaluation outlines the criteria for and focus of the whole effort. Because of the fact that an HRD programme can be examined from a number of perspectives, it is important to specify which perspectives are considered. There are various frameworks of HRD evaluation that have been suggested and discussed by several researchers. By far, the most widely used evaluation approach to date has been the framework laid out by Donald Kirkpatrick which are discussed in this section. While the different models and frameworks share some features, they also differ in significant ways (DeSimone, Werner and Harris, 2002:230).

3.11.1. Models/Methods

When evaluating the impact of training and development programmes, the department needs to consider using thematic categorisation types of evaluation models or methods which are yielding the desired results. The thematic categorization of evaluation types is echoed in the literature with respect to the various evaluation "models" (some prefer the term "methods). Discussions concerning the definition, dimensions, goals, approaches, purposes, and types of evaluation may be helpful but the crux of an evaluation "framework" lies in determining, as far as it is feasible, the respective relevance of these models in relation to the assessment of the impact of training and development programmes in the government department. There are a myriad of such models for which reason a thematic classification of these would undoubtedly facilitate the review.

3.11.1.1 Donald Kirkpatrick's model

Donald Kirkpatrick is recognised as the father of education, training and development evaluation. He published one of the first papers on the subject in 1954. Kirkpatrick (1994) defines education, training and development evaluation as "the determination of the effectiveness of a training programme." His model has still a major relevance and impact on evaluation practices today. His model is known as a hierarchy or taxonomy, because the different levels build upon one another (Coetzee: 2007).

Werner and DeSimone (2006:236) consider this approach as the most popular and influential framework for training evaluation. The same researchers believe that training efforts can be evaluated according to four criteria: reaction, learning, job behaviour, and results. Kirkpatrick (in Rothwell et al. 1994:484) conceptualised a classic view of post-instructional evaluation by arranging the possible results of training in a four-level hierarchy of change.

Kirkpatrick introduced it many years ago and it seems to have stood the test of time as a sound conceptual framework for the evaluation of training in an organizational context. There are surprisingly few accepted models of evaluation and those in existence have been present in the HRD environment for many years and are examined in this section (Meyer et al 2007)**.** There are many different models that focus on different dimensions and levels of education, training and development evaluation (Coetzee: 2007).

In order to evaluate the human resource training and development methods and techniques, the proper set of criteria should be selected. Kirkpatrick's is one of the most widely used and popular models for the evaluation of learning and training. Kirkpatrick's model comprises four levels or steps: reaction, learning, behaviour and results (Schneider et al. 1994 and Bloom, 2009). Therefore, it becomes important to discuss these models. Reaction refers to how the trainee thinks and feels about the training. Reaction is the most commonly-used method of evaluation, probably because it is the easiest to administer and evaluate. This level produces what has been dubbed the "smile sheet", which measures how well the trainees like the training. Kirkpatrick says reaction focuses on the trainees' perceptions about a programme and its effectiveness.

The positive reactions to a training programme may make it easier to encourage employees to attend future programmes but if trainees disliked the programme or think they did not learn much, they may discourage others from attending and be reluctant to use the skills or knowledge obtained in the programme. The main limitation of evaluating HRD programmes at the reaction level is that this information cannot indicate whether the programme met its objectives beyond ensuring participant satisfaction. This level measures the extent to which learners liked the learning programme.

The reaction evaluation normally takes place immediately after the learning programme. Favourable trainee reaction after the course and mastery of learning in the training situation provide no proof that the trainees will apply the knowledge, skills and attitudes when they return to their work place (Erasmus and an Dyk 1996:256). Kirkpatrick (1994) emphasised that a favourable reaction to a learning programme does not ensure learning. To understand this, one simply has to think about all the pleasant experiences in life that do not lead to learning.

The learning level evaluates whether there has been a change in the level of knowledge, skills, attitudes and behaviour. Kirkpatrick, (1994) states that, learning is an important criterion that an effective Human Resource Development programme should satisfy. Measuring whether someone has learned something in training may involve a quiz or test. Learning is defined as 'principles, facts and techniques understood and absorbed' by the trainees (Schneider et al. 1994). Learning is not as well-used in business settings as an evaluation technique; public sector/academic settings are more likely to use level 2 techniques. These are most reliable when pre- and post- evaluations are utilised. The fact is that in both private and public sectors there is today an increasing need to show concrete evidence that training and development programmes are achieving their goals of changing behaviour on the job (level 3) and are also contributing to the institutional "bottom" line. The problem is that trainers will probably not do levels 3 and 4 evaluations unless they are told to do so.

Kirkpatrick says that job behaviour is regarded as a critical measure of training success. Behaviour refers to the application of those skills and knowledge learned in the previous step on the job. Job behaviour also raises questions on whether trainees use what was learnt in training during their functions in the workplace. If learning is not transferred to the job, the training effort cannot have an impact on employee or organizational effectiveness.

Measuring whether training has been transferred to the job requires observation of the trainee's on-the-job behaviour or viewing organizational records (Werner and De Simone 2006:237). Evaluating behaviour change refers to assessing a change of behaviour in the job situation and not only a behaviour changes in the learning situation. The model's success is based on its simplicity and the robust evaluation framework for training as it provides a vocabulary and taxonomy of criteria.

Results**,** this level raises certain questions such as, has the training or Human Resource Development effort improved the organization's effectiveness? Is the organization more efficient, profitable, or better able to serve its clients or customers as a result of training programme? Kirkpatrick's framework provides a useful way of looking at the possible consequences of training and reminds human resource development efforts often have multiple objectives (Werner and DeSimone, 2006:201-202). Results are the effects of employee's training in the organization. Such results may be reduction of costs, turnover, grievances, absenteeism, increase in quality and quantity of production or improved employee morale.

Meeting this criterion is considered the "bottom line" as far as most managers are concerned. It is also the most challenging level to assess, given that many things beyond employee performance can affect organizational performance (Werner and DeSimone 2006:237). Results also determine what changes in job results are attributable to training and/or how levels of productivity can be measured comparatively among untrained and trained workers.

In the framework of the above summary of "types" of evaluation levels learning and reaction are normally seen as part of formative evaluation, whereas levels behaviour and results are typically associated with summative evaluation. Although most organizations have some form of level 1 (learning) evaluations for their training programmes, the number diminishes as the levels increase. There have also been attempts to establish a level 5 by measuring the impact at a societal level (in business terms), by calculating return on investment (ROI).

The government departments are reluctant to conduct evaluation or measure the impact of training programmes in a workplace and this reality defeats the purpose of training and development. It is assumed that departments continue providing training for the sake of training or consider it as a compliance issue as training legislations require. This means that departments must activate themselves and evaluate the impact of training.

Bloom's taxonomy of learning domains (cognitive, affective and psychomotor domains) is another theory utilised for the evaluation of training and learning (Seddon 1978; Krathwohl 2004; Bloom, 2009). Taxonomy is simply the structure or a set of classification principles while domain is a category. The cognitive domain refers to the intellectual capability (knowledge or thinking), the affective domain refers to feelings, emotions and behaviour (attitude or feel), and the psychomotor domains refer to manual and physical skills (skills or do) (Human Resource Management, February 2012: 662–693).

3.11.1.2 Guskey's critical levels

Thomas Guskey (2002) elaborated and increased Kirkpatrick's 4 levels into 5 levels: his levels may be of relevance as he had "students" and educational environments in mind. The levels are elaborated as follows:

Level 1: Participant reaction gauges the reactions about information and basic human needs and the technique used is usually a questionnaire and the key questions, was your time well spent and was the presenter knowledgeable?

Level 2: Participant learning examines participants' level of attained learning and the technique used is test, simulation, personal reflection, full-scale demonstration. The key question usually raised is, did participants learn what was intended?

Level 3: Organizational support and learning analyse organizational support for skills gained in staff development and the technique used in minutes of district meetings, questionnaires, structured interviews or unobstructed observations. The key questions usually raised are, were problems addressed quickly and efficiently and sufficient resources made available, including time for reflection?

Level 4: Participant use of new knowledge and skills determine whether participants are using what they learned and using it well. The techniques used are questionnaires, structured interviews, oral or written personal reflections, examination of journals or portfolio, or direct observation. The key question is, are participants implementing their skills and to what degree?

Level 5: Student learning outcomes analyse the correlating student learning objectives and the techniques used are: classroom grades, tests, and direct observation. The key question is, did students show improvement in academic, behaviour or other areas?

3.11.1.3 Warr, Bird and Rackham

These authors developed what has become known as the context, input, reaction and outcome (CIRO) model which have been analysed as the four general categories of evaluation (Phillips, 1997: 40). According to DeSimone, Werner and Harris (2002:233), CIRO emphasizes trainee reaction as a source of information aimed at improving the training programme. The last category, outcome evaluation, also links to the philosophy and assessment practice of outcomes-based education, training and development (Meyer et al, 2007). The CIRO model requires the involvement of all categories of employees in government departments. The active involvement of all relevant stakeholders will enable the human resource development to devise strategies which directly respond to the skills and competencies required by the department to improve service delivery.

3.11.1.4 Phillips' return on investment model

Phillips proposed an additional fifth level, on "return on investment" (ROI) (Phillips, 1997:262-263). Phillips (1997: xiii) lists some of the drivers of a move towards return on investment (ROI) evaluation. Pressure from clients and senior managers to show the return on their training investment is probably the most influential. Competitive economic pressures are causing intense scrutiny of all expenditures, including all training and development costs.

There is much debate in academic and business circles regarding the choice of a model to use. It is clear that no one method is able to provide the results required on all occasions. ROI attempts to determine the return on invested capital. The expected benefits are divided by the costs of the intervention. A distinction is made between the direct and indirect costs of an intervention. Direct costs include expenses such as the salary of the trainer, cost of the venue, printing of training materials, meals and refreshments, travelling, accommodation and allowances. Indirect costs are more difficult to determine and include expenses such as loss in production, and salaries of learners.

All expenses related to the learning programme need to be determined; this is the sum of the direct and indirect costs. The return on investment compares monetary value of the benefits to the costs of the training programme. But organizations still do not routinely measure the impact of training. As all government departments spend vast financial resources on training and development, they expect results from the programmes. A range of "contemporary" models/methods for assessing outcomes have been developed, elaborating on Phillips ROI in an effort to somehow better evaluate the ROI. On the face of it these methods have little relevance to public sector international organizations (UNEG Norms and Standards for Evaluation, 2005:18).

Return on Investment (ROI) is an important training outcome. The Cost-benefit analysis is the process of determining the economic benefits of a training programme using accounting methods that dissect training costs and benefits. One method for comparing costs of alternative training programmes is the resource requirements model. The resource requirements model compares equipment, facilities, personnel and materials costs across different stages of the training process.

Determining benefits: in order to identify the potential benefits of training, the company must review the original reasons that prompted the training. For example, training may have been conducted aiming at reducing production costs or overtime costs or to increase the amount of repeat business (Noe, 2008:218 - 219). In his many books and articles Phillips has gone beyond even Kirkpatrick's level 4 to focus on real measurement of ROI (justification of the cost of training based on the return on investment and organizational impact). Training in this sense has thus moved from satisfying trainees to improving organizational performance.

Research into the training evaluation models that have been proposed over the last 45 years since Kirkpatrick's framework, show that many have used the four levels as a basis for their thinking, though Phillips has also made a serious "impact". However, it is apparent that the method of evaluation chosen are determined by factors such as:

- The organization's understanding of HRD.
- Whether or not the department views HRD as being a strategy for accomplishing its strategic objectives.
- Management involvement (both through participation and endorsement) in HRD.
- Whether or not HRD practitioners are required to account for amounts spent on their programmes.

The key to effective evaluation is to choose the right method to ensure that the organization's goals and objectives are met.

3.11.1.5 South African ROI model

A South African ROI model was developed in 2003. The model builds on the previous models mentioned, but ensures that local needs are also integrated. Meyer et al (2003) provided guidelines for the effective implementation of ROI in an organization including: building capacity for ROI thorough research and benchmarking; training staff to understand ROI; quantifying information before the training in order to obtain a baseline (for example number of accidents, customer complaints, etc.); setting specific targets for evaluation at all levels (Kirkpatrick 1994); deciding on specific measurements; allocating resources for ROI; integrating ROI with performance management to ensure that skills gaps are addressed; developing a culture of measurement and accountability among training staff; starting with only one course as a pilot programme to practise ROI skills; focusing on individual programmes to simplify the process; communicating results to training staff and the whole organization; celebrating ROI success stories in a visible way; designing improvement plans

for training programmes in order to increase ROI; and once ROI results are available, use the data to market future learning programmes. However, to make it even easier for government departments to go ahead and apply the principles and practices of ROI at work, there is a need for a step-by-step implementation process that can be adapted to meet the needs of the organization. The steps are indicated below:

Step 1: Measurement awareness

The first step in the ROI implementation process is that an awareness needs to be created related to the significance of measurement. This usually occurs when a training manager realises the importance of measuring ROI for training. Sometimes training managers are pressurised by line managers to justify the value of training, and this also leads to an awareness of ROI (Meyer, Mabaso, Lancaster and Nenungwi, 2007:264).

Other ways of becoming aware of the need for ROI is to attend seminars and conferences at which training managers and consultants from different industries discuss the need and importance of ROI. For example, a large South African cell-phone company made use of a workshop to inform their entire training department about ROI. In addition, forming constructive relationships with line managers is a crucial element of ROI awareness. If line management can experience real commitment on the part of the training department to measure ROI, they will become more supportive of training, and indeed the training department. Having their support will not only make it easier to implement the training, they may even make a more direct contribution to ensuring that the maximum ROI is achieved by supporting the transfer of learning to the learner (Phillips, 1997:264-265).

Step 2: Strategic ROI planning

The second step in the ROI implementation process is to conduct a strategic ROI planning session. This session is of paramount importance, because ROI will fundamentally change the way training is delivered and measured. A commitment to ROI means that training is no longer conducted for the sake of training, but to add value. This paradigm shift in the approach towards training requires a new strategic focus – an emphasis on providing training that improves service delivery, and ultimately productivity in the organization. In fact, it means that training is no longer run like a "department", but more like a business that must control cost, on the one hand, and make a profit, on the other. The better the ROI, the better the HRD function is performing (Meyer, Mabaso, Lancaster and Nenungwi, 2007:265).

A strategic ROI planning session should be conducted by involving the entire training staff and a few carefully selected line managers. By inviting line managers, they will in all likelihood be impressed with the business focus of the training department, and therefore play a constructive role in providing the necessary support and resources to help with the overall ROI implementation process. The strategic planning session should include a clear role clarification of the various role-players. For example, staff responsible for the design of learning programmes can provide specific inputs into the design cost of training programmes.

The training administration staff can provide inputs on all the logistical costs associated with training. Not only will this inclusive approach assist the training manager in gaining maximum support for ROI implementation, he or she will also be able to make his or her staff more cost sensitive so that they are less likely to waste unnecessary resources on training that is not necessarily cost-effective. An inclusive approach will also lead to an environment conducive to suggestions for more effective and efficient training. The outcome of the ROI strategic planning session should be a roll-out for the implementation of ROI: in other words, what must happen, by whom, when and how (Phillips, 1997:265).

Step 3: Gap/performance analysis

The HRD process starts with an analysis of a performance problem or development opportunity identified during the gap analysis. The gap analysis clearly indicates the discrepancy between ideal performance and current performance. A proper training needs analysis using all the necessary analysis methods, such as skills audits, questionnaires or focus groups can be used to ascertain the exact training need. The more accurately the gaps are identified, the more accurate the eventual ROI calculation will be. The process of performance management can also be used as a system to analyse performance problems or development opportunities (Phillips, 1997:265).

Step 4: Training plan/workplace skills plan

The training or workplace skills plan in accordance with the Skills Development Act indicates clearly how does the plan fill the skills gaps identified in step 3 above? Major skills development priorities are outlined, as well as the learning programmes that are planned to improve the skills level of the workforce (Meyer; Mabaso, Lancaster, Nenungwi: 2007:266).

Step 5: Determine the cost of learning

The fifth step in the ROI implementation process is to determine the cost of learning and training. This means that there is a need to identify all the different cost items necessary to undertake the training or workplace skills plan as indicated in step 4 above. Typical cost items are design and facilitation costs, catering, accommodation, equipment costs, loss of productivity, etc. it is simply a matter of adding all these cost items up to obtain a total (Meyer; Mabaso, Lancaster and Nenungwi, 2007:266).

Step 6: Conduct training

Training can either occur on-the-job, in a classroom or through e-learning, depending on the preference of the particular organization. Training programmes are conducted in order to transfer knowledge and skills to learners so that the necessary skills gaps can be addressed (Phillips, 1997: 266).

Step 7: Assessment of learning

When training is completed, the important questions to answer are: Did the training make a difference? Have the learners reached the required levels of competence? Are they doing their jobs better? These questions can only be answered if an assessment has been done to determine whether learners can be declared competent (Phillips, 1997:266).

Step 8: Calculate ROI

An assessment of learner competencies is followed by the primary measurement of the ROI cycle, namely calculating your ROI ratios. This is done by determining the costs and benefits of the training conducted by using the ROI formula (Meyer, Mabaso, Lancaster and Nenungwi, 2007:266).

Step 9: Evaluate the impact of training

Evaluating the impact of training means taking the results of the ROI calculations and deciding how they can be used by the organization. A ROI report must be written, in which the financial figures are interpreted and conclusions are drawn, as well as recommendations made to management. Evaluating the training impact will have both a positive and negative side. Achieving good ROI ratios is an achievement, but when ROI is not favourable, the process of evaluation assists the training manager in making decisions in regard to the improvement of particular training programmes.

Careful analysis is needed to determine the root causes of some learning programmes not achieving the desired results, while others do. Specific action plans for improvement can then be determined and implemented (Phillips, 1997:267).

Step 10: Communicate ROI results

Once the ROI results are available, they must be communicated. Various communication media can be used to communicate ROI results such as: memoranda to line managers thanking them for their support in terms of making staff available and then provide them with the ROI figures; place the ROI results on the Intranet for all staff to see; use training meetings to share the ROI results and lessons learned; inform the skills development facilitator on the ROI results; report the ROI results in the company newsletter and notice boards; award prizes for the best ROI figures reported; include the figures on brochures used when marketing future training programmes; write articles of these success stories and lessons; send e-mails to learners informing them of ROI data; include the data in training reports and do presentations to line managers on ROI (Meyer, Mabaso, Lancaster and Nenungwi, 2007:267).

Step 11: Develop and implement the training improvement plan

Using the ROI process can help training staff to identify opportunities for improvements to training programmes. Training courses with a low or negative ROI ratio can be redesigned, improved or scrapped. ROI measurement is, however, so useful that doing another ROI calculation will assist a training team in determining whether the programme has improved. The ROI has to be calculated after every training programme and the results compared with previous ROI results (Phillips, 1997:267).

3.11.1.6 Nadler's model of evaluation

Nadler's model focuses on the evaluation of the design and delivery process of the learning programme. There are eight steps in his model. Every step from analysis to delivery of the learning programme is evaluated for effectiveness and efficiency. As Nadler (1982) notes, "… that which is happening is directly related to the needs of those in the organization who are involved as learners or decision-makers. It is not the performance of the designer that is being evaluated, but the outcomes of the activities for which the designer has responsibility."

Nadler's model states that: evaluation is a continuous process as opposed to a once-off activity, evaluation should be integrated into every part of the training and delivery process, each step in the process should be evaluated before moving to the next step, the emphasis is on formative evaluation, where the results of the evaluation of one stage serve as a point of departure for the next stage (Coetzee, Botha; Kiley; Truman, 2007:270). The model proposed by Nadler is a general model for training and views the training process in holistic terms. The model contains eight steps which are listed as follows (Nadler (1982:12).

Step 1: Identifying training needs

According to Erasmus, Loedolff, Mda and Nel (2009:12), a number of factors (both internal and external) affect the ability of an enterprise to survive in economic terms and to grow. Because it is an open system, there is a continuous interaction between the organisation and the internal and external environments. A number of factors generate needs for the enterprise and the employees, including:

- Change in the product or in the service provided;
- Change in equipment and rules;
- New product or service.

This step forms a critical part of the training process. The fact that people have specific needs must be taken into consideration when determining training needs. The essence of determining training needs lies in exploring and dissecting the gap between the performance of the individual and the set standard. During this phase the specific training needs to improve job performance is identified. The reasons for training must be investigated and the training needed to be devised to satisfy the identified needs must be described.

Step 2: Evaluation and feedback

Evaluation and feedback are aspects central to this model, and must be regarded as continuous processes to be executed in each step of the training process. Continuous evaluation and feedback ensure the accurate execution of each step (Erasmus, Loedolff, Mda and Nel, 2009:12).

Step 3: Specifying performance

During this step an employee's work is analysed in order to determine its portfolio responsibilities and performance. Information on the work being investigated can be obtained from supervisors, co-workers and the incumbents themselves.

The aim of this step is to determine work standards against which individual performance can be measured (Erasmus, Loedolff, Mda and Nel, 2009:13).

Step 4: Formulating training objectives

Once the training needs have been determined, the training objectives are formulated. A distinction can be drawn between general training objectives, which are directed at defining student performance in general terms, and specific training objectives, which are directed at satisfying specific training needs (Erasmus, Loedolff, Mda and Nel, 2009:13).

Step 5: Compiling a syllabus

Training should take place in accordance with a carefully planned syllabus. The emphasis is, on what must be learned and the order in which it must be learned. The syllabus is therefore, based on training objectives and the subject content must enable students to achieve the training objectives (Erasmus, Loedolff, Mda and Nel, 2009:13).

Step 6: Selecting instructional strategies

Training aids must be selected with a view to presenting the training in a meaningful and enriching manner. Instructional strategies cover a wide variety of techniques, methods and media from which a selection must be made, and it is essential that strategies selected should suit the content and aim of a training programme (Erasmus, Loedolff, Mda and Nel, 2009:13). Note that there is no single strategy which will suit all learning situations and therefore, enterprises have to develop strategies which suit the unique circumstances of the enterprise.

Step 7: Acquiring instructional resources

This step requires that a variety of resources be considered to ensure the successful presentation of a training programme. Three broad categories can be distinguished:

- Physical resources, which include equipment, material and facilities;
- Financial resources, where the focus is on aspects such as the cost effectiveness of training and management of a training budget;
- Manpower resources, which refer to people such as programme facilitators, instructors and students.

Step 8: Presentation of training

The last step in the training model is the presentation of training. In this step all the preparations mentioned above are combined, and the success of this phase ensures the success of the training programme as a whole. The presentation phase integrates all previous steps and includes aspects such as presenting, evaluating and concluding the training programme.

3.11.1.7 High-Impact Training Model

The High-Impact Training Model is a process that focuses on providing effective and targeted training. Each phase of the model moves the training effort forward. The result of each phase is the input for the next phase (Erasmus, Loedolff, Mda and Nel (2009:15). Once the training needs have been identified, measurable objectives need to be set and the design mapped out. The objectives define in detail what training is required to improve job performance. To develop the design plan, objectives are used to guide the trainer through the process of choosing an approach to meet the objectives (Erasmus, Loedolff, Mda and Nel, 2009:16).

The production of effective learning tools is critically important for fruitful and enriching learning to take place. The actual development of the training approach that has been chosen is done during this phase, and the actual training materials are created. These might include training manuals or material to support on-the-job training or an instructor-led course. The products of this course are manuals, audio-visual aids, job aids, etc. (Erasmus, Loedolff, Mda and Nel, 2009:16). The application of successful training techniques for training presentation to be effective is essential. During this process the training is delivered to the target group. The learning tools chosen determine the approach during the successful application of techniques. For a computer-based course the training must be delivered and a one-to-one approach coaching must take place (Erasmus, Loedolff, Mda and Nel, 2009:16).

The calculation of outputs and outcomes in determining whether training programmes responded to the expectation of the department is very important. During this process the trainer must determine whether the stated objectives were achieved and the training that was undertaken contributed to job improvement. The results must be communicated and redesign measures (if needed) need to be taken (Erasmus, Loedolff, Mda and Nel, (2009:16). Once the success results have been determined, the trainer must ensure that training remains objective. Enterprises change constantly, and appropriate training must be developed to adapt to the changes (Erasmus, Loedolff, Mda and Nel, 2009:16).

3.11.1.8 The Education, Training and Development evaluation process

Formal and professional evaluation of learning programmes needs to be systematic. It relies on a whole range of special skills and knowledge, including the following: Planning skills are used to determine evaluation options and decide what information would be useful; conducting the evaluation is the process of collecting information; communicating outcomes includes putting the information in some convenient form and feeding it into the decision-making process (Smith and Geis, 1992).

3.11.1.9 Guba and Lincoln's fourth generation evaluation

Fourth generation evaluation is a form of evaluation in which the claims, concerns and issues of the stakeholders serve as focus points. These focus points determine what information is needed (Guba and Lincoln, 1989). The model falls within the constructivist inquiry paradigm. This is the view that social reality is a creation of the observer, which means that reality is different for each person. Guba and Lincoln (1989) propose model of evaluation such as initiate contact with the client or sponsor.

The client is the person who is requesting the evaluation; organise the evaluation; select a team of evaluators who will carry out the evaluation; identify the stakeholders; identify all the persons who are affected in any way by the learning programme and the evaluation thereof; develop the evaluation constructs between the various groups of stakeholders, here the stakeholders (through interviews and focus groups) indicate what they view as the main concerns, claims and issues relating to the intended programme; test and validate the constructs with stakeholder groups; the different claims, concerns and issues are discussed with the other groups which lead to the acceptance of some and the rejection or revisiting of others; sort out resolved concerns, claims and issues between the stakeholders; the concerns, claims and issues that the various stakeholders agree upon are listed and described; prioritise unresolved concerns, claims and issues; the unresolved concerns, claims and issues are prioritised according to criteria developed by the stakeholders. Examples of how these may be prioritised include: possibility of resolution; possibility of achieving a compromise; or importance to the value system of the stakeholder; collect information about unresolved concerns, claims and issues; detailed information is collected about the unresolved concerns, claims and issues.

There aforementioned provide both the evaluator and stakeholders an in-depth understanding of exactly what is involved with each concern, claim and issue; prepare agenda for negotiation. An agenda is set up with as much information as possible in regard to each concern, claim and issue. Stakeholders prepare for the negotiations; carry out the negotiation process between the stakeholders; negotiations are carried out between the various stakeholders in an attempt to attain consensus regarding the unresolved concerns, claims and issues. The aim is to create joint constructions related to the learning programme with the input of all different stakeholders and report the joint construction as a case study.

The results of the evaluation process are reported comprehensively so that the reader can see the facts pertaining to the evaluation as well as the process that the constructors used to create these facts; recycle, many issues will remain unresolved and many questions unanswered. As Guba and Lincoln (1989) put it, "Fourth generation evaluations never stop; they merely pause." The main difference between the fourth generation model and earlier models is that the stakeholders decide what should be evaluated. Whereas earlier models assume an objective reality, fourth generation evaluation assumes that reality is a construction of those involved.

3.11.1.10 The Indiana University

The Indiana University's approach states that goal-based evaluation begins with goals in mind and seeks to determine if those goals were achieved. Goal-free evaluation does not seek to confirm or deny a pre-determined outcome or goal. Rather, it seeks to discover benefits that result from the intervention. Responsive evaluation is an approach that is based on client requirements. This can present unique challenges for the evaluator, but it is a common approach.

The systems approach to evaluation focuses on whether the intervention was efficient and effective. Professional review evaluation uses external expert appraisal to evaluate instead of other commonly used and accepted methods. The quasi-legal approach is infrequently practiced, but is used an actual court-of inquiry format to present evidence, take testimonials, and evaluate an intervention or product. The aforementioned models do not define the steps necessary to achieve purposes and do not address the ways to utilize results to improve training. Practitioners in government departments are faced with the difficulty of selecting and implementing appropriate evaluation methods (quantitative, qualitative, or mixed).

Naturally, many organizations do not use the entire model, and training ends up being evaluated only at the reaction, or at best, at the learning level. As the level of evaluation goes up, the complexities involved increase. This may explain why only levels 1 and 2 are used. On the other hand, system-based models seem to be more useful in terms of thinking about the overall context and situation but they may not provide sufficient granularity. Systems-based models may not represent the dynamic interactions between the design and the evaluation of training. Few of these models provide detailed descriptions of the processes involved in each steps. None provide tools for evaluation. Furthermore, these models do not address the collaborative process of evaluation, that is, the different roles and responsibilities that people may play during an evaluation process.

Indiana University developed an evaluation taxonomy based on six strata, which were not intended to be a hierarchy of importance. The first and last strata provide additions to Kirkpatrick's framework: s*tratum 1*: activity accounting which examines training volume and level per participant; s*tratum 2*: participant reactions; s*tratum 3*: participant learning; s*tratum 4*: transfer of training; s*tratum 5*: business impact; s*tratum 6*: social impact. The sixth stratum examines the impact of changed performance on society, and as such is similar to Hamblin's ultimate value (UNEG Norms and Standards for Evaluation, 2005:16).

3.11.1.11 Hamblin's 5 levels

Hamblin was one of the first to modify Kirkpatrick's model. The first three levels in his model correspond closely to Kirkpatrick's model. However, the final level is split into two: organization and ultimate value. The five level model is: *level 1*: reactions, l*evel 2*: Learning*; level 3*: job behaviour; *level 4*: organization – the effects on the organization, from participant's job to performance changes and *level 5*: ultimate value – the financial effects, both on the organization and the economy (UNEG Norms and Standards for Evaluation, 2005:15).

3.11.1.12 Industrial Society stages

The Industrial Society (now the Work Foundation) developed a six stage circular model which starts with a planning phase. The stages are: s*tage 1*: identify the business need; s*tage 2*: define the development objectives; s*tage 3*: design the learning process; s*tage 4*: experience the learning process; s*tage 5*: use and reinforce the learning; s*tage 6*: judge the benefits to the organization (quality measures, customer satisfaction and financial benefits provide the main measures at this level).

The Industrial Society differentiated between stages 3 and 4 which aim to validate the training, and stages 5 and 6 which aim to evaluate it. True evaluation needs to take place long before and after training has taken place and the process of identifying the business need is an essential component of the evaluation model.

3.11.1.13 Kearns and Miller KPMT model

Kearns and Miller's KPMT model has many similarities to Phillips's work. They argue that clear objectives are an essential component of a training evaluation model. Where they differ is in their aim to provide a sort of toolkit to help evaluators work through the process of identifying bottom-line objectives by means of questioning techniques, evaluating existing training, and using process mapping to identify the added value to organizations. They argue that training can only bring added value to organizations if the business is not performing effectively or there is a market opportunity which can be exploited. To identify bottom line benefits, pre-training measurements need to be in place (UNEG Norms and Standards for Evaluation, 2005:17).

The four-stage KPMT model starts at the beginning of the training cycle by identifying the business need rather than the training need. The emphasis is on clarifying objectives from a business perspective rather than that of the trainees. Despite this, the evaluation levels look very similar to Kirkpatrick's: such as *reaction* to training and development; *learning*; *trans*fer to the workplace/ behaviour; *bottom line added value*, measured in relation to the base level measures taken. Where Kearns and Miller differ from some of the other models is in their belief that return on investment can only be looked at in hard terms. They state that if a business objective cannot be cited as a basis for designing training and development, then no training and development should be offered (UNEG Norms and Standards for Evaluation, 2005:17).

3.11.1.14 Nine outcomes model

Also worth mentioning is the "Nine Outcomes" model which aims to measure whether training has been successful. In identifying the 9 outcomes, Donovan and Townsend cited in (UNEG Norms and Standards for Evaluation) pose 9 questions with the training participants in mind:

- *Reaction* to training – did they like it?
- *Satisfaction*- with the organization of a training event (facilities, logistics, meals, etc.)
- *Knowledge* acquisition – did they learn anything?
- *Skills* improvement – can they do something new or better?

- *Attitude* shift – have they changed their opinions about something?
- *Behaviour* change – have they changed their way of doing things following the training?
- *Results* – how did the training impact on the organization's key success factors?
- *Return on investment* – to what extent did the training give back more than it cost?
- *Psychological capital* – how did the training affect corporate image?

All 4 of Kirkpatrick's levels, incidentally, are included among the 9 outcomes (UNEG Norms and Standards for Evaluation, 2005:17).

3.11.1.15 Organizational elements model

Kaufman and Keller (1994) argue that Kirkpatrick's model was intended for evaluating training, and that as organizations now seek to evaluate other types of development events, the framework needs to be modified. They expanded Kirkpatrick's model to include societal contribution as an evaluation criterion. They argue that manufacturing organizations in particular are increasingly being called to account for societal consequences such as pollution and safety.

The model also included some additions at the other levels, such as the inclusion of needs assessment and planning in the evaluation, an examination of the desired or expected results, and a review of the availability and quality of resources. They contend that evaluation at all levels should be planned and designed prior to the implementation of any intervention. UNEG Norms and Standards for Evaluation, (2005:18) state that, with the additional help of Watkins in 1995, the team reclassified the criterion in their model into the following six levels:

- *Level 1: Input* – similar to Kirkpatrick's reaction level, but has been expanded to include the role, usefulness, appropriateness and contributions of the methods and resources used;
- *Level 2: Process* – this level also has similarities to the reaction level, but is expanded to include an analysis of whether the intervention was implemented properly in terms of achieving its objectives;
- *Level 3: Micro (acquisition)* – this is similar to the learning level and examines individual as well as small-group mastery and competence;
- *Level 4: Micro (performance)* – links closely to the behaviour level and examines the utilisation of skills and knowledge. The focus is on application rather than transfer of skills and knowledge;
- *Level 5: Macro* – relates to the results level and examines organizational contributions and payoffs; and

- *Level 6: Mega* – an additional level which looks at societal outcomes. They argue that costs can be examined at each stage, from efficiency measures at the input level to utility costs at the highest level.

3.11.1.16 Context, Input, Process, Product (CIPP)

The CIPP model was developed by Daniel Stufflebeam from 1971 onwards (his latest work is "Evaluation Theory, Models, and Applications", published in **(**2007). It distinguishes four types of evaluation: c*ontext evaluation* – which helps in planning and developing objectives; *input evaluation* – which helps to determine the design by examining capability, resources and different strategies*; process evaluation* – which helps to control the operations by providing on-going feedback and *product evaluation* – which helps to judge and react to the programme attainments in terms of outputs and outcomes (UNEG Norms and Standards for Evaluation, 2005:19).

3.11.1.17 Input, Process, Output (IPO).

Bushnell cited in (UNEG Norms and Standards for Evaluation) developed the IPO model (input, process and output) which focuses more on the inputs in training. The IPO model helps to monitor employee progress by setting performance indicators at each stage. The stages are*: input* – such as the instructor experience, trainee qualifications, resources; *process* – the plan, design, development and delivery of the training; o*utputs* – the trainees' reactions, knowledge and skills gained and improved job performance and o*utcomes* – profits, customer satisfaction and productivity (UNEG Norms and Standards for Evaluation, 2005:20).

3.11.1.18 Training Valuation System (TVS)

Fitz-enz (1994) developed a Training Valuation System (TVS) which is a four step process similar to Kirkpatrick's framework at steps 3 and 4 but has been categorized as "system-based": *Step 1*: situation analysis – this is similar to an in-depth training analysis. Like Kearns and Miller, he suggests that the manager's answers are continuously probed until some visible, tangible outcome is revealed and that the questions initially focus on the work process rather than the training; s*tep 2*: intervention – this involves diagnosing the problem and designing the training; s*tep 3*: impact – this examines the variables that impact on performance and s*tep 4*: value – this step places a monetary worth on the changed performance (UNEG Norms and Standards for Evaluation, 2005:20).

3.11.1.19 Pulley's responsive evaluation model

Another system-based evaluation model focuses on the purpose of evaluation, the "responsive evaluation" model developed by Pulley (1994). Responsive evaluation is a tool for communicating evaluation results more effectively by tailoring them to the needs of the decision-makers. Pulley argues that the objective of the evaluation should be to provide evidence so that key decision-makers can determine what they want to know about the programme. The stages involved are: identify the decision-makers so as to ascertain who are using the information and what their stake in it is; identify the information needs of the decision-makers – what do they need to know and how will it influence their decisions, systematically collect both quantitative and qualitative data. Pulley argues that the qualitative data is normally relayed in the form of stories or anecdotes and gives life to the numbers; translate the data into meaningful information and involve and inform decision-makers on an on-going basis (UNEG Norms and Standards for Evaluation, 2005:20-21).

3.11.1.20 E-Learning models

More recently, a range of system-based models have been elaborated for evaluating "new technology delivery" – such as online learning and e-Learning, as part of a portfolio of training options available to human resources managers less interested in instruction-led training (Pollard and Hillage "Exploring e-Learning", 2001). One of many examples is the "Continuous Evaluation of Training Systems Based on Virtual Reality". These models often seem to have been specifically adapted to evaluate technical scientific achievements (UNEG Norms and Standards for Evaluation, 2005:21).

3.12 Critique of the Kirkpatrick's model

Training development is carried out aiming at having a positive impact on the organization. This is obviously a far cry from the "smile sheets" forming the basis of level 1 (reaction) evaluation. Today, many evaluators point out that while the Kirkpatrick's model is useful to evaluate a) whether learners liked their instruction, b) whether they learned something from it, and c) whether it had some positive effect for the organization, its weakness is that it cannot be used to determine the cost-benefit ratio of training (ROI). These modern evaluators have consequently recommended adding the so-called fifth level to Kirkpatrick's model, at least for some programmes. Kirkpatrick's framework provides a useful way of looking at the possible consequences of training and reminds us that HRD efforts often have multiple objectives.

It has sometimes been assumed that each succeeding level incorporates the one before it, finally culminating in what many people consider to be the ultimate contribution of any organizational activity: improving the organization's effectiveness. However, one of the more enduring (and in our view, depressing) findings about HRD evaluation is the extent to which most organizations do not collect information on all four types of evaluation outcomes. While most discussions about training and HRD evaluation are organized around Kirkpatrick's four levels of criteria, Kirkpatrick's approach has increasingly been the target of criticism and modifications. First, some authors point out that the framework evaluates only what happens after training, as opposed to the entire training process.

A second line of criticism is that what Kirkpatrick proposed would be better described as taxonomy of outcomes, rather than a true model of training outcomes. For example, Holton states that Kirkpatrick failed to specify the casual relationships that exist among elements of the model. Kraiger, Ford, and Salas have argued that Kirkpatrick's approach fails to specify what sorts of changes can be expected as a result of learning and what assessment techniques should be used to measure learning at each level. Alliger et al. (1997) question the validity of the assumptions that are implied by the framework (e.g., achieving the outcomes stated in higher levels of the model assumes achievement of outcomes at the lower levels).

They suggest that it "may never have been meant to be more than a first, global heuristic for training evaluation". Kirkpatrick has responded to this criticism by stating that "he personally has never called his framework' a model", and "he doesn't care whether his work is called a model or a taxonomy as long as it helps to clarify the meaning of evaluation in simple terms and offers guidelines and suggestions on how to accomplish an evaluation".

Kirkpatrick stresses that these levels represent a sequence of ways to evaluate programmes where you move from one level to the next. Although this model is used extensively in organizational training, it is not without its critics. Abernathy (1999:60) cites Bernthal as saying "Kirkpatrick's model has weathered well. But it has also limited our thinking regarding evaluation and possibly hindered our ability to conduct meaningful evaluations. The simplicity and common sense of Kirkpatrick's model imply that conducting an evaluation is a standardised, prepacked process. But other options are not spelled out in the model."

In his defence, Kirkpatrick encourages trainers to "borrow" evaluation forms, procedures, techniques and methods from other people. He also stresses the difference between evidence and proof when evaluating at the four levels, "… evidence is much easier to obtain than proof. In some cases, proof is impractical and almost impossible to get" (Kirkpatrick, 1994: 68). But, despite the model's popularity and widespread use, how much training is actually evaluated at the higher levels? Alliger, et al. (1997) suggest that Kirkpatrick's taxonomy should be enhanced to include multiple criteria at Level 1 (reaction). Their framework divides level 1 criteria into affective reactions (for example, "I found this learning programme to be enjoyable") and utility reactions (for example, this learning programme had practical value" or "This learning programme was job relevant").

They conclude by stating that that effective reactions can be important, particularly when unfavourable reactions to training have negative effects on perceptions of the Education, Training and Development Practitioners department and future training efforts. However, utility reactions are more closely linked with learning and behavioural criteria than affective reactions. Accordingly, if the purpose of collecting reaction criteria is to predict the transfer of learning, Education, Training and Development Practitioners should ask questions that require utility reactions (Coetzee, 2007).

In particular, there have been questions with respect to the levels of reaction and learning. Before assessing reactions some critics have called for a broad analysis of the organizational context, its values, practises and current situation. They also call for a more explicit focus on the needs of the organization and how these relate directly to the development of objectives and the design of the most appropriate solution. Research undertaken has shown that, just because people liked a course, it does not necessarily mean they learned anything. In some cases, it appears that the more the trainees liked a course, the less they learned.

Holton ("The flawed four-level evaluation model", 1996) is one of the main critics. To him the levels form a "taxonomy" of outcomes rather than a model, due mostly to the assumption of causal relationships between the levels that are not empirically tested. Holton also argues that no evaluation can be validated without measuring and accounting for the intervening variables that effect learning and transfer processes. Kirkpatrick provides a model for thinking about how to evaluate but the model does little to inform what to evaluate and how to link the results to strategy. Holton and other critics specifically note that Kirkpatrick's model:

- Implies a hierarchy of values, with organizational performance (result) being seen as more important than reaction, etc.;
- Assumes that the levels are each associated with the previous and next levels; this causal relationship, it is argued, has not always been established by research;
- Is too "simple" and fails to take account of the various intervening variables affecting learning and transfer;
- Implies correlation between learner reactions and measures of learning and subsequent measures of changed behaviour – but we know now that "satisfaction" is not necessarily related to good learning and changed behaviour;
- Implies that performance during training is a prediction of the post-training performance;
- Ignores the frequent failure of training leading to transfer into the workplace (due to the range of organizational factors which may inhibit success); and
- Ignores – when it comes to the level of "result" – the inherent difficulty on linking soft skills training to hard results.

Overall, it is believed that the most serious shortcomings of Kirkpatrick's framework are, 1) the lack of explicit causal relationships among the different levels, 2) the lack of specificity in dealing with different types of learning outcomes, and 3) the lack of direction concerning which measures are appropriate to assess which outcome measures. It is agreed with Alliger et al (1997) that Kirkpatrick's approach provides a useful starting point for thinking about and encouraging HRD evaluation, but it is insufficient as a model to guide HRD evaluation in its current form.

3.13 Comparing evaluation frameworks

Most of the evaluation frameworks incorporate Kirkpatrick's four levels of evaluation in one way or another, either as explicit steps in the model or as information collected within the steps. The researcher does not consider the expansions offered by Kaufman and Keller, Warr and Bunce, and Phillips as being significant additions, as none are precluded by the framework Kirkpatrick proposed. The only addition that appears to go beyond Kirkpatrick's ideas in any meaningful way is the notion that HRD professionals should be concerned about the impact their programmes have on constituencies outside of the organization. Whether that sort of assessment should be routinely included in HRD evaluation would probably depend on how the individual and the management of the organization view their organization's social responsibility.

Furthermore, it is likely that those who feel strongly about social responsibility would consider and assess the societal impact of all of their activities, regardless of whether an evaluation model specifies that they should or not. For those who do not, inclusion of such a level is unlikely to lead them to change their point of view. In addition, some of the alternatives to Kirkpatrick's approach are almost identical. The context, input, process, product (CIPP) and Context, Input, Reaction and Outcome (CIRO) models differ in only one of the four steps (process and reaction, respectively), and the purpose of the third step in both models is very similar if not exactly the same (improving programme delivery) (DeSimone, Werner, Harris, 2002:236).The other models differ from Kirkpatrick's in that they bring the earlier phases of the training process, needs assessment, design, and implementation, into the evaluation phase. In fact, the first three stages of Brinkerhoff's model (goal setting, programme design, and programme implementation) explicitly include these activities. Simply merging the rest of the training process into the evaluation model may be seen as a modest improvement to Kirkpatrick' approach, as it adds no new understanding to effective training. However, there is some merit in helping managers, supervisors, and HRD professionals realize that evaluation is an ongoing activity, not one that should begin only after the training programme has been implemented.

Effective HRD involves many decisions and having accurate, meaningful information available (through evaluation) throughout the training process can improve the decision-making process and enhance the overall effectiveness of the HRD effort. The point is simply that trainers should not assume positive (or negative) scores on one type of measure which will necessarily translate into similar scores on measures of a different training outcome. The education, training and development practitioners should conduct an in-depth research before training programmes are developed and implemented. To intensify the developed training and development programmes, the findings of the research should be incorporated into learning and learning outcomes. Although Holton's model could be classified as useful, it requires further development, refinement, and empirical testing. It seems that Kraiger, Ford, and Salas's classification scheme represents the most promising new direction for training evaluation since Kirkpatrick's presentation of the four levels of evaluation. Both address a specific need (offering conceptually based measurement suggestions to fit various types of learning) and can be used as a foundation on which to build a theory-based model of HRD evaluation (DeSimone, Werner, Harris, 2002:236). In its simplest form, evaluation should address the question of whether the training programme achieved its objectives.

3.14 The use of models in designing training programmes

Nadler (1982:4) sees the model as the "road map" or the "planning process" to the designer. He explains that a good model can help the user understand what is essentially a complicated process, and represents reality in a simplified and comprehensible form.

3.15 Open models and closed models

One can distinguish between "open" and "closed" models. An open model, according to Nadler (1982:6), "is one that considers that outside factors exist which can have an impact on the design process". An open model therefore, interacts with the environment and has a number of characteristics (Van Dyk, Nel and Loedolff, 1992:157). The drop in numbers of the population during counting reduces the fiscal or the budget allocated for that particular province. The reduction of the budget impacts negatively in government departments even training and development is affected and the objective of the organization is not achieved.

A closed model on the other hand "… is based on the assumption that all inputs can be identified" (Nadler 1982:6). All the possible variables are normally built into the model (Van Dyk, Nel and Loedolff, 1992:157). Government departments have a propensity of disregarding the existence of transversal business units and focus on line function business units; this reality has a negative bearing on the organization because employees in transversal units feel that they are not considered important by the organizational executive management.

3.16 Criteria for evaluation of human resource training and development methods

There are certain criteria to be considered when evaluating human resource training and development methods and techniques which have to be considered by government departments. The department, needs to consider cost, time, applicability, efficiency, and employee's motivation. These criteria comprise a robust framework for the evaluation of the methods incorporating the views of both employers and employees. Cost, time and efficiency are components that are necessary for the assessment of the methods especially from the employer's point of view and their omission would impoverish the overall evaluation (Hammond, 2002). Time and efficiency are also matters of concern for the employee and his future career.

The employee's motivation is undoubtedly the driver for the success of any organisation as well as the employee himself/herself. Applicability is a criterion which may seem strange at first glance, but the rapid modern rhythms of life and evolution of businesses require that a training and development method is easy to apply at the specific context of place, time and company's working environment. This set of criteria is the product of consultation between the employee and the human resource managers. Moreover, the definition of the criteria is clear and understandable for the respondents to compare the alternatives against each of them. What is most important is the fact that all methods and techniques are evaluated against all criteria by the same respondents at the same time and place.

This leads to robust results rather than comparing partial estimations of different groups of employees, in different times and places around the world for some of the methods and some of the criteria. An important aspect that should be always taken into consideration is whether minimization or maximization of a specific alternative's performance is required with regard to a specific criterion. 'Minimization criteria' are those, for which the lowest possible values are desirable, leading to higher alternatives' evaluation. (Hammond, 2002). In contrast, 'maximization criteria' are those for which the highest possible values are desirable because they lead to better alternatives' assessments. It is obvious that minimization criteria are cost and time, whereas maximization criteria are applicability, efficiency and employee motivation.

3.17 Summary

In this chapter, the researcher focussed on evaluation of human resource development programmes, types of evaluation and role of evaluation in supporting departmental strategy. The challenges impeding the transference of skills, resistance to training evaluation and models for strategic training management were addressed. The criteria for evaluation of human resource training and development methods were examined. Chapter four addresses the contextual framework on training and development within the department of social development.

CHAPTER FOUR
LEGISLATIVE AND CONTEXTUAL FRAMEWORK FOR TRAINING AND DEVELOPMENT IN THE DEPARTMENT OF SOCIAL DEVELOPMENT IN KWA-ZULU NATAL

4.0 Introduction

The Human Resource Development of the Department of Social Development finds itself at the pivotal point of being in the path of intensifying its efforts aiming at capacitating employees of the department and enhance their productivity at the workplace and beyond. This is done through the provisioning of relevant work based training programmes, workshops and training sessions. Therefore, this requires the Human Resource Development of the department to adhere to skills development legislative frameworks and human resource development strategies. The previous chapter discussed evaluation of training and development for effective service delivery. This chapter provides an overview of the department and discuss contextual framework on training and development programmes, human resource development strategic frameworks for the Public Service, the background to the current training legislations and challenges on Human Resource Development. The contextualisation of human resource development strategic frameworks within the department is important as it helps the human resource development business unit of the department to have a direction when providing training and development programmes to the employees of the department.

4.1 Overview of the department

The Department of Social Development derives its mandate from schedule 4 of the Constitution of South Africa, No. 108 of 1996 which identifies Social Welfare Services, population development, and disaster management as functional areas of concurrent national and provincial legislative competence and from other several pieces of legislation and policies, including the White Paper for Social Welfare (1997) and the Population Policy (1998). The White Paper for Social Welfare (1997) as a mandatory policy document sets out the principles, guidelines, proposed policies and programmes for developmental social welfare in South Africa. As the primary policy document, the White Paper serves as the foundation for social welfare in the post-1994 era. The White Paper on Population Policy for South Africa (1998) aims to promote sustainable human development and quality of life for all South Africans through the integration of population issues into development planning in all spheres of government and in all sectors of society.

The policy mandates the Department of Social Development to monitor the implementation of the policy and its impact on population trends and dynamics in the context of sustainable human development. The developmental social welfare and sustainable human development and quality of life cannot be achieved when employees are not provided with work based training programmes, therefore it becomes essential for human resource development of the department to devise strategies which will enable the department to attain its objective.

The vision statement of the department is that of "A Caring and Self-reliant Society" and the mission statement is, "to transform our society by building conscious and capable citizens through the provision of integrated social development services". The Department of Social Development comprises five programmes: administration, social welfare services, children and families, restorative services and development and research. The administration programme captures the strategic management and support services at all levels of the department (Annual Performance Plan 2015/16:31). The social welfare services provide integrated developmental social welfare services to the poor and vulnerable in partnership with stakeholders and civil society organizations (Annual Performance Plan 2015/16:39).

The purpose of children and families as a programme is to provide comprehensive child and family care and support services to communities in partnerships with stakeholders and civil society organizations (Annual Performance Plan 2015/16:46). The restorative services as a programme provide integrated developmental social crime prevention and anti-substance abuse services to the most vulnerable in partnership with stakeholders and civil society organizations (Annual Performance Plan, 2015/16:53). The Development and Research programme provide**s** sustainable development programmes which facilitate empowerment of communities, based on empirical research and demographic information (Annual Performance Plan, 2015/16:61). These programmes are driven by a total number of three thousand six hundred and twenty-two (3622) permanent employees. Within this context the human resource development of the department must strive to provide work based training programmes which will make employees of the department to become more productive. The overview of the department determines or provides guidelines on the type of training interventions required for the achievement of the objectives of the department.

4.2 Training and development

The South African Government believes that investment in education and training is the key to improving service delivery in the workplace which necessitates the development of skills and competencies of workers. The rapid changes in the government sector aiming to maximize service delivery require human resource development as a strategic partner to provide skills, knowledge and attitude relevant in the organization.

The political office bearers and administrative heads of government departments realized that the provisioning of competency based training and development of officials is imperative. The lack of training and development programmes that will enable employees to meet the required standards can be a challenge to any sector of employment. The training and development business unit of the department is entrusted in providing the workforce with knowledge and skills and for helping them towards achieving a departmental desired goal. In return the department is responsible in creating a conducive workplace environment which allows the skills acquired during the learning environment to be transferred to a real working environment.

It should be remembered that the reason for the existence of the human resource development business unit is to enable the department to attain its set strategic vision and mission. The Human Resource Development/training and development, performance management and service delivery cannot be treated in isolation, they are all interrelated and should be implemented as such. The survival of any organization in a competitive society lies in its ability to train its human resource to be creative, innovative, inventive, traits that will invariably enhance performance and increase their competitive advantage.

Training and development is an aspect of human resource practices that helps in enhancing employees' skills, knowledge, and competence capable of improving employees' ability to perform more efficiently. It is one of the most pervasive techniques for improving employees' performance, enhancing organization productivity in the work place. Employees are the indispensable asset and key element of gaining competitive advantage of any organization and training is an essential tool for its actualization. The level of competency, skills and ability of the workforce of an organization influences its ability to preserve its obtained positions gain competitive advantage. Meanwhile, employees' competence, skills and pro-activeness is directly proportional to the level at which organization can compete with others.

The organizations are confronted with increased competition resulting from changes in technology, economic environments, globalization etcetera (*Transilvania* University of Brasov). The availability of skilled personnel within an organization has a significant impact on the effectiveness and efficiency of that organization to carry out its mandate. In the public sector, efficiency and effectiveness are reflected in the manner in which services are delivered. Ensuring the adequate delivery of services allows a country to meet social development objectives and strongly relates to the notion of "good governance" (Measuring Impact Assessment of Skills Development on Service Delivery in Government departments, 2012:18).

The improved service delivery can be achieved when employees have their own training and development programmes that understand where performance gaps exist in their operations. Therefore, training and development efforts should, where applicable, be focused and prioritised in accordance with the performance requirements and outcomes and the relevant career paths. Each employee shall develop their own training objectives and the organization will provide suitable training and development opportunities to assist employees to meet their training objectives as well as achieving business goals.

4.3 The background to the current training legislations

The South African training legislations have gone through different stages; each being characterised by the political climate of the day. Prior to 1981, racial discrimination was still entrenched in training legislation, making it illegal for Blacks to be identified and trained as apprentices. Arising from the Wiehahn Commission's report in which it was recommended that industrial relations be de-racialised, the Manpower Training Act was passed in 1981. For the first time, training legislation did not particularly refer to racial categories. The Act also introduced for the first time a tri-partite forum, namely the National Training Board, to advise the relevant Minister on training matters. In 1991 the Manpower Training Act was amended to make provision for the establishment of Industry Training Boards (ITB) which were made responsible for training all workers in their respective industries, including the management of apprenticeships and trade testing (Van Dyk, Nel, Loedolff and Haasbroek, 2001:35). The human resource development of the department under investigation should have taken advantage of the training legislation which de-racialised provisioning of training and development programmes by establishing human resource development strategies that seek to respond to training and development needs.

4.4 Skills Development Legislative frameworks

The training and development of employees to make them productive in the workplace is dependent on the availability of funds for the provisioning of the identified training and development gaps. Therefore, it is essential to discuss skills development legislations which mandate the government sector to provide budget for capacity development of employees.

The employees cannot become competent as required by the employer if there is no training budget set aside for training and development and to some extent service delivery can be compromised. The sectors of employment are directed to strengthen service delivery through capacitation of their employees by the Constitution of the Republic of South Africa, skills development legislations and strategies which are illustrated here under.

The Constitution of South Africa, No 108 of 1996 mandates Government to promulgate skills development legislations. The Skills Development Legislations in South Africa which regulate training that takes place within organizations are the South African Qualifications Authority Act 58 of 1995, National Qualifications Framework (NQF), the Skills Development Act 97 of 1998 and the Skills Development Levies Act 9 of 1999. These Skills Development laws seek to develop the skills of the South African workforce and thus improve the quality of working life for workers, productivity of the workplace, promote self-employment and turn the delivery of social services to effectiveness and efficiency (Van Dyk, Nel, Loedolff and Haasbroek, 2001:36). Hence it becomes incumbent upon the department to implement these laws by developing user friendly skills development strategies which will assist the department to have capable workforce at the right time and at the right workplace.

4.4.1 Constitution of South Africa, No 108 of 1996

The Constitution of South Africa, No 108 of 1996, mandates the department to provide employees with training and development programmes. Section 195 (1) of the constitution promotes effective human resource management and good governance. The effective governance cannot be achieved if employees are not well capacitated, and therefore the department is obliged to adhere to the constitution and all other skills development related legislations when coordinating training and development programmes.

4.4.2 South African Qualifications Authority Act No. 58 of 1995

Subsequent to the publication in 1994 of the National Training Strategy Initiative document and the debates that followed, the government's White Paper on Education and Training, 1995 was published and the South African Qualification Authority Act No. 58 of 1995 was published on 4 October 1995. The objective of the SAQA Act of 1995 was to provide for the development and implementation of the NQF and to establish the South African Qualifications Authority. The SAQA Board, which is responsible for establishing the NQF, is represented by different sectors, such as education and training providers, non-governmental organizations, trade unions and industry representatives. In terms of the SAQA Act, structures and processes must be established for the National Qualification Framework (NQF) and standards and qualifications criteria must be developed, approved, registered, and published. The NQF Bill was published in the Government Gazette No. 31039 on 9 May 2008 and the NQF Act 67 of 2008 was signed into law on 7 March 2009 (Erasmus, Loedolff, Mda and Nel, 2009:68). The department must comply with the South African Qualifications Authority Act, that is, before employees are capacitated to obtain further qualifications to optimise their performances, the existing qualifications possessed by employees of the department need to be evaluated by SAQA. The checking of qualifications assists the employer to determine whether employees' qualifications are authentic, that is they meet the requirements of the National Qualifications Framework.

The NQF is a set of principles and guidelines by which records of learners' achievements are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning. The NQF is a social construct whose meaning has and will continue to be negotiated by the people, for the people. It is a lifelong learning system that brings together South Africans from all socio-economic backgrounds representing a variety of worldviews, thinking, practice and experience to negotiate and define quality through the synthesis of these elements (Meyer; Mabaso; Lancaster and Nenungwi, 2007:12-13). In view of the aforementioned, the department is required to provide quality of training and development programmes and monitor the implementation of learning acquired form learning environment into the workplace. The education, training and development of practitioners of the department should be continually assessed to ensure their competency levels in terms of the requirements of the human resource development strategies. The skills and knowledge may become obsolete at one stage or another, hence they need to be refreshed.

4.4.3 Skills Development Act, 1998 and the Skills Development Levies Act, 1999

The Government's commitment to promote active labour market policies is well demonstrated in the Skills Development Act, 1998 and the Skills Development Levies Act, 1999. These two pieces of legislations introduce new institutions, programmes and funding policies designed to increase investment in skills development. There are two over-riding priorities that these legislations seek to address. The first is the ever-present reality of the global economy and the imperative to increase skills to improve services and the competitiveness of industry, business, and commerce and government services. The second is to address the challenges of social development and the eradication of poverty.

The purpose of the Skills Development Act No. 97 of 1998 is to develop the skills of the South African workforce; to improve the quality of life of workers, their prospects of work and labour mobility; to improve productivity in the workplace and the competitiveness of employers; to promote self-employment and to improve the delivery of social services; to increase the levels of investment in education and training in the labour market and to improve the return on that investment; to encourage employers to use the workplace as an active learning environment; to provide employees with the opportunities to acquire new skills; to provide opportunities for new entrants to the labour market to gain work experience; and to employ persons who find it difficult to be employed; and to encourage workers to participate in learnership and other training programmes. The investment in education and training, skills development, improvement of service delivery, acquisition of new skills, learnership and internship programmes and active learning environment requires the human resource development of the department to move away from “the business as usual” mentality.

In April 1999 the National Skills Authority was established. On 20 March 2000, 25 Sectors of Education and Training Authorities came into being. From April 1st 2000 a pay roll levy was introduced to fund the new skills development implementation framework and to provide grants to encourage employers to invest in training and the development of their staff. This led to the introduction of a 1% payroll levy intended to fund the new skills development implementation framework and to provide grants to encourage employers to invest in training and the development of their staff. Section (3) (1) (a), of the Skills Development Levies Act, No. 9 of 1999 states that every employer must pay a skills development levy from 1 April 2000 at a rate of 0.5% of leviable amount. Section (3) (1) (b) of the same act requires employers to pay at a rate of 1% of the leviable amount from 1 April 2001.

Section 30, chapter 7 of the amended Skills Development Act, No 31 of 2003, provides that, each public service employer in the national and provincial sphere of government must budget at least (i) 0.5% of its payroll with effect from 1 April 2000 and (ii) 1% of its payroll with effect from 1 April 2001 for the training and education of its employees and (iii) may contribute funds to a SETA. In terms of Section 3 of the Skills Development Levies Act 9 of 1999, every employer is required to pay a skills development levy at a rate of one per cent of an employee's total remuneration (Erasmus, Loedolff, Mda and Nel 2007:83). Part 6 of the Public Service Regulations, 2016, as amended, seeks to clarify and expands upon the existing Public Service Regulations, 2001 and states that the Minister may direct on the training of employees in the public service, the registration of such training and the utilisation of training budgets for such training. In addition, departments are authorised to provide financial assistance for capacity development to employees and prospective employees within the parameters contained in the Public Service Regulations, 2016. The department of Social Development ought to comply with the provisions of the skills development legislations by paying the skills development levies which is a budget for training and development of employees.

The inability of the department to budget for training and development can create a pull of employees who are less competent in their areas of speciality and service delivery can be compromised. According to Meyer (1999:74-75), training costs are not always clearly identifiable, which means that decisions are not always easy to make. For example, where does in-service training fit in? The department should guard against this predicament of not being able to clearly identify the training costs for training programmes such as the budget spent on learnerships, student internship and internships for employees. Although the human resource development of the department is the custodian of the skills development legislations, the human resource development activities are not all centralised to human resource development unit. Hence it becomes important for the department to consider other training and development expenditure incurred by other business sections which coordinate and provide training and development programmes.

The department should devise a strategy which will ensure that training and development programmes and the budget is centralised to the Human Resource Development Directorate which is entrusted and mandated by the skills development legislations to provide training. This will enable it to easily account on all training and development expenditure**.**

This means that the skills development facilitator must be appointed to coordinate the implementation of the skills development legislations and human resource development strategies. The Skills Development Regulation (No. R571.2001) makes provision for the appointment of a Skills Development Facilitator (SDF). The SDF is responsible for the development and planning of an organization's skills development strategy for a specific period. This will include the development and implementation of the annual workplace skills plan and the submission of an annual training report. The SDF also serves as a resource to the employer with regard to the criteria required for accreditation of courses, skill programmes, and learnership development (Erasmus, Loedolff, Mda and Nel, 2009: 81). Therefore, the presence of the skills development facilitator in the department with the responsibility, to develop the human resource development strategies which are in line with the strategic plan of the department with an intention to facilitate the capacity building of employees that will make them more productive in the workplace is essential.

4.4.4 Public Service Regulations, 2001

Chapter 1, Part IX, of the Public Service Regulations, 2001**,** as amended, states that "employees should have ongoing and equitable access to training geared towards achieving an efficient, non-partisan and representative public service. Training should support work performance and career development. It should become increasingly driven by needs, and should be strategically linked to broader human resource management practices and programmes aimed at enhancing employment equity and representativeness". It further requires the executing authority to determine the required competencies and prescribe training and development programmes for various occupational categories or specific employees in her or his department. Chapter 4, Part VI (A) of the PSR, 2001, as amended, provides for development of programmes to equip Senior Management Service (SMS) members to fulfil their duties and responsibilities. The programmes must be based on the competencies required of members of the senior management service (SMS) in terms of both their current and future responsibilities.

In terms of Chapter 4, Part VI (B) of the PSR, 2001, as amended, the "Minister of Public Service and Administration is specifically required to: identify the generic managerial and leadership training needs of members of the senior management service (SMS); arrange that standard courses and programmes be developed on the basis of those training needs; and continuously evaluate those courses and programmes with due regard to their relevance and value for money."

This means that the department should develop training and development delegations of authority which ensure that the powers on training and development of the workforce entrusted upon the Ministers and Members of Executive Council (MEC) are implemented at the workplace.

4.4.5 Senior Management Service (SMS) Handbook, 2003

Chapter 4, Part XII of the SMS handbook, 2003, as amended, indicates that "in addressing the gap that exists between the required competency profile and actual competencies possessed by senior management, a training and development plan must be designed for the individual senior management service member". The training and development needs will not only be identified during performance reviews and assessments, but also on initial appointment when the performance agreement and operational plan is developed. The members should have ongoing and equitable access to development. Development should support work performance and career development, driven by the needs of individual SMS members linked to their department's strategic plan and operational plans, wherein training and development activities will focus on equipping members with the competencies they require to perform effectively in their current jobs and to prepare them for the future. The training and development needs of the members will be determined through continuous monitoring, quarterly reviews and annual assessments.

The department, then, must ensure that the senior management training and development plans which contain competencies required for Senior Management Services are developed not only when the performance management and development sessions are conducted, during the early stages of employment. The plans must be needs- driven in order to respond to the competencies required for senior management service.

4.4.6 White Paper on the Transformation of the Public Service

According to Chapter 13, part 13.3 of the White Paper on Transformation of the Public Service, (1997:66), government has adopted the view that all public servants, from the most senior to the most junior, require ongoing training as an integral part of their professional life. The training of senior and middle management must be linked to the processes and policy-making challenges defined in the White paper. The training of workers must be linked to the new emphasis on customer care and service delivery and the development of career paths and the reorganization of grading systems within the public service.

Among lower-level workers, this would necessitate the rewriting of job descriptions to meet the new skills and knowledge required by the department. In the light of the above, the department must consider developing a comprehensive service delivery plan and pay attention to the provisioning of training and development programmes which respond to the requirements of the service delivery plan, as a means of improving the relevance of training to specific work situations. The training and development programmes must also consider capacitation of illiterate employees within the department by providing adult education training. The training programmes must be flexible in order to maximise the access of illiterate employees to in-service training; this will include access to adult basic education. Such in-service training must be linked to the National Qualifications Framework. The department must in close cooperation with public sector trade unions provide training and career development of employees, as this would improve working relations between the employer and the organised labour. For the department to achieve its objectives of promoting competent workforce it has to implement the human resource development strategic framework for the public service.

4.5 Human Resource Development Policy

The department in line with the skills development strategies which intends to capacitate government employees and make them productive at work, needs to develop a widely consulted comprehensive human resource development policy which can be seen as the foundation document for all human resource development matters. This policy must be linked to the human resource development strategic frameworks and focus on scarce and critical skills and skills programmes for development. The policy must also encourage a need for a visible and measurable return on investment through integrated human resource practices that recognize departmental needs.

The Human Resource Development Strategic Framework for the Public Service, Vision 2015, provides for, amongst other things, the provision of interventions related to capacity development of the employees which could add highest value in the overall performance of the department. The successful implementation of the document depends on the commitment of government departments to interpret this grand strategy by developing their functional policy which is implementable. This implies that the concerted efforts from the management of the department is essential. Human resource development policy must also consider issues related to career development, bursaries, mentorships, learnerships and internships.

Career development is another form of training and development programme which intends to motivate employees to become productive at the workplace and it involves career planning. Career development means a formally structured sequence of activities offered by an organization to an employee for the purpose of increasing his/her knowledge, skills, and attributes affecting the direction and progression of his/her career. Career planning means a deliberate process through which an individual becomes aware of personal skills, interests, knowledge, motivations and other characteristics; acquires information about opportunities and choices; identifies career related goals; and establishes an action plan to attain these goals (Provincial policy framework on career management 2012:5).

Career Development from the perspective of the Department refers to a planned effort to link the individuals career needs with the requirements of the relevant jobs. It could, furthermore, be seen as a process for helping individuals, plan their careers in accordance with the strategic direction of the Department (Departmental policy on career management 2011:6).

4.6 Human Resource Development Strategic Frameworks for the Public Service

The National Skills Development Strategy (NSDS) 2005-2010 was prepared in support of the Human Resource Development Strategy and in alignment with the aims and strategic objectives of the Department of Labour as articulated in the Ministry of Labour's Programme of Action 2005-2009 (Erasmus, Loedolff, Mda and Nel 2007:62). Therefore, it becomes appropriate for the department to develop its human resource development strategy which is in line with the National Skills Development Strategy. Any policy, whether it is a government policy, a company or corporate policy, or a training and development policy, is based on certain assumptions and principles which manifest themselves in the form of a philosophy (Meyer, 1999:59).

The success of training and development efforts in organizations is theoretically based on the organization's official training and development policy. It is essential that every organization base its management skills and leadership training in accordance with career levels (Van Dyk, Nel, Loedolff and Haasbroek, 2001:85). At board level there should be sufficient expertise and knowledge to be able to create a realistic training policy to link corporate strategy with its achievement through those who have to implement it (Buckley and Caple, 2004:254). The department is having a responsibility of establishing a human resource development committee with competent knowledge of training and development matters.

The human resource development policies must be developed and be communicated to all employees of the department and in particular to the existing executive committee which is known as the decision making body. This may to some extent avoid the compromising of training which usually experiences the budget cut when the department is in financial crisis. According to Van Dyk; Nel and Loedolff (1992:67), each organization has a certain philosophy on training and development – whether written or not. This philosophy reflects the value which management or other dominant coalitions attach to the human resources development of the organization. It is interwoven with the culture of the organization and its management philosophy. In the light of the above it is of special importance that management (and particularly those managers responsible for training and development) should consider it their task to establish and clearly communicate a training and development philosophy for human resources.

The Human Resource Development Strategy for South Africa (HRD-SA) 2010–2030 indicates that the HRD-SA national goals, are: "to urgently and substantively reduce the scourges of poverty and unemployment in South Africa; to promote justice and social cohesion through improved equity in the provision and outcomes of education and skills development programmes; and to substantively improve national economic growth and development through improved competitiveness of the South African economy". The vision of the National Skills Development Strategy I for 2001 to 2005 was the development of a dedicated, productive and people-centred public service staffed by public servants whose performance is maximized and whose potential is fully developed via the comprehensive provision of appropriate and adequate training and education at all levels.

The National Skills Development Strategy III seeks to increase access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience and to enable effective participation in the economy and society by all South Africans and reduce inequalities. The strategies represent an explicit commitment to encouraging the linking of skills development to career paths and career development and promoting sustainable employment and in-work progression. In view of the aforementioned, the human resource development of the department is expected to widened its strategic focus to accommodate issues on economic growth, promotion of justice and social cohesion and reduction of poverty and unemployment, to ensure that the dedicated and productive employees exist within the department through capacitation, it should avoid confinement on training and

development basic issues which some of them have become routine or a usual work. South Africa is challenged by poor performance in the workplace, as well as slow transformation of the labour market and a lack of mobility of the workforce, largely as a result of inadequate training for those already in the labour market. The New Growth Path adopted by government calls for increased workplace training of workers already in employment in order to improve productivity and the overall growth and development of our economy. To address this challenge, the NSDS III, through both the mandatory and discretionary grants of the Sector of Education and Training Authorities (SETAs,) must support training of employed workers, and encourage employers to expand such training, in order to improve the overall productivity of the economy and address skills imbalances in our workforce in particular and the labour market in general.

The strategy defines human resource development in the Public Service as those efforts undertaken by organizations to ensure that employees are well prepared to undertake their responsibilities and grow into viable careers, thereby adding value to the productivity and service of their organizations, the motivation and performance of their peers and the attainment of the overall vision of the developmental state. In doing so, organizations seek to ensure that the right people are prepared at the right place, at the right time and for the right positions to which they can readily contribute. It becomes important for the department to align itself with this definition.

The department needs to ensure that its human resources at all levels are competent, ethical and forward looking so its objective of a caring and self-reliant society can be transformed into reality. It becomes imperative for the human resource development business unit to develop working relations with Health and Social Development Sector of Education, Training and Authority (HSDSETA) with an intention to elicit training grants and express interest on some training and development programmes offered by the SETA. The Human Resource Development Strategic Framework for the Public Service represents yet another milestone in the continuing effort of Government to enhance the performance and service delivery of the Public Service through its people. This ongoing process to enhance the capacity of people in the Public Service is set against the significant needs that exist in most of our communities for basic services which will enable them to live a better life.

The realisation that enhanced service delivery in the Public Service depends largely on the capacity and performance of people is not new. It was on this basis that the White Paper on Public Service Training and Education (WPPSTE, 1997) recommended the development of a coherent and coordinated Human Resource Development Strategy for the Public Service, and thereby established the foundation of a new and more vigorous approach to developing the capacity of people to perform (Fraser-Moleketi, former Minister for Public Service and Administration, 2015:9).

The Human Resource Development Strategic Framework for the Public Service, Vision 2015, provides for, amongst other things, the provision of interventions related to capacity development of the employees which could add highest value in the overall performance of the department. The successful implementation of the strategic framework also depends to the concerted efforts at all levels in the department to foster accountability which will ensure that each role player takes full responsibility in the utilization of financial resources meant for staff development. The mission of the strategy is the creation of a coordinated framework for ensuring the provision of appropriate and adequate public service training and education that will meet the current and future needs of public servants and contribute positively to the realisation of the vision. The strategy promotes equality of access by all personnel at all levels to meaningful training opportunities.

The Human Resource Development of the department must ensure that all employees of the department have equal access to training and development programmes and that the training programmes offered are meaningful and respond to the needs of the department. The effective performance of employees and the capacity of the department to deliver services, are critical to all aspects of the department including human resource development. The capacity to deliver lies in the ability of employees to perform their responsibilities with the necessary level of competency, dedication and commitment to serve and perform to the best of their ability. The Human Resource Development (HRD) Strategy is seen as central to developing this capacity, and is embraced as fundamental to enhance service delivery. For the department to build capacity, the approach to training and development must be less fragmented and less prescriptive, but more practice oriented, more logically sequenced and more responsive to the changing structures, needs and requirements within the environment in which we serve and promote a positive workplace learning environment.

According to Fraser-Moleketi, former Minister for Public Service and Administration (2015:9), the human resource development strategic framework defines human resources development in the Public Service as those efforts undertaken by organizations to ensure that employees are well prepared to undertake their responsibilities and grow into viable careers, thereby, adding value to the productivity and service of their organizations, the motivation and performance of their peers and the attainment of the overall vision of the developmental state. In doing so, organizations seek to ensure that the right people are appointed at the right place, at the right time and for the right positions to which they can readily contribute.

The human resource development strategy of the department must represent the human resource development value chain which focuses on the development of the individual, the organization, the network of organizations both horizontally and vertically and lastly responding to the needs of the customers who are the recipients of service delivery and the needs of the employees who are the recipients of training and development programmes. The HRD Strategic Framework Vision 2015, rests on four distinct pillars relating to the, capacity development, organizational support systems, governance and institutional development and economic and growth development. The four pillars are discussed as follows:

4.6.1 The capacity development initiatives

This initiative focuses on developing human resource for high performance and **s**ustainable service delivery. Capacity development is at the centre of Human Resource Development as a profession, and, as a result, it is one of the primary areas of focus here. Interventions related to capacity development sought to identify strategic interventions which could add the highest value to the public infrastructure for developing the capacity of people. Adding the highest value means the interventions must resolve the persistent issues which compromise the process of capacity development. The department must promote the highest value by resolving issues which may serve as impediment in the process of capacity development.

Embodied in the capacity development pillar are eight areas of strategic interventions such as strengthening systems for workplace learning; integrated Adult Basic Education and Training (ABET) framework; leadership development management strategies; a more strategic role for professional bodies – norms, standards and capacity development; promoting learnerships, internships and traineeships; National/Provincial Public Service Academy; E-learning for the Public Service and fostering Higher Education Institute (HEI) and Further Education and

Training (FETC) partnerships (Human Resource Development Strategic Framework 2015: 12). The areas of strategic interventions which are more relevant in this chapter such as strengthening systems for workplace learning and leadership development management strategies are discussed.

4.6.1.1 Strengthening systems for workplace learning

The objective of this pillar is to enhance the design, management, and integrated workforce learning and capacity development interventions in the workplace to enhance the quality and relevance of training materials. The intended outcome being to effectively manage educational initiatives in the workplace where skills are developed on an ongoing basis, and where learning takes place in the field of practice where knowledge can be applied. In line with this pillar, the department must strengthen systems for workplace learning which seeks to encourage employees to engage in a lifelong learning with an intention of self-development and optimising performance at the workplace.

4.6.1.2 Fostering leadership development management strategies

The objective is to promote leadership development management programmes in general, with specific reference to the human resource development (HRD) competence of SMS and with particular focus on the needs and requirements of women and persons with disability. The intended outcome is to ensure that the Public Service has managers in general who are able to manage well; and line managers who understand the role of HRD in improving performance and are able to use capacity development initiatives to maximize the performance of their work unit.

The strategic framework further states that “better managers in the Public Service will greatly enhance the performance of the public organization”. The HRD Strategic Framework Vision 2015 is considered as the most important document which the department must simplify and implement. The department should consider strengthening capacity of persons with disability and women to prepare them to acquire best positions in the department. The appointment of people with disability at management levels will enable the department to achieve its strategies on employment equity. The promotion of leadership training and development management programmes to the decision makers of the department is critical and will assist the department to be resolute when taking decisions for the department to achieve its objectives.

4.6.2 The Organizational Support Initiatives

The organizational support pillar of the strategic framework is presented in recognition of the fact that the services of human resource development in the Public Service depend on the extent to which pertinent organizational support structures and systems are properly integrated so that they may complement and support the activities of human resource development. The organizational support pillar includes eight areas of strategic intervention such as human resource planning supply and demand management, knowledge and information management, performance management and development systems, promoting appropriate organizational structures for human resource development, ensuring the adequacy of physical and human resources and facilities, managing employee health and wellness, career planning and talent management and mobilization of management support.

The interface between human resource development practices and performance management and development systems are well taken care off and the workplace skills plan of the department is informed by the personal development plans (PDPs). The department must consider the human resource development structure and vacant funded positions must be filled. It becomes essential to link human resource development strategies with other areas of strategic interventions such as the human resource plan and knowledge and information management. The department is also encouraged to pay attention on career and talent management to become more successful, meaning that the department cannot afford to overlook all the areas of strategic interventions mentioned above.

4.6.3 The Governance and Institutional Development Initiatives

The successful implementation of the strategic framework is not possible without good governance. Governance means that the human resource development (HRD) strategy framework must be properly driven at all levels so that there is a coordinated and concerted effort in understanding shared responsibilities. Good governance must be facilitative in its efforts to create an environment that promotes professionalism and fosters implementation success. But good governance must also promote a level of accountability which will ensure that each party meets its obligations within the strategic framework. This pillar therefore, embodies strategic initiatives which add value in terms of oversight, strategic support and the promotion of professionalism in the field. The pillar on governance initiatives embodies seven areas of strategic intervention such as; strengthening and aligning governance roles in HRD; managing HRD policy and planning frameworks and guidelines; fostering effective

monitoring, evaluation and impact analysis; managing the effectiveness of communication; promoting HR learning networks; promoting values, ethics and a professional code of practice; utilization of the strategic role of SETAs (Fraser-Moleketi, former Minister for Public Service and Administration, 2015:13).

The effectiveness of the human resource development of the department can be seen through its implementation on governance and accountability. The human resource development policy is one of the most important tool used to guide human resource development matters. Therefore, the human resource development is expected to make a meaningful contribution to institutional development and promote professionalism within the employees of the department. The human resource development practitioners are expected to model the ethics of professionalism; the rest of the employees can emulate the conduct of the human resource development practitioners.

The department must conceive strategic interventions that will enable the human resource development strategy of the department to be implemented. Governance is included as a core initiative because of its importance in providing support and building strength in areas of weakness; and, because of its relevance in filling the gaps which currently constrain performance in HRD. The department must promote the spirit of governance to all employees, the moral regeneration must be encouraged and conduct within the department must be strengthened. Some form of governance and strategic leadership should be evident within the respective directorates and human resource development HRD of the department. For the successful implementation of the human resource development strategy, the management of the department must take full responsibility in realising the provisions of the strategic framework.

4.6.4 Initiatives to support government's economic growth and development initiatives

The end result of Government's efforts is seen in the extent to which its services contribute to the lives and welfare of people. In this light, all public services are focussed on a development agenda that seeks to promote the general welfare. With this more comprehensive view, the HRD Strategic Framework cannot ignore or overlook its responsibility to enable the Public Service to more adequately contribute to an agenda of development which includes economic growth and development initiatives.

This pillar therefore, seeks to craft selected strategic interventions which will strengthen and streamline support for the developmental priorities of Government (Fraser-Moleketi, former Minister for Public Service and Administration 2015:14). The Strategic Framework is without value if it is not properly implemented therefore, the department should consider concerted efforts to promote and support the successful implementation of the human resource development (HRD) strategic framework.

4.7 Human Resource Development Challenges

Since 1994, a very significant amount of government policy and legislation has been developed to guide human resource management and development practices in the Public Service. This legislative framework compels national and provincial departments to, among other things, develop and integrate strategic plans, operational plans and human resource strategies; determine organizational structures; compile and review job descriptions and conduct performance evaluations. The government and in particular the Department of Public Service and Administration (DPSA) and the Public Services Commission (PSC) have put in place credible frameworks to inform the implementation of the strategic aspect of the human resource management value chain. However, many departments failed to implement these frameworks into practice.

The Public Service continues to face substantial challenges around strategic planning, developing organizational structures, human resource management and development, and facilitating better career paths. In its presentation to the Portfolio Committee on Public Service and Administration on 14 May 2008, the Public Services Commission listed several capacity challenges regarding human resource management (PSC, 2008). Some of these challenges include among others:

- Implementation of the performance management and development system (PMDS) is inadequate, yet performance rewards are granted to officials for whom performance appraisals were not conducted.
- There is a consistent lack of accountability by managers for managing poor performance, and human resource practitioners fail to adequately provide the necessary guidance and support. The most common causes attributed are organizational culture, a mismatch of officials and posts, a general lack of skills, and shortcomings inherent in the performance managements system itself.

- Skills development plans are not based on skills needs analysis. The identification of training needs and the actual training invested in are often misaligned and incorrectly prioritised.
- Departments implement their skills development plans without any assessment on the extent to which these activities have impacted on the departments' ability to improve on service delivery (Erasmus and Van Zyl, 2009:5).

In recognition of the gaps listed above, government included the priority to improve the capacity and efficacy of the State under *Strategic Priority 10* of the *Medium Term Strategic Framework 2009 –2014*. The objective for the medium term was to further strengthen the capacity of the Public Service to meet its obligation of serving citizens. The medium term was to improve the management and development of human resources in the Public Service, including aspects such as: strengthening human-resource management and development components in departments; improving the system of recruiting people into the Public Service (so as to attract better skilled people, employ and retain people with scarce skills and fill vacant posts); improving the representation of women and people with disabilities in the Public Service (especially in the Senior Management Service); fixing PERSAL and enforcing compliance with the basics of administration; and specifying the standard of service (including appropriate behaviour of officials, waiting periods, quality of service, etc.) and the mechanisms of redress should those standards not being met (Erasmus and Van Zyl, 2009:6).

The department is no exception in respect of the capacity challenges identified by the Public Services Commission. Therefore, it becomes critically important for it to implement human resource connect which seeks to address identified gaps on the implementation of the performance management and development system (PMDS), skills development plans which are not based on skills needs analysis and the identification of training needs and the actual training invested in are often misaligned and incorrectly prioritised (Erasmus and Van Zyl, 2009:28).

The extent to which education and training leads to improved performance and enhanced service delivery is still subject to question. Whatever limited progress has been observed results from some of the traditional challenges in HRD still persist today. There are areas in which HRD in the Public Service has always encountered challenges such as the viability of policy frameworks; the appropriateness of organizational structures; the quality of courses and

training provided; the adequacy and effectiveness of planning and management of HRD; the availability and sufficiency of financial resources; the status and priority given to HRD; the level of accessibility to training; the adequacy of governance arrangements and the consistency in the overall interpretation and meaning of HRD (Fraser-Moleketi, former Minister for Public Service and Administration 2015:39).

4.7.1 Policy Frameworks and Organizational Structures

The policy framework for HRD in the Public Service is well advanced and solid guidance on the general operational issues which affect performance is provided. However, gaps still exist at a more practical and institutional level. There is lack of uniformity in strategies and plans; training expenditures are not properly monitored; and there is little follow through to link training and performance. There is a general feeling that policies and strategies are well prepared but are rarely implemented. There is a sense that the existing policy focus and sophistication is not properly honoured in terms of service delivery and performance. Most HRD units are still placed low in the organizational hierarchy, and are not given priority in the strategic conversations of many departments. HRD units are still generally under-staffed; HRD operations and finance are still generally fragmented; and, the framework of responsibilities in HRD is still diverse, sometimes unclear, and generally incoherent. There are, for instance, still gaps in HRD, HRM and PMDS; and the range of responsibilities undertaken by HRD units differ widely across departments nationally (Fraser-Moleketi, former Minister for Public Service and Administration, (2015:39). The department is not immune or exempted from all the gaps mentioned above, therefore, it becomes appropriate for the department to identify gaps which may be existing within and address them.

4.7.2 Quality of training, planning and management

The training standards vary, there are still issues in terms of the workplace relevance of training content and the unavailability of a diverse base of qualified trainers. Increasingly, competency frameworks are being used as a basis for planning training and as a source of input for assessing the competencies of employees. But even here, these competency frameworks are not yet articulated into clear performance standards, requirements and contracts (Fraser-Moleketi, former Minister for Public Service and Administration 2015:40). According to the human resource development strategic framework, the planning of human resource development programmes has improved because of the standards, requirements and legal expectations of Workplace Skills Plans (WSPs).

More use is made of skills audits and needs assessments as a basis for planning, and more attention has been given to the strategic requirements of the organization in determining the structure and content of HRD interventions. This more objective and rigorous approach, however, is not generally practiced; training is still not linked to personal development plans (PDPs), internships and learnerships (Fraser-Moleketi, former Minister for Public Service and Administration (2015:40). For the department to achieve its objective of having a competent workforce, it must ensure that it has qualified trainers at management and production level. Furthermore, it must intensify its efforts on skills audit exercise with an intention to determine the relevance of qualifications possessed by employees, where gaps exist in terms of qualifications employees have, the department must address them, that is to grant employees with bursaries to obtain qualifications required by the employer.

4.7.3 Financial resources, priority status and accessibility

With the Skills Development Act (SDA), more funds are generally available for training. But the full allocation of funding is sometimes not used because of procurement hurdles, among other challenges. Many believe that funds could be more effectively and more strategically utilised for training purposes. In some jurisdictions, the need is so great, that funding is still not sufficient even with the significant increases in the level of resourcing. In other organizational entities, there are complaints that skills development funds are sometimes utilised for non-training activities (Fraser-Moleketi, former Minister for Public Service and Administration 2015:40-41). On many occasions, relevant people do not attend training programmes relevant to their work, or they are at some stage called upon to replace people who have been unable to attend and yet nominated. The status of HRD and the priority given to HRD initiatives is still generally low.

Many managers do not seem to take their HRD responsibilities seriously, and senior managers are perceived to be unsupportive of HRD initiatives. Although there is generally an increased sense by all concerned that HRD is critical to organizational performance, that sentiment and perception are sometimes not reflected in practice and in the level of consideration afforded to the HRD components of the organization (Fraser-Moleketi, former Minister for Public Service and Administration 2015:41). The department should comply with the provisions of the Skills Development Levies Act and utilise the training budget for its intended purposes to capacitate its employees.

The management of the department should provide support to the implementation of the human resource development strategy for the department to become successful in its all endeavours. The procurement hurdles should be eliminated and the supply chain management of the department must ensure that accredited training providers are easily available in the database. It is not the competency of the supply chain management to coordinate training providers for the provision of training and development programmes. The securing of training providers to lead the training and development programmes is the responsibility of human resource development which is mandated by the skills development legislations to provide work based training programmes which seek to respond to the needs of the organization.

4.7.4 Governance and interpretation of the HRD function

Although the appropriate structures are in place, national governance arrangements to drive the HRD strategic agenda have been lacking. While some of this is due to lack of staff in organizations with oversight responsibilities, a large part of the issue is the lack of well-defined and properly communicated governance arrangements. While the strategic objectives and delivery requirements have been set, sufficient resources have not been made available to drive the HRD agenda through effective support, properly planned monitoring and evaluation and the establishment of clear accountability lines and structures.

Governance has not been sufficiently articulated inter-organizationally so that responsibilities are not properly differentiated and undertaken at all levels of government. In this regard, responsibilities have not filtered through the respective national bodies and organizations to the respective points of action - provincially, institutionally and locally (Fraser-Moleketi, former Minister for Public Service and Administration, 2015:41).

The human resource development strategies may be in place in the department, but the availability of human resources ready to drive the implementation of the strategies may be lacking. Hence it becomes appropriate for the department to conduct a survey on whether the sufficient human resources are in place to implement the human resource development strategy. The department must see HRD in a broader and holistic sense as an investment in human resources capable of meeting the department's strategic plans. The perceptions of HRD are reflected in the manner in which it is organized, orchestrated and prioritized in the department.

The greatest room for improvement for human resource development activities in the department is in ensuring uniformity and the utilisation of a consistent approach in the implementation of the human resource development strategy and the attainment of tangible outcomes in terms of enhanced performance and service delivery.

4.7.5 People development.

The manner in which people are developed and managed does not ensure retention and sustainability of skills. Several factors are at play here. There is a lack of targeted training and development programmes; there are no linkages between performance management, personal development plans and the content and choice of training programmes; and finally, there is a general lack of and a general inability to apply proper methods for human resource planning and forecasting.

The development of people is generally undertaken without regard to performance consequences, and the quality of management and leadership sometimes does not foster service delivery. In addition to these, recognition of prior learning (RPL) is not used to validate informal knowledge and competencies, and there is no centrally validated competency framework which can be used to monitor capacity development in various fields (Fraser-Moleketi, former Minister for Public Service and Administration 2015:37). To mitigate factors which may be causing the challenges mentioned above, the department must promote synergy among human resource development strategy and performance management and development system. The micro-managing of the implementation of these strategies must be avoided at all costs. The recognition of prior learning is a critical aspect of human resource development which should be considered for implementation.

DeSimone, Werner and Harries, (2002:20) identified increasing globalisation and the technological revolution challenges (in particular the internet) as two primary factors that make for a new competitive landscape. They suggest a number of actions that organizations can take to address the uncertainty and turbulence in the external environment. These actions include developing employee skills, effectively using new technology, developing new organizational structures, and building cultures that foster learning and innovation. These obviously have a great deal to do with human resource development. The challenges currently facing the field of HRD include, changing workforce demographics, eliminating the skills gap, meeting the need for lifelong individual learning, and facilitating organizational learning.

The human resource development of the department should develop employees of the department to meet the demands of the changing environment in the field of technology and promotes the culture of lifelong learning within the department. The department, before providing training and development programmes should analyse the job description and staff members' performance management assessment outcome.

The provisioning of technological advancement such as internet and electronic records management are critical factors which the department should consider. The records management is still manual, a fact that at some stage causes the lack of management of records. Such realities point to the fact that there is a possibility that documents get lost and this may cause the hampering or delayed service to customers. The department must endeavour to provide electronic records management workshops which will capacitate employees on how to record or file documents electronically. The electronic records management system will increase the speed of work and services are rendered timely without any delay.

4.8 Human Resource Development strategic focus areas

For the department to achieve its desired goal, it must try and promote the alignment and streamlining of all the strategies which are currently floundering in the workplace environment. The essence of alignment and streamlining the existing strategies of the department is to strengthen excellence by ensuring that core values, principles and strategies that are already in place are able to work. Therefore, the Human Resource Development Strategic Framework defines the strategic thrust as follows:

4.8.1 Standards, quality and strong workplace relevant content

The intent here is to move from the current large variation in standards and routine practices to a more uniform quality in the means of delivery. This is not only in terms of the quality of courses and the design of training content. It is also in terms of how competencies are defined, the manner in which skills audits and needs assessments are done, the description of the responsibilities in the field of HRD, the nature of qualifications for particular jobs, the application of RPL and the management of learner ships and internships, among others. The intent here is to ensure that inequities are minimized so that some are not able to perform better than others because of greater access to talent and greater availability of resources (Fraser-Moleketi, former Minister for Public Service and Administration 2015:46).

The employees of the department should equally benefit from the training and development programmes offered by the human resource development through the enhanced accessibility. The human resource development employees must ensure that there is uniformity and consistent approach among themselves when discharging their human resource development activities, they must speak with one voice. The content of courses sometimes has very little to do with the actual requirements of the job.

Training traditionally focuses on the theory of job content rather than on the practical requirements for more effective job performance. As a result, the gap between training and performance widens, and an acceptable return on investment in training is hardly ever realized. The intent of the strategy, therefore, is to promote learning for enhanced practice. This is realised in the increased application of workplace learning strategies and in the manner in which follow through or aftercare after training is undertaken by managers in order to bridge the gap between training and performance (Fraser-Moleketi, former Minister for Public Service and Administration 2015:46). In light of the above mentioned deficiencies, before the training programme is provided or the training consulting company is appointed to conduct training, meetings to check the relevance of the training programme, must be convened. In case the department is not satisfied or convinced with the content of the programme or the training programme not meeting the unit standards as prescribed in the South African Qualification Authority Act and National Qualifications Framework it is advisable that such training programme must not be purchased.

4.8.2 Opportunities for people to develop themselves and governance for promoting success.

The responsibility for developing the capacity to enhance one's job performance should eventually be an individual one. The intent is to move more and more towards a system where people can grow themselves so that their performance can be enhanced on an ongoing basis. Traditionally, the State has assumed the responsibility for its people, and, as a result, the meaning and value of training sometimes go unappreciated and are sometimes lost. This kind of ongoing training may not necessarily be in courses, workshops or degree programmes. It could also be constituted of many workplace learning options which could be accessed in a transformed culture of organizational learning where people take responsibility for their growth (Fraser-Moleketi, former Minister for Public Service and Administration 2015:46-47).

The department must encourage employees to develop themselves and acquire higher degrees and diplomas which are relevant to the needs of the department. The self-development will promote a sense of responsibility and employees will be destined to timely finish their studies or short term training and development programmes. When employees have finished their skills programme, or post matriculate qualifications, incentives must be timely and instantly implemented without any delay.

The department must further devise another incentive strategy which will recognise employees who have finished their studies on or before time with best results. The Public Service Coordinating Bargaining Council Resolution 1 of 2012, mandates government departments to provide incentive bonus which does not exceed the salary package or level 8 to employees who have finished their studies which are relevant to the organization. Therefor it becomes fundamentally important for the department to implement this policy timely in recognition of employees who have attained qualifications relevant to their areas of work.

The intent of the strategy is to promote responsible governance as a basic ingredient of success and to ensure that the necessary guidance, organizational support and programme monitoring and evaluation initiatives are put in place in order to maximize the potential for success. The department should implement the scholarships and bursary strategies in a transparent manner, employees of the department must be encouraged to apply for the available bursaries. The department must ensure that bursaries are granted on courses which are regarded as scarce or critical skills.

4.8.3 Retention of the skills base and overcoming fragmentation

The Public Service cannot continue to serve as the training ground for private business establishments. Measures must be taken to retain the skills base through comprehensive retention policies which address areas such as the adequacy of compensation; job design that will engender job satisfaction; more amenable job conditions, facilities and resources; competent leadership and management; and, among others, accommodation for career planning and potential prospects within the work environment. The effort must be comprehensive, deliberate, and cost-effective and focussed (Fraser-Moleketi, former Minister for Public Service and Administration 2015:47-48).

The department must retain and renew talent. The department is having a responsibility to ensure that skills are retained or brain drain is circumvented to avoid the drop in performance of the department. The department should honestly and earnestly consider all the strategies in place either nationally or local strategies to motivate its employees to continue working in areas which are considered as remote areas. There is a possibility that such areas may not receive services appropriately because of the movement of officials from rural areas to urban areas or there may be a lack of motivation to work and this may compromise service delivery.

4.8.4 Strategic location of HRD and investment approach to training

In spite of all the progress that has been attained in the field thus far, HRD will not add value to Public Service delivery unless it is properly located within the organizational hierarchy of the respective departments. Strategic location has to do with structural arrangements, with the nature of staffing of HRD units and with the accommodation of HRD considerations in the strategic conversation of departments, so that training solutions can become part of the programme for attaining strategic priorities. The intent is to promote the appropriate location of HRD functions in departments so that these units can add the anticipated value to departmental performance and to establish a structure of accountability so as to ensure that training bears results in performance and service delivery.

Training for the sake of training is wasteful of Government's resources. Training must add value through the improvement of performance and enhanced service delivery. An investment approach to training will require sound planning to ensure the optimal development and utilization of human resources. Such planning must make use of techniques and processes which will inform and justify the decisions taken. The nature of demand must be properly calculated through skills audits and the assessment of needs; training must be based on PDPs, and managers should be accountable for results in terms of enhanced performance; the impact of training should be measured on an ongoing basis so that the return on investment in training is known. An investment approach to training requires that capacity development be linked to the organization's strategic priorities; and it requires that capacity development choices be made on the potential of value to be added as a result of the training interventions made (Fraser-Moleketi, former Minister for Public Service and Administration 2015:48). Therefore, it is required of the department to take advantage of the aforementioned training strategies which seek to improve human resource development activities and implement them for effective service delivery.

4.8.5 Continuity and consistency in planning

This HRD strategy, for instance, is framed within NSDS II, the National HRD Strategy, SETA should also be the basis for provincial and departmental HRD strategies, and the HRD strategies for the respective directorates and units within departments. Provincial and departmental strategies should be linked to Provincial Growth and Development plans; and, departmental strategies should be linked to Sector Skills plans.

The intent here is to ensure that there is continuity and articulation in HRD planning and delivery so that the government can move more and more toward inter-sectoral integrated and articulated responses to the challenges and constraints that are faced in service delivery (Fraser-Moleketi, former Minister for Public Service and Administration 2015:49-50). The human resource development strategy of the department should be viewed and implemented, not in isolation from other plans and strategies, but in a manner that reinforces and facilitates the provisions of the National Human Resource Development strategies.

4.9 Guide on the implementation of the strategy

The Department of Public Service and Administration provides a guide or rather principles on how the Human Resource Development Strategic Framework can be implemented. The department of Social Development should adhere to these principles which will assist the Human Resource Development of the department to achieve its objectives.

4.9.1 Focus on Cohesiveness

One of the criticisms of the HRD enterprise in the Public Service is its fragmentation, disconnectedness and structural discontinuities. While much has been achieved since HRDS 2002-2006, the issue of fragmentation in the field still exists, and is still a major factor in constraining performance. The cohesiveness of HRD in this context refers to the importance of organizationally linking HRD to its support functions and other related organizational processes. In this respect, HRD cannot be disconnected from key HRM processes, from PMDS, from employee health wellness programmes and interventions and from the organization's comprehensive retention strategies and programmes. All initiatives which affect the welfare and performance of human resources have an impact on HRD (Fraser-Moleketi, former Minister for Public Service and Administration, 2015:99-100).

The HRD in the Public Service is weakened by the extent to which it is disaggregated and compartmentalized. The intent here is to create more cohesiveness and continuity in organizational systems which are essential for the proper functioning of HRD. In particular, there should be more continuity and cohesiveness between HRD and HRM, PMDS, the development of PDPs and the exercise of initiatives in succession planning, retention strategies, health and wellness issues, and career planning and promotion, among others. The department must have one point of focus for all training which is linked to the appropriate strategic initiatives to be undertaken.

The Human Resource Development Strategic Framework for 2015 indicates the aforementioned discrepancies which exist in all government departments including the Department of Social Development in KwaZulu-Natal. The department must consider all the gaps identified by the department of Public Service and Administration and devise a strategy on how these gaps can be addressed. In this sense, HRD must be part of the organization's strategic agenda to enhance organizational performance. HRD cannot be delinked from the dialogue about the organization's strategic priorities. It must be fully integrated with strategic planning processes so that the HRD implications of development priorities are clearly noted and addressed.

4.9.2 Response to the needs of designated groups and focus on cohesiveness

In the transformational agenda of the Public Service, equity considerations are paramount. In addition to employment equity legislation, skills development opportunities for designated groups are a key component of the National Skills Development Strategy, and a major policy impetus of the developmental State. Blacks, women and persons with disabilities cannot be side-lined in the strategic agenda of HRD. Here, the core issues are not merely access to training opportunities and the enhancement of workplace performance but are the efforts that are made to create opportunities for members of designated groups to advance themselves and to access life opportunities in terms of successful careers and enhanced income generation capacity (Fraser-Moleketi, former Minister for Public Service and Administration 2015:99).

Training must be planned and administered within a comprehensive process of career management where pre- and post-training interventions and support are prioritized, and where there is necessary coaching, mentoring and provision of assistive devices so that designated groups have a high probability of success.

Their professional development must be planned and orchestrated so that their advancement and success is assured. Women must be empowered to lead; those who have disabilities must know that disability will not deter them from success; and black persons must be confident that their race no longer forestalls their opportunity to progress and succeed. The link between HRD and employment equity plan should be strengthened to enable the department to achieve its objective.

4.10 Strategic Human Resource Development

The concept of strategy has its origins in the military where the Greek word strategies referred to a role of a person such as a "general" who leads his troops to defeat the enemy. Strategic human resources development is geared to the strategic business plan and to help implement the human resources strategy by improving the knowledge and skills of employees of the organization and (or) the knowledge and efficiency levels of interest groups outside the organization.

The Human resource development (HRD) strategy can also be defined as the pattern of planned and unfolding activities that focuses on developing capabilities to achieve current and future strategic objectives. In this definition HRD is seen both as planned and unfolding, and plays the key role in departmental strategy (vertical integration) and the Human Resource (HR) strategy (horizontal integration) including performance systems and succession planning. The HRD strategy develops capabilities that are needed to deliver on current and future business strategies (Erasmus, Loedolff, Mda and Nel, 2009:23). Therefore, the department must functionalise the human resource development strategy with an intention to provide directive on how the human resource development programmes can be implemented.

Strategic Human Resource Development (SHRD) means the process of changing an organization, stakeholders outside it, groups inside it, and people employed by it through planned learning so they possess the knowledge and skills needed in the future. SHRD helps implement Strategic Business Plans and Human Resource (HR) plans by cultivating the skills of people inside the department or changing the knowledge and skills of stakeholders outside it. SHRD is more holistic than traditional HRD (Erasmus, Loedolff, Mda and Nel, 2009:25).

The outgrowth of SHRD is an organizational strategy for the HRD effort which guides, unifies, and provides direction to planned learning sponsored by an organization (Rothwell and Kazanas, 1994: 16). In SHRD, the focus of planning centres on roles and responsibilities of everyone that is HRD practitioners, line managers, and participants. A second distinction between traditional and strategic HRD has to do with the role of experience. Experience denotes awareness based on participation in past problem-solving. It occupies a central place in most human endeavours (Rothwell and Kazanas, 1994:16). Traditional HRD activities provide individuals, otherwise lacking knowledge or skills, with structured opportunities to receive the fruits of distilled organizational experience.

When viewed in this traditional way, HRD is a maintenance subsystem, intended to improve organizational efficiency by increasing routinisation and predictability of human behaviour (Katz and Kahn, 1978). It facilitates socialisation of newcomers into the corporate culture, work group, and job. In a sense, traditional HRD is a passage furnishing newcomers with ideas, techniques, and approaches worked out in the past. As Berger (1986) explains, "teaching the correct way has" direct implications for HRD professionals.

Culture fosters continuity and transmits to organization members the solutions that have worked well in the past and will work well in the future. Successful practices, basic assumptions, and theories about cause and effect are communicated (explicitly and subtly) to future generations. This transmission process is the primary mission of HRD professionals. It is appropriate to rely on experience if future events and situations will be similar to, and call for knowledge and skills derived from the past. If future problems will be much like problems faced in the past, then few can question the wisdom of relying on what has been learned in the past as the basis for planned learning (Rothwell, and Kazanas, 1989:16-17).

The human resource development unit of the department must change the department in terms of service rendered, employees conduct and promote moral regeneration, change the perception of customers against the department and strengthen the competency levels of employees at the workplace. A training and development strategy may be regarded as an enabling strategy, that is, it enables (or is supposed to enable) the different functional subsystems (for example, supply chain, financial management and internal audit) to improve the shortcomings of their human resources potential.

The aim is to further the execution of that particular subsystem strategy to the extent that all subsystems will have well-equipped human resources with regard to job content (Erasmus and Van Dyk, 1996:88). It is on this background that the department should place great emphasis on training and development within human resources management. The decision makers of the department should perhaps view training and development or human resources development as an enabling strategy which must be directly linked to the National and Provincial Human Resource Development Strategies.

The human resource development (HRD) officials of the department must play a more strategic role in the functioning of the department. They should demonstrate the strategic capability of human resource development (HRD) in three primary ways: directly participating in their organization's strategic management process, providing education and training to line managers in the concepts and methods of strategic management and planning, and providing training to all employees that is aligned with the goals and strategies of the organization. The HRD executives should contribute information, ideas, and recommendations during strategy formulation and ensure that the organization's HRD strategy is consistent with the overall strategy. The HRD strategy should offer answers to the questions such as; are the organization's HRD objectives, strategies, policies and programmes clearly stated, or merely implied from performance or budget; are all HRD activities consistent with the organization's mission, objectives, policies and internal and external environment; how well is the HRD function performing in terms of improving the gap between the individual employee and the job; are appropriate concepts and techniques being used to evaluate and improve corporate performance (DeSimone, Werner and Harries, 2002:13-14).

The human resource development of the department should provide training and development programmes that support effective strategic management. Training which is embedded in strategic management concepts and methods can help line managers to develop a global perspective that is essential for managing in today's highly competitive environment. The training programmes must be clearly linked to the goals and strategies of the department. In modern times, strategic management has become part and parcel of management decision making and can be defined as "a set of decisions and actions that result in the formulation and implementation of plans designed to achieve an organization's objectives" (Erasmus, Loedolff, Mda and Nel, 2009:20).

The training function in an organization is part and parcel of the human resources function and it is, therefore, essential that the broad human resource (HR) strategic plan should first be finalised. Human resources planning involves linking of all human resources functions to the broad organizational goals. The human resources plan should ensure that individuals with the right characteristics and skills are available to achieve organizational goals. To achieve human resources goals, the human resources planning process is to determine future human resources needs, a demand forecast (such as the number of people required at some time in the future and the profiles of those people required and skills required) should be made and compared with the supply of human resources (analysis of the skills levels) presently in the organization.

The differences between the demand and supply of human resources signify the human resources needs. Strategic training management focuses on all those activities related to the training and development of people in the organization (Erasmus, Loedolff, Mda and Nel, 2009:20-21). In light of the above, it becomes clear that the department must promote link between human resource development strategy and human resource planning, these strategies cannot be treated in isolation without the presence of the other.

4.11 Developing functional strategies for Human Resource Development

Pearce and Robinson (2009:297) define functional strategy as "the short term game plan for a key functional area with a company" Functions include productions and operation, procurement, finance, and personnel. The purpose of a functional strategy is to translate grand strategy at the business level into action plans for sub-units of the company. According to them it is essential to integrate overall human resource (HR) grand strategy with organization strategy so that personnel initiatives support business plans, and to integrate the strategy for each activity area within human resource (HR) with that of the overall strategy of the human resource (HR) function so that each activity area of personnel supports others. These "activity areas" include hiring, selection, recruitment, and training, compensating, and dealing with organised labour (Rothwell and Kazana 1994 cited in Erasmus and Van Dyk 1996:117-118). The department when developing its functional strategy should translate grand strategies such as national human resource development strategies and legislative mandates to make them operational to employees of the department.

The management of the department must provide support to the human resource development (HRD) unit of the department when the business unit translates national strategies with an intention of developing functional strategies to make the department more effective and efficient when rendering services to the customers of the department. Training and development have become buzz words in South Africa during the previous years. The results of this may be seen in the many so-called training and development companies and consultants practising today (Erasmus and Van Dyk 1996:85) and (Erasmus, Loedolff, Mda and Nel, 2009:31). However, their views of what constitutes the foundation of training and development within a government department diverge widely.

The success of training and development efforts in departments is theoretically based on the department's training and development policy. It is essential that the department base its provisioning of training and development programmes on its training and development policy. The human resource development strategies also include strategies on needs assessment which some of them are discussed below.

4.12. Comprehensive training needs assessment

The starting point for planning all organised learning events in an organization is a comprehensive needs assessment, which is defined as a broad systematic examination of conditions conducted for the purpose of identifying general differences between what people should know or do and what they actually know or do. Needs assessment is the second step in the SHRD model. It follows the first step in the model and managers and supervisors should be well acquainted with present conditions before planning for the future. Comprehensive needs assessment can be viewed as the process of specifying present gaps between what people should know or do and what they actually know or do. The gap or training needs could be viewed as a weakness but the assessment should also identify talents, competencies, and skills generally referred to as strengths. It emphasised what is done satisfactorily and unsatisfactorily (Erasmus, Loedolff, Mda and Nel, 2009:26).

The development of a work place skills plan or personal development plan must be preceded by analysis of jobs performed by employees of the department and skills audit. The implication of this is, the human resource development practitioners of the department must have a clear comprehension of job descriptions of occupational categories within the department, therefore this means that they must know the job descriptions of social workers, accounting and human

resource officials and any other officials from respective business units. The analysis of job descriptions will enable the human resource development business unit of the department to provide relevant training and development programmes. In view of the aforementioned it becomes important to describe job description or job analysis.

A job analysis is systematic study of a job to identify its major components. The job analysis process generally involves observing the job being performed; asking job incumbents and supervisors questions about the job, tasks, working conditions. Sometimes the task portion of the job analysis is referred to as the job description (DeSimone, Werner and Harries, 2002:140). Person analysis is directed at determining the training needs of the individual employee. The focus is typically on how well each employee is performing key job tasks, but this process may identify a wide range of both common and unique HRD needs. Someone who can observe the employee's performance on a regular basis is in the best position to conduct a person analysis.

The job content needs to be analysed before the training needs determination can commence. Job analysis can be regarded as an essential information base for a large variety of organizational and management functions. It is a process that identifies employee activities, requirements, technical skills and environmental factors. It therefore, deals with the identification of various tasks, knowledge, skills, abilities and responsibilities that a successful incumbent must have (Erasmus and Van Dyk, 1996: 95).

Traditionally, person analysis has involved an employee and that employee's immediate supervisor. Depending on the nature of an individual's work, that employee's peers, customers, and subordinates may also be in a position to provide information that can be used to identify person-level needs. In fact, an increasingly common performance evaluation approach, called 360-degree performance appraisal, uses as many of these sources as possible to get a complete picture of an employee's performance (DeSimone, Werner and Harries, 2002:146).

The immediate supervisors of employees within a specific department have a responsibility to work together with their supervisees in order to identify and analyse training needs for them, and create an environment where employees are given access to HRD programmes. The involvement of employees in prioritising the needs of the employees for effective service delivery is important.

The prioritizing of HRD needs works best when individuals throughout the organization are involved. Because HRD programmes are intended to serve as specific area or areas of the organization, representatives from those areas should have input in this decision. Some HRD departments regularly solicit ideas from employees, and this information can be used to refine and improve ongoing programmes, as well as to gauge the demand for future programmes.

With this input, there is a great likelihood that more employees will perceive the HRD programmes as being relevant to the organization and to themselves (DeSimone, Werner and Harries, 2002:154). The involvement of employees in critical HRD decisions could create a likelihood for employees and management to support human resource development programmes. The needs assessment also forms part of the well-developed workplace skills plan. The skills audit is another form of determining training needs, it requires expertise from human resource development practitioners and active involvement from all employees of the department.

The government departments, in terms of the skill development legislations are required to conduct a comprehensive skills audit in order to respond to the individual and organizational needs accurately. The skills audit is an investigation which is undertaken to determine the actual skills of the current workforce in order to define the skills gaps and real skills requirements of the enterprise.

A skills audit requires time, money and expertise. Unfortunately, many enterprises undertake training without making this essential preliminary investment. Often there is no systematic plan to predict future development needs or to determine whether perceived skills development requirements can be addressed by training (Erasmus, Loedolff, Mda and Nel, 2007:149). The development of the individual personal plan cannot be regarded as credible without a comprehensive skills audit exercise. Furthermore, it cannot be authentic if it is not based on the performance management outcomes.

In January 2007, the Cabinet Lekgotla took a decision that all public service departments should apply a uniform skills audit process (DPSA Circular, Ref. 14/2/2/2). This decision emphasized the importance of having a single uniform and coordinated approach to a skills audit system which will be utilised within the entire public service.

The creation of a single skills database and human resource audit system within the entire public service results in a common understanding and interpretation of critical skills priorities and gaps that we need to focus our attention (DPSA Circular, Ref. 14/2/2/2). The department should conduct a skills audit which is consistent and applicable in the department to address the skills development deficiencies existing within the department.

In nearly every instance skills audits are outsourced, making departments reliant on service provider dependency models for implementation, which are invariably unsustainable without the service provider (DPSA, 2008). These skills audits are characterised by: diverse and inconsistent criteria and parameters; static and rarely have real-time relevance; configured in terms of pre-designed commercial off the shelf (COTS) database design and functionality. Focused on the perceived value and sophistication of the systems with little or no attention to the identification, collection and management of information integrity over time. Based on insular and silo assumptions of posts, job profiles, qualifications, experience and competencies with almost no thought to the macro perspective of the State or inter provincial, inter departmental and inter spherical movement of human resource (Erasmus and Van Zyl, 2009:6).

The department would be unable to develop the convincing workplace skills plan without analysing employees' job descriptions therefore, it becomes important for the department to analyse job descriptions for employees and determine skills required for those employees in that particular occupational grouping. The human resource connect is another comprehensive tool used by government departments to improve among others, the human resource development programmes through skills audit.

4.13 Human Resource (HR) Connect

The Human Resource (HR) Connect is a model for implementing a sustainable and consistent skills audit process replicable across national and provincial departments irrespective of size, location or function(s). HR Connect applies a systems approach to dealing with the process of defining and collecting skills information by utilising a common reference framework for profiling occupations within a skills audit approach that maps out employer/organizational skills requirements (competencies and outputs) and identifies employee skills sets for improved management of the supply/demand equilibrium in real time. HR Connect helps to establish the Skills Capacity of a department by looking at: what skills does the department need? (Organizational Skills Profile), requires an accurate and approved organization structure;

unique (line function) and generic (Public Service) jobs need to be correctly identified within the department; comprehensive occupation profiles need to be compiled for these jobs; what skills does it have? (Employee Skills Profiles); each employee completes a skills audit survey form to elicit their individual skills profile; what skills does it need to still acquire/develop? (Employee Skills Gaps aggregated into an Organizational Skills Gap); each employee's skills profile is benchmarked against their post profile to identify gaps (Erasmus and Van Zyl, 2009:28).

4.14 Annual training plan and skills programmes

According to Reid, Barrington and Kenny (1992:263), the training plan of an organization should be a detailed statement of the training that will be implemented over a specific period. The plan results from a reconciliation or priority training needs in the strategic analysis process, the training and development policy, and the resources available (budgets). In terms of Erasmus, Loedolff, Mda and Nel (2007:38), the workplace skills plan as required by the Skills Development Act can also be interpreted as an annual training plan. (Reid, Barrington and Kenny 1992:14-15) see the annual training plan as an integral part of the strategic training process.

This annual plan is, in fact, the department's short-term operational plan that is based on strategic plans of the department and human resource management goals. The annual training plan and the workplace skills plan could mean the same thing, it is just a question of terminology and the language used in each organization. The annual training plan or operational strategic plan of an organization should be a detailed statement of training that will be implemented over a specific period.

The plan results from a reconciliation of priority training needs in the strategic analysis process, the training and development policy, and the resources available (budgets). The workplace skills plan as required by the Skills Development Act can also be interpreted as an annual training plan. The annual training plan is an integral part of the strategic training process. This plan is, in fact, the organization's short-term operational plan that is based on strategic organization and human resource management goals (Erasmus, Loedolff, Mda and Nel, 2009:37).

The Skills Development Act Regulations (No. R571.2001) stipulates that a workplace skills plan needs to be drawn up and that every workplace with more than 50 workers has to elect a skills development committee (Erasmus, Loedolff, Mda and Nel, 2009:81). In essence, the workplace skills plan is a plan approved by that particular respective department which outlines the training and development requirements for that financial year. The workplace skills plan is closely linked to the training and development needs assessment process, since the results of the training needs assessment of the department, and of individual learners can now be used as inputs for the compilation of the workplace skills plan (Erasmus, Loedolff, Mda and Nel 2007:149).

The heads of government departments are mandated by the skills development legislation and other relevant prescripts to develop and approve workplace skills plans for development of their employees and make them productive at the workplace. The department is expected to comply with the contents of the skills development legislations when developing its own training plans. The compilation of a workplace skills plan is linked to the Skills Development Act of 1998 and the regulations which are promulgated from time to time. The workplace skills plan is part and parcel of the Strategic Human Resource Development Plan and its aim is to develop the capacity of employees in an organization with the aim to achieve business goals. The department when developing the workplace skills plan, should take into consideration, the national human resource strategy, the Health and Social Development Sector of Education and Training Authority (HSDSETA) sector skills plan.

The individual development plans serve as the springboard for the development of workplace skills plans, without them, it may not be possible to develop a convincing workplace skills plan. In the government sector, the individual development plans are personal development plans (PDP) which must be implemented to improve performance at the work place. The human resource development on the basis of the personal development plans which are resulting from the performance assessments, develops the workplace skills plan which seeks to responds to the determined training needs. According to the Guide on the practice of career management in the public service, in order to achieve proper human resource development planning, Personal Development Plans (PDP) for employees should be drawn up and contracted with the individual employee. Personal Development Plan means the important competencies and other developmental needs of the employee must be addressed through training and development including time lines and accountabilities (Premier's Office, 2012:6).

The Personal Development Plan is an annual written schedule or action plan that addresses employee development goals and organizational objectives. It provides the opportunity to jointly identify training needs, knowledge, skills, attributes and experience which must be gained in order to support individual development and to enhance employee competence to improve job performance and career progression. The personal development plan outlines the specific gaps that the training must address, the type of training required to meet the skills gaps, the direction, time frames and costs of the training; and interventions relating to the technical or occupational "hard skills" of the job, through e.g. appropriate training interventions, on the job training, expanded job exposure and job rotation (Premier's Office, 2012:7).

The establishment of a PDP for each employee is a joint responsibility of line managers and employees; employees are responsible for their own personal career growth and the employer will support and provide guidance. PDPs should be linked to employee's current job competencies, career goals, performance management outcomes and operational requirements of the department (Premier's Office, 2012:7).

The department has a responsibility of ensuring that the personal development plans are developed and implemented in line with the strategic plans which are the road maps for the department to achieve its objectives. The development of personal development plan must be a joint effort between the supervisor and supervisee and the objectives of the annual training plan can be achieved through provisioning of relevant skills programmes. A well-developed annual training plan must consists of skills programmes gaps and deficiencies to be addressed.

A skills programme is a short course that is based on a full qualification. Skills programmes are particularly beneficial to employed persons who wish to enhance their current set of skills. Furthermore, a skills programme can be of great benefit to unemployed people who wish to obtain a full qualification on a gradual basis. Skills programmes are unit standard-based programmes that are occupationally based, and when completed, constitute a credit towards a qualification registered in terms of the NQF. A skills programme is any organization-specific programme aligned to unit standards with a focus on meeting the immediate needs of the organization in question. (HWSETA**,** Other Opportunities for Learners, p1**).** It is important for the department to provide skills programmes which are based on unit standards which constitutes a credit when completed.

The skills programmes which are not aligned to unit standards cannot be called as authentic skills programme and may not make any contribution towards the attainment of a qualification. The skills programme also refers to training and development programmes which are offered to employees for career mobility within and outside the department. The department must ensure that the provided skills programmes are in line with the requirement of the skills development legislations which require that skills programme must be aligned to the unit standards as prescribed in the National Qualifications Framework (NQF). The department must create space or conducive environment for the implementation of the skills programme required personal and organizational development.

4.15 Creating a learning environment

The establishment of a suitable learning climate is one of the main factors contributing to successful training. Aspects to be taken into account include the target group that is undergoing training, the facilities to be used and the ability of the trainer to apply the principles of instruction. The first important aspect in creating a learning environment is to notify the students about training event. According to Nadler (1985:219), two issues are of importance, i.e. creating awareness and notification of training. The main objective of training is to improve the performance of employees in workplace. It is therefore, important for the immediate supervisor/manager of employees to decide who must undergo training. It should, however, be established whether the training need still exists before an employee is nominated for training. At this point the supervisor/manager should convey to the employee the importance of training and contribution it can make to improve performance.

In addition to the fact that the supervisor/manager must inform employees about the training, the training manager/trainer must also notify the employees concerned. This offers the employee the opportunity of adapting his/her work programme and mentally prepares for the training. Particulars to be included in the notice include the telephone numbers of trainers, the name of the course, the venues of presentation, the presentation period and arrangements for accommodation. Prior reading can also be included. At this point, the employees must be motivated to indicating whether he/she will attend the course. The process should be personalised as far as this is possible (Erasmus and Van Dyk, 1996:127). The department must follow the same procedure as stipulated above when coordinating training and development programmes to be attended by employees of the department.

4.16 Reconceptualization and Repositioning of Human Resource Development

The Human Resource Development Strategic Framework for the Public Service, vision 2015 clearly articulates the point that human resource development must be reconceptualised and repositioned to yield better results. The skills development legislations need to be conceptualised within the context of the department. The reconceptualization and repositioning of human resource development are the famous terms used in government.

The repositioning and reconceptualization could yield better results when correctly implemented. The Human Resource Development officials continue lamenting that human resource development or training and development is not considered as a priority or strategic partner in government departments.

The lamenting syndrome may not be off assistance if the human resource development officials in government departments lack in implementing all the human resource development strategies which will make them acknowledged and recognised within the organization. It is incumbent upon them to strongly market training and development activities and present convincing reasons for themselves to exist within the department.

The presence of the Human Resource Development officials cannot be felt if their reason to exist is to coordinate training and development programmes only to be presented during that particular financial year. It is true that coordination exercise does not need a qualified person to do this job, any person with matriculation as a highest standard can perform this function. The objective and outcome of reconceptualization needs to result in a considerable improvement in the image and credibility of Human Resource Development (HRD).

Gilley and Maycunich (1998:3) have argued that Human Resource Development (HRD) needs to be viewed not only from a reactive provision of training perspective, but also needs to be perceptually repositioned within the organization. This repositioning needs to result in Human Resource Development being considered a strategic partner entrusted with the joint responsibility of improving organizational performance and effectiveness. For the department to adapt to the objectives of the skills development legislations and human resource development strategies it must reposition itself for improved service delivery.

The human resource development practitioners of the department must perform functions required at their levels, that is trainers must develop human resource development strategies and provide training, officials at administrative level must provide administrative support to trainers. Trainers must not at all cost be diverted from their area of speciality or required to perform administrative functions. The mentorship and coaching form part of training and development programmes. They assist employees to improve services rendered to the customers of the department.

The reconceptualization and repositioning of human resource development is an important concept which has to be applied by all government department to respond to the new ideologies and strategies developed by government to meet the demands or needs of the community. The traditional methods and techniques applied by the human resource development to the contemporary issuers may not yield the desired results by the employer to have a competent workforce at the workplace.

Therefore, it is imperative for departments to adapt to the changing world. The reconceptualization and repositioning of the human resource development requires human resource development practitioners who continuously update the knowledge with the new development taking place in the field of human resource development.

The national and international strategies are developed and implemented in private and public sectors, without the knowledge of these new strategies the human resource development may be stagnant and confine itself to the old human resource development strategies which were applicable in the old dispensation for an example the application of the Manpower Training Act is no longer applicable in the new dispensation, instead, the skills development legislations are relevant for service delivery improvement.

4.17 Mentorship and coaching

The South African government departments are developing and implementing mentorship programmes as part of a broader plan to improve capacity in the public sector. Cabinet has determined that a well-structured public service mentorship programme that will result in regular upgrading of the skills of workers and management must be introduced. This intention is clearly based on the recognition that there are capacity and skills gaps that are hindering the ability of the public sector to deliver on government's mandate.

The lack of capacity manifests itself in two main dimensions: specific shortages of skills in particular occupational groups, and more general public administration skills and capacity gaps within departments in the provincial and particularly the local government spheres (Public Service Mentorship Programme, 2006:5).

Mentorship as a vehicle for capacity building and skills acquisition is desirable in the public service for a number of reasons. First, mentorship is fundamentally about the skills transfer process in the workplace; second, mentorship can be put in place more quickly than it would take to design and implement formal types of training, which would take several years to produce appropriately skilled graduates; third, mentorship accords with a developmental approach to training in government focused on learning on-the-job; fourth, the mentorship model can be rooted in a non-authoritarian participative mode of learning (Public Service Mentorship Programme, 2006:6).

Mentoring will become one of the long-term interventions aimed at ensuring accelerated service delivery in the public service. The national and provincial departments are required to develop their own mentorship policies, programmes, structures, mechanisms, administrative bases and quality assurance measures. Mentorship is an evolving and dynamic process. It has become part of the everyday life of the organization and this requires time and above all, a growing commitment to the rewards of learning, innovation and developing new cadres of public servants. Growing the intellectual capital that exists within the South African public service through mentorships means that government must devote considerable energy to the development and training of the mentors who form the foundations of such an intervention in every department (Public Service Mentorship Programme, 2006:6).

Mentorship underpins skills development for service delivery and transformation in the public sector. Specifically, the purpose of a mentorship is to equip the protégé with the necessary abilities to cope with new demands, whilst creating an environment where they are free to practice and demonstrate their newly learnt abilities. In the South African public service, the following people could benefit as protégés in the mentorship programme: public servants who are promoted in managerial positions; public servants who apply for and are accepted on a mentorship programme; students and graduates who are appointed as interns in the public service; learners who are registered for a learner ship offered in the public service. While the general purpose of mentorship remains the same in all these cases, the training and selection of mentors must take into account the specific nature of support required by the three different types of protégé. This is because the background, circumstances and needs of the different types of protégé vary (Public Service Mentorship Programme, 2006:6-7).

The mentorship programme is established within the framework of the National Human Resource Development Strategy and the Human Resource Strategy for the Public Service. It complements other initiatives like the new learnership and internship programmes, and those related to skills development in the Public Service. Implementation of the mentorship programme is supported by guidelines for effective coordination at national, provincial and departmental levels. This mentorship programmes are informed by the Skills Development Act, 1998; Public Service Act, 1994; Public Service Regulations, 2001; National Human Resource Development Strategy; Human Resource Development Strategy for the Public Service; Sector Skills Plans, Workplace Skills plans of the department and the Departmental Human Resources and Employment Equity Plans (Public Service Mentorship Programme, 2006:8).

Mentorship and coaching provides for competency transfer so that selected individuals can acquire the required competencies, work and life experiences under the formal guidance of selected and competent role models who act as mentors (Guide on the practice of career management in the public service, p37)**.** Mentoring plays an important role in career advancement. The relationship between the mentor and mentee impacts on the employee's career success, often leading to improved performance and provides opportunities for each to fulfil personal objectives. For the mentor it provides an opportunity to express inner motivations to assist other people to develop. For the mentee**,** it is the opportunity to get support, guidance and trusted feedback while attaining professional competence.

Coaching refers more specifically to critical aspects of management and leadership responsibilities. Effective leaders are increasingly being described as coaches rather than bosses. They are expected to provide guidance, advice and encouragement to help employees improve their job performance. In brief, the skills of a good coach cover the ability to analyse ways to improve an employee's performance and capabilities, the ability to create a supportive climate and the ability to influence employees to change their behaviour.

The ultimate test of coaching effectiveness is whether an employee's performance improves. The department, in terms of the Department of Public Service and Administration guidelines should develop or rather strengthen the implementation of mentorship and coaching policy. Mentorship and coaching contributes immensely to effective service delivery. The mentorship and coaching cannot alone achieve the desired results of the department, it must be supported by other training and development strategies such bursaries and learnership programmes.

4.18 Bursaries and Learnerships

A bursary is a monetary award made by an institution to individuals or groups of people who cannot afford to pay full fees. A bursary is usually for helping out the impoverished but deserving and those fallen on hard times. Bursaries / Financial Assistance means financial assistance which the department disburses in the following manner: (a) payment of fees for tuition, registration, examination and the cost of prescribed study material *(at the discretion of the department)* for serving employees whilst studying for full time or part-time qualifications offered by accredited academic institutions. The choice of study course should be relevant to the functions performed by the individual and should be in the best interest of the department granting the bursary / financial assistance; and (b) payment of fees for tuition, registration, examination, cost of prescribed study material, accommodation expenses and meals *(limited to an amount determined by the department)* of prospective employees whilst they are studying full-time. Such studies should be towards completion of a diploma or degree which is relevant to the functions performed by the department granting the bursary / financial assistance (Policy on Bursary, 2012:5). The department should set aside sufficient budget for bursaries for the development of its employees. The granting of bursaries should be in line with the requirements of the department. The records management for serving and non-serving employees must be kept for future decision making. The employees who receive bursaries must assist the department to achieve its objective by ploughing the skills and knowledge gained from their respective tertiary institution.

The Human Resource Development aims to improve the competency levels of public servants through capacity development activities including internships, learnerships, compulsory courses and skills programmes designed to ensure a constant pool of productive and contributing employees through appropriate policies, prescripts, advice and support (Department of Public Service and Administration Strategic Plan 2011/12). The learnership is another strategy of training and developing employees of the department for effective service delivery, they are an important aspect for discussion in this section. Chapter 4, Section 16 of the Skills Development Act No. 97 of 1998 directs that a SETA may establish a learner-ship if the learner-ship consists of a structured learning component and it must include practical work experience of a specified nature and duration; and should lead to a qualification registered by the South African Qualifications Authority and related to an occupation.

The learnerships are critical towards assisting employees to acquire work-based qualification and get qualified while at work, it serves as a strategy to introduce employees to the learning environment and motivate them to engage in further studies while at work. Therefore, on the basis of this, the department must strengthen this programme and introduce more learner-ships. Learnerships must have an agreement that is signed by the employer, training provider and the learner. This agreement must be registered with a Sector Education and Training Authority (SETA). The learnership agreement must require the employer to give the learner –a job for a specific time period; practical work experience; and time to go to classes.

The learnership agreement must require the learner to work for the employer and attend classes. The learnership agreement must require the training provider to provide education and training, and support to the learners. Learnership agreements need to be registered with a SETA. Learnership agreements may not be ended before their end date unless learners complete all the work before the time; are dismissed because of bad behaviour; are not able to be good workers; or the SETA that the learnership is registered with approves it (Section 17, of the Skills Development Act). A learnership is a structured learning programme that consists of a theoretical and a practical component and that leads to a qualification that is registered on the National Qualifications Framework (NQF). A learnership provides a learner with an excellent opportunity to gain experience in the labour market while studying towards a qualification.

The Learnerships are regulated by a formal contract (learnership agreement) between an employer, a learner and a training provider. The learnership is another form for capacity development for serving employees within the department and the intention is to assist employees to obtain qualifications required by the employer to improve service delivery therefore, it is imperative for the department to set aside budget for learnership programmes and implement learnership as required in terms of skills development legislations.

4.19. Policies of the department

The legislative mandates for training and development have been extensively discussed above, therefore, it becomes imperative to discuss them in the context of the department. The legislative mandates require government departments to develop human resource development policies which direct on how training and development should be implemented within the department. To strengthen the implementation of human resource development strategy, the Human Resource Development of the department in consultation with relevant stakeholders developed Human Resource Development, career management, experiential training and bursary policies which are discussed hereunder.

4.19.1 Training and development policy for the department

Any policy, whether it is a government policy, a company or corporate policy, or a training and development policy is based on certain assumptions and principles which manifest themselves during the performance of work by employees in government departments. The success of training and development efforts in government is to some extent theoretically based on training and development policies of the government department. It is essential that every organization should base its training and development philosophy on employees' job descriptions as well as personal development plans for employees or work plans. It is on this basis that the Department of Social Development developed training and development policy which is at a draft stage.

The draft training and development policy states that "the present skills demand and supply environment necessitates that the Human Resource Development interventions should focus on the strategic scarce and critical skills and occupations skills programmes. Increasingly, there is a need for a visible and measurable return on investment through an integrated human resource practices that recognize departmental needs. In this respect, the Department of Social Development engages in every necessary measure to continually ascertain the demand for

skills, both in terms of people with appropriate qualifications and in terms of the ongoing need to refine and update skills, and enable employees to develop new skills. The purpose of the Training and Development Policy of the Department of Social Development in KwaZulu-Natal is to guide the provisioning of training and development initiatives within the context of an integrated capacity development of employees to ensure effective and efficient service delivery.

The objectives of this policy to mention but a few are, to ensure that the legislative compliance is upheld and maintained during the implementation of the training and development policy. The Human Resource Development Unit of the department must ensure that training and development policy which is currently at a draft stage as mentioned earlier on is in alignment with the National Strategies such as the Human Resource Development Strategic Framework for the Public Service: Vision 2015, Provincial Growth and development strategy, National Development Plan, vision 2030 and Service Delivery Improvement Plan (SDIP) of the department which seeks to enhance service delivery and it must make a meaningful contribution to the realisation of radical economic transformation.

It should not be forgotten that the objective of the human resource development is to develop to the optimum the entire employees of the department by means of continual professional development and through the provisioning of relevant skills and knowledge. The employees of the department when adequately capacitated and given equal access to training and development programmes would become competent and proficient and be able to compete in the labour market. Therefore, the availability of training and development policy will improve effective rendering of training and development within the department.

4.19.2 Career management policy

The policy on career management approved on the 26 January 2011 is applicable to all employees and prospective employees of the Department of Social Development. The policy provides guidelines for the Department to set up programmes aimed at managing the careers of its employees. The objectives of the policy on career management are to: assist employees to assess their own potential (strengths, weaknesses, personality and interests) and departmental career needs; align employee needs and abilities with respective departmental strategic objectives; develop and publicise career opportunities within the department so as to bring about awareness amongst employees on career management; ensure that comprehensive

competency profiles are reflected in job descriptions; establish and support a culture of lifelong learning and development of human resources within the department; ensure an integrated approach to career management and other human resource policies and practices; and improve employee performance to enhance organizational efficiency and effectiveness thereby improving service delivery. The department must strive to achieve the objectives of this policy which in the researcher's view point will motivate employees to become productive in the workplace, motivated employees in return will enable the department to achieve its vision being that of a "caring and self-reliant society".

4.19.3. Experiential training policy

Experiential training is one of the avenues through which the workplace can be used as an educational resource, where students are given an opportunity to gain practical experience in the workplace. It is anticipated that learners become more productive in their jobs at an accelerated pace if they are able to learn through application of their knowledge in the context of the workplace. Therefore, the department represents an environment for providing opportunities for learners to gain practical experience and become more productive as future employees in the economy.

This policy on experiential training approved on the 10th day of November 2009 intends to standardise procedures to be followed when accepting students for experiential training. The policy gives students practical exposure with a view of enhancing their employability without creating any expectations of employment within the department; increase knowledge, enhance skills and provide attitude required by students from tertiary institutions so that they are empowered to serve any department, other institutions as well as their communities; expose students to practical work experience, discipline and realities of the Public Service; provide measures on experiential training programme while emphasizing the need for a training environment that is conducive to life-long learning.

"Experiential Training" is a type of training that is targeted for students with compulsory in-service training obligations by their institutions. These include students from Universities and Technical Vocational Education and Training (TVET) institutions, or any other tertiary/post-matric establishments that require on-the-job training as one of the prerequisites for completing their studies. The department is having a responsibility to do justice in assisting students to acquire knowledge and exposure through practical work which enhance their skills and experience.

The immediate supervisors must be assigned to students and the students must be assessed in terms of the employee performance management and development system of the department whose objective is to optimise performance of employees at the workplace. Comprehensive reports for students for submission to tertiary institutions must be well prepared.

4.19.4 Bursary policy

The Bursary policy of the department approved on the 26 of January 2011 sets out the parameters in terms of which the department may financially assist serving employees, prospective employees to acquire necessary qualifications. This in return is expected to enable them to perform specific occupational, general administrative, strategic and technical tasks aimed at establishing a more dynamic public service.

The bursary policy of the department should support the Human Resource Plans of the department. Prior consideration must be given to applicants who wish to study in fields where difficulty is experienced in the recruitment of suitably qualified staff. Persons who wish to study must give careful consideration to the field of study in terms of their capabilities and aptitudes when deciding on a course of study. Employees not qualifying for financial assistance must however, be encouraged to pursue and be given advice on alternative studies – which will help to equip themselves better in their present employment and future careers. An application for a bursary / financial assistance must be judged on its own merits.

The department must seriously look at advancing the knowledge of employees with masters' qualifications and migrate them to the degrees of philosophies. The department appears to be struggling in terms of drawing or identifying scarce skills which can be funded by the financial resources of the department. The social work, human resource management, financial management, information technology and supply chain management can no longer be considered as scarce or critical skills because people with these skills are available in the country and are unemployed. Therefore, this may suggest that the department must consider utilising the budget for bursaries to create employment opportunities to the unemployed people.

The objectives of the bursary policy are to grant financial assistance to serving and prospective employees who undertake studies in specifically identified areas where there is a critical shortage of personnel with suitable qualifications within the department, and where these posts cannot be readily filled through the recruitment of suitably qualified people; and to provide a

room for development of employees in order to improve Department's effectiveness and service delivery. The aforementioned policies are applicable to all employees of the Department of Social Development in KwaZulu-Natal in terms of the Public Service Act and those that are not employed but benefit in the form of training and skills development including prospective employees**.**

4.20 Employee Performance Management and Development System (EPMDS)

The Department of Social Development, in order to optimise the employees' performances, implement employee performance management and development system which has been designed as a system to assist employees' performances on salary level 1 to 12. This system became effective on the 1st of April 2007. One of the key requirements for the successful implementation of the system is training. Managers, supervisors and employees must be trained on communication, problem solving and conflict management.

The establishment of employee performance management is mandated by the Constitution of the Republic of South Africa No 105 of 1996; the Public Service Act of 1994 and the Public Service Regulations, 2001. The generic assessment factors for employees at salary level 1 to 12 are, job knowledge, technical skills, acceptance of responsibility, quality of work, reliability, initiative, communication, interpersonal relations, flexibility, team work, planning and execution, leadership, delegation and empowerment, management of financial resources and management of human resources. The generic assessment factors serve as a guide to human resource development unit of the department to provide training and development programmes which are in line with the generic assessment factors. The personal development plan cannot be treated in isolation without considering the aforementioned generic assessment factors as well an outcome of the assessment session between the supervisee and the supervisor. The purpose of the personal development plan is to identify any performance output shortfall in the work of an employee and the shortfall in the generic assessment factors and then devise a strategy on how to reduce or address the performance gap. The personal development plans direct the supervisor to present areas identified for development, objective of development, type of intervention required and the period of time for that particular identified training and development programmes to be addressed or presented. The employee performance management and development system forms part for the establishment of training needs and assist the human resource development unit of the department to develop the work plan or training plan for the department.

4.21 Job descriptions for employees in Human Resource Development unit of the Department.

The job descriptions for Human Resource Management and for Education, Training and Development Practitioners were looked at with the intention to determine their responsibilities in the field of human resource development. It was discovered that Education, Training and Development Practitioners are more on performing administration functions than that of providing training and development courses to the employees of the department.

The Education, Training and Development Practitioners practises project (1997:104) lists the following roles played by Education, Training and Development Practitioners: policy developer, materials developer, marketer (publicity and recruitment), manager of learning systems, learner support, teacher or facilitator, financial manager, administrator, programme designer, community or organization liaison, needs analyst, strategic manager, teacher support, evaluator, assessor and negotiator as the roles to be performed by education, training and development practitioners. The role of the education, training and development practitioner within the department is of the utmost importance. The roles for trainers have been extensively discussed in chapter 2 above. The training practitioner must be well vexed with the strategies of the department and be able to link all training programmes to the overall objectives of the department.

4.22 Human Resource Development Strategic Implementation Plan 2009-2015

The Department of Social Development through its Human Resource Development unit is committed to drive an integrated Human Resource Development Strategic Implementation Plan which seeks to enhance the design, management and integration of workplace learning that will ultimately achieve the strategic objectives. The capacity development interventions in the workplace is critical to promote quality and relevance of training programmes delivered for the effective performance of employees and the capacity of department to deliver services.

The capacity to deliver rests on the ability of employees to undertake their assigned responsibilities with the necessary level of skill, knowledge, experience and commitment to serve and perform to the best of their ability. A Human Resource Development Strategy is seen as central to developing this capacity, and is embraced as fundamental to the agenda of enhancing service delivery.

The Human Resource Development Strategy seeks to develop capacity for every employee of this department to be responsible for their own development so that their performance is enhanced on ongoing basis. The intent is to promote continuous learning and to realise return on investment, thus training will add value through the improvement of performance and enhanced service delivery (Human Resource Development Strategic Plan 2009-2015:3).

The Human Resource Development Unit of the department had a clear comprehension that the capacity to render quality service delivery is dependent on the ability of the skilled and committed employees, however this suggested or indicated commitment from the Human Resource Development to provide relevant training and development programmes to all employees of the department without favour.

In promoting people's development, accessibility of training and development initiatives will be made available to ensure that all staff have the opportunity to participate in training, and these opportunities are administered in a fair and equitable manner. The essence of accessibility is to ensure access regardless of rank, geographic location, race, gender, disability or any other form of irrelevant and unconstitutional discriminatory criteria which may disadvantage employee. Promoting access seeks to ensure that the necessary facilities and resources are in place and are equitably utilised. Access, therefore, relates to factors such as the following: the availability and convenience of facilities, the willingness of managers to release staff for training; the availability of individuals who can serve as trainers, mentors and coaches; the implementation of measures to reach rural locations, and the efforts that are made to serve all occupational categories (Human Resource Development Strategic Plan 2009-2015:8).

The Human Resource Development Unit is commended for developing such a strategy which seemed to be in coherence with the National Human Resource Development Strategy, 2015 vision. The adherence of the department in this strategy in providing equal access to training and development opportunities would enable the department to have competent and productive employees would assist the department to attain its vision being that of "A caring and self-reliant Society". It is unfortunate that the aforementioned strategy still remains a draft. It would be appreciated if the human resource development unit of the department resuscitate and expedite the approval of this strategy.

4.23 Human Resource Development Training Plans

The human resource development plans of the department cover topics on training budget, employment summary, scarce skills, strategic training priorities, planned beneficiaries of training per occupational category, by gender, population, group, disability status and age groups, planned training, planned training for unemployed and planned adult education and training. For this reason, the annual training reports were expected to report on the wide spectrum of what was planned. The human resource development unit of the department, on the basis of personal development plans for employees which emanate from the performance assessments of employees of the department developed workplace skills plan which intended to respond to the determined training needs.

During 2011/2012 financial year the Human Resource Development of the Department planned to provide financial management for non-financial managers to one hundred and twenty (120) employees of the department and sixty (60) management employees were identified to attend KHAEDU programme. The target number of employees to be trained on Promotion of Access to Information Act (PAIA) was thirty (30) and leadership had the same target number of thirty (30) as well. The report writing skills targeted one hundred and fifty (150) employees, Public Service Induction had a target of one hundred and twenty five (125), HIV/AIDS had a target of one hundred (100), discipline and grievance had a target of one hundred and twenty five (125), Management and development programme had a target of one hundred (100), customer care had a target of eighty (80), supervisory vourse had a target of ninety (90) and record management had a target of one hundred (100), etcetera, employees to be capacitated on training and development programmes. The rest of the planned training and development programmes such as advanced computers, communcation skills, asset management, monitoring and evaluation and employee performance management and development system were below eighty (80) in terms of targets fpor trainining and development.

During 2012/2013 financial year the Human Resource Development of the Department planned to provide training and development programmes to employees of the department. The change management had target of (50) employees, advanced computers with a target of one hundred and ninety four (194), project management with a target of sixty (60) employees to be trained, report writing skills with a target of two hundred and ten (210), communication skill had a target of fifty (50), HIV/AIDS had a target of eighty (80), junior management and development programmes had target of one hundred and eighty (180), supervisory training programme

targeted two hundred and fourty eight (248), leadership for middle managers had a target of one hundred and eighty (180), employee performance management and development had a target of one hundred and fifty (150), public service induction had a target of three hundred (300), supervisory course had a target of seventy (70), proffessional compliance and quality assurance had a target of three hundred (300), social work report writing had a target of two hundred (200) and the rest of the planned programmes such as presentation skills, child care and protection services, social crime prevention, victim empowerment, change management, customer care and basic computer skills etecetera had targets which were ranging between twenty (20) and one hundred fifty (150).

During 2013/2014 financial year, the human resource development of the department planned to provide various training and development programmes to employees of the department. The department planned to provide strategic capacity and leadership, programme and project management, people management and empowerment, financial management,, change management, presiding and investigating labour issues, supply chain management, diversity management, records management, human resource management, family preservationprogramme, operations management, sign language, employee performance management and development system, crisis management, effective management skills for junior managers, strategic management and balanced score card, strategic planning and change management, project planning and development, archiving, appraisal and document management, windows 7 configuration, certified linux professional and engineer, strategic planning and fund raising, accellerated development programme, situational leadership, policy development, social welfare services and development programmes, community development and corporate support programmes. It was observed that all the planned training and development programmes during this financial year had targets which were ranging between one (1) and ninety five (95).

The demand for report writing skills was high in almost all financial years in particular for social workers. The demand from social workers to attend this type of training and development programme was justified because the large portion of their work requires them to prepare reports either to be presented in courts or to their immediate supervisors after field work has been conducted.

The HIV/AIDS is an endemic diseases meaning that the majority of employees need to be trained on how to be proactive in preventing the scourge of this dieseses. Furthermore employees of the department such as Social Workers are required to mobilise communities and capaciate them on how to prevent HIV/AIDS endemic. The management of Non Profit Organizations (NPOs) which render services on behalf of the department was and still remains a challenge. The transfer payments to Non-Profit Organizations are a major concern. The department is shifting from welfare to a developmental state; this is achieved mainly through the establishment of non-profit organizations. These organizations are expected to be empowered with financial management and report writing skills.

The community Development Practitioners interact largely with the community therefore it would be expected of them to be capacitated with relevant skills such as financial management and communication etcetera. During 2016-2017 financial year, the human resource development unit of the department planned to provide training and development programmes such as monitoring and evaluation which targeted one hundred and fouryt six (146) employees, chairing of meetings had a target of three hundred and fifty three (353), facilitation skills with a target of six hundred and sixty seven (667), financial management with a target of four hundred and thirteen (413), supervisory skills course targeted five hundred and fourty nine (549), conflict management had a target of six hundred and eighty five (685), trauma councilling and play therapy had a target of five hundred and ninety six (596), financial management for non financial managers had a target of three hundred and sixty one (361), institutional capacity building with a target of two hundred and fourty eight (248), effective management principles for junior managers with a target of two hundred and twenty eight (228), phsycosocial support assessment with three hundred and sixty six (366) as the target, communication skills with three hundred and fifty nine (359) as the target, domestic violance course targeted eight hundred and ninety seven (897), HIV/AIDS in the workplace with a target of four hundred and thirty eight (438), marriage enrichment and marital councelling had a target of six hundred and fifty four (654), report writing for social workers with a target of one thousand and sixty two (1062), victim empowerment programme with a target of three hundred and seventy nine (379), crisis management with a target of two hundred and sixty seven (267), debriefing course with a target of four hundred and eighty five (485), drug and substance abuse with a target of four hundred and eighty (480), home base supervision had a target of two hundred and fourty five (245) and blue print and norms with a target of three hundred and ninety six (396) etcetera.

It was observed that during this financial year, the human resource development of the department planned to capacitate huge numbers of employees on various training programmes. It should be noted that some of the training programmes planned for this financial year such as education, training and development programmes, project management, mentoring and coaching, problem solving and decision making, leadership course for middle managersrisk management, labour relations and retirement planning etcetera were below twenty (20) as the target for employees to be capaciated on training and development programmes.

While it is accepted that Senior Management Service requires capacity building through training and development programmes such as women in management, strategic planning and management, executive development programme on project management, emotional intelligence, executive development programme on finance management and budgeting, contract management, promoting anti-corruption, however it is important to accentuate the fact the aforementioned training and development programmes for Senior Managers must be in line with Annexure "G", Chapter 4, of the SMS Handbook, 2003 which prescribes the required training and development programmes for Senior Management Service such as Strategic Capability and Leadership, Programme and Project Management, Financial Management, Change Management, Knowledge Management, Service Delivery Innovation, Problem Solving and Analysis, People Management and Empowerment, Client Orientation and Customer, Communication, Honesty and integrity.

The deputy directors in the department are classified as middle managers, and the majority of these managers are stationed at service offices of the department and they are entrusted to deliver services to the customers of the department. They are at the forefront of service delivery; and this means that the planned training and development programmes should respond to the service delivery needs of the customers.

The Human Resource Development of the department when coordinating training and development programmes for deputy directors, assistant directors and below must consult with the employee performance management and development system document of the department which provides guidance on the types of training and development programmes to be provided.

4.24 Departmental learnerships and internships for unemployed

During 2011/12 financial year, the department planned to provide social auxiliary work learnership, public administration, human resource development, community development, supply chain management, work study, statutory and information technology internships. The department planned to train one hundred and ninety-five (195) beneficiaries in social auxiliary learnership and seventy-two (72) internship beneficiaries on public administration, human resource management, community development, information technology, supply chain management, work study and statutory.

The 2012/2013 annual training report for 2011/2012 financial year did not clearly report on planned internships and learnerships, for an example computer network and systems engineer, general and accounts clerks were not planned in 2011/2012 financial year. The community development work was planned as an internship programme to be provided in the 2011/2012 financial year. The department underperformed in this aspect because only seven (7) people benefitted in this programme. There is a deficiency between planned training and development programmes and annual training reports, that is what was planned was not reported instead something different was reported.

In 2012/2013 financial year the Human Resource Development of the Department planned to focus on social auxilliary work learnership and internships on marketing and communication strategiests, supply chain management, community development, finance, public administration, computer information technology, public finance management, artisan, human resource administration and education, training and development The number targeted for social auxilliary learnership was one hundred and twenty (120); the internships in each programme were ranging between three (3) and ten (10). The human resource development unit of the department registered improvements and performed well in almost all planned internship porgrammes because fifty two (52) internships were provided. The social auxiliary leartnerships were not reported.

During 2013/2014 financnial year, human resource of the department planned to provide two hundred and ten (210) social auxilliary work leanership and internships on organisational design and efficiency, community development, finance, public administration, social welfare services, information computer technology, internal audit and risk management, human resource management, supply chain management, business management, communication,

public administration and customer care. The targeted numbers on internship programmes were between two (2) and eighteen (18). In terms of the report for 2013/2014 financial year, the social auxilliary work leanership was not offered. The human resource development unit of the department manged to provide internship programmes in public administreation, human resource management, community development, supply chain management, finance and business management with an exception of organizational design and efficiency, internal audit and risk management internship was not provided.

4.25 Identified scarce skills

During 2011/2012 to 2013/2014 financial years, the human resource development unit of the department identified social work, community development work, social auxilliary work, general accounting, finance, probation, internal audit, information technology, workstudy as scarce skills which required immediate attention of the department. The projected numbers of people to attend training and development programmes were above one hundred (100) for each training program. Other disciplines such as accounting, financial management and internal audit did not feature prominently as scarce skills. Due to financial constraints experienced by the department during 2014/2015 and 2015/2016 financial years, the department was unable to absorb all social workers who were granted social work scholarship.

The community development work could according to the researcher's view be given a priority because of the migration of the department from social welfare state to community development state. The training and development programmes for employees in administrattion should be considered a priority as well because employees in administration are strategic partners to programmes of the department such as social welfare services, restorative services, children and families and community development. The department can not achieve its vision such as that of a "caring and self reliant society" without competent employees in the field of administration.

4.26. Human Resource Development Annual Training reports.

The performance of the human resource development unit for 2011/2012 financial year as indicated in 2012/2013 annual training report reflected that the human resource development on financial management for non-financial managers underachieved because only fourty one (41) employees benefitted. There was an overachievement on Promotion of Access to Information Act (PAIA) because sixty two (62) employees were trained.

An overachievement was observed on discipline and grievance because two hundred and sixty nine (269) employees were trained. Sixty nine (69) were trained on Public Service Induction, this was an underachievement because of one hundred and twenty five (125) employees who were targeted for training and development. The rest of the planned training and develoment programmes such as management and development programme, customer care, supervisory course, records management, report writing skills, HIV/AIDS were not clearly reported.

The Human Resource Development business unit of the department during 2012/2013 financial year did not achieve the targerted numbers for training and development programmes. This was evident in the annual training report for this financial year as indicated in 2013/2014 financial year. The change management, advanced computers, project management, report writing skills, communication, HIV/AIDS, junior management and development, supervisory training, leadership for middle managers, employee performance management and development, public service induction, supervisory course, proffessional compliance and quality assurance, social work report writing, presentation skills, child care and protection services, social crime prevention, victim empowerment, customer care and basic computer skills were not clearly reported. In those training and development programmes which were provided such as social work and community development, customer care, and financial management, an underachievement was observed.

In the 2013/2014 financial year, the Human Resource Development unit had an overachievement in certain areas such as in Promortion of Access to Information Act where one thousand eight hundred and thirty six (1836) employees were trained, three hunred and eleven (311) were trained on Promortion to Administrative Justice Act. However it was observed that the performance of Human Resource Development on planned training and development programmes such as strategic capacity and leadership, programme and project management, people management and empowerment, financial management,, change management, presiding and investigating labour issues, supply chain management, diversity management, records management, human resource management, family preservation programme, employee performance management and development system, social welfare services and community development programmes and corporate support programmes etcetera was not clearly articulated in the annual report.

During the 2016/2017 financial year, the department planned to provide management courses such as strategic management and leadership, people management and empowewement, project management,retirement management, problem solving and decision making, project KHAEDU, quality service delivery, strategic human resource management, monitoring and evaluation, asset management and policy development to mention a few. Line function training and development programmes such as victim empowerement, social values and principles, drug and substance abuse prevention programmes and early childhood development to mention a few were intensified in terms of planning.

There was little or none achievement in this financail year, most of the planned training programmes were rescheduled for 2017/2018 financial year. The reason of defering or re-scheduling them was, according to human resource development of the department, the training programmes were competing with other interests of the department, in some instances there was limited number of officials who rquested that particular training programmes and supply chain management was not able to find a training providers. It was observed that there was a gap between what was planned and what was reported. The Human Resources Development in most instances reported on training and development programmes which were not planned. Although there was an overachievement in certain areas, however underachievement dominated the whole reports.

4.27 Planned Adult Education and Training

During the 2011/2012 financial year, the Human Resource Development unit planned to provide adult education and training to sixty-five (65) adults. In 2012/2013, a total of four hundred and seven adults was targeted. In 2013/2014, ninety-two (92) adults were targeted. In 2016/2017, nineteen (19) adults were targeted for training. The type of learning intervention for adults was english, mathematics literacy, history, natural science, business studies, isiZulu, geography, life orientation and life sciences. The type of learning programmes was level 1 to level 4. For 2011/2012 financial year, the number of beneficiaries who completed adult education and training was one hundred and forty (140). For 2012/2013, beneficiaries who completed training was one hundred and nineteen (119). The Human Resource Development unit of the department had an exceptional performance in this area however there was an under-achievement as compared to what was planned.

4.28. Budget for training and development in the department.

The budget for training and development was not clearly spelt out. The human resource development strategies did not clearly indicate budget allocations for training and development. The Skills Development Levies Act as mentioned in the previous chapters articulates that the government departments must set aside the budget for training and development for employees and prospective employees. The expenditure report on training and development programmes was not clear as to how much was spent on internships, learnerships, bursaries and skills programmes, this was based on the analysed human resource development reports and annual plans of the department.

4.29 Human Resource Development Organogram of the department

The Human Resource Development Director, in terms of the Human Resource Management organogram reports to the Chief Director: Human Resource Management. It is the Chief Director: Human Resource Management who represents human resource development matters at the Executive Committee (EXCO) meetings chaired by the Head of Department. It was observed that the human resources development organogram was not structured in terms of the Human Resource Development Strategic Framework for 2015 and National Skills Development Strategies. Therefore, this may to some extent impede the Human Resource Development business unit of the department to achieve its objective of improving the performance for employees through capacitation. The organogram for human resource development of the department is composed of a Director, two deputy directors for skills planning and training and development sections, Education, training and Development Practitioners, Assistant Director for career management responsible for career management and bursaries and the administration support component at the administration officer level. The career management function in the department is partially considered hence the policy on career management is not effectively implemented.

However, progress on bursaries was observed as an achievement by the department because over a thousand of prospective employees were granted scholarship to pursue social work. The current education, training and development practitioners are confined to the administration work of coordinating training programmes rather than presenting training and development programmes to the employees of the department. This propensity may not be in compliance with the directives from the Department of Public Service and Administration which directs that Education, Training and Development Practitioners must develop policies, must be the

instructors and change agents and provide training and development programmes to government employees. The Education, Training and Development Practitioners have become submissive to private training consulting companies. Therefore, the role of human resource development unit in the department is slightly diminishing and deteriorating and in no time the reason for the human resource development to exist shall form part of the agenda items of the top management committees if this issue is not addressed.

The training practitioners are described as employees who must provide the department with guidance and leadership regarding training activities, a training practitioner acts as a consultant when assisting in solving the performance problems of employees, a training practitioner evaluates the impact of training on the success of the enterprise, a training practitioner is a strategist and change agent etc. Based on observation, it is unfortunate that the roles of Education Training and Development Practitioners for the department are not clearly defined and articulated. Instead trainers are required to perform administrative duties which is the work for administration officers. The human resource development training reports indicated some achievement on planned training and development programmes. It is unfortunate that these training and development achievements did not feature prominently or found space in the Annual Training Reports.

4.30 Summary

In this chapter the overview of the department, various skills development legislative mandates and human resource development challenges have been addressed. This has been followed by a discussion of skills development strategies, training interventions, bursaries and learnerships, Human Resource (HR) Connect, leadership support for implementation of the human resource development strategy, ethics in human resources development, values, and professional code of practice, reconceptualization and repositioning of human resource development. The contextual framework for training and development and the actual training and development programmes have been discussed extensively. Finally, if training and development programmes have to provide a meaningful return on investment, they have to be relevant to the job descriptions and performance agreements for employees of the department. The next chapter will discuss research methodology which provides guideline on how research can be conducted on evaluation of training and development programmes for effective service delivery.

CHAPTER FIVE
RESEARCH METHODOLOGY

5.0 Introduction

This chapter describes the research methodology adopted for the thesis. Methodology is used to provide a framework for guidance for all components of the investigation including a framework for organising logistics and procedures to be followed. It provides the reader the opportunity to understand the researcher's perspective and his logic. It seeks to provide direction of the way the inquiry is undertaken (Creswell, 2003; Kumar, 2005). The methodology is a guide to context, explaining relationships, evaluating the information and its validity and helping develop theories, strategies, or actions required to address the problem (Ritchie and Lewis, 2003; De Vos, Schurink and Strydom, 1998). The methodology will help show the link to the theoretical framework that informs this research.

The study employs the mixed method, therefore, it is imperative to provide a brief description of th**is** method research design. The mixed methods study employs both qualitative and quantitative approaches. For example, a mixed method research problem may be one in which a need exists to both understand the relationship between variables in a situation and explore the topic in further depth. The historical analysis shall apply in this study in the sense that previous human resource development documents, skills development legislations, KwaZulu-Natal Department of Social Development strategic plans, annual performance plans, annual reports and Auditor General's reports will be analysed in the context of the study. Marshall and Rossman (1995: 89) define history as an account of some past event or combination of events.

The historical analysis is, therefore, a method of discovering, from records and accounts, what happened in the past. Historical analysis is particularly useful in qualitative studies for establishing a baseline or background prior to participant observation or interviewing. Sources of historical data are classified as either primary or secondary. Primary sources include the oral testimony of eyewitnesses, documents, records, and relics. The Human Resourced Development of the department of Social Development has been in existence for the past decades, therefore, it is essential to peruse previous records on how training and development programmes were conducted and how service delivery was conducted as compared with the contemporary period.

The researcher considered various sources of historical data on human resources development, such as human resource development strategies for both National and Provincial departments, human resource development policies, human resource development organogram, human resource development records, human resource development legislations and prescripts and the budget allocated for human resource development activities.

5.1 Research design

While it is noted that there are numerous designs that one can use, the present study employs a combination of a case study research design and mixed method. The case study research design is appropriate because the researcher would want to ascertain the effectiveness of training and development programmes offered by a specific department for effective service delivery. It was important to focus of this specific case because the research commissioned by the Department of Social Development and undertaken by KHANYA Aicdd Consultants (2007:17) indicated that:

- there is lack of capacity and adequate training amongst Social Development Department staff both at administrative and community levels are directly related to poor service delivery to vulnerable groups.
- key issues associated with vulnerable and community groups throughout the country are neglected; and
- vulnerable groups are not receiving the attention they deserve.

The experiences of management and employees as recipients of training and development programmes as well as the experiences of customers as the recipients of service delivery were examined in this study. Mixed methods research design is applicable in this study as well because the researcher applied both quantitative and qualitative approaches during the data collection process. The data collected enabled the researcher to interpret the findings which were presented in a numerical and narrative format.

The research employed a combination of interviews with officials of the department and a survey of departmental officials and citizens who are the recipients of service delivery and these were instrumental in providing the researcher with a deep understanding of the situation around training and development and service delivery. The immediate supervisors at management level based at service offices were identified to participate in the interviews.

The random selection of supervisors is extensively elaborated under population sampling marked as 5.5.1 of this document. During the interview, semi structured questions were asked and then responses were recorded down. The respondents were selected from different levels in the department's personnel. The study allows categorising them according to their profiles and uses the results to find out whether the answers are consistent across the board.

According to Sanders et al. (2007:74), a research design or strategy is the plan according to which one selects research participants and collects information from them. It is a general plan of how one would go about answering the research questions set and needs to contain clear objectives; specify the data sources; and consider the constraints that may be faced. The three traditional research strategies as sources of data collection are described by various authors as follows:

- Experiment; includes true experiments, with the random assignment of subjects to treatment conditions, as well as quasi-experiments that use nonrandomized designs (Keppel, 1999) cited in Creswell 2003:14). Plowright, (2011:28) states that "the researcher has the greatest level of control when using an experiment as part of their research".
- Survey research is described by Newman (2000:21) as "survey research asks people questions in a written questionnaire (mailed or handed to people) or during an interview, and then records their responses. The first purpose of survey is to describe what is going on, to obtain all the relevant facts about something, and to state those facts quantitatively. A more sophisticated descriptive survey may try to identify areas where problems occur or where changes are required, others might seek to measure the extent and the nature of known problems". The survey research is often used to determine people's opinions, thoughts, feelings and understanding of the concept in question.
- Case studies**,** in which the researcher explores a single entity or phenomenon ("the case"), bounded by time and activity (a programme, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time (Merriam, 1988; Yin, 1989 cited in Creswell, 1994:12). The definition of a case study is certainly not unambiguous. The crux of the definition is having some conception of the unity or totality of a system with some kind of outlines or boundaries (Henning, 2008:32).

Yin (1984:23) defines the case study research method "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used". There are areas "that have used case study methods extensively, particularly in government, management and in education. For instance, there were studies conducted to ascertain whether particular government programmes were efficient or whether the goals of a particular programme were reached" (Zainal, 2007:1).

5.1.1 Mixed Methods

The study employed the mixed method approach as mentioned above, hence it is important to define and discuss mixed methods and show differences between qualitative and quantitative methods. Qualitative and quantitative are words that are used in a variety of ways to refer to an even wider variety of research entities, including (a) paradigms, or overarching worldviews or perspectives for inquiry, such as neo-positivism, social constructionism, and feminism; (b) types of data such as stories, self-reports, numbers, accounts, field-notes and photographs; (c) varieties of research methods such as grounded theory and experiments; and (d) types of research techniques used for sampling, data collection and analysis such as random and judgemental sampling, questionnaires and in-depth interviewing, and multiple regression and qualitative content analysis.

The words qualitative and quantitative are typically used to denote research paradigms, methods, and/or techniques. Mixed methods studies entail the combination of qualitative and quantitative approaches that are viewed as different from, albeit compatible with, each other (Clark, and Creswell, 2008:303). The following serves as an in-depth illustrative explanation of qualitative, quantitative and mixed methods. The qualitative is termed the constructivist approach or naturalistic (Lincoln and Guba, 1985), the interpretative approach (Smith, 1983), or the post positivist or postmodern perspective (Quantz, 1992 cited in Creswell 1994:4). The quantitative projects are better delineated and more focused than qualitative methods; they are more reliant on a single method and less likely to be used with additional data collection strategies (Tashakkori, and Teddlie, 2003:192). In a quantitative study, these strategies help in the interpretation of data in the core project, providing explanations for unexpected findings or supporting the results.

Quantitative research is "… a genre which uses a special language … (similar) to the ways in which scientists talk about how they investigate the natural order-variables, control, measurement, experiment" (Silverman, and Ramsay, 2002:4). Quantitative refers to a research paradigm designed to address questions that hypothesize relationships among variables that are measured frequently in numerical and objective ways (Tashakkori and Teddle, 2003(a):170). In quantitative research, some historical precedent exists for viewing a theory as a scientific prediction or explanation. Creswell (1994:117) defines a quantitative research design as an element which provides a quantitative or numeric description of some fraction of the population, the sample through the data collection process of asking questions of people (Fowler, 1988). This data collection, in turn, enables a researcher to generalise the findings from a sample of responses to a population.

Quantitative methods may be defined as the techniques associated with the gathering, analysis, interpretation, and presentation of numerical information (Teddlie and Tashakkori, 2009:6). Although this research is based largely on quantitative analysis, it does not simply ignore the qualitative aspects. The mixed method was therefore deemed suitable for evaluating the effectiveness of training and development programmes of the Department of Social Development in the KwaZulu-Natal for improving service delivery.

The quantitative approach is termed the traditional, the positivist, the experimental, or the empiricist paradigm. The quantitative thinking comes from an empiricist tradition established by such authorities as **(**Smith, (1983) cited in Creswell (1994:4). According to Sanders et al. (2007:71), the positivist research has the following distinguishing features; deductive (theory tested by observation); it seeks to explain causal relationships between variables; it normally uses quantitative data; employs controls to allow the testing of hypothesis and uses a highly structured methodology.

Each of the above approaches has its own advantages and disadvantages. For the purposes of this research, the positivist approach was predominantly but not exclusively used to determine or evaluate issues, questions and challenges identified in the aims and objectives of the study. Positivist research also seems to differ from the emerging world-view with regard to ontology. Positivism is based on the belief that life is subjected to an objective, independent law of nature, which research has to discover and describe.

Qualitative research is an exciting interdisciplinary landscape rich with perspectives on knowledge construction and enabled by a multitude of techniques available for generating knowledge, and it is an intellectual, creative, and rigorous craft that the practitioner not only learns but also develops (Leavy, and Hesse-Biber, 2006:5). Higgs, Horsfall and Grace (2009:5) state that, "the term qualitative research has no simple definition. It refers to a range of research strategies with one common feature; they rely upon qualitative (non-mathematical) judgments. A qualitative study is presented largely in language and is about the meaning constructed from the language that presents the data. In the discourse of qualitative methodologies, it therefore, makes sense to speak about research genres" (Henning, 2008:31).

Qualitative methods may be defined as the techniques associated with the gathering, analysis, interpretation, and presentation of narrative information. Many qualitatively oriented researchers subscribe to a worldview known as constructivism and its variants (e.g., Howe, 1988; Lincoln and Guba, 1985; Maxcy, 2003). Constructivists believe that researchers individually and collectively construct the meaning of the phenomena under investigation (Teddlie and Tashakkori, 2009:7). The qualitative component of this study is process-based, and the focus is on how the human resource development programmes are implemented**.** Qualitative research is often, but not always, exploratory in nature (Creswell, 2003 cited in (Teddlie and Tashakkori, 2009:10).

The study comprises of two components which are process and outcome based. Qualitative research takes place in the natural setting. The qualitative researcher often goes to the site (home, office) of the participant to conduct the research. This enables the researcher to develop a level of detail about the individual or place and to be highly involved in actual experiences of the participants (Creswell, 2003:181). Therefore, the researcher conducted research in structured meetings approved by the Head of Department, in instances where there were no imminent meetings scheduled during the period of study. In this instance the researcher hand delivered the questionnaires to the personal assistants of managers for distribution to their entire staff. The questionnaires were then collected from the participants of the study at an agreed upon date, time and place. Qualitative research uses multiple methods that are interactive and humanistic. The methods of data collection are growing, and they increasingly involve active participation by a targeted population and sensitivity to the participants in the study. Qualitative researchers seek the involvement of their participants in data collection and build rapport and credibility with the individuals in the study (Creswell, 2003:181).

According to Teddlie and Tashakkori, (2009:8) answers to qualitative research questions are mostly narrative in form. Qualitative (thematic) data analysis is the analysis of narrative data using a variety of different inductive and iterative techniques, including categorical strategies and contextualizing (holistic) strategies. Qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analysing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked (Wolcott, 1994 cited in Creswell: 2003:182).

Qualitative research is exploratory and researchers use it to explore a topic when the variables and theory base are unknown (Creswell, 2003:74). Exploratory as it may be, the variables of this study are known such as training and development (independent variable) and effective service delivery (dependent variable). The narrative has been interpreted and contextualised within the context of Human Resource Development in the Department of Social Development (KZN).

Exploratory research generates information about unknown aspects of a phenomenon. Teddlie and Tashakkori, (2009:23) state that although exploratory research fits well with the inductive nature of qualitative research, it is also common in quantitative research. Despite these reservations, qualitative research is increasingly regarded as a powerful and credible tool for revealing and understanding the human world. Higgs, Horsfall and Grace, (2009:8) state that the rich range of qualitative research approaches is one of its great strengths. It provides multiple ways of understanding the inherent complexity and variability of human behaviour and experience.

Qualitative researchers are concerned primarily with process**,** rather than outcomes or products, and are interested in meaning, that is, how people make sense of their lives, experiences, and their structures of the world. Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behaviour in its natural setting and is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures. The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details (Creswell, 1994:145).

Qualitative researchers use a variety of techniques (interviews, questionnaires**,** participation, photographs, document studies, etc.) to record their observations consistently, while researchers who use quantitative methods follow the dictates of the positivist approach. (Patton, 1990). On the other hand, the utilisation of the qualitative approach allows the researcher to understand the significance of humanly constructed entities, as its methodological emphasis is on understanding human behaviour, attitudes and beliefs through human interactions, motives and relationships. The analysis then is rooted on one's construction of reality as internalised and externalised through societal relationships and engagement with individuals, groups and the environment.

The paradigm is based on the belief that the importance of human relationships leads to the foundation of the 'deeper' meaning of social action and behaviour that has been shaped and determined by interactions in a specific social environment. Human experience and interaction then leads the researcher into a process of interpreting, appreciating and understanding the feelings, attitudes, experiences and behaviour of individuals and groups. This philosophical and methodological approach, seeks to understand and dissect truth not as an objective phenomenon that exists independently of the researcher as human life and social relationships can only be understood from 'within'. This means in essence that the researcher cannot be separated from the research and is the key and sole creator of his/her research findings (Maree, 2010:123).

Mixed methods have been defined as "a type of research design in which qualitative and quantitative approaches are used in types of questions, research methods, data collection and analysis procedures, and/or inferences" (Tashakkori and Teddlie, 2003(a):711). Another definition appeared in the first issue of the Journal of Mixed Methods Research, in which mixed methods research was defined as a "research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or programme or inquiry" (Tashakkori and Creswell, 2007:4 cited in Teddlie and Tashakkori, 2009: 7).

It is in this point of view that the study exposes itself to both qualitative and quantitative research design. Mixed Methods Data Analysis involves the processes whereby quantitative and qualitative data analysis strategies are combined, connected, or integrated in research studies.

Parallel mixed data analysis involves two separate processes that is quantitative analysis of data, using descriptive/inferential statistics for the appropriate variables, and qualitative analysis of data, using thematic analysis related to the relevant narrative data. Although the two sets of analysis are independent, each provides an understanding of the phenomenon under investigation. These understandings are linked, combined, or integrated into meta-inferences (Teddlie and Tashakkori, 2009:266).

Mixed methodologists work primarily within the pragmatist paradigm and interested in both narrative and numeric data and their analyses (Teddlie and Tashakkori, 2009:5). Methodological triangulation involves the use of both qualitative and quantitative methods and data to study the same phenomena within the same study or in different complementary studies. The researcher conducts the qualitative and quantitative phase at the same time (Clark and Creswell, 2008:21–22). In the classic sense, triangulation seeks convergence, corroboration, and correspondence of results across the different methods types (Cook, 1985; Denzin, 1978; Shotland and Mark, 1987; Webb et al., 1966).

The type of mixed method approach utilised in the research is a combination of a descriptive study **(**because the researcher is interested in the systems and processes of the department such as how training programmes are provided to the employees of the department and what are the impediments of service delivery**)**, as well as to a lesser extent a case study of the opinions, beliefs and attitudes of senior managers in the department. The meaning or the relationship between independent variables (training and development) and effective service delivery as the dependent variables are explored in this study (Silverman, 2005).

5.1.2 Research philosophy

International research literature over the years has indicated that in general, there are two broad research paradigms viz, positivist and phenomenological (these are also called quantitative and qualitative paradigms) which were employed in the study. Creswell (1994:4) stated that, the qualitative and quantitative paradigms have roots in the 20th century. They differ significantly, depending on the way one intends to generate knowledge through the type of inquiry undertaken. A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or participatory ones, or both. The key to understanding qualitative research lies in the saying that meaning is socially constructed by individuals as they interpret the world in which they live (Merriam, 2002; Schurink, 1998).

5.2 Research approach

In general, the two approaches that are identified above are rooted in the deductive and inductive approach (Sekaran, 1999). Hennink, Hutter and Bailey, (2011:42) described deductive reasoning as, "a means using existing literature or existing theory to deduce or develop a deductive conceptual framework that guides the data collection. Inductive reasoning begins and becomes predominant in the ethnographic cycle of qualitative data collection and in the analytical cycle of qualitative data analysis. In terms of the deductive approach, the researcher seeks to use existing theory in order to shape the approach which is adopted to the qualitative research process and to aspects of data analysis (Sanders et al., 2007:348). In this approach, a theory and hypothesis is developed and a research strategy is designed to test the hypothesis.

The mixed method research also uses both deductive and inductive logic in a distinctive sequence described as the inductive-deductive research cycle, the chain of reasoning (Krathwohl, 2004), the cycle of scientific methodology (Tashakkori and Teddlie, 1998), and the research wheel (Johnson and Christensen, 2004). This inductive-deductive research cycle may be seen as moving from grounded results (observations, facts) through inductive inference to general inferences, then from those general inferences (or theory, conceptual framework, model) through deductive inference to predictions to the particular (a priori hypotheses) (Teddlie and Tashakkori, 2009:26).

Inductive analysis involves discovering patterns, themes, and categories in one's data, in contrast to deductive analysis where the data are analysed according to an existing framework (Teddlie and Tashakkori, 2009:22). When research commences from an inductive approach, a researcher will seek to build up a theory that is adequately grounded in a number of relevant cases (Sanders et al., 2007:348). In this approach, the data is collected and a theory is developed as a result of the data analysis. A combination of both approaches was followed in this study as it is considered a case study.

5.3 Hypothesis

The following relationships are all stated from the perspective of the null hypothesis and were tested in order to ascertain the relationship between service delivery and training and development programmes of the KwaZulu-Natal Department of Social Development.

- There is no relationship between training and development and effective service delivery.
- The human, physical and financial resources do not have an influence on the provisioning of training and development programmes for effective service delivery.
- The human resource development of the department does not effectively implement human resource development strategies for effective service delivery.
- The training and development programmes offered by human resource development of the department do not respond to the skills required by the Department of Social Development.
- The trained employees of the department are not afforded an opportunity to transfer skills acquired from learning environment into a working environment for effective service delivery.

5.4 Pilot study

A pilot or feasibility study is either a small scale implementation of your design or a set of steps taken to ensure quality of future data collection procedures. A pilot study is a stage of **a** particular project in which a small amount of data to is collected to "test drive" procedures, identify possible problems in your data collection protocols, and set the stage for your actual study (Teddlie and Tashakkori, 2009:203). Sanders et al (2007:269) point out that prior to using the questionnaire to collect data it should be preferably pilot tested.

The purpose of the pilot test is to refine the questionnaire so that respondents will have no problems in answering the questions and there are no problems in recording the data. The pilot study was conducted where prepared questionnaires were electronically distributed to the randomly selected N= 4 employees and N= 5 management (including the Human Resource Development Manager) from the Department of Social Development and N=3 management from the KwaZulu-Natal Training Academy. The total number of employees and management who participated in the study at this stage was N=12. The responses from the pilot study considered the questionnaire as credible and adequate in order to yield the desired results. In addition, the pilot study enables one to obtain some assessment of the validity of the questions and the likely reliability of the data that was collected. Preliminary analysis using the pilot test data can be undertaken to ensure that the data collected will enable the questions to be answered.

It is important to conduct a pilot study in order to identify areas that may require revision and correction, to refine both the instruments and data analysis procedures to better achieve the research objectives, and to review the choice of the statistical tools and computer programmes and sub-programmes. The essence of the pilot study is to enable the researcher to reveal flaws in questions, suggest possible improvements and supply a range of possible answers to open ended questions (Creswell, 2003:2007).

5.5 Data collection methods

This section of the study discusses the various types of sampling which are applicable to the mixed method. Furthermore, this section also presents how data was collected for the study. The questionnaire was developed on the basis of Kirk-Patrick's model which was conceptualised as a framework for evaluating training and development (Kirkpatrick, 1994: 23-24).

5.5.1 Population and Sampling

Population is defined by Sarantakos (2005) as a larger group from which the sample is drawn. Silverman (2005) also argues that the researcher should at least know some of the overall demographics; age**,** gender**,** class and the location of the population. This information is very important because it assists the researcher in deciding the sample size and its composition. The greater the diversity and differences that exist in the population, the larger the sample size should be. Capturing the variability in the population allows for more variation in the sample, and since many statistical tests operate on the principles of variation, it will be ensuring that the statistics used in the process are appropriate and adequate (Jankowicz, 2005). Sampling, therefore, is the process of selecting a few (a sample) from a bigger group (the sampling population) that are to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subgroup of the population the researcher is interested in (Kumar, 2011:193).

Moreover, sampling is the procedure a researcher uses to gather people, places, or things to study. Research conclusions and generalizations are only as good as the sample they are based on. Sarantakos (2005) and Silverman (2005) argue that sampling enables the researcher to study a relatively small part of the target population and yet obtain reliable data. They also stated that using samples is less demanding in terms of labour requirements since it covers only a small portion of the target population. Sampling is also thought to be more economical since it requires fewer people and less printed material.

The first stage of the sampling procedure included the cluster sampling identified in the Durban, Pietermaritzburg, Ulundi and Midlands clusters as stated below. In the second stage, a sample of respondents was randomly selected from each cluster. All ultimate units (individuals, for instance) selected at the last step of this procedure are then surveyed. This technique, thus, is essentially the process of taking random subsamples of preceding random samples (Kelly 2006). Such sampling was instrumental in reducing sampling costs.

The department has three thousand four hundred and thirty-two (3432) employees (PERSAL report dated: 07/03/2013), who render a variety of services to the portion of ten million five hundred and seventy-six thousand six hundred and fifty-seven (10,576, 657) population of the KwaZulu-Natal (Strategic Business Unit spread sheet: February 2013). The sample size of the study will consists of (450) recipients of the training and development programmes rendered by human resource development of the department and 300 customers of the department. The composition of the sample size of employees, management and customers is illustrated below. The sample size of N=450 is comprised of N=85 employees per cluster office, N=15 management per each cluster office and N=50 management from head office. The number of employees from the four clusters which is Durban, Ulundi, Midlands and Pietermaritzburg clusters is N=340 and management is N=60. To illustrate it further, the total number of population from the clusters is N=85 times N=4 clusters equals N=340 employees and N=15 times N=4 equals N=60 management. Therefore, the targeted population from clusters is N=340 employees plus N=60 management N=400. The total number of management to participate in the study was N=110 comprised of N=60 management from cluster offices and N=50 management from Head Office. The semi-structured interviews were not conducted with N=450 mentioned above, instead questionnaires were handed out to them to elicit information for the study.

The interviews were conducted with immediate supervisors who were not included in the questionnaire survey, the reason being to obtain different and diverse opinions. The customers who are the recipients of services rendered by the Department of Social Development are important in the study. The target number of customers to participate in the study per cluster office were as follows: Durban: N = 75, Pietermaritzburg: N = 75, Ulundi: N = 75 and Midlands: N = 75. Three service offices from each Cluster Office were randomly selected to conduct study. Therefore, the study was conducted to the total number of N = 9 service offices. This means that the total number of N = 300 customers participated in the study.

In view of the aforementioned, the sample size of the study was N = 450 government officials plus N = 300 customers, therefore a total of N = 750 participants were randomly selected to participate in the study. The questionnaire as the first method of data collection was distributed to employees, management and customers as mentioned above. The method of data collection regarding the second sample was primarily the semi-structured interviews. The immediate supervisors at management level based at service offices where majority of employees are based, and where service delivery happens were randomly selected across from all twelve (12) district offices for interviews. A total of N=12 management were interviewed on training and development issues and were not part of the N=450 mentioned above. The aforementioned translates to the total number of twelve (12) interviews conducted with service office managers.

The service offices are at the coal face of service delivery and employees from these offices are the recipients of training and development programmes offered by human resource development at head office. They (employees) are expected to plough back skills and knowledge acquired from training sessions to improve services rendered to the customers of the department, thus they were appropriate for interviews.

When qualitative methods only are used, the research methodology will usually be located in the interpretive tradition, and often in critical theory or in the progressive paradigm as well (Henning, 2008:40). Cluster sampling occurs when the sampling unit is not an individual but a group (cluster) that occurs naturally in the population such as neighbourhoods, hospitals, schools, or classrooms (Clark and Creswell, 2008:201). The choice of the sampling frame is based on a thorough understanding and knowledge of the organizational structures.

The date and time for data collection was arranged and agreed upon with management of the service offices and the management located at head office. The approved service delivery structured meetings by the Head of Department at the service offices and head office were utilised to collect data. Therefore, the cluster sampling could be judged as appropriate in this study because the study does not focus or concentrate on individual but to the selected employees of the department who were appointed and classified to perform certain functions within the department.

In this case, the quantitative data collection and qualitative data collection took place simultaneously during one phase of the research study. Ideally, the priority would be equal between the two methods, but in practical application, the priority was given to either the quantitative or the qualitative approach (Clark and Creswell, 2008:183). Probability samples aim to achieve representativeness, which is the degree to which the sample accurately represents the entire population. A population in probability sampling refers to "the totality of all elements, subjects, or members that possess a specified set of characteristics that define it" (Teddlie and Tashakkori, 2009:170).

Creswell, (2003:185) states that, "the idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question". Maxwell, (1997:87) cited in Teddlie and Tashakkori, (2009:171) defines purposive sampling as a type of sampling in which "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices". Kumar, (2011:213) states that, "in quantitative research you are guided by your desire to select a random sample, whereas in qualitative research you are guided by your judgement as to who is likely to provide you with the 'best' information". It is on this background that the aforementioned officials were chosen for the study as they are in very strategic positions to provide responses which would yield quality results. Leedy and Ormrod, (2005) state that, "there are two basic ways of choosing samples that is random (probability) sampling – either simple, systematic or stratified; and non-random (non-probability) sampling – either cluster, quota or purposive".

According to Neumann, and Lawrence (2011:244), probability sampling is the "gold standard" for creating a representative sample. A sample is drawn from a large collection of cases/units. Each case/unit is the sampling element. It is the unit of analysis or a case in a population. It could be a person, a family, a neighbourhood, a nation, an organization, a written document, a symbolic message (television commercial, display of a flag), or a social action (e.g., an arrest, a divorce, or a kiss). Probability sampling techniques are primarily used in quantitatively oriented studies and involve "selecting a relatively large number of units from a population, or from specific subgroups (strata) of a population, in a random manner where the probability of inclusion for every member of the population is determinable" (Teddlie and Tashakkori, 2009:223).

Furthermore, Teddlie and Tashakkori: (2009:172) state that," random sampling is perhaps the most well- known of all sampling strategies. A simple random sample is one in which each unit (e.g., persons, cases) in the accessible population has an equal chance of being included in the sample, and the probability of a unit being selected is not affected by the selection of other units from the accessible population (i.e., the selections). The sampling strategy should allow the researchers to draw clear inferences from both the qualitative and quantitative data. This guideline refers to the researcher's ability to "get it right" with regard to explaining what happened in their study or what they learned from their study (Clark and Creswell, 2008:223).

According to the fundamental principle of mixed research, it often should involve the combination of quantitative and qualitative methods, approaches, and concepts that have complementary strengths and non-overlapping weaknesses (Brewer and Hunter, 1989; Johnson and Turner, 2003) cited in (Clark, and Creswell, 2008: 280).

Concurrent mixed method sampling utilizing a single sample generated through the joint use of probability and purposive techniques to generate data for both the quantitative and qualitative strands of a mixed method study. This occurs, for example, when a sample of participants, selected through the joint application of probability and purposive techniques, responds to a mixed method survey that contains both closed-ended and open-ended questions (Clark and Creswell, 2008:218).

Therefore, this study has applied concurrent methods because the research design has combined both qualitative and quantitative methods in order to generate data. The independent use of qualitative or quantitative methods and techniques in this study might have not yielded to desired results and therefore to offset the weaknesses or strength of both methods, the combination of both was considered a better option.

Clark and Creswell (2008: 262), state that "Offset—refers to the suggestion that the research methods associated with both quantitative and qualitative research have their own strengths and weaknesses so that combining them allows the researcher to offset their weaknesses to draw on the strengths of both". The employment of both approaches enhances the integrity of the study and makes it credibly to the researcher, organization and participants in the study.

The data transformation (quantitising and qualitising) is applicable in this study because the collected quantitative data would be converted into narratives and qualitative data would be converted into numbers or numeric data. Teddlie and Tashakkori, (2009:27), defined quantitising data (e.g., Miles and Huberman, 1994) as the process of converting qualitative data into numbers that can be statistically analysed and qualitising data (e.g., Tashakkori and Teddlie, 1998) refer to the process whereby quantitative data are transformed into narrative data that can be analysed qualitatively.

5.5.2 Questionnaires and Interviews

The questionnaire and the structured interviews were employed as the research tools/instruments to collect data from the participants in the study. The strategy that the researcher utilised in the present research project is a combination of data collection methods according to the needs and the objectives of the study. Questionnaires and interviews are the most commonly used data collection methods because they allow the researcher to ask questions directly to the subjects. Questionnaires are most widely used in surveys with descriptive or exploratory purposes but may also be effectively used in studies with experimental and case study research strategies. When using questionnaires in a study, the researcher employed a strategy in which participants used self-report to express their attitudes, beliefs, and feelings toward Human Resources Development programmes.

The researcher constructed open and close ended questions as well as semi-structured questions for different groups of interviewees. Mouth (2010) argued that a questionnaire should begin with a few non-threatening and easy to answer items. If the first items are too difficult or viewed as threatening to the interviewee, there is little chance that the person will complete the questionnaire. People generally look at the first few questions before deciding whether or not to complete the questionnaire.

The researcher encouraged responses by starting with a few interesting and non- threatening questions. Denzin and Lincolin (2005) recommended that a questionnaire be used with one or other data collection instrument, for example, a questionnaire with an interview and present the type of questions that may be asked such as closed questions, single option responses, multiple choice responses, ranking questions, rating questions, open ended questions and semi-structured questions. Neuman (2000) states that “an open ended or semi-structured question gives the respondent the opportunity to express him/herself the way s/he feels.

The open-ended questions may be a good way of providing respondents with an opportunity to answer in their own words. They give participants free room to give their answers the way they want to and they are not restricted in their responses. Closed ended questions were structured in a manner that they were also going to assist the interviewees to respond easily and quickly without compromising the information needed. Again, these questions were designed with the view that not all respondents would have sufficient time to provide detailed information when responding to the questionnaire.

These questions were designed with specific reasons in mind in order to assist the respondent in answering the questions with ease (Hair et.al 2005). Teddlie and Tashakkori, (2009:233) state that, "closed-ended questionnaires are employed more frequently in research studies than open-ended questionnaires because items with closed-ended responses are more efficient to collect and analyse".

The researcher utilised a limited number of semi-structured personal interviews that involved management. These interviews have been widely used as the source of collecting information and/or evidence. Teddlie and Tashakkori, (2009:229), defines an interview as a research strategy that involves one person (the interviewer) asking questions of another person (the interviewee). According to Monette et al. (1986:156) cited in (Kumar, 2011:144), "an interview involves an interviewer reading questions to respondents and recording their answers.'

According to Burns (1997:329) quoted in (Kumar, 2011:144), "an interview is a verbal interchange, often face to face though the telephone may be used, in which an interview tries to elicit information, beliefs or opinions from another person." Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview. Kumar (2011:145) defines an interview schedule as a written list of questions, open ended or closed, prepared for use by an interviewer in a person-to-person interaction (this may be face to face, by telephone or by other electronic media. The semi-structured interviews allow the researcher to control the line of questioning and responses provided by the participants. In-depth interviews may be described as a conversation with a purpose. The in-depth interviews were conducted with respondents face to face or telephonically.

In contrast to structured questionnaires, semi-structured questionnaires generally tend to include a combination of open-ended questions, as in our case, or questions that require one or two responses that are developed specifically for the study. Unlike the structured questionnaires, semi structured questionnaires provide a large, and potentially unlimited, information yield, because the interviewee can be probed further by the researcher in elaborating on issues that need further clarification, expand on questions that seem narrow, etc. (Bryman and Bell 2007:132). Leading, double- barrel questions and ambiguous questions were avoided in this survey and it is evident that open-ended questions were used because they provided the participant with an opportunity to furnish elaborate answers. Questions were designed in such a way that both qualitative and quantitative approach could be accommodated.

The researcher was successful in setting the scene, as this was considered fundamental in getting the respondents to speak their mind without fear, from the selected population of the department who may have been sceptical about the "hidden" agenda in the research. It was for the reasons mentioned above that no other method, according to the researcher, was best positioned to allow respondents to tell their story through descriptions of their settings, giving the depth and context sought, which the ethnographic method would not do.

Elliott and Jankel-Elliott, (2003) wrote that, "this method was appropriate in that understanding of the world of the respondents would be obtained by seeing through their eyes and using their shared meaning". The researcher decided that the Likert scale questionnaire would be the best way to fulfil the dictates of the aims and objectives of the study at the level of majority of interviewees. Such a scale has been used very extensively in sociological, psychological and business studies throughout the world in survey research.

It is a rating scale that includes between 5 and 8 and from positive to negative (for example from 'strongly agree' to 'strongly disagree') (Allen and Seaman, 2007). In other words, participants in the study responded to the symmetric agree-disagree scale to show their level of agreement or disagreement with a specific statement, and according to the scale's theoretical foundation, the scale's range captures the intensity of their feelings for a specific item (Babbie, 2005).

The researcher used a mixed method type of questions such as descriptive and inference questions, because the questionnaire itself has structured questions which uses, how, what, does etc. Inferential questions relating to dependent (service delivery) and independent training and development) variables were used. Creswell (2003:114) states that, "an inferential questions relating the independent and the dependent variables, controlling for the effects of the two controlled variables". The questionnaire with open and closed ended questions required participants in the study to present their responses both in narrative and numerical forms therefore, integration is relevant in this study where both open and closed ended questions are used.

The list of questions in a form of a questionnaire were formulated and distributed to the respondents for reading and interpret what is expected and then write down the answers. The researcher, for employees distributed (350) questionnaires and (347) were returned, for management (110) questionnaires were distributed, (101) were returned and for customers, (310) questionnaires were distributed, (301) were returned.

The personal contact with the study population enabled the researcher to explain the purpose, relevance and importance of the study and clarify any questions that respondents might have. This strategy was the quickest way of collecting data, and ensured a very high response rate and saved time, and financial resources. During the interview sessions, the researcher through follow up questions, managed to elicit more information by allowing the interviewee to share experiences on human resource development activities. During an in-depth interview the researcher asked questions and motivated the interviewees to share their perspectives.

The in-depth interviews were appropriate in this research, as they were done in an atmosphere that allowed in-depth understanding of the situation as expressed by the respondent as the issue is explored. They provided an opportunity for the participants to lead the discussion as they expressed their opinions in the context of their surroundings. The face-to-face interviews and telephonic interviews were chosen, as it maximises engagement and provides in-depth exploration of respondents' opinions. The descriptions and interpretations provide multiple views of the cases. Each interviewee had a unique experience, and this was helpful in preparing issues rather than specific questions (Stake, 1995: 65).

The in-depth interviews formed the basis of a discussion around leadership, systems and processes, performance management, training and development programmes, training budget, Human Resource Development organogram, and effective service delivery. The respondents were allowed to express their objective opinions and the results were recorded and analysed.

The questions may be open-ended, closed-ended, or both. Open-ended qualitative interviews are featured more frequently than closed-ended quantitative interviews. Qualitative interviews are usually nondirective and very general ("tell me about your school"). Quantitative interviews are more structured and usually closed-ended ("which of the following describes the food in the school cafeteria—very good, good, bad, very bad") (Teddlie and Tashakkori, 2009:229).

The follow-up questions as mentioned above were asked and empathy towards the interviewee was showed as and when a need arised. The interview was planned not to exceed sixty (60) minutes because it was going to be difficult for both an interviewer and interviewee to remain focused longer than this time in an in-depth interview. The participants in the study were provided with an opportunity to ask clarity seeking questions or express any concerns or queries that they may have before the data is collected. The participants who were unwilling to participate in the research were given an opportunity to do so. Towards the end of the allocated time the researcher began to round off the interview by asking if there was anything that the respondent still wished to add. The researcher then summed up and concluded with a thank you and confirmation that the undertaking to be available for queries regarding the research and these specific data. Once the interview was completed, the researcher immediately began transcribing the interview and reviewing the issues raised.

5.5.3 Document analysis

The literature review was instrumental in helping the researcher assimilate knowledge on the topic in terms of conceptual clarification and empirical realities associated with the problem and the challenges ahead in their finer details. Literature review was the first step undertaken as it has been described as a very vital component of any solid scientific inquiry in terms of methodological literature (Ferreira, 1988:42 and Babbie, 1989:22). The literature review guided the researcher in shaping up his knowledge on the subject in a comparative perspective, both theoretically and empirically. Key documents that were used in the study included the legislative and regulatory documents as well as general and specialised literature.

The legislative framework such as the White Paper on Transformation and Skills Development legislations which effectively addresses Batho Pele principles and regulatory documents were surfed to glean more information on service delivery and training and development. The literature review covered was instrumental in producing evidence of learning through the measuring of knowledge and skills before and after training and, its effects on changes in job behaviour, and their effects changes in the effectiveness of the organization. Expected and tangible results in terms of productivity were also analysed and interpreted in this context.

The following documents were analysed to validate the mixed method research information provided by employees and management who are the recipients of training and development programmes and customers as the recipients of service rendered by the department.

- Annual Training Report for 2011 to 2012 financial years. Human Resource Development.
- Annual Training Report for 2012 to 2013 financial years. Human Resource Development.
- Annual Training Report for 2013 to 2014 financial years. Human Resource Development.
- Annual Training Plan for 2011 to 2012 financial years. Human Resource Development.
- Annual Training Plan for 2012 to 2013 financial years. Human Resource Development.
- Annual Training Plan for 2013 to 2014 financial years. Human Resource Development.
- Annual Training Plan for 2014 to 2015 financial years. Human Resource Development.
- KwaZulu-Natal Department of Social Development Annual Performance Plan for 2011/2012 financial year.
- KwaZulu-Natal Department of Social Development Annual Performance Plan for 2012/2013 financial year.
- KwaZulu-Natal Department of Social Development Annual Performance Plan for 2013/2014 financial year.
- KwaZulu-Natal Department of Social Development Annual Performance Plan for 2014/2015 financial year.
- KwaZulu-Natal Department of Social Development Annual Performance Plan for 2015/2016 financial year.
- KwaZulu-Natal Department of Social Development Annual report for 2011/2012 financial year.

- KwaZulu-Natal Department of Social Development Annual Report for 2012/2013 financial year.
- KwaZulu-Natal Department of Social Development Annual report for 2013/2014 financial year.
- KwaZulu-Natal Department of Social Development Annual Performance Plan for 2014/2015 financial year.
- KwaZulu-Natal Department of Social Development Strategic Plan for 2010-2015
- KwaZulu-Natal Department of Social Development Strategic Plan for 2015-2020
- KwaZulu-Natal Provincial Legislature Finance Portfolio Committee in the Annual Report of the department for 2015/16 financial year.
- Auditor General South Africa letter dated 31 July 2014
- Auditor General South Africa letter dated 29 July 2015.
- KwaZulu-Natal Department of Social Development PERSAL Report on pay progression from 01 July to 30 September 2016.
- KwaZulu-Natal Department of Social Development Draft Human Resource Development Policy
- KwaZulu-Natal Department of Social Development Bursary Policy approved in year 2011
- KwaZulu-Natal Department of Social Development Experiential training policy approved in year 2009
- KwaZulu-Natal Department of Social Development Career Management policy approved in year 2011.
- KwaZulu-Natal Department of Social Development Employee Performance Management and Development document for year 2007
- Department of Public Service and Administration Senior Management Service Handbook for year 2003
- South Africa Public Service Commission monitoring and evaluation report for KwaZulu-Natal Department of Social Development for 2011/2012 financial year

5.6 Validity and reliability

In terms of measurement procedures, validity is the ability of an instrument to measure what it is designed to measure: ‘Validity is defined as the degree to which the researcher has measured what has set out to measure’ (Smith 1991:106). Babbie (1989:133) wrote, that ‘validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept

under consideration' and (Kumar 2011:178). Validity in research is synonymous with truthfulness as it basically deals with the question of how well the social reality, being measured through research, matches with the constructs researchers use to understand it.

Qualitative researchers are more interested in authenticity than in the idea of a single version of the truth: giving a fair, honest and balanced account of social life from the viewpoint of someone who lives it every day. The questionnaire was designed in order to measure the effectiveness of training and development and effective service delivery.

The pilot study of the questionnaire took place in order to detect errors which might have existed and was conducted amongst a subgroup of employees randomly selected from the identified population as mentioned to improve the validity of the study (Kumar 2011:178). According to Guba and Lincoln (cited in Kumar, 2011:184-185), trustworthiness in a qualitative study is determined by four indicators – credibility, transferability, dependability and confirm-ability – and it is these four indicators that reflect validity and reliability in qualitative research.

The concept of reliability in relation to a research instrument refers to a research tool that is consistent, stable, predictable and accurate (Kumar, 2011:181). Trustworthiness is a global term used by some qualitative researchers as a substitute for quantitative validity issues. It was defined by Lincoln and Guba (1985:300) as "the extent to which an inquirer can persuade audiences that the findings are "worth paying attention to".

Credibility, a qualitative analogue to internal validity, may be defined as whether or not a research report is "credible" to the participants whom the researchers studied. Credibility techniques include prolonged engagement, persistent observation, and triangulation. According to Trochim and Donnelly (2007:149), 'credibility involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research.' Transferability, a qualitative analogue to external validity, includes the transferability of inferences from a particular sending context (the research setting) to a particular receiving context (other similar settings) (Teddlie and Tashakkori, 2009:25).

Transferability ‘refers to the degree to which the results of qualitative research can be generated or transferred to other contexts or settings’ (Trochim and Donnelly, 2007:149). The results of this study cannot be transferred to other settings of the similar nature or to any other government departments because the processes and systems are not similar. Transcription of interviews or observational notes and sharing them with the respondents or research participants for confirmation and approval is important. Validation of the information by a respondent is also a significant aspect of ensuring the accuracy of data collected through unstructured interviews (Kumar, 2011:277 – 278).

5.7 Data analysis/ interpretation

Thorne (2000) wrote that data analysis can be considered as the most complex of all of the phases of a research, and the one that receives the least thoughtful discussion in the existing research literature. Data analysis is the process of looking at and summarising data with the intent to extract useful information and develop conclusions. The challenge of analyses which is usually the most testing phase of any research has been captured by Bryman, and Bell, (2007:187) when stating that, ‘it is better to think that through analysis we make interpretations, not find answers”.

Thus the results or findings are largely dependent on how the researcher interprets the set of the data which was specifically collected to achieve the objectives of the study. A combination of qualitative and quantitative methods of data analysis was employed in this study. Miles and Huberman (1994) state that anything that is qualitative can be assigned meaningful numerical values. These values can then be manipulated to help achieve greater insight into the meaning of the data and to help the researcher examine specific hypotheses. It is with this regard that the researcher opted to use both qualitative and quantitative methods because these two methods complement each other. Ragin (1994) wrote that the key features common to all qualitative methods can be seen when they are contrasted with quantitative methods.

Most quantitative data techniques are data condensers. They condense data in order to see the big picture. Qualitative methods, by contrast are best understood as data enhancers. When data are enhanced, it is possible to see key aspects of cases more clearly. The analysis of quantitative data is based on meanings derived from numbers through the use of charts, diagrams and statics, the analysis of qualitative data concentrates on meanings expressed through words and analysis conducted through the use of conceptualization.

It can be understood that the choice of both operational definitions as well as instrument of measurement of the same construct exist and these indicators may overlap and also differ to some extent. Using more than one measure of the same construct is referred to as triangulation. Patton, (2002:247) cited in (Teddlie and Tashakkori, 2009:75) extended the discussion of triangulation to include four distinct types such as (a) data triangulation, involving the use of a variety of data sources in a study, (b) investigator triangulation- involving several different researchers in a single study, (c) theory triangulation – the use of multiple perspectives to interpret a single set of data", (d) methodological triangulation – the use of multiple methods to study a single problem.

Data analysis in quantitative research is one step, and an important one in this process. In some cases, the testing of theoretical hypotheses, that is, possible answers to 'why' research questions, is an intermediary step. In other cases, the research questions were answered by an appropriate method of analysis (Blaikie, 2003:28). When analysing data, (Creswell, 1994:123-124), defines the steps as follows: indicate that the information was reported about the number of returns and none returns of the survey; discuss the method by which response bias was determined. Response bias is the effect of none responses on survey estimates.

The study exposes itself to this form of data analyses, therefore it was imperative for the researcher to analyse data by following the aforementioned steps. Data analysis in qualitative research is done at the same time as it is collected, and the reliability of data is enhanced by the approach. This is supported by Merriam (1998:151), who argues that, "data collection and analysis is a simultaneous activity in qualitative research". Analysis begins with the first interview, the first observation, the first document read. It gives the researcher the opportunity to analyse data immediately, thereby allowing the researcher to make adjustments along the way, even to the point of changing the data collection method.

This approach allows the testing of emerging concepts, themes, and categories against subsequent data (Merriam, 2002d). Data analysis is the heart of building theory in case study research (De Weerd-Nederhof, 2001). This data requires exquisite processing, as it is in words, whose interpretation is more challenging than when it is in the form of numbers. Through this process, data is transcribed to produce themes, patterns, and meaning. The data will be presented in the qualitative descriptive form (Boyce and Neale, 2006).

The process of analysing data is to organise it in a logical way, categorise it into meaningful groups, interpret them through scrutiny, seeking themes, patterns, and meaning, and lastly, come up with generalisations that may require further studies of a phenomenon (Creswell and Stake, cited in Leedy and Ormrod, 2005:55). In this research, the data was collected and dissected through summarising, and then it was organised into cases, then categories, and finally similarities. While verifying the validity of responses and seeking confirmation of the data collected, the analysis seeks to find any emerging patterns, similarities, and the meaning of postures and reaction of respondents during the interviews.

The findings lead to conclusions and recommendations. Therefore, when comparing the two data analyses (qualitative and quantitative), the quantitative research is the most befitting one in this study. According to Denzin and Lincoln, (2005), the challenge in the interpretation is to avoid choosing what data to report, as this has been experienced before. Reflexivity is applied to mitigate bias and personal feelings. Interpretation of the meaning of each individual case is used, as this is relevant for this type of research (Stake, 1995). Any patterns emerging from each case is used to draw conclusions.

The findings are interpreted in the following manner in order to generate meaning, namely; patterns and themes, seeing plausibility, clustering, helping the analyst see what goes with what while making metaphors, relating the pieces of data, differentiating and splitting variables, subsuming particulars into the general, factoring, noting relations between variables, finding intervening variables, building a logical chain of evidence as the data is assembled, and finally, making conceptual theoretical coherence (Miles and Huberman,1994). Quotes from respondents are recorded within the context in which they have been used in order to add credibility to the information (Boyce and Neale, 2006). This is done in confidence as anonymity has been guaranteed to all respondents and interviewees. (Plowright, 2012:146).

Data analysis in qualitative research is an on-going, emerging and iterative or non-linear process. Before the researcher begin**s** with an analysis, data are transcribed, which simply means that texts from interviews, observational notes or memos are typed into word-processing documents. These transcriptions are then analysed either manually or with computer programmes. To analyse literally means to take apart words, sentences and paragraphs, which is an important act in the research project in order to make sense of, interpret and theorise that data.

This is done by organising, reducing and describing the data. In this regard Schwandt, (2001:7) and (Henning, 2008:127) maintains that an analysis ought to be rigorous, systematic, disciplined and carefully methodologically documented. Merriam (1988), Marshall and Rossman (1989) cited in Creswell, (2003: 203) contend that data collection and data analysis must be a simultaneous process in qualitative research. Schartzman and Strauss (1973) claim that qualitative data analysis primarily entails classifying things**.** The researcher differs with Merriam and Marshall and Robson because when data collection and data analysis are done simultaneously, such a process can compromise quality of the findings like in this case, the collection and analysis of data cannot be done simultaneously because the questionnaires were to be distributed to the participants in different meetings and times therefore, some omissions may happen during the study.

5.8 Ethical considerations

Sanders et al (2007:110) point out that ethical concerns will emerge as one plans the research to seek access to organizations and to individuals, collect, analyse and report the data. In the context of research, ethics refer to the appropriateness of ones behaviour in relation to the rights of those who become the subject of one's work, or are affected by it. Blumberg, Cooper and Schindler, (2005:165) define ethics in terms of a code of behaviour appropriate to academics and the conduct of research. The appropriateness or acceptability of behaviour as researchers is affected by broader social norms of behaviour. One will need to consider ethical issues throughout the period of research and to remain sensitive to the impact of one's work on those whom are approached to help, those who provide access and co-operation and those affected by the results. Across the stages and duration of a research project, a number of key ethical issues arise.

When the interview plan was finalised the process of ethical clarification began (Kvale 1996: 109-118). Firstly, respondents provided informed consent before their participation. This means that they were fully informed about the research in which the interview was going to be used. They were notified that their privacy and sensitivity is protected and the process unfolded. In a letter of consent, which is pre-drafted by the researcher, the participant gives consent to these and any other ethical issues that may be relevant. The consent letter needs to be accompanied by a letter in which organizations also consent to the use of their sites and name (Henning, 2008:73-74).

The permission to conduct study was obtained from the Head of Department, the consent letters were prepared and distributed to participants of the study for them (participants) to consent to participate in the study. Almost 95 per cent of the participant consented to participate in the study. The findings in chapter six below serve as evidence to the number of participants who participated in the study.

Decision makers in the organization who act as gatekeepers will expect the researcher to explain the proposed research and will therefore, no doubt assume that no deception is taking place (Plowright, 2012:163). Informed consent involves explaining the nature of the research to the participants so that they are in a position to make a decision about whether or not to take part (Plowright, 2012:155). All these processes were completed successfully before the research commenced.

Guaranteed anonymity is a problem in instances where the theme of the research inevitably means that private matters, such as a mental disease, an addiction problem, fraud, sexual orientation or the termination of a pregnancy, for example, is directly relatable to the signed consent form, which has a signature of identification. By virtue of the fact that participants have been involved in the inquiry there is an indication of the reason for which they have been sampled. Thus the researcher, or the manager of the research project in the case of a larger project, should make sure that the signed consent forms are treated with the utmost discretion.

The researcher remains accountable for the ethical quality of the inquiry and should take great care and, when in doubt, ask advice (Henning 2008:73-74). Confidentiality and anonymity usually appear high on the list of ethical issues that researchers take into account in the way they manage their research participants. All these requirements were adhered to amongst all research subjects.

The main focus of the researcher was on ensuring that neither participants nor their divisions/departments are named at any stage in the research. In addition, the information you provide in your report should not enable participants to be identified (Plowright, 2012:156). The research was not discussed with anyone outside the organization other than the participants in the study as the data collection gets under way to ensure that the organization and/or individuals are not identified.

The researcher was always sensitive to any discomfort or emotional difficulties the participants may be experiencing during the data collection stage. Plowright, (2012:173) agrees with the transcription to sign a confidentiality agreement and keep the data secure once collected, including access by others, storage and length of time keeping data. Keeping of all field notes, recordings, completed questionnaires and transcriptions secure for the stated length of time agreed and then destroy all materials after the agreed length of time has elapsed. All these documents should be somewhere secured where one can keep discs, tapes, etc. At its simplest, this might be a lockable cupboard or draw where access is denied to anyone not involved in the research.

The department does not have secured lockable places where documents can be kept, therefore all records for the study are kept at the researcher's library room at home which is safe, secured and lockable, security is guaranteed**.** The soft copies are kept in a password protected folder**.** There will be an opportunity to include the documentation you have used, for example, about informed consent. This could also include the signed agreement forms from your participants (Plowright 2012: 170). During data collection, confidentiality and anonymity was maintained throughout the study.

5.9 Summary

The chapter highlighted essential components in designing a method for a survey study such as the purpose of the research, hypotheses, research questions and designs, importance of the study and sample for the study. The chosen research methodology is meant to assist the researcher to test the relationship between the dependant and independent variables such as training and development and service delivery. The information obtained through the devised research methods is carefully analysed and conclusions drawn are based on the analysis of findings. Having completed the methodology, the next chapter is the presentation of results.

CHAPTER SIX
PRESENTATION OF RESULTS

6.0 Introduction to the results

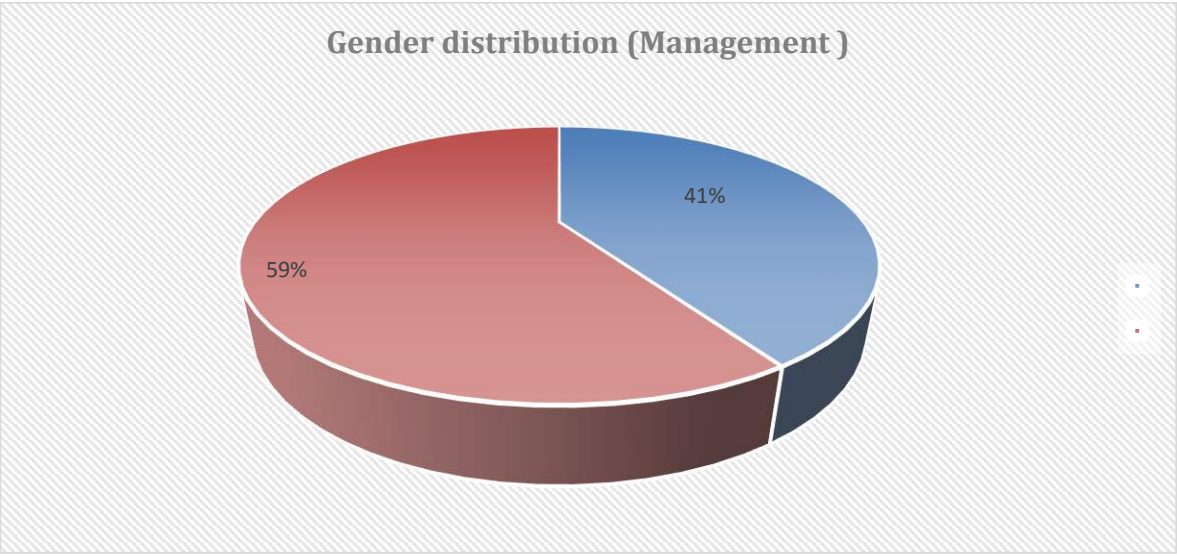
This chapter presents the results generated from the data analysis based on the three research tools that were administered to the management, the employees, and the customers. The results are presented in a thematic fashion. Each theme is discussed with reference to the data obtained and comparisons are made where necessary to be able to create a basis for any conclusions that are drawn. The qualitative analysis of the responses from employees, management and customers are presented in a narrative form. The demographic description of the sample is presented first in order to paint a picture of the sample.

6.1. Descriptive Statistics of the sample

6.1.1 Gender and occupational classification

The sample of the study included management, employees from different levels and customers/citizens who are served by the department. The first part of the analysis deals with descriptive statistics.

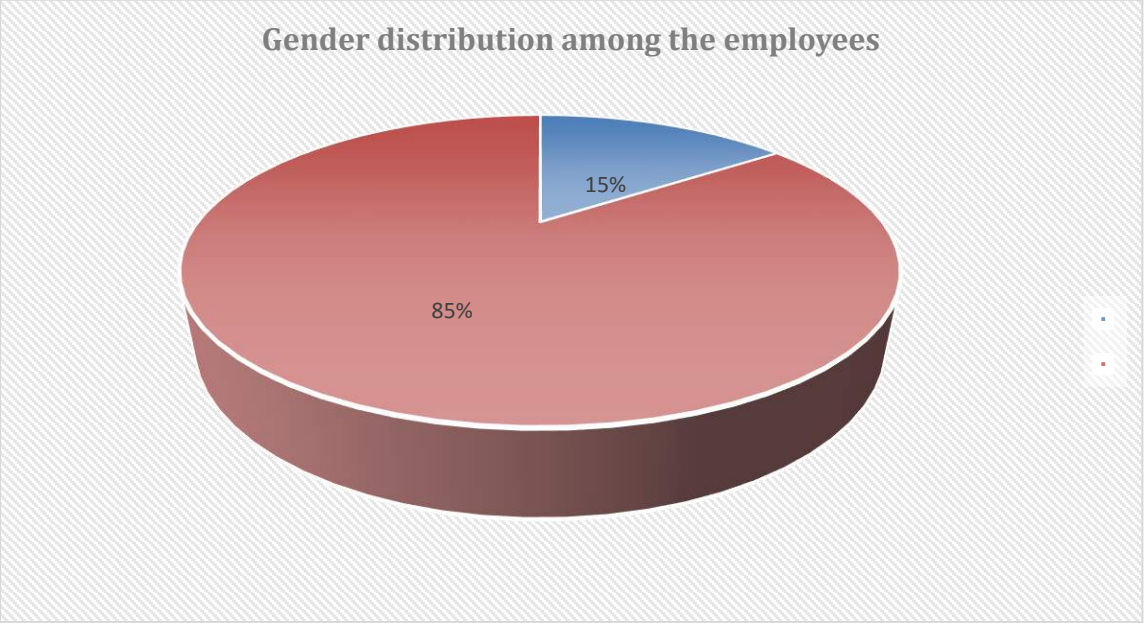
Figure 1: Gender distribution of Management



From a total of 101 managers sampled, figure 1 indicates a slightly skewed gender distribution between male (41%) and female (59%) respondents. Given the inherent gender inequalities in many government departments in South Africa, one could come to the conclusion that the Department of Social Development has done extremely well in transforming the gender

composition of management in the entity. The figure presents a true picture of the employment within the department because female employees are in the majority. This can be substantiated by the fact that the department has a responsibility to render social welfare services and community, and development to the clients of the department. This type of service required the department to appoint social workers and community development practitioners, and the majority of these appointees are females.

Figure 2: Gender distribution in the employee sample



The gender distribution of the 347 employees reflects that females constitute 85% and males 15% of the sample. The skewed gender distribution might be attributed to common beliefs and attitudes among South Africans that occupations such as social work and social auxiliary work are designed for females. The enrolment rate in social work and social auxiliary qualifications also reflect that more females are in enrolment than males.

Table 1: Occupational classification among employees

Occupational classification	Frequency	Percent	Valid Percent
Social Worker	209	60.2	61.1
Community Development Worker	11	3.2	3.2
Social Auxiliary Worker	40	11.5	11.7
Probation officer	3	.9	.9
Human resources	10	2.9	2.9
Finance	7	2.0	2.0
Auxiliary Services	5	1.4	1.5
Corporate Services	45	13.0	13.2
Other	12	3.5	3.5
Total	342	98.6	100.0
System	5	1.4	
Total	347	100.0	

The results of the frequency distribution in Table 1 clearly indicate that majority of the respondents in the employees' sample are social workers, and this kind of work in South Africa is female dominated. The community development workers, social auxiliary workers and probation officers also render social services work and they fall within the bracket of social welfare and community development services. Therefore, this emphasises the fact that the department is focussing more on social welfare services. The occupational classification for the management sample is also presented in Table 2.

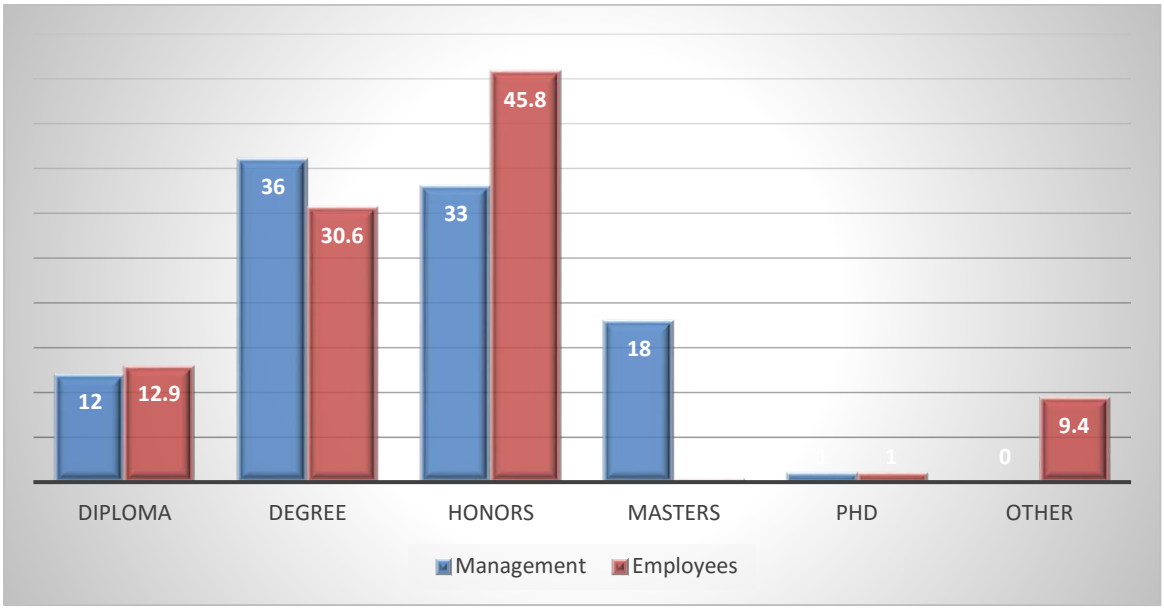
Table 2: Occupational classification in management

	Frequency	Percent
Social Worker	47	46.5
Community Development Worker	10	9.9
Social Auxiliary Worker	1	1.0
Human resources	9	8.9
Labour Relations	2	2.0
Information technology	3	3.0
Finance	9	8.9
Supply Chain Management	1	1.0
Auxiliary Services	1	1.0
Corporate Services	10	9.9
Other	8	7.9
Total	101	100

Table 2 statistics depict that majority of managers are social workers. Table 1 shows that social worker occupation has more warm bodies, and this is confirmed in Table 2 statistics that show that 47 (46.5%) are from social work. The percentage of those in social work is the highest compared to other occupational categories. However, one would not expect social workers to occupy management positions in occupations such as human resources, labour relations, finance, supply chain management, corporate services etc.

6.1.2 Biographical data of Respondents

Figure 3: Academic qualification in management and employees



The results of the academic qualification of the sample presented in Figure 3 highlight that the Department of Social Development has a good number of well qualified individuals both in management and ordinary employees' level. The findings reveal that the Management in the Masters' Degree qualification outclass employees with a ratio of 100-0. At a PhD level, both management and employees account for 1 per cent, respectively. The striking feature revealed by the statistics is that at an Honours level employees' qualifications far exceed those of management with 12.8%. This should be a worrying feature in the Department because some of the managers are even less qualified than ordinary employees. As far as degree is concerned, the management has a very slight advantage of 0.6 per cent over employees. Not much gap is also noted in Diploma qualifications with employees having a slight edge of 0.9 per cent over management.

Table 3a: Age and years in the department (Employees)

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Age	347	21	59	34.37	7.766
Number of years in your current position	335	0	34	6.41	4.323
Number of years in the Department	334	0	34	7.22	5.690
Valid N (list wise)	328				

The age and years of service descriptive statistics are presented in Table 3a and 3b for employees and management, respectively. It is important to note that the age of employees may indicate the potential in the department in terms of whether there is a need to plan for replacements in the near future or whether the department has enough young people who will be available for a longer time. Table 3a indicates that employees are ranging between 21 and 59 years of age with 34 years as the maximum number of years in service. This clearly indicates that the department has the profound historical understanding of knowledge management which can assist it to become more productive in terms of service delivery.

Table 3b: Descriptive Statistics of age and years in the department (Management)

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Age	98	30	64	44.73	7.140
Number of years in this department	97	1	33	13.77	7.240
Valid N (list wise)	94				

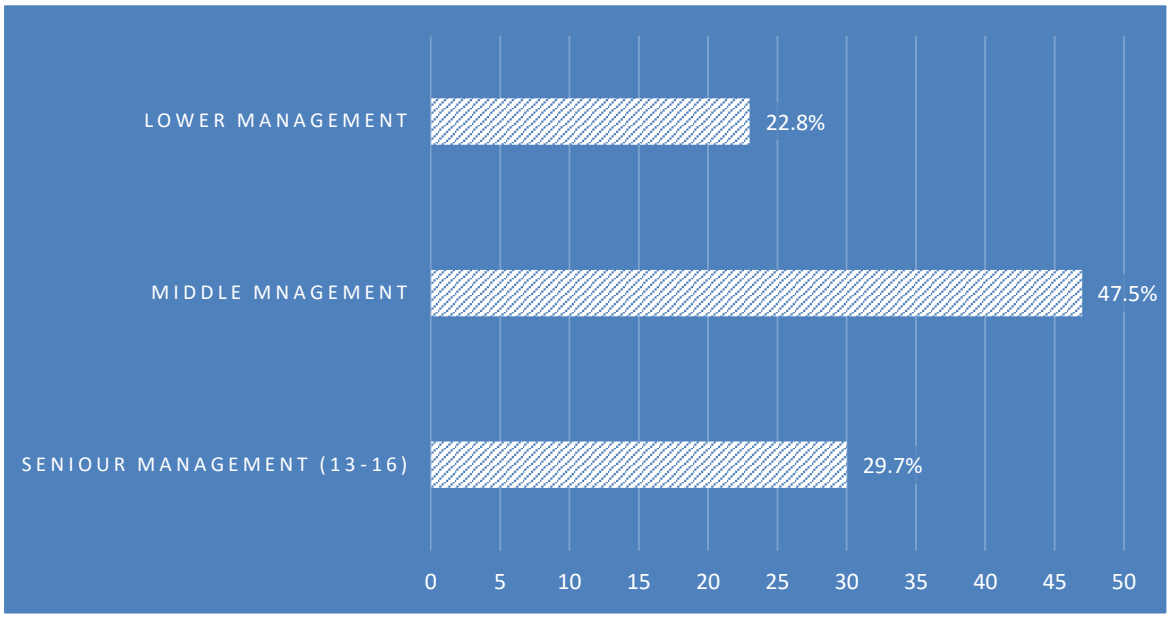
Table 3b indicates that the management ranges between 30 years and 64 years of age with the maximum of 33 years in service. This table indicates that there are managers in the department who are due for retirement meaning that the department should prepare the young employees in the department for upward mobility through succession planning. To sustain or improve the performance of the department in terms of service delivery, it becomes important for the department to strengthen the implementation of career and talent management, the experienced and long serving employees of the department must be appointed as mentors to provide mentorship services to the mentees, the momentum of service delivery will therefore, be maintained.

Table 4: Race distribution

		Management		Employees	
		Frequency	Percent	Frequency	Percent
Valid	African	93	92.1	329	94.8
	White	1	1.0	2	0.6
	Coloured	1	1.0	2	0.6
	Indian	6	5.9	14	4.3
	Total	101	100.0	347	100

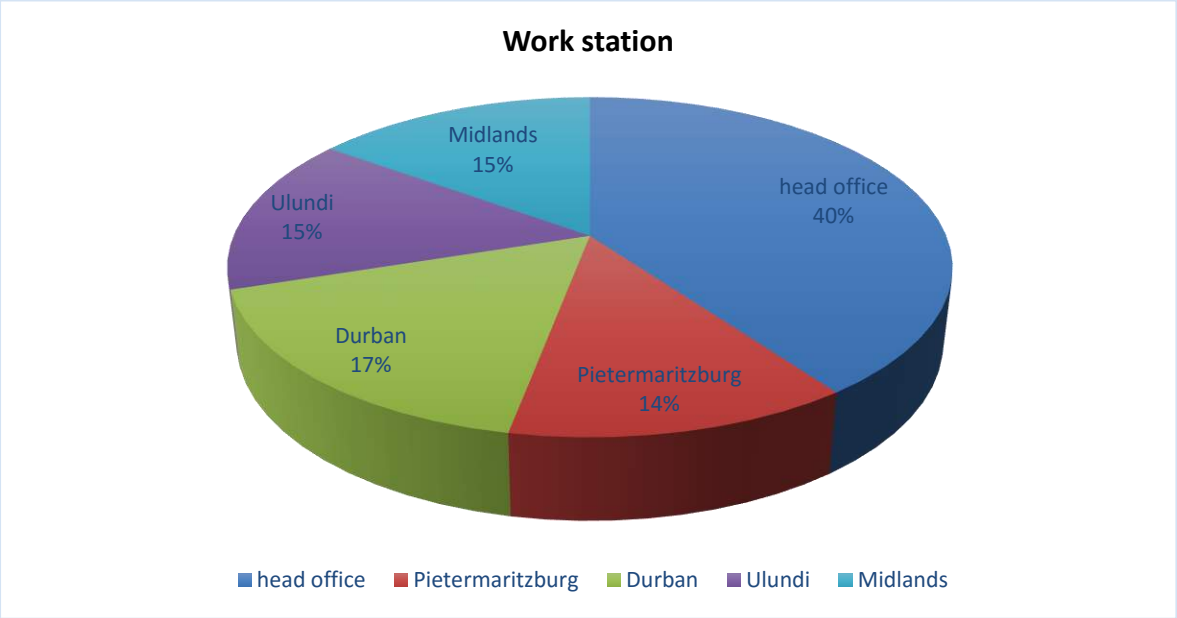
The race distribution of respondents clearly indicates that majority of respondents in both management 93 (92.1%) and employees 329 (94.8%) are Africans. This is not surprising because the majority racial group in KZN is the African. As expected, the Indian racial group is 6 (5.9%) in management and employees are 14 (4.3%). The above statistics debunk the common held perception that in KZN most management positions are dominated by Indians. Both Whites and Coloureds only occupy 1 (1.0%) in management, respectively. Furthermore, both Whites and Coloureds also occupy 2 (0.6%) employee positions.

Figure 4: Management classification



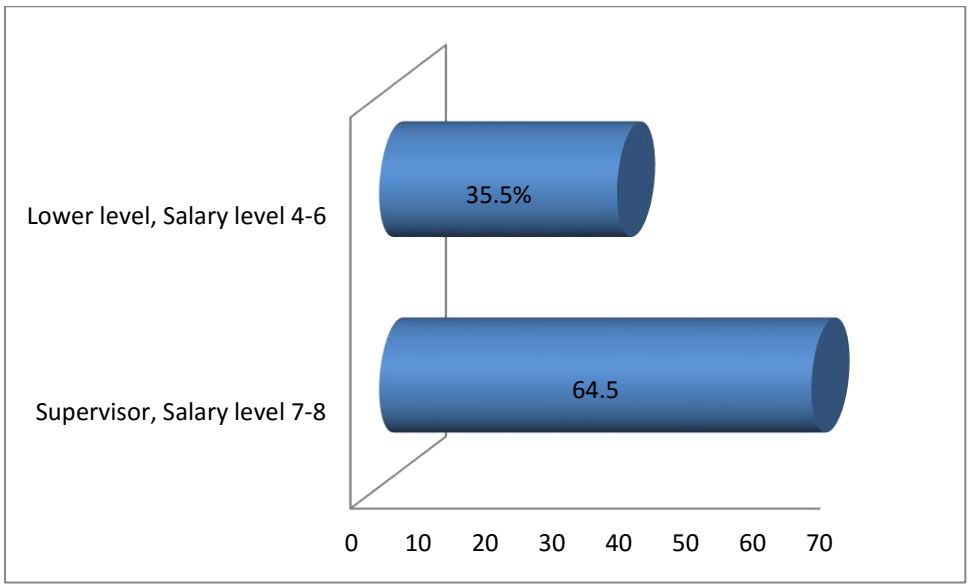
The management distribution of the results shown in figure 4 indicates that the majority of the respondents 48 (47.5%) are drawn from the middle management, followed by 30 (29.7%) from senior management and the least numbers of respondents 23 (22.8%) were in lower management. The above statistics paint a tepid picture that the Department of Social Development's structure is heavy at the top with senior management outnumbering the lower management with 24%. In simple language, there are more senior managers than lower managers. This is not an ideal situation in any workplace.

Figure 5: Work station distribution in the sample



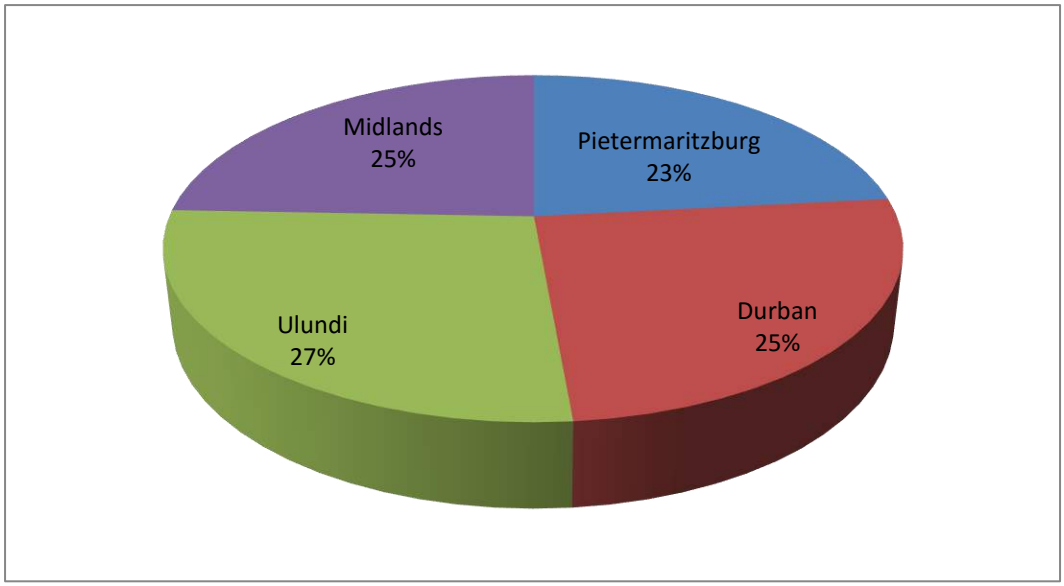
The work station distribution statistics reflect that the majority of managers (40%) are based at the head office. The Durban (17%), Ulundi (15%), Midlands (15%) and Pietermaritzburg (14%) clusters have more or less similar distribution of staff. However, for effective rendition of services, one would have expected management to be confined in clusters (Durban, Ulundi, Midlands and Pietermaritzburg) as opposed to the head office. The above finding could mean that the KwaZulu-Natal Department of Social Development is top heavy and to a greater extent bureaucratic.

Figure 6: Employment classification



The employment distribution results shown in figure 6 indicate that the majority of the respondents were at supervisory levels (64.5%) and respondents at lower levels were at the lower level (35.5%). The above statistics give a true reflection of the Department of Social Development because the majority of employees are social workers and range between salary levels 7-8. This also means employees' salaries at the administrative wing of the department range between s levels 7 and 8. Furthermore, this picture indicates employees between salary levels 4-6 are a minority in the department.

Figure 7: Employee work station distribution in the sample



The work station distribution statistics reflect that majority of employees (27%) are based in Ulundi. The Durban (25%), Midlands (25%) and Pietermaritzburg (23%) have almost the same equal distribution of staff. The Ulundi cluster is mostly rural, households are not clustered as in Durban and Pietermaritzburg therefore, and one would have expected more satellite offices established to bring services closer to the people. This picture may also present a scenario that the Ulundi Cluster is having more employees than any other clusters within the department.

6.2 Analysis of the Quantitative Results

6.2.1 Introduction

The study was set to assess the training and development and how they affect the effective service delivery. As indicated earlier, there were three sets of questionnaires that were administered namely, management questionnaire, employee questionnaire and customer questionnaire. The management and the employee questionnaires were mainly used to assess the training and development strategies and how they are formulated and to what extent they affect service delivery. The customer questionnaire was basically an assessment of service delivery from the customer's vantage point. The analysis is organized by objectives as were set in chapter one of the study. The six objectives were as follows;

- Training and development for effective service delivery.
- Impediments of the Transference of skills.
- Extent to which trained employee plough back acquired skills.
- Extent to which the attended training programs improved work performance.
- The link between Human resources development strategy/ strategic plan and Training and development needs.
- Customers' assessment of service delivery from the Department.

6.2.2 Training and development for effective service delivery

The first objective of the study was to investigate the perceptions of employees and management on the link between training and development and effective service delivery. The Department of Social Development is responsible for the provision of five programmes such as administration, social welfare services, children and families, restorative services and development and research. These services can only be delivered effectively if the provider, who in this regard is the department, has the necessary skills and requisite knowledge of the service being provided.

The popular sentiment in the country is that there is poor service delivery and this has been the argument behind the service delivery protests that were experienced in the country in 2015 and 2016, (Cebekhulu, 2016; Booysen, 2009; Atkinson, 2007). The study administered a questionnaire to management from the different clusters as shown in table 5. There was also another questionnaire that was directed to employees of the department. A number of statements were rated on a Likert scale of 1 to 5 with 1 as strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

6.2.2.1 Management Responses on Training and development for effective service delivery.

Table 5: Responses from management

Statement	Strongly disagree and disagree	Neutral	Strongly agree and agree
1. Training and development resulted in improved employee performance and ultimately lead to effective service delivery	8%	14%	78%
2. As a result of the Skills Levies act, 1999 the department sets aside 1% of the total payroll and spent the human resource budget fully	12.2%	45.9%	41.8%
3. The executive management training and development programmes coordinated by the human resources development of the department respond to the issues of service delivery	11.1%	28.3%	60.6%
4. The performance review session is an effective instrument used in the department to measure the impact of training and development programmes on service delivery	28%	22%	50%
5. The performance of the department in service delivery increased due to the training and development intervention offered by the department	12.9%	37.6%	49.6%
6. Development intervention such as mentorship programmes, career development and on-going seminars in which employees are given opportunities to keep abreast of changes and trends in the department are implemented in the department	29%	33%	39%

Table 5 presents results from the management questionnaire. The sample size was 101 taken from across the different clusters, with the head office contributing 40 % of the sample. The results indicate that in general most of the respondents (78%) affirmed with **Statement 1** that training and development result in improved employee performance which can ultimately lead to effective service delivery. Majority of the respondents 49.6% in **Statement 5** also confirmed that the service delivery performance of the department has increased due to the training and development intervention offered by the department. However, a large number of respondents (37.6%) were neutral on whether the service delivery performance of the department has increased due to the training and development intervention offered by the department.

This should be a serious concern going forward for the KwaZulu-Natal Department of Social Development. Furthermore, the majority of respondents (60.6%) affirmed in **Statement 3** that the executive management training and development programmes coordinated by the human resources development of the department respond to the issues of service delivery. Notwithstanding such a positive response noted in **Statement 3,** the neutrals that account for 28.3% partly send a negative message as to whether there is a positive correlation between training and development programmes and service delivery needs.

As anticipated with the response to **Statement 2,** some management staff might not be familiar with the fact that the Skills Levies Act, 1999 requires department to make budget available for training and development and that the Department has sets aside 1% of the total payroll and expenditure on human resource development programmes. This serves as contrast because the managers of the department are assigned a responsibility to manage the budget allocated to them, and furthermore they are the decision makers of the department thus are expected to understand the mandates of the department.

The positive responses (50%) to **Statement 4** is an indication that management understands that performance review session is an effective instrument used in the department to measure the impact of training and development programmes on service delivery. The obvious answer is that most management performance bonuses are linked to their Performance Agreements (PAs). It is in this context that it did not come as a surprise for the management to view performance review session as an effective instrument used in the department to measure the impact of training and development programmes on service delivery. On the contrary, if this statement was posed to the employees, one would expect completely different response.

Although 50% of the management sample agreed with the **Statement 4,** the neutrals, strongly dis**agree and disagree constitutes** (50%) combined. One possible explanation could be that it is a disparity due to the fact that the respondents work in different clusters or work stations. A better way would be to conduct a cross-tabulation on **Statement 4** with workstations or clusters to identify the geo-spatial location of the area of work for those in disagreement with the statement.

Table 6: A cross tabulation between Statement 4 and work station

Work Station	The performance review session is an effective instrument used in the department to measure the impact of training and development programmes on service delivery				Total
Responses	Disagree	Neutral	Agree	Strongly Agree	
Head office	10	10	18	1	39
	25.6%	25.6%	46.2%	2.6%	100.0%
Pietermaritzburg	2	2	7	2	13
	15.4%	15.4%	53.8%	15.4%	100.0%
Durban	3	4	8	2	17
	17.6%	23.5%	47.1%	11.8%	100.0%
Ulundi	8	2	4	1	15
	53.3%	13.3%	26.7%	6.7%	100.0%
Midlands	5	3	7	0	15
	33.3%	20.0%	46.7%	0.0%	100.0%
Total	28	21	44	6	99
	28.3%	21.2%	44.4%	6.1%	100.0%

Table 6 shows a cross tabulation between workstation and the statement as to whether the performance reviews are used as an effective instrument to measure impact of development programs. The results in table 6 show that there are more people from Ulundi that disagreed with this statement. Only 5 (33.4) % of the respondents from Ulundi agreed with the statement but the majority of up to (10) (53.3%) disagreed with the sentiment that performance review session is an effective instrument used in the department to measure the impact of training and development programmes. At the head office there were also more respondents in the sample that disagree and neutral compared to those that agreed with the statement.

Table 7: Chi-square Test for Question 4 and Work Station

	Value	Degrees freedom	Asymptotic Significance (2 sided)
Pearson Chi-Square	11.941a	12	.450
Likelihood Ratio	12.098	12	.438
Linear-by-Linear Association	978	1	.323
N of Valid Cases	99		

Further to the percentages, a chi-square test was conducted to test if there is a significant difference in the responses of managers from the five different work stations. The results of the chi-square test reported in Table 7 indicate that even though the percentages may appear different, the difference is not significant enough to support the argument that managers from the different work stations view 'the performance review session as an effective instrument used in the department to measure the impact of training and development programs on service delivery' a different way. Actually with a p-value of 0.450 for the Person Chi-Square, it can be concluded that the opinions across the workstations are similar.

6.2.2.2 Employees Responses on Training and development for effective service delivery

Table 8: Responses from Employees

Statements linking Human resource development and service delivery	Disagree and strongly disagree	Neutral	Agree and strongly agree
1. The Training and development programmes in which you have been exposed to in this department are very important	11.5%	16.8%	71.7%
2. Training and development in the department is considered as a priority to empower employees which ultimately improves service delivery	21.2%	19.1%	59.8%
3. The training programme attended by employees modify employees competencies to enable them t**o** achieve service delivery	13.3%	22.5%	64.2%
4. There are on-going development opportunities created for employees to improve and maintain high levels of performance	42.1%	21.2%	36.8%
5. The training and development reduce consumption of time, cost and improve service delivery	18.0	25.7	56.2
6. Training is usually presented when current work standards are not being maintained and when this situation can be ascribed to lack of knowledge and	51.6	17.7	30.6

	or skills and or attitudes among individual employees			
7.	The development interventions such as mentorship, career development and ongoing seminars in which employees are given opportunities to keep abreast of changes and trends in the department are not implemented in the department	33.2	12.6	54.2

On the employee's side, seven statements were also used to capture employee perceptions on the relationship between human resource development and service delivery. The results are reported in Table 8.

The results from the employees are not similar to those from management. The statements for the employees were the same as those of management with one additional statement. The general feeling appears to be of agreement but there are substantial numbers in the sample that disagreed with the statements. The majority of employees (51.6%) disagreed with statement 6. They disagree with the view that training is usually presented when current work standards are not being maintained and when this situation can be ascribed to lack of knowledge and or skills and or attitudes among individual employees.

The other statement that attracted a higher 42.1% of disagreements was statement 4, *that there are on-going development opportunities created for employees to improve and maintain high levels of performance was not agreed with*. Just like with the analysis on the management questionnaire, it would be interesting to see the areas of work for those that mostly disagreed with the statements. A cross tabulation was therefore, conducted for statement 4 and statement 6.

Table 6 presents the cross tabulation for statement 4 and work station and **Table 7** presents the results of a Chi-Square test. The cross tabulation shows that 40% of those that strongly disagreed were from the Midlands followed by 36% from Ulundi.

Table 9: Cross tabulation between Statement 4 and work station

There are on-going development opportunities created for employees to improve and maintain high levels of performance					
	Work Station				Total
	Pietermaritzburg	Durban	Ulundi	Midlands	
Strongly Disagree	4	8	18	20	50
	8.0%	16.0%	36.0%	40.0%	100.0%
Disagree	27	29	25	12	93
	29.0%	31.2%	26.9%	12.9%	100.0%
Neutral	20	15	17	20	72
	27.8%	20.8%	23.6%	27.8%	100.0%
Agree	21	29	26	24	100
	21.0%	29.0%	26.0%	24.0%	100.0%
Strongly agree	7	6	7	5	25
	28.0%	24.0%	28.0%	20.0%	100.0%
Total	79	87	93	81	340
	23.2%	25.6%	27.4%	23.8%	100.0%

Table 10: Chi-Square test

	Value	Degrees of freedom	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.077[a]	12	.020
Likelihood Ratio	25.749	12	.012
N of Valid Cases	340		

A Chi-Square test used to test the difference in the perceptions between the work stations is statistically significant. The Chi-Square test is presented in Table 10. The results of the Chi-Square test show that there is a significant difference in the response of employee across work stations. The p-value of the Pearson Chi-Square test is 0.02 which is significant at 5% significance level since it is less than 0.05.

Another statement that had different results was statement number 6 in table 8. More than half of the sample of the employees disagreed with the statement that *Training is usually presented when current work standards are not being maintained and when this situation can be ascribed to lack of knowledge and or skills and or attitudes among individual employees.* A further analysis to see which employees exactly felt that way by looking at work stations is reported in table 11 and the Chi-Square in 12.

Table 11: Cross –tabulation between Statement 6 and work station

		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Total
Pietermaritzburg	Count	13	34	8	17	6	78
	% within Work Station	16.7%	43.6%	10.3%	21.8%	7.7%	100.0%
Durban	Count	5	28	19	34	1	87
	% within Work Station	5.7%	32.2%	21.8%	39.1%	1.1%	100.0%
Ulundi	Count	20	37	16	18	2	93
	% within Work Station	21.5%	39.8%	17.2%	19.4%	2.2%	100.0%
Midlands	Count	13	25	17	21	5	81
	% within Work Station	16.0%	30.9%	21.0%	25.9%	6.2%	100.0%
Total	Count	51	124	60	90	14	339
	% within Work Station	15.0%	36.6%	17.7%	26.5%	4.1%	100.0%

The results in table 11 indicate that employees from Pietermaritzburg and Ulundi showed higher degrees of disagreement compared to the other clusters. This could be indicating differences in what is happening in the various clusters. A Chi-Square test conducted to test if there is a significant difference in the responses between the different work stations reported in table 12, indicates that there is a significant difference in the employee responses across the work stations.

Table 12: Chi-Square test for results in Table 11

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.658a	12	.006
Likelihood Ratio	29.166	12	.004
N of Valid Cases	339		

The Pearson Chi-Square test is significant at 1% significance level with a p-value of 0.006 which is less than 0.01 for the 1% significance level.

6.2.3 Impediments of the Transference of skills

The second empirical objective concentrated on the factors that impede or hinder the transfer of skills acquired from training into the day to day operations so as to achieve effective service delivery. The results for the statements that were used to capture the perceptions of both the management and the employees are reported in the tables below. The management responses are reported first followed by the responses from the employees.

6.2.3.1 Management responses: Impediments of the Transference of skills

Most government departments have a tendency to associate their failures in addressing the training needs of their staff member to the budgetary constraints. On the contrary, when the financial year comes to an end, it is common to discover that most departments have not spent the allocated training budget.

Table 13: Adequacy of budget allocated for training

The budget allocated for training and development is not adequate to address the determined training needs of department officials					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	14	13.9	13.9	16.8
	Neutral	24	23.8	23.8	40.6
	Agree	39	38.6	38.6	79.2
	Strongly Agree	21	20.8	20.8	100.0
	Total	101	100.0	100.0	

The majority of managers 60 (59.4%) agree and strongly agree that the budget allocated for training and development is not adequate to address the determined training needs of department officials.

However, a tiny fraction of the respondents strongly disagree and disagree 17 (16.9%) with the statement. A fair proportion of responses 24 (23.8%) was recorded from the neutrals. The latter is a serious cause of concern because managers in the Department of Social Development are budget holders, in government terms they are known as responsibility and programme managers.

Table 14: Management perception of adequate capacitation of employees to meet service delivery

The employees of the department are not adequately capacitated with transversal and line function training programmes to meet service delivery demands					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	17	16.8	16.8	20.8
	Neutral	26	25.7	25.7	46.5
	Agree	39	38.6	38.6	85.1
	Strongly Agree	15	14.9	14.9	100.0
	Total	101	100.0	100.0	

A total of 54 (53.5%) of respondents agree and strongly agree with the statement that the Departmental employees are not adequately capacitated with transversal and line function training programmes to meet service delivery demands. Both the managers who strongly disagree, disagree and neutrals account for 47 (46.5%). The management response that employees of the department are not adequately capacitated with transversal and line function training programmes to meet service delivery demands, can be interpreted as an acknowledgement that managers are failing to ensure that employees are properly trained. This also raises a serious doubt as to why managers would still be rewarded with performance bonuses if they have failed to fulfil their training obligations to employees assigned to them.

Table 15: Managers perceptions on training and development impact

Managers do not regard training and development interventions because they do not see any impact they are making on the employee performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	13.9	14.3	14.3
	Disagree	38	37.6	38.8	53.1
	Neutral	27	26.7	27.6	80.6
	Agree	17	16.8	17.3	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

Table 15 on the management response to training and development impact clearly shows that the majority of the respondents 52 or (53.1%) disagree and strongly disagree with the statement. A minority of 19 (18.8%) felt that managers do not regard training and development interventions because they do not see any impact they are making on the employee performance. The high percentage of neutral responses 27 **(**27.6%) is still a worrying factor if it is from management because they have a huge responsibility to ensure capacitation of their staff.

Table 16: The lack of training on systems of government impedes on service delivery

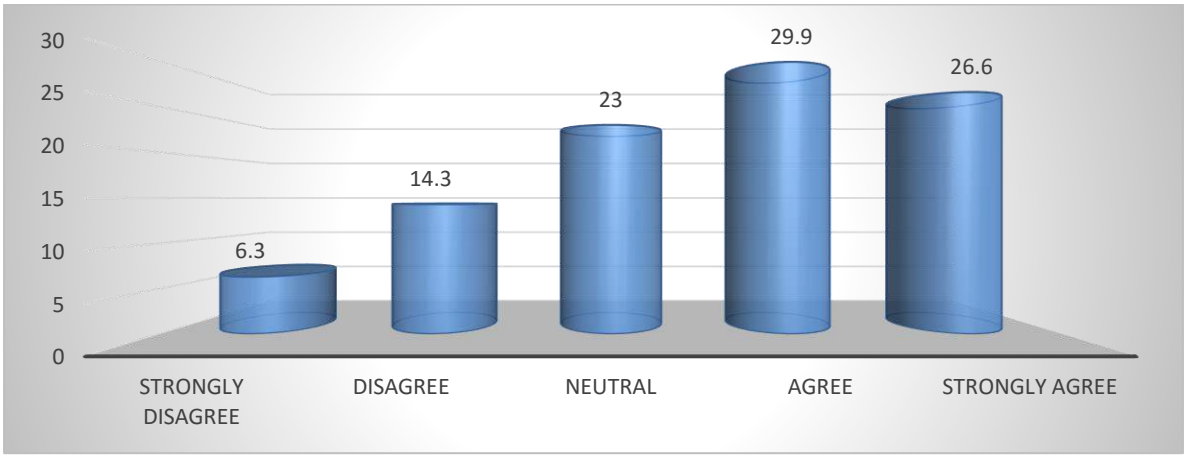
The lack of training on systems of government such as the implementation of performance management, the implementation of strategic plan of the department and the implementation of human resource development strategy impedes effective service delivery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	4	4.0	4.0	7.0
	Neutral	19	18.8	19.0	26.0
	Agree	60	59.4	60.0	86.0
	Strongly Agree	14	13.9	14.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

The majority of the managers 74 (73.3%) felt that the lack of training on systems of government such as the implementation of performance management, the implementation of strategic plan of the department and the implementation of human resource development strategy impedes effective service delivery. The positive response received in relation to this statement sends a strong signal that the management is aware of the lack of training on systems which results to the impediment of service delivery.

6.2.3.2 Employees responses on the impediments of the transference of skills.

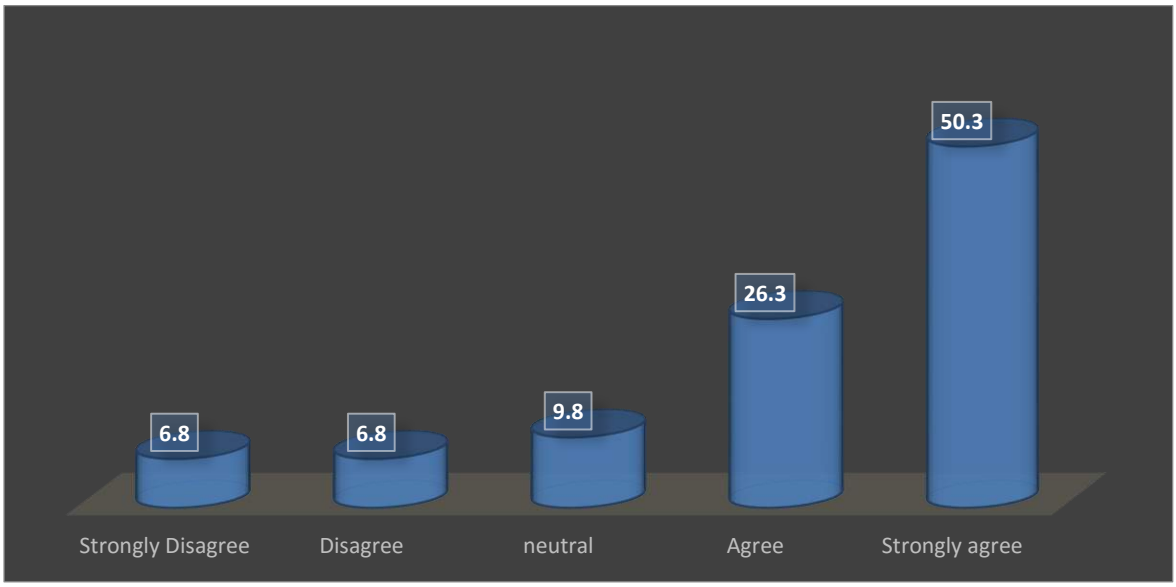
The employees were requested to confirm the impediments that they encounter regarding the transference of skills to their working environment. The employees' responses are captured in figure 8, 9 and 10.

Figure 8: Senior management does not have an interest for employees to apply acquired skills at the work place.



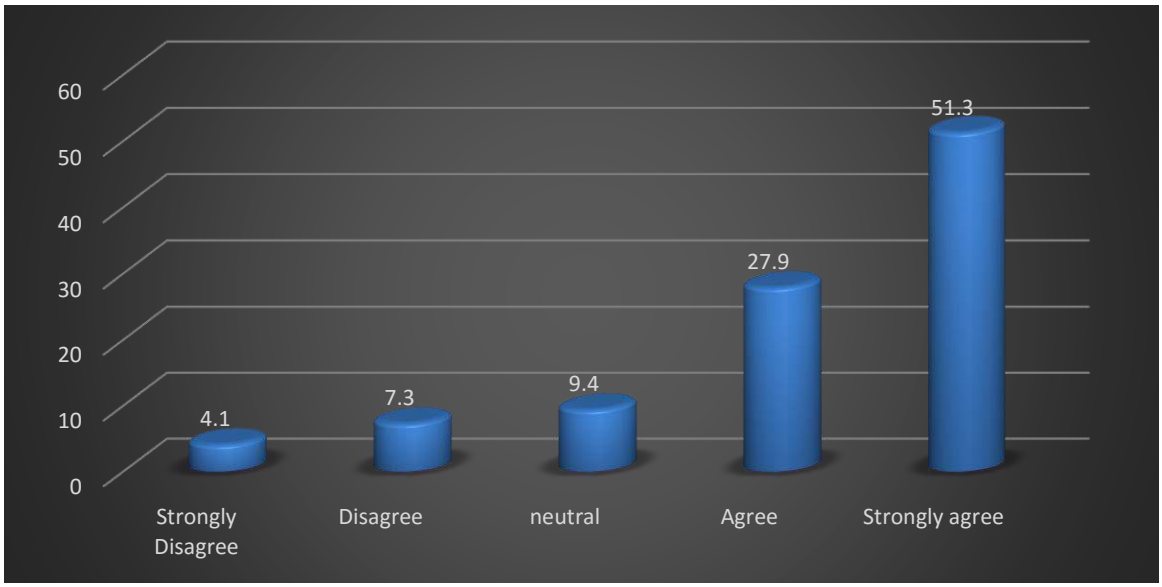
The majority of the middle and lower rank personnel 189 (56.5%) feel that it is not in the interest of senior management for them to apply the acquired learning to the working environment. However, 69 (20.6%) do not feel that it is not in the interest of senior management for them to exercise acquired learning to their working environment. A significant proportion of neutrals 77 (23%) for this statement were recorded. This could be the course for concern if employees feel that management is not interested in the transference of skill to the work place. The transformation in the government sector requires advanced knowledge to be implemented in the workplace. The human resource development components are expected to provide employees with new knowledge for the betterment of service delivery.

Figure 9: Inadequacy of financial, human and physical resources serve as hindrances



All 347 employees responded to the statement that the inadequacy of financial, human and physical resources serve as hindrances in the provision of training and development for effective service delivery. The response provided by employees need not be taken lightly because the conduciveness of the physical facilities, human and financial resources enables effective learning to occur, which in turn can empower the employees to provide services effectively. A significant proportion of employees 259 (76.6%) concur, 46 (13.6%) did not concur and 33 (9.8%) were neutral. The statistical results confirm the widely held perceptions of employees that budgetary constraints are always used as an impediment to deny them an opportunity to progress in many occupations and the KwaZulu-Natal Department of Social Development is also not an exception.

Figure 10: The Department does not offer its employees an equal opportunity for training and development.



A strong sentiment was shared by 270 (79.2%) employees that the Department does not offer its employees an equal opportunity for training and development, hence the lack of effectiveness in service delivery. Only 39 (11.4%) felt that that the Department offers equal opportunity for training and development. The neutrals with 32 (9.4%) accounted for the least response to the statement, and that on its own is an indication of the standpoint of employees in relation to how the KwaZulu-Natal Department of Social Development handles opportunities for training and development. The above statistical readings paint a tepid picture that only a tiny minority of employees is benefiting from the opportunities of training and development in the Department.

6.2.4 Extent to which trained employees plough back acquired skills

The third empirical objective was to assess the perceptions of the management and employees in regard to the extent to which employees attending training plough back the skills they acquire from training in their day to day operations once they come back from training. The results presented in the tables and figures in this section start with the responses from management and then those from employees.

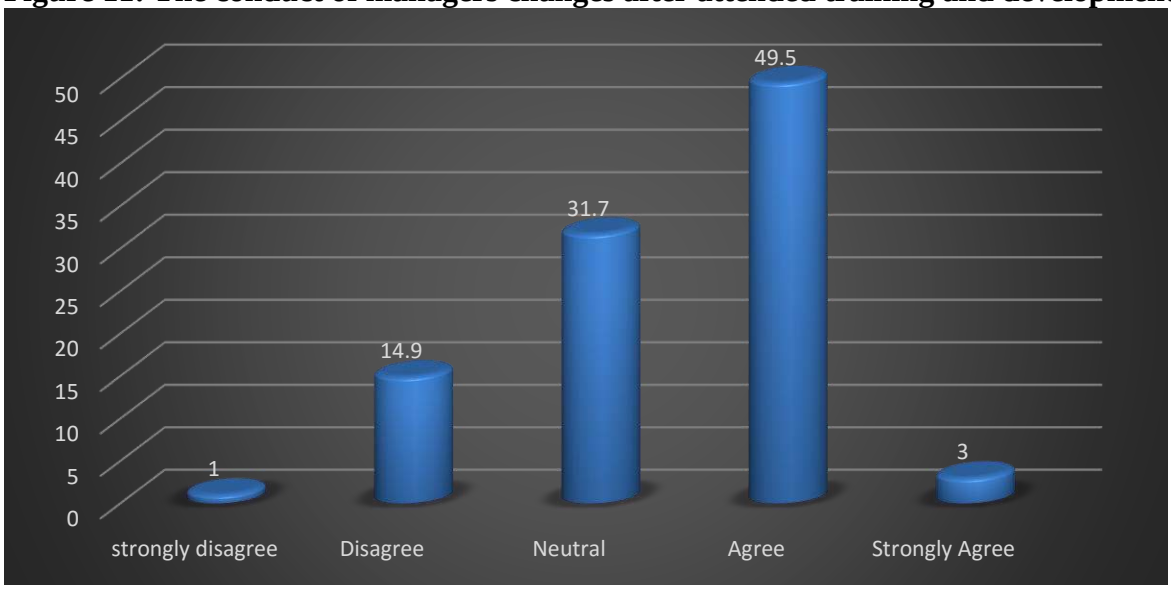
6.2.4.1 Management responses on the extent to which acquired skills are ploughed back

Table 17: Management do not confidently apply gained knowledge to their working environment

Management do not confidently apply gained knowledge to their working environment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	27	26.7	27.0	32.0
	Neutral	30	29.7	30.0	62.0
	Agree	30	29.7	30.0	92.0
	Strongly Agree	8	7.9	8.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

There were mixed feelings from management in relation to whether they do confidently apply gained knowledge to their working environment. The responses generated from the positives and negatives are fairly close with 38% and 32%, respectively. A significant proportion of respondents with 30% were neutral. This is a strong signal that majority of managers do not plough back skills acquired from learning sessions to working environment. The department cannot be productive if managers do not plough back skills acquired.

Figure 11: The conduct of managers changes after attended training and development



The results in figure 11 indicated that 52.5% of management confirm that the conduct of managers changes after attending training and development programmes however this is not sustained. A tiny fraction of respondents (15.9%) did not agree with the statement. Although this figure confirms that their conduct changes, on the other side a sharp contrast may be presented that their conduct do not change because they are unable to plough back skills acquired to the workplace as indicated in table 17 above. The 31.7% of neutral respondents may indicate that they do not see any changed behaviour from management, things still remain the same.

Table 18: Return on investment after attending training programme

There is no return on investment after employees have attended transversal and line function training programme					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	24	23.8	24.0	28.0
	Neutral	35	34.7	35.0	63.0
	Agree	29	28.7	29.0	92.0
	Strongly Agree	7	6.9	7.0	99.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

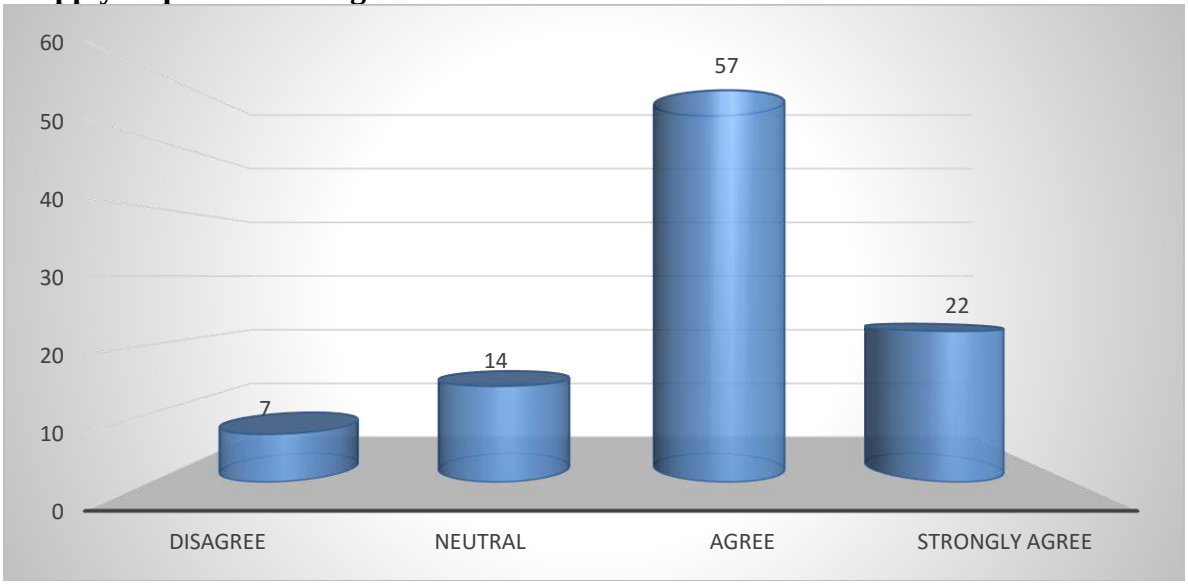
The results from table 18 reflect that 36 (35.6%) of the management are of the view that there is no return on investment after employees have attended transversal and line function training programme. However, what the managers tend to forget is that they cannot expect improvement of the employees' performance unless they start by evaluating the training process itself. Furthermore, it is the responsibility of managers to determine the reasons causing "no return on investment". On the contrary 28 (27.8%) of management share the sentiment that employees who have attended transversal and line function become more effective, 34.7% were neutral.

Table 19: Competency based and development training

The competency based training and development training have little impact on service delivery					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	3	3.0	3.0	4.0
	Disagree	39	38.6	38.6	42.6
	Neutral	28	27.7	27.7	70.3
	Agree	27	26.7	26.7	97.0
	Strongly Agree	3	3.0	3.0	100.0
	Total	101	100.0	100.0	

From the analysis of the results in table 19, it is evident that the majority of managers 42 (41.6%) are of the view that competency based training and development do not have significant impact on service delivery. On the contrary, 30 (29.7%) of the management respondents hold the opinion that competency based and development training have little impact on service delivery. This table could imply that management competency based training and development offered to them as managers do not respond to their training needs, or training providers do not present something new to them. This could mean that they might feel that to attend training and development programmes may be a waste of time. As indicated in table 3b above the maximum old age of management is 64 years with the maximum of 33 years in service therefore, management of such a service would expect competent trainers breaking new grounds on training and development programmes.

Figure 12: It is in the interest of senior management for middle and lower rank personnel to apply acquired learning to the work environment.



The majority of respondents (79%) felt that it is in the interest of senior management for middle and lower rank personnel to apply and acquire learning to the work environment. Only a tiny minority **(**7%) did not agree with (14%) being neutral. This figure presents a positive image of management who are interested in seeing their employees ploughing back the gained knowledge on training and development courses. The willingness of management will enable employees to optimise their performances at the work place for service delivery improvement.

Table 20: Training and development are effective and efficient to improve service delivery.

Management consider training and development as effective and efficient for improved service delivery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	4	4.0	4.0	5.0
	Neutral	12	11.9	11.9	16.8
	Agree	60	59.4	59.4	76.2
	Strongly Agree	24	23.8	23.8	100.0
	Total	101	100.0	100.0	

The majority of respondents 84 (83.2%) affirmed that management considers training and development as effective and efficient for improved service delivery. A tiny 5 (5%) respondents had a different opinion. It is noticed that 12 (11.9%) of the respondents were neutral, this can be translated that they do not consider training and development programmes offered by the department effective and efficient to improve service delivery. The positive response from management indicates that they value training and development as effective instrument to improve service delivery. Therefore, it would be expected from them to authorise and encourage their employees to attend courses on training and development. In addition, the proactive strategy would be expected from them to intensify on the job training and any other types of training seminars which will assist the department to meet its desired objectives.

Table 21: Employees are not responding to organizational needs after being trained

Employees are not responding to organizational needs where as they are being trained					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	34	33.7	33.7	34.7
	Neutral	33	32.7	32.7	67.3
	Agree	28	27.7	27.7	95.0
	Strongly Agree	5	5.0	5.0	100.0
	Total	101	100.0	100.0	

There were mixed feelings in terms of respondents to Table 21 statement that *employees are not responding to organizational needs where as they are being trained.* A total of 35 (34.7%) of respondents did not agree as compared to 33 (32.7%). However, the significant proportion of neutrals 33 (32.7%) are a serious point of concern. The neutral responses from management may indicate that they (management) do not implement employee performance management and development system where performance reviews are conducted furthermore it may also indicate lack of supervision. This may also imply that managers may not see the need to send employees to training courses and training may be considered as a waste of time**.**

6.2.4.2 Employees responses on the extent to which acquired skills are ploughed back

Table 22: The department lives up to its objective of promoting developmental social welfare services and community development.

The department lives up to its objective of promoting developmental social welfare services and community development to people of KwaZulu-Natal through provision of relevant training and development programmes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	10.7	10.9	10.9
	Disagree	75	21.6	22.0	32.8
	Neutral	104	30.0	30.5	63.3
	Agree	104	30.0	30.5	93.8
	Strongly agree	21	6.1	6.2	100.0
	Total	341	98.3	100.0	
Missing	System	6	1.7		
Total		347	100.0		

The majority of employees 125 (36.7%) agree that the department lives up to its objective of promoting developmental social welfare services and community development to people of KwaZulu-Natal through provision of relevant training and development programmes. On the contrary, 112 (32.9%) of employees did not agree with the statement and 104 (30.5%) were neutral. A conclusion can be drawn that neutral respondents believe that the department does not live up to its objective of promoting developmental social welfare services.

Table 23: The skills and knowledge imparted to you increased your training and development knowledge

The skills and knowledge imparted to you increased your training and development knowledge and overall performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.9	2.9	2.9
	Disagree	45	13.0	13.1	16.0
	neutral	86	24.8	25.1	41.1
	Agree	166	47.8	48.4	89.5
	Strongly agree	35	10.1	10.2	99.7
	Total	343	98.8	100.0	
Missing	System	4	1.2		
Total		347	100.0		

From the analysis of the results in table 23, it is evident that majority of employees 201 (58.6%) affirms that the skills and knowledge imparted to them increased their training and development knowledge and overall performance. On the contrary, 55 (16.0%) had a different opinion. Employees can have noticed the improved performance after attended training and development courses, therefore the neutral responses can indicate that the performance did not improve after courses have been attended.

Table 24: The learning gained would enable you to confidently plough back knowledge and skills acquired

The learning gained would enable you to confidently plough back knowledge and skills acquired from the learning environment to your working environment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	4.3	4.4	4.4
	Disagree	45	13.0	13.3	17.7
	neutral	77	22.2	22.7	40.4
	Agree	160	46.1	47.2	87.6
	Strongly agree	42	12.1	12.4	100.0
	Total	339	97.7	100.0	
Missing	System	8	2.3		
Total		347	100.0		

The majority of employees 202 (59.6%) as opposed to 60 (17.7%) agree that the learning gained in training and development programmes can enable them to confidently plough back knowledge and skills acquired to their working environment. It is evident from the results depicted in table 24 that employees regard training and development initiatives provided by the Department of Social Development as being effective.

Table 25: Positive change in your job performance after attending training and development programmes

There has been a positive change in your job performance after attending training and development programmes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	8.1	8.2	8.2
	Disagree	49	14.1	14.3	22.4
	Neutral	70	20.2	20.4	42.9
	Agree	152	43.8	44.3	87.2
	Strongly agree	44	12.7	12.8	100.0
	Total	343	98.8	100.0	
Missing	System	4	1.2		
Total		347	100.0		

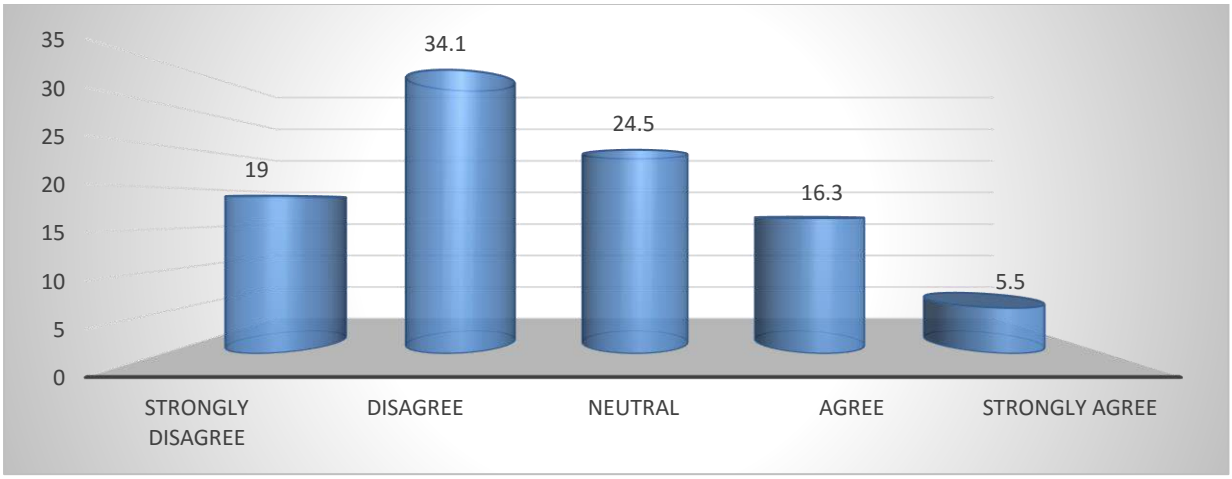
The results generated from table 25 send a strong message that majority of employees 196 (57.1%) who previously attended training and development programmes felt that there has been positive change in their job performance after attending training and development programmes. However, 77 (22.5%) of respondents highlighted that there was no positive change in their job performance. Despite the positives far outweighing the negatives, the large number of neutrals 70 (20.4%) leaves much to be desired.

Table 26: Employees of the department are unable to implement the service delivery improvement plan

The employees of the department are unable to implement the service delivery improvement plan (SDIP) at the workplace because they are not properly trained					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	6.9	7.0	7.0
	Disagree	51	14.7	14.9	21.9
	Neutral	48	13.8	14.0	35.9
	Agree	124	35.7	36.2	72.0
	Strongly agree	96	27.7	28.0	100.0
	Total	343	98.8	100.0	
Missing	System	4	1.2		
Total		347	100.0		

The striking feature of the results depicted in table 26 is that the majority of employees 220 (64.2%) believed that they are unable to implement the service delivery improvement plan (SDIP) at the workplace because they are not properly trained, and only 75 (21.9%) disagree. The 14.0% were neutral. The findings directly speak to the fact that there is a serious challenge for the Department to go on a vigorous drive in training employees on the service delivery improvement plan (SDIP).

Figure 13: Managers are concerned that you are not responding to the organizational needs and yet you are being trained



The majority of respondents (53.1%) do not agree with the statement that managers are concerned that they are not responding to the organizational needs and yet they are being trained. On the contrary, 21.8% agree that that managers are showing concerns regarding their lack of response even after training. A major concern from the results is the large number of neutrals 24.5% who are sitting on the fence regarding the statement.

6.2.5 Extent to which coordinated training and development programmes improved work performance

The Senior Management Service Handbook pinpoints the types of training and development courses relevant to senior management. The performance agreements and job descriptions for different occupational classifications also identify the types of courses to be attended for service delivery improvement. Therefore, table 27 below listed training courses which are supposed to be attended by management of the department. In looking at the extent to which training programs attended improved work performance, a list of training courses was presented to the respondents.

It was asked of them to indicate whether they had in fact attended the training and to what extent they believed the courses, workshops, seminars or information sessions which they might have attended in past 5 years improved their work performance. These programs have been summarized in table 27 with the percentages indicating attendance and how the respondents rated the importance of the courses. The responses of managers are presented first followed by those of employees.

6.2.5.1 Management responses on the extent to which the attended training programs improved work performance.

Managers were asked questions related to management courses, workshops, seminars and information sessions. These training and development programs and operational plans are coordinated by the Human Resources Development Unit. Table 27 presents the different programs and seminars attended by management. The results show that a majority of staff are not afforded the opportunity to attend these sessions. The most attended training course is the financial management where 70.1% of the respondents indicated that they attended this training and the rating of the training was also satisfactory as is shown in figure 14.

Figure 14: The Financial management training improve my work performance

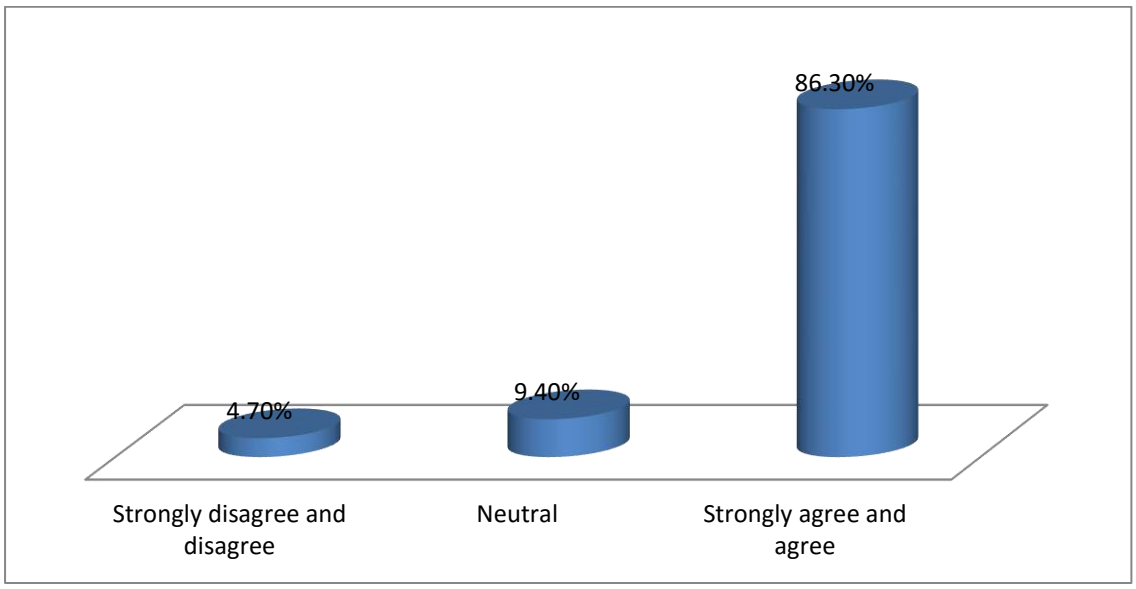


Table 27 Management programmes, seminars and information sessions

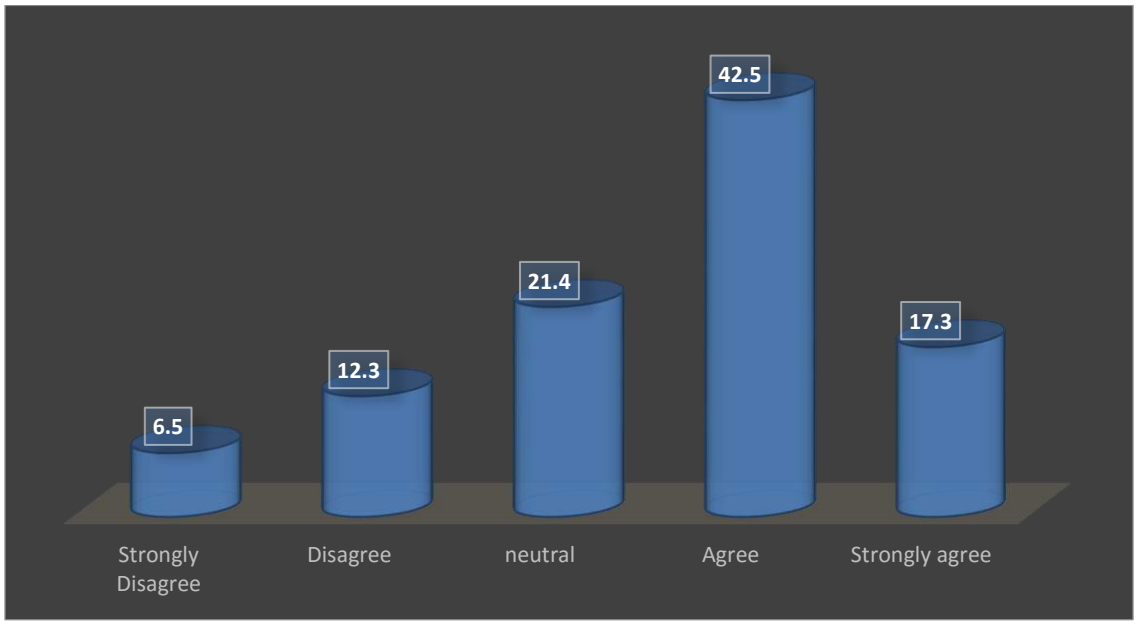
Training course, seminar, or information session	Attended		Rating of the attended programme		
	No	Yes	Strongly disagree and disagree	Neutral	Strongly agree and agree
1. Strategic Leadership and Capability	54.1%	45.9%	5.2%	12.8%	81.96%
2. Change Management	55.7	44.3%	7.6%	18%	74.2%
3. Client orientation and customer focus	58.5%	41.5%	5.7%	23.6%	70.6%
4. Financial management	29.7%	70.1%	4.7%	9.4%	86.3%
5. Knowledge management	67.5%	32.5%	0%	29.5%	70.4%
6. Service delivery innovation	59%	41%	6.2%	26.3%	67.5%
7. Problem solving and analysis	52.9%	47.1%	0%	17.4%	82.3%
8. People management and empowerment	52.3%	47.7%	5%	12.1%	82.8%
9. Programme and project management	42.5%	57.5	1.9%	8%	90%
10. Communication	60.2%	39.8%	3%	12%	85%
11. Honesty and integrity	68.3%	31.7%	7.5%	23%	69.4%
12. Management of human resources	59%	41%	2.9%	23.4%	73.4%
13. Management of non-financial data performance information	44.3%	55.7%	1.9%	12.2%	85.8%
14. Management of foster care	50.6%	49.4%	0%	19.4%	80.5%
15. Poverty alleviation and sustainable livelihood	67.9%	32.1%	3.7%	22.1%	74.1%
16. Monitoring and evaluation	51.9%	48.1%	5.1%	10.1%	84.8%
17. Non-profit Organization management	52.4%	47.6%	2.5%	12.8%	84.4%
18. Management of social welfare services	59%	41%	0%	26.3%	73.4%
19. Management of children and families	57.7%	42.3%	0%	18.2%	81.7%
20. Management of restorative services	62.2%	37.8%	3.1%	16.1%	80.6%
21. Management of development and research	69.6%	30.4%	4.2%	20.7%	75%

It is also clear from the results that for all training and seminars attended, those who participated were to a greater extent of the opinion that the training improved their work performance. The fact that there were employees that even felt that the training was not that important to their work performance could be seen as indicating that the low numbers of people attending is a result of discouragement. The percentages of management who did not attend training and development programmes are high as compared with the training courses attended.

6.2.5.2 Employees responses on the extent to which the attended training programmes improved work performance.

The training and development courses listed in table 28 relate to the employees' job descriptions and employee performance management and development system document, a tool which intends to optimize performances of employees. Employees were asked on the courses, seminars and information sessions that are available to employees. Before assessing how the courses and seminars related to their work performance, employees were asked to rate the facilitation of the training they attended.

Figure 15: Competency of Facilitators: The facilitator presented the content relevant to your working environment competently.



Although there was no total agreement, the majority of the respondents (59.8%) felt that facilitators were competent in presenting the contents of the various courses attended, 18.8% had a different opinion from those who agreed and strongly agreed and 21.4% were neutral. The question asked was for the employees to rate the extent to which they believed the following training development courses, workshops, seminars or information sessions which they might have attended in the past 5 years improved their work performance. The results in table 28 indicate the percentage of employees who attended and those who never attended the particular training, and then the percentage of how they rate the performance within those that attended the training.

Table 28 Employee's programmes, seminars and information sessions

Training course, seminar, or information session	Attended		Rating of the attended programme		
	No	Yes	Strongly disagree and disagree	Neutral	Strongly agree and agree
1. Change management	95.7%	4.3%	25.5%	32.5%	41.8%
2. Advanced computer	83.2%	16.8%	20.2%	23.8%	55.9
3. Project management	85.6%	14.4%	12.5%	20.1%	68%
4. Report writing skills	74.4%	25.6%	3.9%	14.8%	81.2%
5. Communication skills	85.8%	14.2%	7.7%	17.6%	75.3
6. HIV/AIDS	77.4%	22.6%	7.5%	23%	65.4%
7. Events management	94.9%	5.1%	27.4%	13.7%	56.8%
8. Supervisory Skills	80.7%	19.3%	5.1%	30.5%	64.2%
9. Asset management	89.4%	10.6%	10.3%	33%	56.6%
10. Conflict management	84.0%	16.0%	10.6%	28.1%	61.2%
11. Public service induction	37.7%	62.3%	7.2%	24.7%	68.0%
12. Customer care	62.0%	38.0%	4.2%	14.7%	80.7%
13. Restorative service training	86.7%	13.3%	16.5%	27.0%	56.3%
14. Social values and principles	82.9%	17.1%	4.6%	26.9%	69.0%
15. Poverty alleviation and sustainable livelihood	89.9%	10.1%	13.8%	31.6%	53.4%
16. Trauma counselling and human Trafficking	82.3%	17.7%	7.9%	24.2%	68.3%
17. Social workers code of ethics	59.6%	40.4%	5.1%	20.7%	74.2%
18. Early childhood development	84.8%	15.2%	9.2%	13.8%	75.6%
19. Older persons act	88.8%	11.2%	13.3%	41.9%	44.6%
20. Bereavement therapeutic counselling	93.9	6.1%	22.9%	22.9%	52.4%
21. Restoration and healing programme	93.2%	6.8%	16.1%	10.2%	75.0%
22. Children's act	55.7%	44.3%	2.2	12.4%	84.6%
23. Management of Foster care	80.3%	19.7%	4.0%	16.2%	80.2%
24. Community and household profiling	92.2%	7.8%	14.1%	26.9%	58.9%
25. Institutional capacity building	94.3%	5.7%	19.2%	36.8%	43.8%
26. Monitoring and evaluation	82.2%	17.8%	9.5%	29.2%	60.6%
27. Non-profit organization management	90.8%	9.2%	16.3%	38.0%	46.7%
28. Financial management	89.8%	10.2%	10.7%	24.5%	65.6%
29. Non-financial Performance data	88.5%	11.5%	18.2%	15.6%	66.0%

The table above indicates that the majority of employees never attended the aforementioned training programmes. The highest percentage is 95.7% and the lowest is 37.7% of the respondents who indicate their non-attendance, the rest of the non-attendance percentages are ranging between 70% and 80%. The highest percentage of those who attended is ranging between 62% and 5.1%. The non-attendance of the aforementioned courses should be the cause for concern in the department.

The minority of employees who attended training courses affirm that the training courses attended improved their performance. The rating of improved performance in 28 training programmes is ranging between 41.8% and 84.6%. The percentages ranging from 2.2% and 27.4% indicate the non-improvement of performances. The neutral responses ranging between 10.2% and 41.9% are a cause for concern in the department.

6.2.6 Human Resource Development coordinated training and development programmes and operational plans

The success of any department lies at having a synergy between the department human resources strategic plan and training and development needs. Hence, the management and employees' input in human resources development strategic plan is the key foundation for success. The detail analysis that is to follow is meant to establish whether there is a link between human resources development strategic plan and training and development needs.

6.2.6.1 Human Resources Development implementation plan

Table 29: The department has a human resources development implementation plan

The department has a human resources development implementation plan that is approved and being implemented					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	7	6.9	7.0	8.0
	Neutral	42	41.6	42.0	50.0
	Agree	39	38.6	39.0	89.0
	Strongly Agree	11	10.9	11.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

A total of 50 (50%) managers affirmed that the department has a human resources development implementation plan that is approved and being implemented, whereas, 8 (8%) did not concur. It came as a surprise that a huge proportion of management 42 (42%) could not specify whether such plan exist or not. This finding raises serious doubt on the calibre of managers in the Department payroll. One would expect managers to be well versed with human resource development plan.

Table 30: The human resources development implementation plan does not address skills gaps of employees.

The human resources implementation development plan does not address skills gaps of employees such that the department is unable to fulfil its service delivery goals and objectives					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	19	18.8	18.8	22.8
	Neutral	47	46.5	46.5	69.3
	Agree	25	24.8	24.8	94.1
	Strongly Agree	6	5.9	5.9	100.0
	Total	101	100.0	100.0	

A total of 31 (30.7%) managers felt that the human resources development implementation plan does not address skills gaps of employees and as such the department is unable to fulfil its service delivery goals and objectives. On the contrary 23 (22.8%) believed that the plan addresses skills gap of employees. A significant proportion of neutrals 47 (46.5%) leaves much to be desired. These results reflect a reality that there is a belief that the human resource development unit of the department does not respond to Employees' Personal Development Plans. This means that employees become unable to meet the service delivery objectives of the department as expected.

Table 31: The top management reviews progress

The top management reviews progress against the human resource development (HRD) monitoring tool and take action if required					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	15	14.9	15.0	20.0
	Neutral	63	62.4	63.0	83.0
	Agree	16	15.8	16.0	99.0
	Strongly Agree	1	1.0	1.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Twenty of the managers (19.9%) do not concur with the view that the top management reviews progress against the human resource development (HRD) monitoring tool and take action if required. Seventeen of them (16.8%) affirm that the top management reviews progress against HRD monitoring tool and take action. The neutrals, 63 (62.4%) outnumber both the positives and negatives combined. The human resource development monitoring tool as an instrument plays a significant role in measuring the impact of training and development programmes therefore, it can be a concern if the management does not review progress of employees of employees against the tool.

Table 32: The human resource development activities are monitored and the output is evaluated.

The human resource development activities are monitored and the output is evaluated					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	5	5.0	5.0	5.1
	Disagree	19	18.8	19.2	24.2
	Neutral	54	53.5	54.5	78.8
	Agree	19	18.8	19.2	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	99	98.0	100.0	
Missing	System	2	2.0		
Total		101	100.0		

Twenty-four (24.2%) of the interviews do not concur with the statement that the human resource development activities are monitored and the output is evaluated, and 21 (21.2%) affirm that activities are monitored. The high neutral response rate at 54 (54.5%) is a worrying factor meaning that the issue needs urgent attention from the Department. The results imply that the management of the department does not do justice in monitoring and evaluating the impact of human resource development activities.

6.2.6.2 The link between Human Resource Development strategy and the strategic plan of the department.

Table 33: The department does not timely submit an approved annual human resource development implementation plan.

The department does not timely submit an approved annual human resource development implementation plan by the head of department to the department of public service administration (DPSA) by the due date (31 May)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.1
	Disagree	8	7.9	8.2	11.2
	Neutral	68	67.3	69.4	80.6
	Agree	13	12.9	13.3	93.9
	Strongly Agree	6	5.9	6.1	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

From the results of Table 33 the neutrals with 68 (69.4%) account for the majority and they were silent as to whether department timely submit an approved annual human resource development implementation plan approved by the Head of department to the Department of Public Service and Administration (DPSA) by the due date (31 May). The neutrals far exceed both the positives with 19 (19.4%) and negatives with 11 (11.2%). Again, this could be a worrying factor to the Department because it is evident that too many managers are in the dark with regard to the timeously submission of approved annual human resource development implementation plan to the Department of Public Service Administration.

Table 34: The department is partially compliant with the skills development acts/regulatory requirements

The department is partially compliant with the skills development acts/regulatory requirements					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	8	7.9	8.0	9.0
	Neutral	48	47.5	48.0	57.0
	Agree	41	40.6	41.0	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

A total of 43 (43%) of respondents affirm that the department is partially compliant with the skills development acts/regulatory requirement. On the contrary, a total of 9(9%) respondents disagreed. A large number of respondents 48 (48%) were recorded as neutrals which speaks to the lack of openness of the Department to its management team. The purpose of the act is to improve productivity in the workplace, delivery of service, promote self-employment, increase the level of investment in education and training in the labour market and improve return on investment to mention a few, therefore it should be a concern in the department if the skills development is partially implemented.

Table 35: The human resource development strategy is not in line with the strategic plan of the department.

The human resource development strategy is not in line with the strategic plan of the department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	5.9	6.0	6.0
	Disagree	30	29.7	30.0	36.0
	Neutral	49	48.5	49.0	85.0
	Agree	13	12.9	13.0	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

The results of table above present a depressing overall picture with a large proportion of neutrals 49 (49%) unsure as to whether the human resource development strategy is in line or not in line with the strategic plan of the department. Furthermore, the small proportion of managers 15 (15%) who agree also provides a worrying factor considering that it is coming from the management.

Lastly, the 36 (36%) is not significant to justify the belief that the human resource development strategy is in line with the strategic plan of the department. From this finding, it is evident that the Department should prioritise that it engages managers with regard to the Human Resource Development Strategy.

Table 36: Executive and management committee strategic meetings

The executive and management committee strategic meetings do not consider human resources development matters as critical component for effective service delivery.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	10.9	11.0	11.0
	Disagree	29	28.7	29.0	40.0
	Neutral	45	44.6	45.0	85.0
	Agree	9	8.9	9.0	94.0
	Strongly Agree	6	5.9	6.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

There was a total of 15 (15%) who affirmed and 40 (40%) disagreed. Forty-five respondents (45%) were neutral. The latter's response implies that employees may be unable to comment because of not knowing of the items that are tabled at executive management meetings. However, the district and service office management where service delivery happens should consider human resource development matters as significant items in their meetings. Furthermore, the executive management resolutions in human resource development matters should be cascaded to all structures of the department for implementation.

Table 37: Human Resources Development manager's involvement in executive management meetings.

The involvement of the human resources development manager in executive management meetings where decisions are made about future changes in training is essential.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.0	1.0	1.0
	Neutral	21	20.8	20.8	21.8
	Agree	49	48.5	48.5	70.3
	Strongly Agree	30	29.7	29.7	100.0
	Total	101	100.0	100.0	

A total of 79 (78.2%) affirmed the statement, and 21 (20.8) were neutral. This clearly indicates that the department does not consider the importance of human resource development activities for service delivery improvement, hence the Human Resource Development Manager is not involved in executive management meetings. The involvement of Human Resource Development Manager in such meetings as an expert in human resource development matters can assist the management of the department to have a clear comprehension of skill development legislations providing directives on how human resource development strategies should be implemented.

Table 38: The management of the department through training and development programmes interventions.

The management of the department through training and development programmes interventions is effective in terms of exercising oversight responsibility regarding financial and non-financial performance and service delivery.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	4	4.0	4.0	5.0
	Neutral	35	34.7	35.0	40.0
	Agree	53	52.5	53.0	93.0
	Strongly Agree	7	6.9	7.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

In terms of effectiveness of management through training interventions, 60 (60%) of respondents affirmed and a tiny minority of 5 (5%) disagreed whilst 35 (35%) of respondents remain neutral. The neutral responses could be a course for concern because the department must get a true picture of how effective and efficient is the management of the department on effective service delivery.

Table 39: Satisfied about employees' competencies on performance.

Overall I am satisfied about the competent knowledge, skills and attitude of employees on the performance of the department of service delivery.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	6.9	6.9	6.9
	Disagree	32	31.7	31.7	38.6
	Neutral	28	27.7	27.7	66.3
	Agree	34	33.7	33.7	100.0
	Total	101	100.0	100.0	

The results in this table present a worrying factor because 39 (38.6%) respondents are not satisfied, 28 (27.7%) remains neutral and 33.7% affirm with the statement. Managers are responsible to manage performances of their employees therefore; they are in better position to understand employees' performance. Under such circumstances being neutral sends a message that they are not satisfied about the competency of employees under their management and this can be translated that the department may be unable to improve service delivery under the circumstances.

6.2.6.3 Human Resource Development business unit coordinated training and development programmes and the operational plans.

Table 40: Human Resource Development coordinated training and development programmes.

The training programmes were relevant in terms of the training content, timing, duration and meet the identified training needs as contained in the individual development plan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	10.7	10.9	10.9
	Disagree	61	17.6	17.9	28.8
	neutral	91	26.2	26.8	55.6
	Agree	126	36.3	37.1	92.6
	Strongly agree	25	7.2	7.4	100.0
	Total	340	98.0	100.0	
Missing	System	7	2.0		
Total		347	100.0		

As far as whether the training programmes were relevant in terms of the training content, timing, duration and meeting the identified training needs as contained in the individual development plan, the majority of the respondents 151 (44.5%) affirmed as compared to 98 (28.8%) who did not concur. The large proportion of neutrals 91 (26.8%) is a worrying factor, and it is difficult to interpret the reason for such high rate of neutrals amongst employees. In essence, the high rate of neutrals does not offer the Department an opportunity to revisit their training and development problems because the neutral response is neither a compliment nor a criticism.

Table 41: Training and development programmes organised by the department improved my performance for effective service delivery

Overall the training and development programmes organised by the department improved my performance for effective service delivery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	11.2	11.5	11.5
	Disagree	48	13.8	14.1	25.6
	neutral	105	30.3	30.9	56.5
	Agree	122	35.2	35.9	92.4
	Strongly agree	26	7.5	7.6	100.0
	Total	340	98.0	100.0	
Missing	System	7	2.0		
Total		347	100.0		

The majority of employees 148 (43.5%) affirmed that, overall, the training and development programmes organised by the department improved their performance for effective service delivery. On the contrary, 87 (25.6%) do not concur that the training organised by the Department improved their performance for effective service delivery. It is a worrying factor that 105 (30.9%) of employees were neutral. The neutral responses presented by respondents could indicate that the training and development programmes that had taken place did not improve their performance. Employees cannot clearly mention that their performance did not improve because it could be construed that they are lacking competency in terms of their work and this may not sound well to management and peers. This result is also sending a strong message to the human resource development of the department to strengthen consultation with employees when determining training needs in order to provide relevant training and development programmes to employees.

Table 42: Training and Development was a waste of time

Training and development in this department may be considered as a waste of time and money					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	66	19.0	19.3	19.3
	Disagree	127	36.6	37.1	56.4
	Neutral	76	21.9	22.2	78.7
	Agree	40	11.5	11.7	90.4
	Strongly agree	33	9.5	9.6	100.0
	Total	342	98.6	100.0	
Missing	System	5	1.4		
Total		347	100.0		

The majority of employees 193 (56.4%) do not agree that training and development in the department was a waste of time and money, whereas, 73 (21.3%) affirmed that it is a waste of time and money. The high rate of neutrals 76 (22.2%) offers little to department in terms of knowing how to approach future training and development needs.

6.2.6.4 Human Resource Development strategy and the strategic plan of the department

Table 43: Performance appraisal as part of human resource development strategy.

Performance appraisal in the Department is considered as part of a human resource development strategy that links the strategic plans of the department.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	46	13.3	13.3	13.5
	Disagree	55	15.9	16.2	29.7
	neutral	121	34.9	35.6	65.3
	Agree	112	32.3	32.9	98.2
	Strongly agree	6	1.7	1.8	100.0
	Total	340	98.0	100.0	
Missing	System	7	2.0		
Total		347	100.0		

An interesting result appears on table 43 pointing to the fact that a large number of employees 118 (34.7%) affirmed that performance appraisal in the department is considered as part of a human resource development strategy that links the strategic plans of the department. On the contrary, 101 (29.5%) do not think that performance appraisal is considered as part of human resource development strategy. Again the high proportion of neutrals 121 (35.6%) is an indication that a large number of employees is unclear as to why they even sign performance contracts.

Table 44: **The human resource development invites you to participate when training needs assessment are conducted.**

The human resource development invites you to participate when training needs assessment are conducted					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	73	21.0	21.5	21.5
	Disagree	102	29.4	30.0	51.5
	neutral	72	20.7	21.2	72.6
	Agree	85	24.5	25.0	97.6
	Strongly agree	8	2.3	2.4	100.0
	Total	340	98.0	100.0	
Missing	System	7	2.0		
Total		347	100.0		

The large number of respondents 175 (51.5%) who disputed that the human resource development invites them to participate when training needs assessment are conducted is a worrying factor. It indicates that there is a lack of transparency emanating from the human resources development business unit when it comes to training of employees. Those who confirmed that the human resources development invites them to training needs assessments are 93 (27.4%). This might be interpreted that some employees are getting preferential treatment whenever training is conducted. The neutrals' position 72 (21.2%) pinpoints to a reality or strong perception that a large proportion of employees is neglected in as far as training needs determination are concerned.

Table 45: The human resources development directorate implements PDPs.

The human resources development directorate implements your personal development plan/work place skills plan (WSP) in relation to your performance agreement to the fullest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	116	33.4	34.2	34.2
	Disagree	129	37.2	38.1	72.3
	neutral	58	16.7	17.1	89.4
	Agree	28	8.1	8.3	97.6
	Strongly agree	8	2.3	2.4	100.0
	Total	339	97.7	100.0	
Missing	System	8	2.3		
Total		347	100.0		

The majority of respondents 245 (72.3%) did not concur with the statement that the human resources development directorate implements their personal development plans/work place skills plan (WSP) in relation to their performance agreement to the fullest. A tiny minority 35 (10.7%) agrees that human resource directorate does implement their personal development plan. As far as the neutrals are concerned, 58 (17.1%) employees were not sure as to whether it does or does not implement their personal development plan. Such opinions could also reflect that their employees' personal development plans are not implemented. The lack of the implementation of employees' personal development plans as denoted above can negatively affect service delivery.

Table 46: The district offices where service delivery happens do not have Human Resource Development Committees.

The district offices where service delivery happens do not have human resource development committees to address training and development matters					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	6.6	6.8	6.8
	Disagree	40	11.5	11.8	18.6
	neutral	111	32.0	32.7	51.3
	Agree	85	24.5	25.1	76.4
	Strongly agree	80	23.1	23.6	100.0
	Total	339	97.7	100.0	
Missing	System	8	2.3		
Total		347	100.0		

The majority of the employees 165 (48.7%) affirmed that the district offices where services delivery occur do not have human resource development committees to address training and development matters. Only a tiny minority 63 (18.6%) felt that district offices have human resource development committees to address training and development matters. The high rate of neutrals 111 (32.7%) does not offer much in terms of the reasons behind it. It may also imply that human resource development committees do not exist in district offices because if committees existed, they would be known to all employees.

Table 47: The human resource development directorate of the department evaluates the impact of training and development programmes.

The human resource development directorate of the department evaluates the impact of training and development programmes offered for effective service delivery against the strategic plan of the department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	13.8	14.1	14.1
	Disagree	80	23.1	23.5	37.6
	Neutral	132	38.0	38.8	76.5
	Agree	65	18.7	19.1	95.6
	Strongly agree	15	4.3	4.4	100.0
	Total	340	98.0	100.0	
Missing	System	7	2.0		
Total		347	100.0		

A total of 128 respondents (37.6%) affirmed that the human resource development directorate of the department evaluates the impact of training and development programmes offered for effective service delivery against the strategic plan of the department, whereas, 80 (23.5%) did not concur. The majority of respondents 132 (38.8%) who are neutral is a disturbing feature because it does not send a clear message to human resource development directorate as to whether human resource development directorate evaluates the impact of training and development programmes. However, if training and development programmes are evaluated, it would be known to employees as attendees of training sessions, therefore respondents who are neutral may indicate that the impact of training programmes on service delivery is not evaluated.

Table 48: Satisfied about the impact of training and development

Overall I am satisfied about the quality and impact of training and development on my performance in service delivery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	85	24.5	24.9	24.9
	Disagree	116	33.4	34.0	58.9
	Neutral	84	24.2	24.6	83.6
	Agree	48	13.8	14.1	97.7
	Strongly agree	8	2.3	2.3	100.0
	Total	341	98.3	100.0	
Missing	System	6	1.7		
Total		347	100.0		

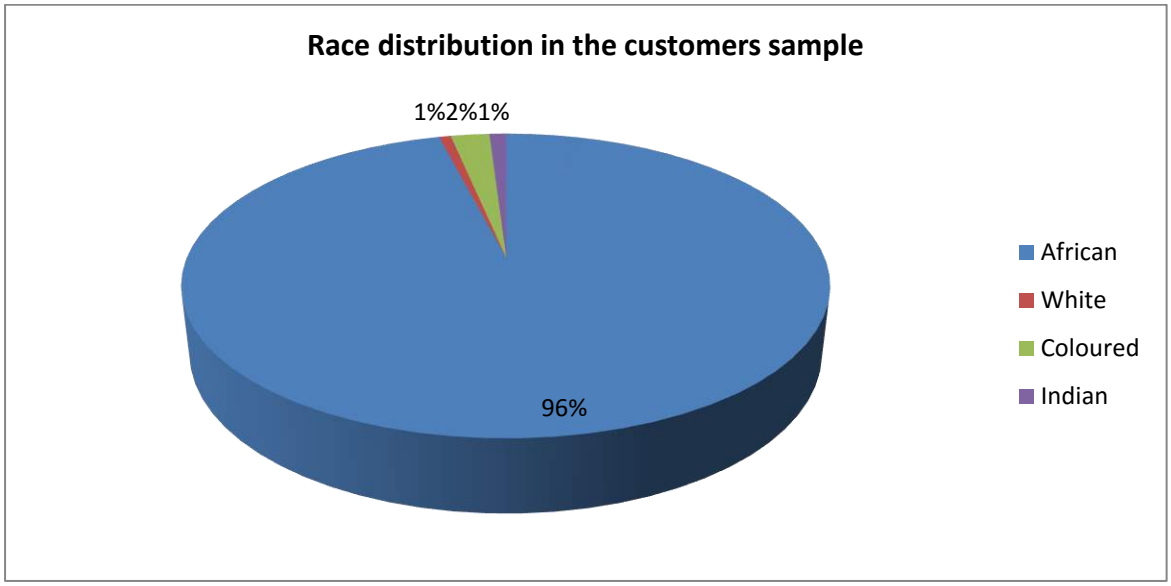
The results generated from Table 48 reflect that 201 (58.9%) of the respondents are not satisfied in relation to the quality and impact of training and development on their performance in service delivery, whereas, 56 (16.4%) are satisfied. The neutrals account for 84 (24.6%) of the respondents who did not indicate their levels of satisfaction in terms of quality and impact of training and development on their performance in service delivery. The lack of quality and impact of training and development course may affect service delivery. The high percentage of the dissatisfied employees in respect of the quality and impact of training and development activities does not present a good picture for human resource development unit of the department.

6.2.7 Customers assessment of service delivery of the department

Introduction

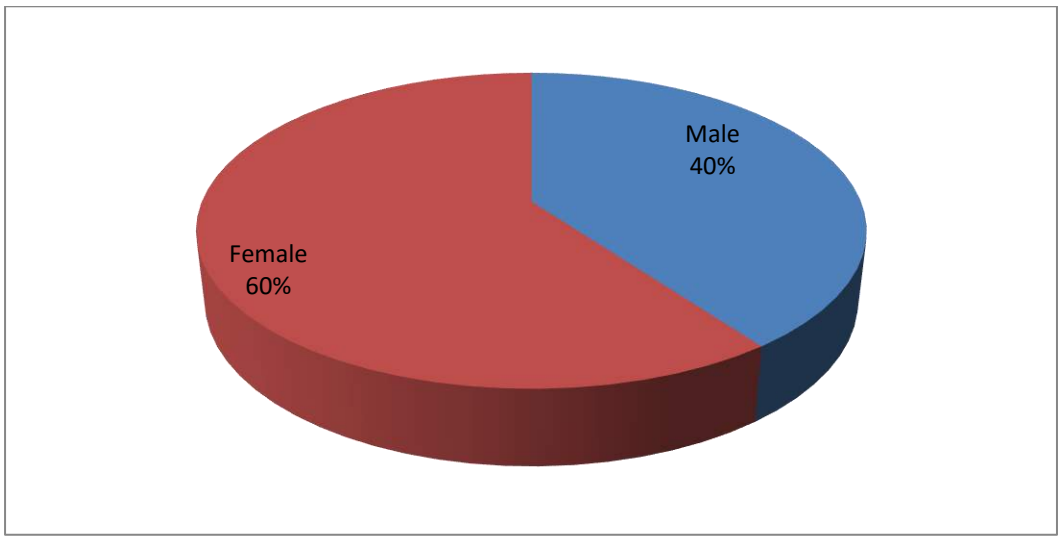
The ultimate recipients of service delivery of the Department of Social Development are the customers. Hence, customer satisfaction surveys are essential in measuring the performance of individual departments. Having received the management and employees' opinions of the effectiveness of training and development initiatives in improving service delivery, customers' satisfaction survey was conducted to gauge their satisfaction with services they are receiving from the Department.

Figure 16: Race distribution in the customers' sample



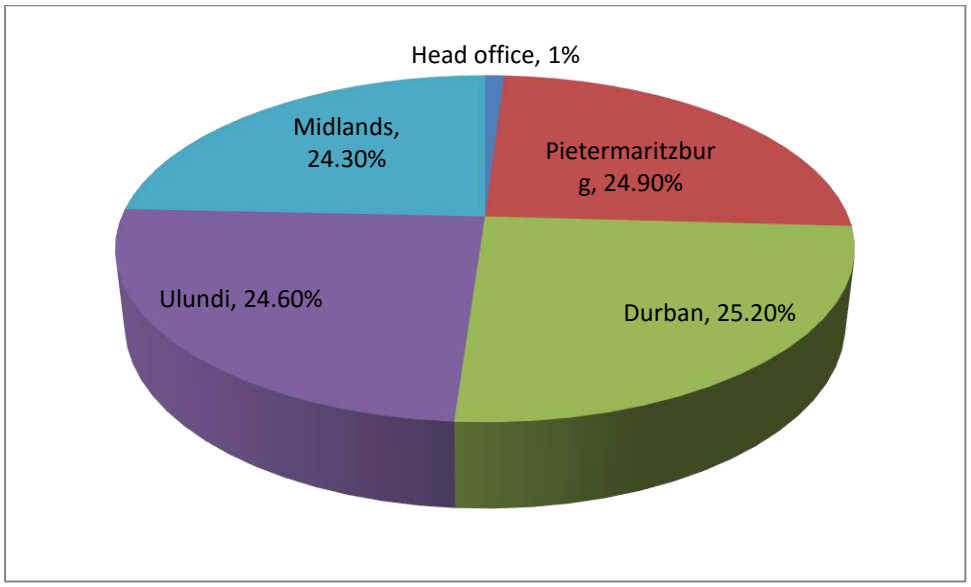
The race distribution of respondents reveals that 96% are Africans, 2% are Coloureds and Whites and Indians account for 1%, respectively. This attests to the fact that the past historical inequalities incapacitated the African population and they heavily rely on services rendered by the Department of Social Development.

Figure 17: Gender of Customers



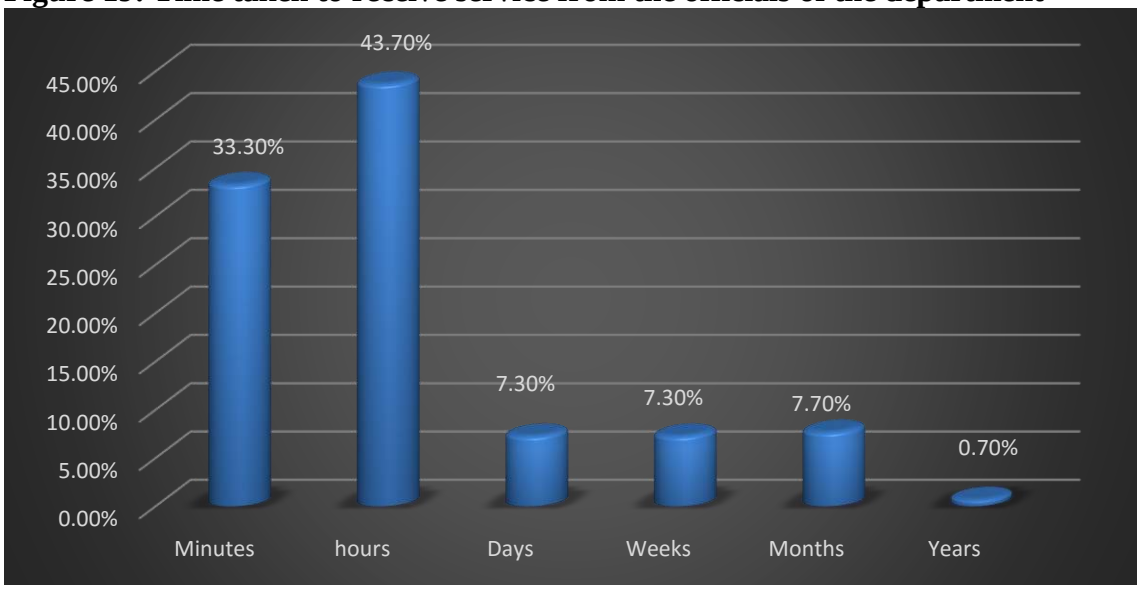
The gender distribution of respondents is skewed towards female with 60% and the male respondents only account for 40%. However, one would have expected the females to constitute a higher percentage because of the nature of the South Africa's patriarchal society which confined women to household.

Figure 18: Customers per cluster



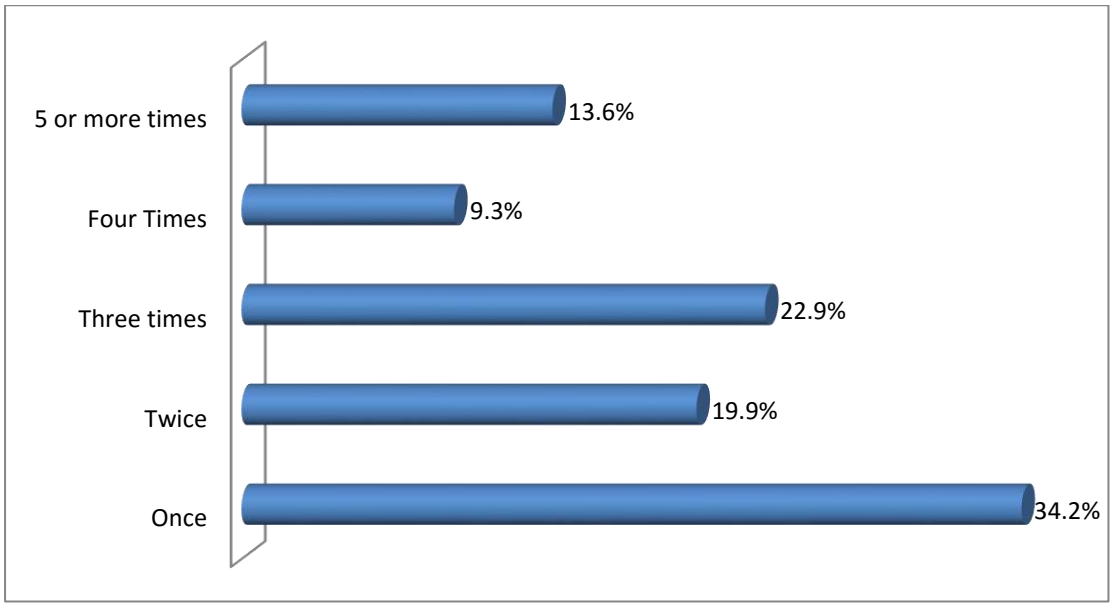
The distribution of customers as respondents per cluster depicts that Durban accounts for 25.2%, Pietermaritzburg 24.9%, Ulundi 24.6%, Midlands 24.3% and Head Office 1%. The Durban and Pietermaritzburg Clusters are urban and densely populated areas hence customers are a majority in the two cluster as compared with Ulundi which is rural and Midlands which is semi-urban.

Figure 19: Time taken to receive service from the officials of the department



The majority of respondents (77%) indicated that it takes them minutes or hours to receive the service from the officials of the department. Only 22% said it takes them days, weeks and months to receive services. Although it is a small percentage, but the waiting period is unacceptable considering the commitment to the "People First" ("Batho Pele") principles that the Department of Social Development ascribes to.

Figure 20: How many times did you have to contact the department before the outcome of your matter was received



The results in Figure 20 revealed that the majority of the customers (86.3%) contacted the Department once, twice, three or four times before getting the outcome of their matter. Only a tiny minority 13.6% contacted the Department more than five times before resolving their matters. This finding is contrary to the common assumption held by many customers that if you need help from government departments you have to wait months or years before you get assisted.

Table 49: The performance of the employees in this department has been improving over time

The performance of the employees in this department has been improving over time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	6.0	6.0	6.0
	Disagree	28	9.3	9.3	15.3
	Neutral	83	27.6	27.7	43.0
	Agree	143	47.5	47.7	90.7
	Strongly Agree	28	9.3	9.3	100.0
	Total	300	99.7	100.0	
Total		301	100.0		

The results send a strong message that the KwaZulu-Natal Department of Social Development has improved over time. A total of 171 (57.8%) customers affirmed that the performance of the Department has been improving over time. A significant proportion of neutrals 83 (27.6%) was recorded. The high rate of neutrals might be attributed to the fact that these customers have dealt with the Department for a short period of time and could not rate its performance over a longer period of time. The 46 (15.3%) who felt that the Department is not improving is not that significant compared to customers who said it has improved.

Table 50: The employees I speak to treat me with courtesy

The employees I speak to treat me with courtesy					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	2.7	2.7	2.7
	Disagree	13	4.3	4.3	7.0
	Neutral	70	23.3	23.3	30.3
	Agree	162	53.8	54.0	84.3
	Strongly Agree	47	15.6	15.7	100.0
	Total	300	99.7	100.0	
Total		301	100.0		

The results of Table 50 reveal that the majority of customers 209 (69.4%) confirmed that the employees in the KwaZulu-Natal Department of Social Development treat them with courtesy. This then justifies why the Department has been improving in its performance. The high proportion of neutrals 70 (23.3%) do not offer much insight as to whether how customers are treated. The small proportion of those who disagree with 21 (7%) clearly indicates that the Department has rooted out the past unacceptable treatment that used to plague it.

Table 51: Staff and management always behave in a descent manner

Staff and management always behave in a descent manner					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	2.7	2.7	2.7
	Disagree	22	7.3	7.3	10.0
	Neutral	74	24.6	24.7	34.7
	Agree	157	52.2	52.3	87.0
	Strongly Agree	38	12.6	12.7	99.7
	Total	300	99.7	100.0	
Total		301	100.0		

It is evident that the past decade of educating employees of the Department about the importance of adhering to the Batho Pele principles is finally paying off. A total of 195 (64.8%) of customers said the staff and management in the department behave in a descent manner. Again the attitudes of the neutrals with 74 (24.6%) do not offer much in terms of understanding the behaviour of staff and management in the department. The small proportion 30 (10%) of customers who expressed the opinion that the staff and management do not always behave in a descent manner is an indication that there is still work to be done in changing the behaviour of some staff and management members.

It is also highly possible that the small proportion of staff and employees could have been inherited from the previous regime or it could be the new employees joining the department.

Table 52: Customers are given an opportunity to express their concern when dissatisfied.

As a customer you are given an opportunity to express your concern when dissatisfied with the manner in which you have been treated by staff members					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	5.0	5.0	5.0
	Disagree	21	7.0	7.0	12.0
	Neutral	86	28.6	28.7	40.7
	Agree	134	44.5	44.7	85.3
	Strongly Agree	44	14.6	14.7	100.0
	Total	300	99.7	100.0	
Total		301	100.0		

A total of 178 (59.1%) customers affirmed that as customers they are given an opportunity to express their concern whenever they are dissatisfied with the manner in which they were treated by the staff members. This might be attributed to the on -going department service delivery mass gatherings (Izimbizos) that frequently take place in the Province. It is in such public gatherings that most customers always raise their concerns to senior officials of the department. A small proportion of customers 36 (12%) said that opportunities for complain are still not available in the Department and 86 (28.6 %.) were neutral in their response. The significant proportion of neutrals also offer little room to further understand the reason for indecisiveness.

Table 53: The department has a documented procedure on how to deal with complaints

The department has a documented procedure on how to deal with complaints					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	54	17.9	18.0	18.0
	Disagree	54	17.9	18.0	36.0
	Neutral	74	24.6	24.7	60.7
	Agree	91	30.2	30.3	91.0
	Strongly Agree	27	9.0	9.0	100.0
	Total	300	99.7	100.0	
Total		301	100.0		

Despite the improvements recorded in the performance of the department, the result of Table 53 reveal that the department is found wanting in relation to having a proper documented procedure on how to deal with complaints raised by customers. The customers who affirmed that the department has such procedure**s** are 118 (39.2%) and those who do not concur are 108 (35.8%). The difference recorded between customers who agree and disagree is so fractional at (3.4%). The high percentage of neutrals (24.6%) is also a worrying factor that many customers have not been alerted by the department as to the availability of the complaining procedure.

Table 54: **Do you have any suggestions on how we can improve**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	110	21.0	36.7	36.7
	No	190	36.2	63.3	100.0
	Total	300	57.1	100.0	
Missing	System	225	42.9		
Total		525	100.0		

The majority of customers 190 (63.3%) did not have any suggestion as to how to improve the procedure of complaints and 110 (36.7%) confirmed that they have suggestions on how to improve services rendered to them. The responses signal that it is possible that the level of the question does not match the cognitive ability of the customers. One would have expected that customers would have taken the opportunity given to them to make further suggestions to improve complaining procedure.

Table 55: When a customer has a problem the staff members show a sincere interest in solving it.

When a customer has a problem the staff members show a sincere interest in solving it					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	4.0	4.0	4.0
	Disagree	29	9.6	9.7	13.7
	Neutral	66	21.9	22.1	35.8
	Agree	154	51.2	51.5	87.3
	Strongly Agree	38	12.6	12.7	100.0
	Total	299	99.3	100.0	
Total		301	100.0		

The majority of customers 192 (63.8%) affirmed that when a customer has a problem the staff members show a sincere interest in solving it. On the contrary, 41 (13.6%) did not concur that staff members show an interest when customers encounter problems. The worrying factor is the high proportion of neutrals 66 (21.9%) who did not respond to the question. It is also highly unlikely that they have not encountered problems with staff members of the department which is a positive thing for the department.

Table 56: The behaviour of employees in this office instils confidence in you as a customer

The behaviour of employees in this office instils confidence in you as a customer					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	3.7	3.7	3.7
	Disagree	28	9.3	9.4	13.0
	Neutral	74	24.6	24.7	37.8
	Agree	150	49.8	50.2	88.0
	Strongly Agree	36	12.0	12.0	100.0
	Total	299	99.3	100.0	
Total		301	100.0		

The majority of customers 186 (61.8%) asserted that the behaviour of employees in the Department of Social Development instils confidence in them as customers. A tiny minority 39 (13%) felt that the behaviour of employees does not instil confidence. This might be attributed that they might have had problems before and the staff members who assisted them did not do justice to their problems. The high number of neutrals 74 (24.6%) can be interpreted that the customers see the behaviour of the departmental employees as normal.

Table 57: Physical facilities like offices, premises and ablution are visually appealing

Physical facilities like offices, premises and ablution are visually appealing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	5.3	5.4	5.4
	Disagree	30	10.0	10.0	15.4
	Neutral	44	14.6	14.7	30.1
	Agree	158	52.5	52.8	82.9
	Strongly Agree	51	16.9	17.1	100.0
	Total	299	99.3	100.0	
Total		301	100.0		

The majority of the customers 209 (69.4%) confirmed that the physical facilities such as office premises and ablution are visually appealing, as opposed to 46 (15.3%) who did not agree. The result of this table on the neutrals recorded 44 (14.6%). This might be attributed to the fact that when customers visit the department, their priority is service delivery rather than the looks of the physical facilities.

Table 58: **The customers are consulted about the quality of service delivery and have access to the services.**

The customers are consulted about the quality of service delivery and have access to the services to which they are entitled to receive so that they know what to expect					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	5.6	5.7	5.7
	Disagree	38	12.6	12.7	18.4
	Neutral	82	27.2	27.4	45.8
	Agree	125	41.5	41.8	87.6
	Strongly Agree	37	12.3	12.4	100.0
	Total	299	99.3	100.0	
Total		301	100.0		

As far as whether the customers are consulted about the quality of service delivery and have access to the services to which they are entitled to receive so that they know what to expect, the majority of customers 162 (54.2%) confirmed and 55 (18.4%) did not confirm. A significant number of customers 82 (27.4%) were amongst the neutrals which might be interpreted as that they are not aware of the consultation process.

Table 59: The employees' professionalism in attending to your needs is exceptional

The employees professionalism in attending to your needs is exceptional					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	4.0	4.0	4.0
	Disagree	22	7.3	7.4	11.4
	Neutral	77	25.6	25.8	37.1
	Agree	156	51.8	52.2	89.3
	Strongly Agree	32	10.6	10.7	100.0
	Total	299	99.3	100.0	
Total		301	100.0		

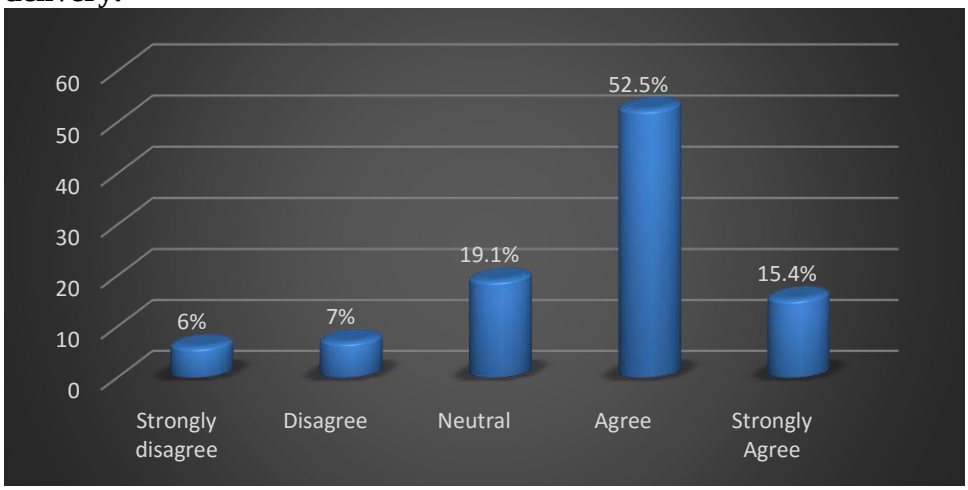
The majority of the customers 188 (62.4%) affirmed that the Departmental employees' professionalism in attending to their needs is exceptional and 34 (11.3%) felt that the Departmental employees lack professionalism. A significant proportion of customers 77 (25.6%) were neutral in relation to the professionalism of the Departmental staff. The percentage of neutral responses and a recorded small percentage of the respondents who are disagreed with the statement should be a concern in the department.

Table 60: The services rendered by the employees of this office meet your needs

The services rendered by the employees of this office meet your needs and expectations regarding quality of performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	4.0	4.0	4.0
	Disagree	21	7.0	7.0	11.0
	Neutral	70	23.3	23.4	34.4
	Agree	165	54.8	55.2	89.6
	Strongly Agree	31	10.3	10.4	100.0
	Total	299	99.3	100.0	
Total		301	100.0		

As far as to whether the services rendered by the KZN employees meet customers' needs and expectations of quality, the majority of customers 196 (65.1%) attested that it does and 33 (11%) felt it does not meet their needs and expectations. Again a large proportion of neutrals 70 (23.3%) was recorded. Again in this table, the neutrals and a small percentage of customers who felt that the employees of the department do not meet their expectations, should be a worrying factor in the department.

Figure 21: Overall I am satisfied with the competence of employees in terms of service delivery.



Overall, the majority of the customers 203 (67.9%) are satisfied with the competence of employees in terms of service delivery. On the contrary, a small proportion of customers 39 (13%) are not satisfied at all. The large number of customers 57 (19.1%) recorded on the neutrals also offer little room to further understand the reason for indecisiveness. The department should be concerned about the neutral responses and a small percentage of the customers who are not satisfied about the competence of employees of the department.

6.3 Analyses of qualitative responses provided by employees, managers and customers to open ended questions.

The questionnaire which was distributed to employees, management and customers contained closed and open ended questions. The open ended questions required participants to respond to challenges impeding the transference of skills to the learning environment, reasons of non-attendance by nominees, challenges experienced by human resource development component and its inability to respond to personal development plans. Furthermore, participants in the study were requested to suggest recommendations or remedies to address challenges experienced by human resource development. The employees, management and customers as respondents were coming from the four clusters which are Ulundi, Durban, Midlands and Pietermaritzburg. Their responses had a lot in common and had to be analysed as follows. To avoid repetition of responses from employees, management and customers, the researcher respectively analysed responses together than separating them as per clusters.

6.3.1 Employees' responses

6.3.1.1 Employees' opinions on challenges impeding the transference of skills from the learning environment to the workplace.

When quantitative data analysis was conducted on the impediments of the transference of skills, the majority of the middle and lower rank personnel felt that it is not in the interest of senior management for them to apply the acquired learning to the working environment. The qualitative responses from employees also affirm their responses found in the quantitative data. This because there is a feeling that the environment at work is not receptive for new ideas or open communication. It does not exist because managers get threatened by employees who are assertive and inquisitive at work therefore, employees adopt a strategy of remaining silent at work and even in meetings convened by their respective supervisors because of fear of victimisation.

The employees raised concerns regarding the relationship between the theories taught at universities and the work required by the employer in the department which does not exist. For an example, according to employees they were not trained on Social Relief of Distress which is a government programme requiring them to distribute food parcels to the deserving people.

Employees had a feeling that training and development programmes must be conducted in English which is the medium of instruction and not in IsiZulu. It becomes difficult to transfer knowledge gained from courses which were conducted in IsiZulu. The employees who are illiterate must be encouraged to attend literacy training programmes which will enable them to improve their performance at work. The Adult Education and training must be well structured in the department to meet the training needs of the illiterate employees. The skills acquired from the learning environment do not always speak to the realities of the workplace and cannot always be applied to the workforce. It is felt that the management is not supportive to employees for the transference of knowledge gained from training workshops. The poor working conditions as mentioned above and lack of proper supervision makes it impossible to plough back skills. Employees had a strong feeling that supervisors do not allow them to apply their knowledge in the working place instead they are being required to apply the traditional way of doing their work at the workplace. The conflict amongst supervisors and management fighting for power in offices does not assist the department to achieve its objective of the improved service delivery.

It was said that the department is not open to innovation, they have a rigid way of doing things and as new social worker one needs to abide by those working ethics. There is no psychological support and encouragements to do better. Due to disorganised management, there is a lot that is required from employees that hinders them to transfer learning, and there is too much workload and lacking of resources. The workload carried by each employee and lack of resources, makes it impossible for someone at work to display skills possessed or transfer skills to the workplace and in some instances, the rules guiding performances at work are unintentionally contravened when services to the community are rendered. In most cases, employees are concerned that they are not given opportunities to showcase their knowledge and expertise. The programme one employees which is “administration personnel” feel that they are not considered as part of the employees of the department hence the administration items do not feature prominently in management meetings, they are not even given an opportunity to transfer skills obtained from training courses.

The Non-Financial Data (NFD) as an instrument used by the department to set targets and monitor social welfare services as well as community development research programmes performance of the department for that particular financial year requires employees to present quantitative and narrative information reports on the planned targets and achievements. The Non-Financial Data is a major tool which seeks to promote effective service delivery and employees were capacitated on how to set targets and on how to report on target set. Employees raised concerns that they do not get sufficient time to prepare and present reports on achievements of the set targets therefore, this leads to incorrect reporting which somehow misrepresents facts during the time of reporting. This poor reporting erodes trust between the employer and the employee. Furthermore, employees mentioned that the Non-Financial Data which has a huge work to be done does not give them an opportunity to transfer skills attained to the work place, this affects service delivery. The head office, it was said, has a propensity of calling meetings without considering that district and service offices have work to do or have planned meetings to address issues at production level, this directly affects service delivery. Furthermore, the workload coming from head office which is always regarded as urgent destabilises service office work which includes attendance of training and development courses and transference of the gained knowledge. The urgent work from head office supersedes planned work from service offices and the planned work is abandoned in order to attend the new assignments from head office, this has become a norm in the department.

When the data analysis was conducted, the majority of employees felt that the Department does not offer its employees an equal opportunity for training and development, hence the lack of effectiveness in service delivery. The open ended responses from employees confirmed the quantitative data results and there was the feeling that when nominations for courses are conducted, employees have been chosen on the basis of friendship and not on the basis of training needs. The nepotism and unequal treatment practiced by managers among employees creates disunity among staff members and service delivery is compromised because employees become demotivated at work.

The department is not consistent in its practices; it keeps on changing its strategies until such time that employees end up getting confused. Employees are concerned that they are ostracised in planning sessions by senior officials, because managers feel that once employees become competent at work, they may compete with them for senior positions at work. The nomination process for training and development courses to be attended is not transparent.

The information relating to work such as training and development courses to be attended, executive committee management resolutions and policies is not adequately cascaded or shared among head office, cluster office, district offices and local offices. Therefore, in view of the aforementioned, the responses provided by employees to open ended questions are consistent to the information raised during quantitative data collection.

While the majority of management staff affirmed that they consider training and development as effective and efficient for improved service delivery, employees had a different opinion because they said that management is not transparent about training and development courses to be attended and do not allow them to attend courses sighting workload as more important than training courses. When training courses have been arranged, management unilaterally nominate people to attend, without considering that others have never attended even a single course.

To some extent, employees are subjected to training and development programmes which are not relevant to their duties. Employees felt that the senior management is not keen to develop their immediate supervisees, this creates a problem amongst employees to perform their work to the best of their ability. Furthermore, training of social auxiliary workers which will enable them to optimise performances at work is not provided. Social auxiliary workers have not been appropriately orientated and inducted and are concerned that they are not given the chance to do their work as prescribed in their job description.

While the majority of managers affirmed that performance appraisal in the Department is considered as an integral part of a human resource development strategy that links the strategic plans of the department, employees presented a different picture on the implementation of performance assessment. Employees indicated that they have been threatened that failure to meet the objectives of the Non-Financial Data (NFD), will result to them not being qualifying for Employee Performance Management and Development System (EPMDS). Employees are concerned that the department does not have an accurate strategic set of plans, such as operational plans and work plans linked to the operational plan of the head of department. These realities create a chaotic state of affairs for employees at production level and barriers in accurately performing their work.

Some of them operate without job descriptions or develop their own job descriptions which are not authentic and approved by the Head of Department. The employee performance management and development system policy documents requires that employees must have performance agreements, job descriptions, work plans and personal development plans, this is not the case to other employees because of the reason mentioned above. The environment at work is not conducive for effective service delivery to take place, offices are overcrowded and this compromises social work ethics of maintaining privacy when attending to customers' needs. The employees at the lowest levels feel that they are neglected, overworked and not considered for performance incentives.

6.3.1.2 Employees' recommendations in addressing the impediments on the transference of skills to the working environment.

To address the impediments of the transference of training knowledge, employees made the following recommendations:

- The department must have competent trainers to capacitate employees on line and transversal training programmes and the provisioning of training and development programmes must be intensified.
- The department must improve consultation with employees when training needs determination is conducted and training needs must be taken seriously.
- The Employees' Personal Development Plans (PDP) must be addressed and training courses must be timely presented at least quarterly. Induction programme and other line function training programmes in line with the Personal Development Plans must be provided, no one should be expected to resume work and be expected to perform work without receiving proper training.
- Management training and development programmes to improve management skills must be provided and transfer of knowledge when management have attended training must be done instantly.
- The nomination of one and same people to attend training sessions must be avoided at all cost, employees must be given equal opportunities to attend to training courses.
- The social auxiliary workers do not have a clear comprehension of their roles and responsibilities and employees felt that their job descriptions must be revised, this result in them not being nominated to attend training courses or attend training and development programmes which are not relevant to their work and this negatively affects service delivery.

- The department must provide sufficient financial, human and physical resources to improve service delivery and best performing employees must be recognised.
- The department must improve infrastructure, that is, office accommodation must be provided so that social workers can maintain confidentiality when dealing with clients.
- The information about work must be timely distributed and employees must be given time to share training experiences after attended training sessions.
- Employees felt that the department must recruit competent social workers to do the work and the workload allocated to each social worker should be reduced, this will give them an opportunity to plough back skills acquired.
- Furthermore, they recommended that competent supervisors must be employed and management must stop oppression.
- The senior management must recognise skills and knowledge possessed by allowing employees to practise their efficacy at the workplace.
- The effective leadership is required for the department to achieve its objective to improve the wellbeing of the society.
- The working relations between universities and the department must be strengthened, that is universities must develop curriculum responding to the skills required by the department.
- Amongst the employees, the department has nursing personnel who provide health services in rehabilitation centres, and these employees must be considered for training and development, it appears that they are forgotten in almost all activities of the department, their personal development plans are not addressed and items on nurses in management meetings do not feature prominently, they have to be considered as valuable assets of the department.

6.3.1.3 Reasons for non-attendance

The reasons for non-attendance by employees are almost similar with those of management. The employees are saying, there have been no trainings and development programmes coordinated for them, or the courses which were organised were not relevant to them. The other reasons were based on the fact that they have never been invited to attend training courses, and the human resource development did not respond to personal development plans. Furthermore, work pressures deny them an opportunity to attend training courses.

This does not come as a surprise if employees are not send to training courses. It must be mentioned that the majority of management on quantitative data analysis felt that there is no return on investment after employees have attended transversal and line function training programme and training could be considered as a waste of time.

6.3.1.4 Possible causes for Human Resource Development Directorate not to respond to Personal Development Plans.

The lack of financial and human resources poses a tread to human resource development not to effectively respond to Personal Development Plans. The Personal Development Plans are in some instances not timely submitted to Human Resource development for further processing. The involvement of Supply Chain Management (SCM) in sourcing training providers to provide training and development programmes to the employees of the department presents a huge problem. The Supply Chain Management Unit is not familiar with training legislation which provide guidance on the sourcing of training providers.

The responses provided by employees from the four clusters which is Durban, Ulundi, Pietermaritzburg and Midlands are almost the same, for an example, lack of resources, workload which impedes transference of knowledge acquired from training sessions, employees in administration not being considered as employees of the department, employees not given equal opportunities to attend training programmes, lack of support from management, quality work being compromised by chasing to meet Non-Financial Data targets, Personal Development Plans not implemented and shortages of employees. All these factors mentioned above, according to employees, make almost impossible for them to attend training programmes, or when attended training programmes, they become unable to transfer knowledge gained.

6.3.2 Management's responses

6.3.2.1 Challenges experienced by the Human Resource Development section to effectively coordinate training and development programmes?

The management responses on the challenges experienced by human resource development directorate when coordinating training and development courses for effective service delivery were as follows:

- The organised training and development programmes by the Human Resource Development require extensive travelling and yet service offices do not have sufficient cars to transport employees to training venues where training and development courses are conducted.
- The inability of participants to attend trainings as expected and late arrival of nominated officials to training courses destabilises training arrangements. The possible causes of non-attendance are, that in some instances, the human resource development activities compete with other programmes of the department and it makes it difficult for nominated officials to attend training courses.
- The workload allocation is a major course for employees not to availing themselves for training courses. The information regarding training courses to be attended is received at the last minute from head office and therefore, it becomes difficult to attend courses.
- The other reason could be, training is always seen as by-activity to the core business of the department.
- The employees' Personal Development Plans (PDPs) are not accurately prepared by incumbent employees and this creates a challenge for Human Resource Development Directorate to respond to training needs of those employees, some of the trainings required in most cases are not aligned to the government priorities. The Personal Development Plans are not considered within a specified financial year and some training programmes offered by the human resource development of the department do not match with the requirements of the employee performance management and development system such as job description, performance agreements and work plans. In most cases, the completed personal development plans submitted to Human Resource Development Section are partially responded or not responded at all.
- The other reason for human resource development not to meet the training demands is that, the human resource development component is not adequately staffed.
- The sourcing of service providers sometimes presents a challenge because of them being unable to respond to the employees' training needs or needs of the department. This could be emanating from the fact that service providers do not have a clear understanding of what the department wants to meet its objectives, in simple term, not understanding the strategic and annual performance plans of the department.

- The staff turnover, communication within the department, role clarification and insufficient human resource development budget remain the major challenge of the department whereby the department is unable to meet service delivery demands. The work pressures, sometimes deny officials to attend training courses. The workplace skills plan is not shared and not well coordinated.
- The performance sessions are not convened in offices as expected where performance assessments between the supervisor and the supervisee are conducted to determine the performance gaps and identify training needs for training interventions to take place.
- The officials in the department are not correctly placed to positions relevant to their qualifications, this kind of practice compromises service delivery.
- The lack of understanding and will by line management to support human resource development (HRD) initiatives, inability by the human resource development component to conduct comprehensive skills audit and implement human resource development strategy remains a challenge in the department.
- Managers were concerned that the inability by the human resource development to provide management training and development programmes is a challenge despite the fact that personal development plans are submitted annually for consideration to human resource development component.

When the quantitative data analysis was conducted, it transpired that majority of the management of the department is not familiar with the fact that the department must set aside training and development budget as required by the Skills Levies Act, 1999 act. The management lack of support to human resource development programmes could be emanating from the fact that the department does not have budget for training courses hence employees are denied an opportunity to attend courses.

6.3.2.2 Reasons for non-attendance.

The management presented the following reasons for non-attendance which in the researcher's point of view, negatively affects service delivery because they cannot take proper decisions when skills have become obsolete. It is important to mention that transformation in the government sector requires management with contemporary skills and knowledge responding to government strategies.

While the majority of managers affirmed that the training programmes offered to them were relevant in terms of the training content, timing, and duration met the identified training needs as contained in the individual development plan, the majority of the responses in comparison with the results of the qualitative data presented by management are completely different. The management of the department presented reasons of non-attendance which emanate from the fact that, they have never been invited to attend training courses and some of the training courses attended were not relevant to their operational plans.

Some of the management of the department have never been exposed to training and development courses during the past five years. Some sighted health issues which prevented them to attended training courses. The financial constrains which is experienced by human resources development and management workload was mentioned as the other reason for human resource development not being able to meet training needs for employees.

6.3.2.3 Management suggested remedies to ensure that the human resource development strategy relate to strategic plan of the department to improve service delivery.

The remedies presented by management for human resource development directorate to improve its activities were as follows:

- The human resource development must consider the personal development plans (PDP) for employees.
- To conduct comprehensive skills audit exercise frequently, where employees are extensively consulted and the final product of the skills audit must be presented to the management of the department for consideration and incorporation to the strategic plan of the department.
- The competent service providers must be appointed to provide training courses and trainings offered by the department must be in line with the identified training needs during performance review sessions and furthermore be in line with the strategic plan of the department.
- The department must also offer training for nurses, child care workers and other auxiliary staff.

- When the human resource development strategy has been developed, workshops on the strategy must be conducted to all employees in making them aware as to when the types of training and development programmes will be conducted, who will be the facilitator, course content and the duration of the programme. The training programmes must be relevant in terms of the training content, timing, duration and must meet the identified training needs as contained in the individual development plan

The sharp contrast on quantitative and qualitative data exists in this section because managers' responses indicate that that they have never been exposed to any training and development courses or the courses unto which they were nominated for were not relevant to their work. In respect of the qualitative responses, the managers responded by saying that the training programmes were relevant in terms of the training content, timing and duration and meet the identified training needs as contained in the individual development plan. The courses for employees mentioned in C4(b) and courses for management mentioned in C4(a) of the questionnaires were all based on performance agreements, job descriptions, work plans/ operational plans and Senior Management Service Handbook, therefore, employees and management should have attended these training and development courses during the past 3 to 5 years.

6.3.3 Customers

6.3.3.1 Analysis of Customers' responses

On quantitative data analysis, the customers presented a positive picture about the department in terms of courtesy and decent manner and conduct by employees of the department. Customers also mentioned that they are satisfied with the competence of employees in terms of service delivery. Customers affirmed that they are given an opportunity to express their concerns whenever they are dissatisfied with the manner in which they were treated by the staff members. However, the responses on open ended questions were totally different. The recommendations made by customers from the four clusters of the department on how to improve service delivery serve as an indication that there are performance gaps amongst the employees of the department. The recommendations were illustrated as follows:

- The service offices must have sufficient staff members to render services to the satisfaction of customers and the clients must be attended accordingly with humility and respect.
- The supervision to employees must be strengthened to improve employees' performances at the workplace and utilise allocated office hours effectively.

- Employees must learn to treat everybody equally irrespective of their race and gender, and with regardless of their profession or status because clients are all the same.
- The Batho Pele principles must be implemented. Transparency on the type of services offered by the department must be made known to the public.
- The staff members must be trained and educated on how to provide services to the customers of the department.
- Disabled people must receive preferential treatment and employees are required to be patient when dealing with clients with disabilities.
- The services must be timely provided to customers without any delay to avoid concerns from customers and the waiting time for services must be reduced, when services are delayed customers must be informed of the cause of delay.
- The complaints box and suggestion box must be provided in offices for clients to raise complaints or commendations.
- Sufficient medical services must be provided to clients in rehabilitation centres to help them reduce or prevent substance abuse. Someone educated on prevention on drugs and alcohol abuse must be appointed to provide required formation on how to prevent use of substances.
- A person dedicated to monitor the seating arrangement while waiting on benches or queuing for services must be appointed and become always available to manage queues.

6.4 Summary

In this chapter the results generated from the data analysis based on three research tools that were administered to the management, the employees, and the customers were analyzed. The results have been presented in a thematic fashion and each theme has been discussed with reference to the obtained data and comparisons have been made where necessary. The responses to qualitative questions by management, employees and customers were presented in a narrative fashion.

CHAPTER SEVEN

DISCUSSION AND INTERPRETATION OF RESULTS

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit. Aristotle

7.0 Introduction

This chapter is based on the findings and descriptive phenomenon generated from fieldwork interactions with the Department of Social Development management, employees, and customers, customers who are serviced by the Department. Initially, the researcher set to explore the concepts of training and development and how it impacts on effective service delivery. Secondly, the study establishes a relationship between training and development and skills needs of the Department, Thirdly, through the inquiry, the researcher wanted to ascertain the influence of human, physical and financial resources on effective service delivery. Lastly, the researcher investigated the obstacles that impede transference of acquired skills. The objectives of the study as outlined in Chapter One are reiterated below.

7.1 Reiterating the Objectives of the Study

The objectives of this study were:

- to investigate the concepts "training and development" and "effective service delivery";
- to determine the extent to which the training and development programmes respond to the skills needs of the Department of Social Development;
- to determine the influence of human, physical and financial resources on effective service delivery;
- to investigate the challenges impeding the transference of skills acquired from training and development programmes and how they affect service delivery in the Department of Social Development, and
- to suggest recommendations on how the training and development programmes can be implemented for more effective service delivery.

7.2 Discussion and interpretation of results

The discussion and interpretation of results is in line with the studies conducted by Khanya Aicdd (2007) and Aguinis and Kraiger (2009). The discussion and interpretation exercise took into consideration the initial hypotheses advanced. The following relationships are all stated from the perspective of the null hypothesis and were tested in order to ascertain the relationship between service delivery and training and development programmes of the KwaZulu-Natal Department of Social Development.

7.3 Findings of the study

7.3.1 Training and development for effective service delivery

This study was conducted in order to assess whether training and development programmes that were implemented had an improvement on effective service delivery. In this study, the results show that the academic credentials of the Department of Social Development employees have significantly improved. It also came out very strong from the results that the Department of Social Development partly lives up to its objective of promoting developmental social welfare services and community development to people of KwaZulu-Natal through provision of relevant training and development programmes. As far as the responsiveness of executive management training and development programmes coordinated by human resources development, it was discovered that the conduct of managers changes after attending training and development programmes however, it is not sustained.

The findings of the study also affirm that both managers and employees highly regard training and development interventions as having an impact on their performance and effective service delivery. It came very strong from the findings of the study that training and development is highly prioritised in the Department. The findings of the study also reveal that executive management training and development programmes coordinated by the human resources development of the department respond to the issues of service delivery.

However, an earlier study conducted by Khanya Aicdd's in 2006 and its synthesis report published in 2008 revealed that the training and development programmes offered by DSD were found not to be having a significant impact on effective service delivery. The same study on the Department of Social Development service delivery effectiveness also revealed that service delivery depends on availability of resources both human and capital.

Chronic shortage of skilled personnel was identified as one of the key problems facing the Department of Social Development. A study conducted by the Public Service Commission in 2014 on the effectiveness of training provided by PALAMA (Public Administration and Management Academy) reveals that the public service requires competent employees in order to deliver services in an effective and efficient manner. This implies that it was training that was intended to address specific developmental needs as identified by the individual employee and agreed upon by the responsible manager.

The department in its dashboard report for the year ended in (31 March 2016:2) somehow concedes that the Human Resource management unit experiences pitfalls in terms of performance, and it resolved that effective human resource management systems must be implemented to ensure that adequate and sufficiently skilled resources are in place. Furthermore, the department resolved that the Human Resource Development must prepare and submit an approved Annual Human Resource Development Implementation Plan and Workplace Skills Plan to the line function Sector of Education and Training Authority. In addition to this, the department realised that newly appointed employees have never attended induction training programmes. Because of that a resolution was taken that newly appointed employees must be subjected to the Compulsory Induction Programme within 12 months from the date of appointment. The Human Resource Development was further required to prepare and submit quarterly monitoring and annual training reports to the relevant Sector of Education and Training Authority. This clearly indicated a concession by the department that human resource development activities require improvement for effective service delivery.

The KwaZulu-Natal Provincial Legislature Finance Portfolio Committee in the Annual Report of the department for (2015/16:108) highlighted the usage of training service providers who are not Sector of Education and Training Authority (SETA) accredited to provide training. The training manuals developed and presented by these training providers are not user friendly to trainees with low level of literacy. This could impede the transference of learning to trainees. Therefore, the Committee recommended that the impact of training provided through the National Development Agency (NDA) must be evaluated.

The Audit outcomes of the Social Development Sector for 2011/2012 financial year which consolidated general reports on National and Provincial audit outcomes, was set to determine whether the department had a strategy in place to ensure that sufficient social service professionals are available to the communities in the province and that these professionals possess adequate skills and competencies to achieve the strategic objective of the department.

It became clear that departments did not have sufficient social service professionals with the required skills to meet the demands of the community. The department of Social Development was no exception according to the report.

The training providers who are not competent to provide training and development courses to the employees of the department make it impossible for employees to share the knowledge gained from learning environment with other fellow colleagues. The Human Resource Development Unit of the department must be transparent when conducting nominations for courses to take place. The nominated officials and immediate supervisors for nominated employees must be timely informed about the scheduled training and development courses. The social workers and any other employees employed by the department must be continuously capacitated for effective service delivery.

7.3.2 Impediments of the Transference of skills

The results of this study are in line with Marx findings indicating that with diminishing resources, training personnel will need to be able to justify the efficacy of training. The researcher established that the budget allocated for training and development is not adequate to address the determined training needs of department officials. It has been shown that the inadequacy of financial, human and physical resources serve as hindrances in the provision of training and development for effective service delivery. In order to overcome the challenges of financial constraints, Gilbert in his 1967 findings offer the following simple formula for setting priorities among training needs or objectives as an initial analysis step: P= VN C where P= Priority, V = Value of overcoming a deficiency, N + the Number of people that can be trained, and C = Cost of training.

A study conducted by Robert Marx in 1982 on "Relapse Prevention for Managerial Training" revealed that corporations spend a great deal of time and money on management development training. He discovered that programmes ranging from leadership training to communication skills are conducted in the hope of enhancing the effectiveness of managerial behaviour. He further asserted that there is little evidence, however, of the staying power or maintenance of these costly and time consuming interventions. His conclusion is that in a period of increasing accountability and diminishing resources, training personnel will need to be able to justify the efficacy of training and make improvements when necessary.

7.3.3 Extent to which trained employees plough back acquired skills

It came out very strongly in the findings of the study especially in figure 10 that many employees raise reservations about the Department's attitude as it does not offer its employees an equal opportunity for training and development. This in turn incapacitate them from rendering effective services to customers. Despite training and development having improved employee performance, reservations were raised by employees that the senior management does not allow them to apply the acquired learning to their working environment.

7.3.4 Extent to which the attended training programmes improved work performance

It came out very clear in this study especially in Table 27 for management and Table 28 for employees in the list of training and development seminars and courses attended that the majority of employees and management never attended the listed training and development programmes because they were never consulted or the training programmes were not relevant to their areas of work. In fact, the finding speaks to the fact that for training programmes to improve work performance, comprehensive needs assessment, training design, training evaluation, and transfer of training to improve service delivery must be maximized.

It was also noted with grave concern that despite the increased performance of the department as a result of training and development, there is still a serious concern that some employees are not adequately capacitated with transversal and line function training programmes to meet service delivery demands. Competency based training and development programmes was discovered to lack significant impact on service delivery.

The findings of this study concur with the study conducted by Gilbert Thomas in 1967 on "Praxeonomy: A Systematic Approach to Identifying Training Needs", where he revealed that there is no justification for expenditures on training programmes that do not increase the efficiency and effectiveness of the workforce. Gilbert's conclusion was that in actual fact, training needs analysis is seldom the carefully developed investigation that the theorists propose. Another study conducted by the Australian National Audit Office (ANAO) in 2013 titled "*Building capability: A framework for managing learning and development in the APS*" revealed that for efficient and effective achievement of government outcomes by Australian Public Service (APS) agencies depend on the capabilities of their people. Capacity building, which is central to organizational performance, requires a systematic management approach to learning and development as an integral part of workforce planning.

A study conducted by Bharathi Associates on Training and Development in 2010 also confirmed that employees training programmes try to improve skills or add to the existing level of knowledge so that employees are better equipped to do their present jobs or to prepare for higher positions with increased responsibilities. An Empirical Study of Kirkpatrick's Evaluation Model in the Hospitality Industry conducted in 2010 by Ya-Hui Elegance Chang revealed that Employees who completed the training improved their knowledge and job performance.

7.3.5 The link between Human Resources Development strategy/ strategic plan and Training and development needs

The results of the present study reveal that the lack of training on systems of government such as the implementation of performance management, the implementation of strategic plan of the department and the implementation of human resource development strategy seriously impede effective service delivery. A study conducted by Erasmus et al in 2007 revealed that the training as identified in the strategic plan, resources should be organised to ensure effective delivery of services. Resources such as human, capital and physical facilities should be organised and coordinated in such a manner that the execution of training can be done effectively.

Furthermore, a study conducted by Aguinis and Kraiger (2009) which focuses on the benefits of training and development for individuals and teams, organizations, and society demonstrates that training and development activities in work organizations can produce important benefits for each of these stakeholders. This is in line with the findings of this study which reveal that training and development benefits the Department, employees, management and also has the potential to improve service delivery for customers.

7.3.6 Customers assessment of service delivery from the Department

A study conducted by Cebekhulu in 2016 on post-apartheid politics of service delivery revealed that the unequal provision of services and enormous social backlogs, and a perceived erosion of social cohesion have created a breach in the covenant between the government and citizens. Employees in the KwaZulu-Natal Department of Social Development treat customers with respect, courtesy and they behave decently. Overall, the results of the study revealed that the Departmental employees' professionalism is excellent. The findings of the study also confirm that customers are given an opportunity to express their concern whenever they are dissatisfied with the manner in which they were treated by the staff members.

There were mixed feelings amongst customers in relation to whether the Department had proper procedures for complaints. It is evident from the results that although customers raised concerns about complaining procedures stating that they do not have suggestions as to what improvements can be done. An important finding that emanated from the results is that the behaviour of employees of the Department instil confidence to customers and that the physical facilities of the Department are visually appealing. Furthermore, the results of the study also show that customers are consulted about the quality of service and they know what to expect. It came out very strong that the services rendered by the employees of the department meet their needs.

The findings of the study revealed that customers still have serious reservations about the performance of the employees of the Department. In Durban especially, the customers raised serious concerns about racist treatment they are receiving from employees of the Department. In Ulundi, the results reflect the perception that customers are concerned that they are not treated equally. In Pietermaritzburg the result shows that the Department employees are failing to meet deadlines. Lastly, the Midland results clearly make a call to the reduction of the waiting time period.

7.4 Summary

The management affirmed that training and development resulted in improved employee performance and ultimately lead to effective service delivery. The performance review session is an effective instrument used in the department to measure the impact of training and development programmes on service delivery. The executive management training and development programmes coordinated by the human resources development of the department respond to the issues of service delivery. The employees did not concur with the statement that human resources development of the department respond to the issues of service delivery, they raised concerns on the implementation of career development and mentorship which are not implemented in the department. Both employees and management were concerned about the insufficient budget which impedes capacitation of employees and management. The management agreed that lack of training on systems of government impedes effective service delivery. The management indicated that it is in their interest for middle and lower rank personnel to apply an acquired learning related to the work environment. However, the majority of employees had a feeling that it is not in the interest of senior management for them to apply the acquired learning to the working environment.

The employees felt that the department does not offer them an equal opportunity for training and development. It transpired from the study that management do not confidently apply gained knowledge to their working environment. Furthermore, the management felt that there is no return on investment after employees have attended transversal and line function training programme. Management conceded that competency based training and development programmes have little impact on service delivery. However, they had a view that employees are not responding to organizational needs after being trained. The management consider training and development as effective and efficient for improved service delivery.

The majority of respondents agreed that the department lives up to its objective of promoting developmental social welfare services and community development to people of KwaZulu-Natal through provision of relevant training and development programmes. Employees affirmed that the skills and knowledge imparted to them increased performance. The employees of the department affirmed that they are unable to implement the Service Delivery Improvement Plan (SDIP) at the workplace because they are not properly trained. The management felt that human resources development plan does not address skills gaps of employees such that the department is unable to fulfil its service delivery goals and objectives. The top management conceded that they do not review progress against the human resource development (HRD) monitoring tool and take action if required and that the human resource development activities are not monitored and evaluated. The employees have expressed a positive image of the human resource development directorate which evaluates the impact of training and development programmes offered for effective service delivery against the strategic plan of the department.

The majority of respondents felt that the department is partially compliant with the skills development acts/regulatory requirements. The majority of respondents agreed that the involvement of the human resources development manager in executive management meetings where decisions are made about future changes in training is essential. The management of the department affirmed that through training and development programmes interventions, their management is effective in terms of exercising oversight responsibility regarding financial management and non-financial performance for effective service delivery. However, the management is not satisfied about the knowledge, skills and attitude of employees on the performance of the department of service delivery.

The majority of employees disputed the perception that the human resource development invites them to participate when training needs assessment are conducted; hence their personal development plans /work place skills plan (WSP) in relation to their performance agreements are not implemented to the fullest. The majority of the employees affirmed that the district offices where services delivery occurs do not have human resource development committees to address training and development matters. The overall feeling of the respondents is, they are not satisfied with the quality and impact of training and development on their performance in service delivery.

The Annual Performance reports and human resource development reports presented in chapter 4 above under contextual framework indicated a variety of training and development programmes which were coordinated by human resource development unit of the department and attended by nominees. However, the empirical results presented something different, employees of the department indicated that they were not afforded an opportunity to attend training and development programmes. Although managers affirmed that the department has a human resources development implementation plan that is approved and being implemented, the affirmation of management was found to be untrue because when analysing the documents of the department, it was discovered that the department had a draft human resource development plan.

The findings show that, although there are positive responses from respondents in respect of training and development activities of the department, management and employees are not satisfied with human resource development strategies of the department in addressing their personal development plans for effective service delivery. The customers had mixed feelings regarding the services of the department. Their quantitative responses commend the department however on qualitative side, they seem to indicate that the department must improve on customer care. It is therefore, evident that the executive management training and development programmes coordinated by the human resources development of the department are mainly responsible for the noted significant improvement in service delivery. A major point of concern going forward is how to sustain the training and development initiatives in the light of tight fiscal climate in the Department. However, it is highly important that the Department develops a more transparent and fair process of selecting employees to attend training. Overall, the customers identified some areas that need some improvement for the Department to move forward.

CHAPTER EIGHT
CONCLUSION AND RECOMMENDATIONS

"Ideas are ultimately worthless unless you activate them with focused and consistent action. The best leaders never leave the site of a good idea without doing something –no matter how small –to breathe some life into it. Lots of people have good ideas. But the masters become masters because they had the courage and conviction to act on ideas" -Robin Sharma

"A powerful idea is absolutely fascinating and utterly useless until we choose to use it" –Richard Bach.

8.0 Introduction

The findings of the study highlight that even if appropriate training and development takes place in an organization, an evaluation process must also occur so as to appraise whether the training and development programmes held have had positive results on employees' performance and professional development and whether the knowledge gained is applicable to their job. This study has considered the impact of training and development of public servants for effective service delivery at the KwaZulu-Natal Department of Social Development. The key participants of the study were managers, employees and customers of the Department. All the input generated from the respondents regarding training and development for effective service delivery revealed quite a substantial amount of information, both positive and negative. Furthermore, the views generated from all stakeholders were analysed with a view of finding out the service delivery areas that still requires some improvement.

8.1 Summary of findings and sub-conclusions

This study among others discovered that training and development is essential in ensuring that there is effective service delivery in the KwaZulu-Natal Department of Social Development. Both the management and employees affirmed the importance of training and development in the workplace. The budget and the heavy workload were identified as the greatest impediment to the transfer of skills. It was evident from the findings that memory saturation is the main challenge in the post-training period. A link was established between human resources development strategy/ strategic plan and training and development needs.

8.1.1 A strong correlation between training and development and effective service delivery is essential.

The majority of the respondents affirmed that training and development results in improved employee performance which ultimately leads to effective service delivery. The majority of the respondents also confirmed that the service delivery performance of the department has improved due to the training and development intervention offered by the department. Furthermore, the majority of respondents affirmed that the executive management training and development programmes coordinated by the human resources development of the department respond to the issues of service delivery.

The majority of the managers felt that the lack of training on systems of government such as the implementation of performance management, the implementation of strategic plan of the department and the implementation of human resource development strategy impedes effective service delivery. Employees also attested that they are unable to implement the service delivery improvement plan (SDIP) at the workplace because they are not properly trained. The majority of employees agreed that the department lives up to its objective of promoting developmental social welfare services and community development to people of KwaZulu-Natal through provision of relevant training and development programmes and that management considers training and development as effective and efficient for improved service delivery. Although management considers training as important, they are concerned that there is no return on investment after employees have attended transversal and line function training programme and are of the view that competency based training and development programmes do not have significant impact on service delivery.

The competency of employees results from training and development interventions and ultimately will result to customer's satisfaction. Therefore, customers raised their assessment on services received by the employees of the department. The ultimate recipients of service delivery of the Department of Social Development are the customers. The mmajority of respondents indicated that the department timely renders its service and customers affirmed that they are treated with courtesy and are given an opportunity to express their concerns whenever they are dissatisfied with the manner in which they were treated by the staff members.

The customers mentioned that the behaviour of employees in the Department of Social Development instils confidence in them as citizens and they are overall satisfied with the competence of employees in terms of service delivery. However, on qualitative analysis customers presented a different opinion of not being satisfied with the conduct of employees at the work place. The issues of humility and respect when employees render services to customers was mentioned as a concern. The fact that they recommended supervision to employees must be strengthened to improve employees' performances indicates that they are not happy about the conduct of employees. Customers appeared dissatisfied with the services rendered to them because they recommended that staff members must be trained and educated on how to provide services to the customers of the department and that services must be timely provided to customers without any delay. It was felt that the waiting time for services must be reduced.

The management established a formal code of conduct which addressed appropriate ethical and moral behaviour, but staff were not trained as expected to properly understand and adhere to the code and implement it (Action plan to address Audit findings for the (2012/13:3). Therefore, the concerns from customers are in line with this action plan on audit findings. Table 27 and table 28 indicate that majority of management and employees did not attend Non-profit Organization management and Management of Non-Financial Data. This has resulted in the lack of management of Non-Profit Organization and lack of management of Non-Financial Data where targets are set for service delivery.

The Annual Report for (2014/2015:115) identified discrepancies regarding monitoring of Non Profit Organizations (NPOs). In terms of Chapter 10 of the Policy on financial awards to service providers for the department, the department needs to develop a monitoring and evaluation system for monitoring of the services rendered by NPOs. The purpose of monitoring and evaluation is to assess compliance with the contract document which is a legally binding document, both in terms of service delivery and financial management. An important aspect of monitoring and evaluation is aimed at corrective measures to be implemented in instances where shortcomings and non-compliance are identified. There was no standard monitoring tool used to monitor the progress of the projects and instead different tools were used.

8.1.2 Investment in human, physical and financial resources on training and development.

Some of the management appeared not having a clear comprehension of the Skills Levies Act, 1999 which requires departments to make budget available for training and development. The majority of management and employees agreed and strongly agreed that the budget allocated for training and development has not been adequate to address the determined training needs of department officials. The inadequacy of financial, human and physical resources were mentioned by employees as factors hindering the provision of training and development for effective service delivery.

The Supply Chain Management training and development programmes have not been well provided to the employees of the department and this reality has resulted in irregular expenditures every year. In terms of the Annual Report for the department for financial year (2013/2014:130), the Supply Chain Management transgressed the Public Finance Management Act and Treasury Regulations which provides guidance on the procurement of goods and services with a transaction value of below and above R500.000. The same occurred in the financial year (2014/2015: 168) where the lack of compliance on treasury regulations was experienced when goods and services were procured.

8.1.3 Overcoming the impediments of skills acquired from training and development programmes.

On the impediments of the transference of skills, the majority of the middle and lower rank personnel feel that it is not in the interest of senior management for them to apply the acquired learning to the working environment. Employees had a feeling that training and development programmes must be conducted in English, which is the medium of instruction because it is a challenge to acquire and impart knowledge to other fellow colleagues when English is not used in training sessions. Employees had a feeling that management is not supportive of employees for the transference of knowledge gained from training workshops.

The workload carried out by each employee and lack of resources was also sighted as a strong impediment for transference of skills. Employees felt that they are not treated equally for training and development, hence the lack of effectiveness in service delivery and the nomination process for training and development courses to be attended is not transparent.

8.1.4 Alignment of HRD training and development programmes with skills required to perform in DSD

The absence of accurate strategic plans, such as operational plans and work plans linked to the operational plan of the head of department was raised as a concern. A strong sentiment was shared by employees that the Department does not offer its employees an equal opportunity for training and development, hence the lack of effectiveness in service delivery.

The majority of respondents did not concur with the statement that the human resources development directorate implements their personal development plans/work place skills plan (WSP) in relation to their performance agreement to the fullest and they are not invited to participate when training needs assessment are conducted. Therefore, employees disagreed that there are on-going development opportunities created for employees to improve and maintain high levels of performance was not agreed with.

Managers were concerned that they have never been invited to attend training courses and some of the training courses attended were not relevant to their operational plans. They therefore, recommended that the human resource development must conduct comprehensive skills audit exercise and implement the personal development plans (PDP) for employees and management with an intention to improve performances. It was revealed that the human resource development activities compete with other programmes of the department and this makes it difficult for nominated officials to attend training courses. The information regarding training courses to be attended is received at the last minute from head office therefore, it becomes difficult to attend courses.

8.1.5 Proper execution of Employee Performance Management and Development Systems

Management understands that performance review session is an effective instrument used in the department to measure the impact of training and development programmes on service delivery. The department does not do justice when implementing employee performance management and development system policy documents. Therefore, employees recommended that Employees' Personal Development Plans (PDP) must be addressed and training courses must be timely presented by competent trainers. The study shows that the service offices appeared to be reluctant to convene performance assessments to determine the performance gaps and identify training needs for training interventions to take place.

On the other side, the human resource development unit experiences challenges whereby Personal Development Plans in some instances are not timely submitted to Human Resource Development for further processing. The involvement of Supply Chain Management (SCM) in sourcing training providers for training and development programmes to the employees of the department was mentioned as a huge challenge. The Supply Chain Management Unit is not familiar with training legislations which provide guidance on the sourcing of training providers. The incorrect placement of officials in the department makes it difficult for human resource development to provide relevant training programmes for effective service delivery. Therefore, the aforementioned was presented by management as human resource development directorate challenges which impedes employees' performances at the workplace.

Although management and employees affirmed the importance of training and development for service delivery improvement, the rest of the findings of the study somehow contradict such affirmation. The response from management and employees indicated that the Human Resource Development of the department does not adequately respond to employees and management personal development plans. The Public Service Commission in the Monitoring and evaluation report for the Department of Social Development (KZN) for (2011/2012:8) financial year and the human resource development reports of the department conceded to the fact that the department lacks in responding to the training needs for employees and management.

The KwaZulu-Natal Provincial Legislature Finance Portfolio Committee in the Annual Report of the department for 2015/16 financial year confirmed that the usage of training service providers which are not Sector of Education and Training Authority (SETA) accredited poses a challenge to human resources development activities. The department direction was that Human Resource Development must prepare and submit an approved Annual Human Resource Development Implementation Plan and Workplace Skills Plan to the line function Sector of Education and Training Authority, this indirectly served as a concession that Human Resource Development must improve in this area. In conclusion, the department needs to re-energise and activate its efforts in order to improve the provision of competency based training and development programmes. Training and development programmes offered must be evaluated to determine their impact on service delivery.

The letter signed by the Auditor general on the 31 July 2014 cited in the KwaZulu-Natal Department of Social Development Annual Report for Financial year (2014/2014: 131) highlighted the lack of leadership in the department. Despite the lack of leadership which was articulated in the Auditor General Reports, since 2011 to 2013, as from 2014, there is a noticeable improvement in the leadership of the department.

The strategic leadership is provided, oversight responsibility is implemented, guidance is provided and the strategic plans of the department are now implemented although not in a convincing manner. The improvement in leadership is substantiated by the fact that the department, obtained an unqualified audit opinion with an emphasis of matte during 2014/2015 financial year. The midterm performance review sessions and effective strategic planning sessions which are highly interactive are the major strides by the department to improve service delivery, the department can be commended in this regard.

8.2 Policy Recommendations

The following policy recommendations that might be useful for policy makers and social development practitioners are advanced.

8.2.1 A strong correlation between training and development and effective service delivery is essential

The relationship between training and development and service delivery is a tangible reality. Training and development programmes offered to employees of the department make them to be competent and productive when delivering service to the citizens. Training programmes improve skills and knowledge of employees at the workplace. The human resource development must evaluate the knowledge and skills possessed by employees. Customers receive quality services from competent people and appreciate the type of service they receive. This ultimately mitigates factors which may cause service delivery protests. There is relationship between training and development and service delivery, however it becomes a problem if people do not plough back skills acquired from training sessions. Lack of commitment and passion, as well as negative attitude towards work affect service delivery. When relevant training programmes are provided and Personal Development Plans for employees are responded too by the Human Resource Development at Head Office, the performance of employees is optimized and service delivery improves. Training and development programmes enforce service delivery and quality service delivery is rendered to customers.

The Human Resource Development reports for the financial years 2011/2012 to 2014/15 highlight the inability of the Human Resource Development unit of the department to meet personal development plans for employees. The financial management, financial management for non-financial managers, KHAEDU training, women in management, advanced computer, supply chain management, policy development, leadership, promotion of access to information act, promotion of administrative justice act, labour relations, project management, change management, monitoring and evaluation, customer care, information technology, assert management, HIV/AIDS, employee performance management and development system, communication skills, change management, monitoring and evaluation, public service induction, human resource management, supervisory course, records management, care and services to older persons, gender and youth training, social crime prevention, child care training to mention a few were not adequately provided. The lack of provisioning of the aforementioned training and development programmes has a negative impact on service delivery because employees who are inadequately capacitated may not deliver services to the satisfaction of customers.

Chapter 4, Annexure G of the SMS Handbook, 2003 instructs that the Senior Management must be assessed on Strategic Capability and Leadership, Programme and Project Management, Financial Management, Change Management, Knowledge Management, Service Delivery Innovation, Problem Solving and Analysis, People Management and Empowerment, Client Orientation and Customer, Communication, Honesty and Integrity, the implication here is, they should be empowered with all these skills programmes. From the Annual Training Report for 2016/2017 financial year on training offered in 2015/2016 financial year, it became clear that almost all planned training programmes were not provided, some had minimal attendance and some were rescheduled for the next financial year.

The Human Resource Development partially responded to the management training needs such as leadership and financial management and this could have a negative effect on the management of the department. The letter signed on 29 July 2015 by the Auditor General of the Annual Report for financial year (2014/2015:169), highlights the fact that the leadership did not exercise adequate oversight over action plans to address significant internal control deficiencies. Financial and performance management controls in place were inadequate to facilitate the preparation and presentation of financial statements. This audit finding presents a picture of lack of leadership and has an adverse impact on service delivery.

Therefore, the department must strengthen capacitation of management on leadership and management training and development programmes to improve leadership and management in the department for effective service delivery. The Internal Control unit in the Annual Report of the KwaZulu-Natal Department of Social Development for 2015/2016 financial year presented a summary of audit findings which indicated that a total number of one thousand two hundred and six (1206) employees were trained and developed for effective service delivery from the total employment of three thousand eight hundred and thirty-two (3832). The number of trained employees according to this report does not even reach fifty per cent of the total employment of the department, this should be a serious cause for concern to the management of the department. This report seems to be in contrary with the Human Resource Development report for 2016/2017 financial year which pinpointed that almost all planned training and development programmes were not addressed.

The lack of financial management as indicated in the letter signed on 29 July 2016 by the Auditor General in the Annual Report of the department for 2015/16 financial year could be attributed to the lack of response of human resource development in respect of training needs for employees. The letter signed in 31 July 2012 by the Auditor General quoted in the Annual Report for 2011/2012 financial year highlighted the fact that the accounting officer did not exercise adequate oversight responsibility regarding financial and performance reporting and compliance with laws and regulations relating to transfer payments and supply chain management. The systems and controls were not designed in a manner capable of preventing, detecting and addressing risks that impact on financial, performance and compliance reporting. In this regard, the accounting officer did not ensure that regular, accurate and complete financial and performance reports were prepared, which were supported and evidenced by reliable information.

The shortage of trained staff to deal with HIV and AIDS was identified as a major root cause of the **i**nadequate access and equitable distribution of care and support of people who are affected and infected with HIV and AIDS throughout the province (Annual Report for 2015/2016:92). There is a strong correlation between training and development and service delivery, and this means that it is important that employees are offered opportunities to attend training and development programmes to optimise their performances at work for service delivery improvement.

It becomes imperative for the human resource development unit of the department to respond to personal development plans of employees with an intention to improve their competency levels at work. The impact of the training and development programmes must be evaluated to determine whether they have made contributions on service delivery.

8.2.2 Alignment of HRD training and development programmes with skills required to perform in DSD

The submission of Personal Development Plans for training and development needs is questionable because employees are not afforded an opportunity to attended training courses and yet the budget for training which is 1% of the total payroll of the department and above as required by the Skills Development Levies Act is set aside. Consultations with the grass root level of employees should be conducted to get inputs on skills required by the department.

The Public Service Commission in the Monitoring and evaluation report for the Department of Social Development (KZN) for (2011/2012:8) financial year cited deficiencies in Human Resource Management and Career Development. It was stated that the Work Place Skills plans were not followed, and this resulted in most of the planned skills activities not being implemented. According to the dashboard report for the year ended 31 March (2016:2), the Department of Social Development should implement effective human resource management to ensure that adequate and sufficiently skilled resources are in place. This indicates that the department realised it did not have sufficient competent workforce to achieve service delivery.

The Human Resource Development must determine the skills required by the employer for service delivery improvement. The employees' personal development plans must be addressed and relevant training programmes must be provided. This section addressed issues on effective human resource management to respond to training demands. Therefore, the alignment of human resource development programmes with the strategy of the department which prescribes the skills required for effective service delivery is significant.

8.2.3 Investment of human, physical and financial resources on training and development

Training venues should be made conducive for training to take place and must be equipped with facilities such as over-head-projector (OHP), air conditioners, and furniture. The Human Resource Practitioner must have an in-depth knowledge of the strategic plan of the department to determine what is required by the employer before training programmes are offered.

There is a need to inject more financial resources towards training because the dwindling financial resources are having a negative effect on training and development programmes. Since majority of the training courses are very expensive and it makes it impossible for everyone to attend. Hence, the Department of Social Development to ensure that more money is allocated to the training budget in future.

The KwaZulu-Natal Provincial Legislature Finance Portfolio Committee in the Annual Report of the department for the financial year (2015/2016:108) recommended that the remaining balance of funding must be used to finance and training should be provided by accredited service providers or departmental officials with relevant expertise. This type of recommendation indirectly indicates that the department had under-spent on training and development.

This section addressed issues on investment in human, physical and financial resources. The environment must be conducive for learning to take place and the human resource development practitioners responsible for coordination and facilitation must be able to impart knowledge to the training courses participants with an intention to improve service delivery. The physical resources such as training venues and training equipment must be made available for training courses. The budget for training and development must be made available and be effectively utilised.

8.2.4 Overcoming the impediments of skills acquired from training and development programmes

The laxity by the department to address the inadequacy of working tools compromises daily service delivery. The span of control that is the number of people supervised by each person makes it difficult for the transference of skills acquired and the impact on service delivery. People are nominated to attend training programmes without the knowledge of their respective immediate supervisors. Some attend course which are not relevant to their work or area of specialty. Others are sent to courses as a strategy to frustrate them or as a punishment by their supervisors. These realities compromise service delivery, perpetrate low productivity and demoralize the nominee and those who expect to receive knowledge from an official who have attended that particular type of training programme.

8.2.5 Proper execution of Employee Performance Management and Development Systems

There is a serious need for Employee Performance Management and Development System to be accurately implemented, through performance agreements, job descriptions and operational plans which must be consulted when training needs are dissected. Coordination of training programmes to be attended by the identified employees must improve. The Human Resource Development must implement Personal Development Plans for employees when addressing training needs. Annual Training Plans with the names of courses, duration of courses, course content, aim of the course, targeted employees for the course and outcomes of the course must be developed and presented to the executive management committee of the department for consideration and circulation to all employees of the department.

The Department must identify employees who have training and presentation skills to conduct in-house training to the employees of the department. It is not appropriate for somebody who does not have skills mentioned above to facilitate training. The training venues must be conducive for training to take place, and they must be equipped with advanced training equipment's for learning to take place. The KwaZulu-Natal Provincial Government Finance Committee, Resolution 105/2015 cited in the (Annual Report, 2015/2016: 96), for the Department of Social Development in KwaZulu-Natal raised the issue of backlog of 25% of employees to receive their 1.5% pay progression, the Finance Committee therefore, resolved that the backlog must be addressed.

The then Auditor General: Terrance Nombembe in his letter dated March 2013 cited in the Audit outcomes of the Social Development Sector: consolidated general report on National and Provincial Audit outcomes for 2011/2012 financial year stressed the urgent need to address the quality of the financial management, supply chain management and human resource management. He raised amongst others, ineffective performance management related to officials who perform poorly and not dealt with decisively. He emphasised that a concerted effort is required to address the challenges in human resource capacity and productivity. The root causes of the inability of sector departments to produce unqualified financial statements to mention a few, was the instability at leadership level and vacant positions filled with officials who do not possess the requisite levels of skills and experience.

The lack of attention to the requirements of performance management frameworks was also identified as the root cause for department to be unable to obtain unqualified audit opinion. The qualified or disclaimer financial statement presents a picture of lack of financial management which directly affects service delivery. During the 2011/2012 Financial Year, the department had a total employment of three thousand four hundred and twenty (3420) with only one (1) staff member below Senior Management Service members being assessed and rewarded and thirty-two (32) Senior Management Service members were not assessed.

The Annual Report of the KwaZulu-Natal Department of Social Development, (2013/2014:115), indicates four thousand three hundred and twenty-four (4324) as the total employment of the department. Only four (4) employees were assessed during this year and received their performance rewards. During the 2014/2015 financial year, the department had three thousand eight hundred and sixty-nine (3869) employees, the employees assessed below Senior Management Service and received performance rewards were only two, the Senior Management Service assessed and received performance rewards were only forty-six (46). The Annual report of the Department of Social Development- KZN, (2015/16:120-121) indicates three thousand eight hundred and thirty-two (3832) as total number of posts filled. Out of this figure four hundred and sixty-seven (467) are management employees ranging from Assistant Directors to the Head of Department (salary level 09 to salary 16).

The PERSAL Report on pay progression from 01 July to 30 September 2016 reflects that only five hundred and five (505) employees were assessed and received their pay progression. This figure includes the total number of almost sixty managers (60) were assessed and received pay progression. This clearly presents a lack of commitment from the department to implement performance management and development system and this may result to demotivation of management and employees and service delivery is ultimately affected. However, when analysing the reports on employee performance and development, the department showed slight improvement in terms of employee assessment.

In summary this section addressed issues on employee performance management and development system which is a tool used by the department to optimise employees' performances. Employees who perform poorly despite being capacitated should be continuously supported until such time that all support provided has been exhausted. The employer can then decisively deal with employees who perform poorly.

The department must improve in terms of implementing performance management and development system**s**. The backlog on performance management assessment and the minimum numbers of employees assessed indicate that the department lacks in the implementation of employee performance management and development system. The issues of human resource management, financial management and supply chain management which are having an impact on service delivery have been discussed in this section.

8.2.6 Towards a New Training Model for Effective Service Delivery

In trying to come up with a new training model that might be useful for effective service delivery in the Department of Social Development, the researcher revisited 4 popular and commonly used training models across the globe, in both private and public sector**s**. The analysis step is focused on collecting data about the need for training and if there is a need, determining the areas that need to be trained on. The analysis provides the trainers with an understanding of the direction the training should be headed. The design phase entails choosing the best methods to deliver the training and also setting up the training learning objectives. The development phase consists of creating the training instructional content and preparing the necessary materials to be utilised during the training. The implementation phase is presenting the training material to the trainees. The final step, evaluation, is important because it allows the trainees to evaluate the training as well as the instructor.

Further, it allows the instructor to evaluate trainee performance, both in the classroom and back on the job (Peterson, 2003). The first model is **Addie** (Analysis, Design, Development, Implementation, and Evaluation) model. The second model revisited is the **Dick and Carey Model** which place**s** emphasis on creating assessments for learning objectives prior designing and developing the instruction. The Dick and Carey model also places increased emphasis on formative evaluation, or the evaluation of delivery formats and instructional strategies as they are being formed. Revision information gained from early try-outs of the instruction is fed forward in the training development process rather than waiting and facing the possibility of revising an entire programme after it has been fully developed (Dick, and Carey, 2004). Thirdly, the **MTDM** (Macro Training and Development Model). The macro perspective is an attempt to account for the internal and external organizational factors that impact the training activities and has five major inputs. Firstly, the human resource developmental objectives must be stated clearly, and revised and changed periodically. Secondly, human resources development must become a long-term investment.

Thirdly, training input has to do with leadership perception of the human resources development role in the organization. Training must not be perceived as an isolated event. The fourth element of the training input deals again with the organizational climate and management attitude towards the implementation Fifthly, the most important input is without doubt the availability of resources – physical, human and financial (Goldstein, 1986 and Nadler, 1983).

The last training and development model revisited is the **High-Impact Training Model.** The High-Impact Training Model stressed that for any training process to be at peak effectiveness, the culture of the organization in which the training is occurring needs to be understood and honoured. It is useful in situations where the performance hierarchy and business outcomes are not aligned. It can help avoid wasting resources and unwittingly getting involved in training interventions that pit the tremendous power of the performance hierarchy against the training effort (Lapidus, 1999). Having taken cognisance of the importance of the above models, the researcher is proposing a new model on training and development that might be ideal for the Department of Social Development. This model is the **NETMESD** (New Training Model for Effective Service Delivery**)**. The model is founded on seven crucial steps which are the following:

1. Identifying whether the training and development needed speaks to the need for effective service delivery.
2. Ascertain the financial impacts of the training and development vis a vis the resources available in the Department.
3. State desired outcomes and changes that the perceived training and development will bring to the Department in relation to effective service delivery.
4. Develop communication channels that will enable the managers, employees and customers to have an input on the learning content of the training and development manual and also align it to their workplaces.
5. Expand the training and development base whilst preserving the quality of the training and development programmes.
6. Maintain relationships and provide training materials to higher education and professional organizations who will verify the quality of the training material.
7. Develop an evaluation plan to understand the effectiveness and outcomes of training and development to effective service delivery.

8.3 Summary

The main thrust of this investigation was to evaluate the impact of training and development for effective service delivery in the KwaZulu-Natal Department of Social Development. The respondents who participated in this study highlighted that the training and development programmes have improved their performance. Employees highlighted that they are empowered to lead and manage service delivery programmes and to improve the performance of their departments. However, document analysis paints a different picture about the department. Such contradictions may imply that the employees of the department may not have been honest in their responses, and that may mean that challenges confronting training and development for effective service delivery still remain.

The department is required to budget for human resource development activities in terms of the total number of employees appointed by the department. It has been noted that the employment figure of the department is not the same. The PERSAL reports and annual reports for the department indicate different employment figures for the same financial year. The inability by the department to provide accurate employment figures could result to under/ over budgeting for human resource development strategies. The under budgeting for training and development may result to lack of employee training and ultimately affects service delivery. Staff training and development is the key task to help everyone in the Department of Social Development to become efficient. When Departments train their own staff, by providing and forming a harmonious atmosphere, accurate work specification and the passion of work, team spirit is built between employees, management and clients within the process.

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Appendix A

social development
Department:
Social Development
PROVINCE OF KWAZULU-NATAL

Fax	**: (034) 317 3231**	**AMAJUBA DISTRICT**
Telephone/ Ucingo /Telefoon	**: (034) 317 3230**	**Private Bag X 6645**
Enquiries / Imibuzo / Navrae	**: Mr. CM Kunene**	**Newcastle**
E-mail:	**: caiphus.kunene@.kznsocdev.gov.za**	**2940**

02 July 2013

SUBMISSION

The Head of Department
Private Bag X9144
Pietermaritzburg
3200

Attention: Mr B L Nkosi
Head of Department

SUBJECT: REQUEST FOR A PERMISSION TO CONDUCT RESEARCH ON THE EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS AT THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT.

1. **Purpose**

To request an authority from the Head of Department to conduct research on the impact of Training and Development towards the improvement of service delivery

2. **Background**

The proposed thesis is located within the skills development terrain of human resources in the sphere of public management therefore the study seeks to investigate and evaluate training and development programmes offered to Public Servants for effective and efficient service delivery. It also explores the expectations and experiences of the recipients of training and development programmes offered by the Human Resource Management and other related business units.

Training and development are conducted when a particular competency need has been identified such as a gap in performance or the introduction of new technology which requires new skills or the skills employees possess as opposed to the actual skills required by the employer.

The budget set aside for Human Resource Development could be too meagre or inadequate to address the issues of training and development of employees within the department and this indirectly affects the rendering of effective service delivery. Hypothetically, there is an empirical manifestation of tangible weaknesses, problems and challenges facing public servants, especially in key social service delivery departments. Therefore, the thesis will be based on a case study attempting to examine existing strengths and weaknesses of programmes; the strength and weaknesses of the existing devised human resource strategies which intend to optimise employees' performances in a workplace will be as well examined.

3. **Recommendations**

The results of the study will be used to help formulate methods, systems, and an appropriate model on how to improve service delivery rendered by the department to its customers. A letter from the North-West University requesting a permission to conduct a research on the matter is attached for the Head of Department's attention. Therefore, in view of the aforementioned, it would be appreciated if the Head of Department can grant an authority to conduct this study which will be of benefit to the department.

Mr CM Kunene
SENIOR MANAGER: AMAJUBA DISTRICT

Approved/ Not Approved

Remarks: ……

……..

Mr BL Nkosi
HEAD OF DEPARTMENT

Appendix B

social development
Department:
Social Development
PROVINCE OF KWAZULU-NATAL

Fax	**: (033) 264 2075**	**AUXILLIARY SERVICES**
Telephone/ Ucingo /Telefoon	**: (033) 264 2092**	**Private Bag X 9144**
Enquiries / Imibuzo / Navrae	**: Mr CM Kunene**	**PIETERMARITZBURG**
E-mail:	**: caiphus.kunene@kznsocdev.gov.za**	**3200**

11 March 2014

SUBMISSION

To: **Mrs NGM Mbanjwa**
Acting Head of Department

From: **Mr C.M Kunene**
Manager: Auxiliary Services

SUBJECT: **REQUEST FOR A PERMISSION TO CONDUCT RESEARCH ON THE EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS AT THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT.**

1. Purpose

To request an authority from the Acting Head of Department to conduct research on the impact of Training and Development towards the improvement of service delivery

2. Background

The request to conduct a study was sent on the 2nd of July 2013 to the former Head of Department, unfortunately the feedback or response was not provided, therefore I have seen it imperative to revive my request hence this submission is prepared to your attention.

The proposed thesis is located within the skills development terrain of human resources in the sphere of public management therefore the study seeks to investigate and evaluate training and development programmes offered to Public Servants for effective and efficient service delivery. It also explores the expectations and experiences of the recipients of training and development programmes offered by the Human Resource Management and other related business units.

Training and development are conducted when a particular competency need has been identified such as a gap in performance or the introduction of new technology which requires new skills or the skills employees possess as opposed to the actual skills required by the employer.

The budget set aside for Human Resource Development could be too meagre or inadequate to address the issues of training and development of employees within the department and this indirectly affects the rendering of effective service delivery. Hypothetically, there is an empirical manifestation of tangible weaknesses, problems and challenges facing public servants, especially in key social service delivery departments. Therefore, the thesis will be based on a case study attempting to examine existing strengths and weaknesses of programmes; the strength and weaknesses of the existing devised human resource strategies which intend to optimise employees' performances in a workplace will be as well examined.

3. Recommendations

The results of the study will be used to help formulate methods, systems, and an appropriate model on how to improve service delivery rendered by the department to its customers. A letter from the North-West University requesting a permission to conduct a research on the matter is attached for the Acting Head of Department's attention. Therefore, in view of the aforementioned, it would be appreciated if the Department can grant an authority to conduct this study which will be of benefit to the department.

Mr CM Kunene
DEPUTY MANAGER: AUXILIARY SERVICES

Recommended/Not Recommended

Remarks:…….

…….. ….……...…....
MR GJ MAKHAYE
GENERAL MANAGER: HUMAN RESOURCE MANAGEMENT

Approved/ Not Approved

Remarks: ……

……. ……..
Mrs NGM Mbanjwa
ACTING HEAD OF DEPARTMENT

Appendix C

Fax	**: (036) 634 6600**	**MIDLANDS CLUSTER OFFICE**
Telephone/ Ucingo /Telefoon	**: (036) 634 1696**	**Private Bag X 9917**
Enquiries / Imibuzo / Navrae	**: Mr CM Kunene**	**LADYSMITH**
E-mail:	**: caiphus.kunene@kznsocdev.gov.za**	**3370**
Persal Number	**: 601 76 776**	**Date: 18 January 2016**

MINUTE

To : Ms N.F Khanyile
Head of Department

cc. Dr M.L Ngcongo
Acting Chief Director: Human Resource Management
Head Office

From: Mr C.M Kunene
Manager: Midlands Cluster

SUBJECT: RESEARCH, EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS FOR EFFECTIVE SERVICE DELIVERY: SOCIAL DEVELOPMENT CASE

1. Purpose

To apprise the Head of Department about an approval obtained from the department to conduct the aforementioned study in the department.

2. Background

The submission requesting permission to conduct the aforementioned study was prepared on the 11th of March 2014 to the attention of Mrs N.G.M Mbanjwa, the former Acting Head of Department and the approval was obtained. (Please see the attached submission). However, I have seen it imperative to apprise the Head of Department about the approval obtained to conduct a study within the department.

The study seeks to evaluate the effectiveness of training and development programmes offered to the employees of the department for effective service delivery. The study also explores the expectations and experiences of the recipients of training and development programmes offered by the Human Resource Development of the department. The study shall be conducted to all the structured meetings of the department within all district offices, not precluding the Head Office, the Executive Committee of the department as decision makers shall be prioritised in the study.

3. Recommendations

The study shall make a meaningful contribution to the human resource development systems and process conducted within the department. The factors impeding the transference of skills from the learning environment to the real working environment shall be brought in a form of a report to the attention of the Head of Department. It is in this spirit that the Head of Department is requested to apprise the Executive and Management Committees, head office, districts and service offices about this study. It would be appreciated if the aforementioned offices are made aware of this coming study. The accedents of the Head of Department in this matter shall be much appreciated.

MR C.M KUNENE
MANAGER, GENERAL MANAGER'S OFFICE: MIDLANDS CLUSTER

Appendix D

PILOT STUDY

EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS FOR EFFECTIVE SERVICE DELIVERY IN THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT

Dear Colleague

You are kindly requested to complete the attached questionnaire, identify gaps which may exist in this questionnaire and provide inputs which will assist the study to measure what it intends to measure.

The study seeks to evaluate the effectiveness of training and development programmes offered to public servants for effective and efficient service delivery. The study will also explore the expectations and experiences of the recipients of competency-based training programmes offered by the Human Resource Development Directorate of the Department of Social Development. The researcher would appreciate if your inputs can be received on or before the 10th of June 2016.

The department approved for this study to be conducted and it will benefit the department to strengthen its service delivery.

For more information, I can be contacted at 083 6582 58 1

Your cooperation in this matter will be appreciated.

MR CM KUNENE
MANAGER: MIDLANDS CLUSTER

Appendix E

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS
South Africa, 1900

Web: http://www.nwu.ac.za

02 March 2016

PARTICIPANTS INFORMATION LEAFLET AND CONSENT FORM FOR PARTICIPATION IN RESEARCH.

TITLE OF THE RESEARCH: Evaluation of training and development of public servants for effective service delivery in the KwaZulu-Natal Department of Social Development.

NAME OF RESEARCHER: Mr C.M Kunene

ADDRESS: Private Bag X9917, Ladysmith 3370

CONTACT NUMBER: 083 6582 581

LETTER OF INFORMED CONSENT TO THE RESEARCH PARTICIPANTS IN ORDER TO CONDUCT THIS RESEARCH

Dear Participant

My name is Mr Caiphus Mhlonipheni Kunene and I am currently enrolled for my PhD (Management and Development) degree at the North West University, Vaal Triangle Campus under the supervision of Prof C**.** Hofisi. I kindly request your participation in this study which will be of benefit to the department as well.

My research is entitled: "Evaluation **of training and development of public servants for effective service delivery in the KwaZulu-Natal Department of Social Development**. The study seeks to evaluate the effectiveness of training and development programmes offered to public servants for effective and efficient service delivery. The study will also explore the expectations and experiences of the **recipients of competency-based training programmes** offered by the Human Resource Development Directorate of the Department of Social Development.

The objectives of this research are to determine the extent to which the training and development programmes respond to the skills needs of the Department of Social Development and to suggest recommendations on how the training and development programmes can be implemented for more effective service delivery to mention a few.

The Head of Department for Social Development approved that this research could be done at the Department of Social Development. The researcher will attend meetings organised by Head Office, Cluster Office, District Offices and Service Offices at a date, time and venues determined by respective offices. The proposed study will be conducted according to the ethical guidelines and principles of the North West University: Vaal Triangle. This proposed study has been approved by the North-West University's Humanities and Health Research Ethics Committee (NWU-HS). It might be necessary for the research ethics committee members or relevant authorities to inspect the research records to make sure that the researcher is conducting research in an ethical manner. There are probably no identifiable risks from participating in this research and I do not anticipate that harm will befall the department or the participant, on the contrary you may find the experience stimulating. However, should you experience any discomfort or concern about, or as a consequence of your participation, please inform the researcher. Furthermore, participation in this study is both confidential and anonymous.

Care will be taken that participants will not be personally identified in any reporting and any mentioned extracts and/or quotations will contain no information which may suggest participants' identities or personal information (e.g., work/ physical address and PERSAL number etc). Please ask the researcher any questions about any part of this questionnaire that you would like to be clarified or want to know more about. It is very important that you are fully satisfied that you clearly understand what this research is about and what contribution it makes to the department. Your participation in this study is very important to the Department of Social Development. Please respond to all questions in the attached questionnaire as honestly as possible. This should not take more than 90 minutes of your time. You have a right to ask questions about the study. Please allow the researcher to make use of your responses for the benefit of this exercise; your privacy shall be respected. You have a right to withdraw from this exercise at any stage. The information collected will be used for the purpose of this study and will form part of a report that will be forwarded to the Head of Department.

Agreement

I declare that:

I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.

I have had a chance to ask questions to the person obtaining consent, and all my questions have been adequately answered.

I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.

I understand that what I contribute (what I report/say/write) could be reproduced publically and/or quoted, but without reference to my personal identity.

I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

This agreement states that you have read and received a copy of this informed consent letter, read and understood the information provided. Your **(X)** mark below indicates that you understand the nature of your participation and agree to take part in this research study.

For more information and clarity please contact the Researcher: Mr C.M Kunene.

Please mark with an X to indicate that

You are consenting to the study voluntarily

_____ _____

Participants (X) mark **Date**

PARTICIPANTS INFORMATION LEAFLET AND CONSENT FORM FOR PARTICIPATION IN RESEARCH.

TITLE OF THE RESEARCH: Evaluation of training and development of public servants for effective service delivery at the KwaZulu-Natal Department of Social Development: A mixed method study".

NAME OF RESEARCHER: Mr C.M Kunene

ADDRESS: Private Bag X9917, Ladysmith 3370

CONTACT NUMBER: 083 6582 581

LETTER OF INFORMED CONSENT TO THE RESEARCH PARTICIPANTS IN ORDER TO CONDUCT THIS RESEARCH

Dear Participant

My name is Mr Caiphus Mhlonipheni Kunene and I am currently enrolled for my PhD (Management and Development) degree at the North West University, Vaal Triangle Campus under the supervision of Prof **C.** Hofisi. I kindly request your participation in this study which will be of benefit to the department as well and you as well.

My research is entitled: " **Evaluation of training and development of public servants for effective service delivery: A mixed method study"**. The study seeks to evaluate the effectiveness of training and development programmes offered to public servants for effective and efficient service delivery. T h e study will also explore the expectations and experiences of the **recipients of services rendered** by the Department of Social Development. The objectives of this research are to determine the extent to which you are satisfied with the services rendered to you by the Department of Social Development and to suggest recommendations on how service delivery can be improved to meet customer needs.

The Head of Department for Social Development approved that this research could be done at the Department of Social Development. The researcher will meet customers of the department at any day of the week as customers are always available for services rendered by the department. The Service Office Managers for Social Development will be informed in advance, verbally and in writing about the collection of data from customers of the department. The proposed study will be conducted according to the ethical guidelines and principles of the North West University: Vaal Triangle. This proposed study has been approved by the North-West University's Humanities and Health Research Ethics Committee (NWU-HS). It might be necessary for the research ethics committee members or relevant authorities to inspect the research records to make sure that the researcher is conducting research in an ethical manner.

There are probably no identifiable risks from participating in this research and I do not anticipate that harm will befall the department or the participant, on the contrary you may find the experience stimulating. However, should you experience any discomfort or concern about, or as a consequence of your participation, please inform the researcher. Furthermore, participation in this study is both confidential and anonymous.

Care will be taken that participants will not be personally identified in any reporting and any mentioned extracts and/or quotations will contain no information which may suggest participants' identities or personal information (e.g., work/ physical address and persal number etc.). Please ask the researcher any questions about any part of this questionnaire that you would like to be clarified or want to know more about.

It is very important that you are fully satisfied that you clearly understand what this research is about and what contribution it makes to the department and to you. Your participation in this study is very important to the Department of Social Development and even you. Please respond to all questions in the attached questionnaire as honestly as possible. This should not take more than 90 minutes of your time. You have a right to ask questions about the study. Please allow the researcher to make use of your responses for the benefit of this exercise; your privacy shall be respected. You have a right to withdraw from this exercise at any stage. The information collected will be used for the purpose of this study and will form part of a report that will be forwarded to the Head of Department.

Agreement

I declare that:

I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.

The questionnaire has been interpreted and explained to me in a language which is understood to me.

I have had a chance to ask questions to the person obtaining consent, and all my questions have been adequately answered.

I understand that taking part in this study is voluntary and I have not been pressurised to take part.

I understand that what I contribute (what I report/say/write) could be reproduced publically and/or quoted, but without reference to my personal identity.

I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

This agreement states that you have received a copy of this informed consent letter, read and understood the information provided and furthermore the content of the consent letter has been interpreted and explained to you in a language you understood. Your **(X)** mark below indicates that you understand the nature of your participation and agree to take part in this research study.

For more information and clarity please contact the Researcher: Mr C.M Kunene.

Please mark with an X to indicate that

You are consenting to the study voluntarily

_____ _____

Participants (X) mark **Date**

Appendix G

MANAGEMENT QUESTIONNAIRE

EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS FOR EFFECTIVE SERVICE DELIVERY IN THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT

Introduction

The Human Resource Development is a critical component of the department which seeks to improve service delivery through provisioning of training and development programmes. The department seems not to perform to the required standards, this is largely evidenced in the Auditor General's reports for previous financial years. Therefore, the researcher saw it imperative to conduct a research on training and development programmes provided by the department. The evaluation of these programmes is essential. Goldstein (Bramley 1991:87) defines evaluation as the 'systematic collection of descriptive and judgmental information necessary to make effective decisions related to the selection, adoption, value and modification of various instructional activities'. The questionnaire is adapted from Kirkpatrick's Model. In view of the aforementioned, you are kindly requested to honestly answer the following questions.

Your name will not appear in the questionnaire.

SECTION "A" : GENERAL DETAILS

A Personal Information

1. In terms of age, how old are you? (Please use the box below)

2. Gender:

Male	Female

3. Educational qualification:

a) Matriculate Certificate ☐

4) Academic Qualifications

a) Diploma ☐

b) Degree ☐

c) Honors ☐

d) Masters ☐

e) PhD. ☐

f) **Other: _____**

5. Racial Group, please tick

a) African ☐

b) White ☐

c) Colored ☐

d) Indian ☐

SECTION "B" : PUBLIC SERVICE

1. Occupational Classification:

a) Social Workers ☐

b) Community Dev. Workers

c) Social Auxiliary Workers

d) Probation Officers

e) Human Resources

f) Labour Relations

g) Information Technology

h) Finance

i) Supply Chain Management

j) Auxiliary Services

k) Corporate Services

l) **Other:** _____

2. Number of years in your current position: (Use the box below)

3. Management Classification **Salary Levels**

a) Senior Management **13-16**

b) Middle Management **11-12**

c) Lower Management **09-10**

4. Number of years in this department: (Use the box below)

5. Workstation

a) Head Office ☐

b) Pietermaritzburg ☐

c) Durban ☐

d) Ulundi ☐

e) Midlands ☐

SECTION "C" : QUESTIONS

Please put an (X) mark when choosing the answer in the scale below.

C1 Training and development for effective service delivery.

(a). Training and Development resulted in improved employee performance and ultimately lead to effective service delivery.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b). The South African Skills Development Levies Act No. 9 of 1999 obligates government departments to set aside one percent of their payroll for training and development of public servants. As per this legislation, the department sets aside 1% of the total payroll and spent the Human Resource Development budget fully.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(c) The executive management training and development programmes coordinated by the Human Resource Development of the department respond to the issues of service delivery.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d). The performance review session is an effective instrument used in the department to measure the impact of training and development programmes on service delivery.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(e) The performance of the department in service delivery increased due to the training and development interventions offered by the department.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f) Development interventions such as mentorship programmes, career development and ongoing seminars in which employees are given opportunities to keep abreast of changes and trends in the department are implemented in the department.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

C.2 Impediments of the transference of skills acquired from training and development environment.

(a). The budget allocated for training and development is not adequate to address the determined training needs of departmental officials.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b). The employees of the department are not adequately capacitated with transversal and line function training programmes to meet service delivery demands.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(c). Managers do not regard training and development interventions because they do not see any impact they are making on employee performance.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d). What are the challenges experienced by the Human Resource Development section to effectively coordinate training and development programmes?

_____

_____

(e). The lack of training on systems of government such as the implementation of performance management, the implementation of strategic plan of the department and the implementation of human resource development strategy impedes effective service delivery.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

C3. Trained employees plough back skills acquired from a learning environment into a working environment.

(a) Management do not confidently apply gained knowledge to their working environment.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b) The conduct of managers changes after attended training and development programmes however it is not sustained.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(c) There is no return on investment after employees have attended transversal and line function training programme.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d) The Competency based training and development programmes have little impact on service delivery.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(e) It is in the interest of senior management for middle and lower rank personnel to apply the acquired learning to the work environment?

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f) Management consider training and development as effective and efficient for improved service delivery.

Strongly disagree =1	Disagree =2	Neutral =3	Agree =4	Strongly agree =5

(g) Employees are not responding to organizational needs where as they are being trained.

Strongly disagree =1	Disagree =2	Neutral =3	Agree =4	Strongly agree =5

C4. Human Resource Development Business Unit coordinated training and development programmes and the operational plans.

(a) Please rate the extent to which you believe that the following training and development courses, workshops, seminars or information sessions which you might have attended during the **past 5** years improved your work performance.

Training	Duration	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Never attended
e.g Senior Management Development.	5 days			x			
1. Strategic leadership and Capability							
2. Change Management							
3. Client orientation and Customer Focus							
4. Financial Management							
5. Knowledge Management							
6. Service Delivery Innovation							
7. Problem Solving and Analysis							
8. People Management and Empowerment							
9. Programme and Project Management							
10. Communication							
11. Honesty and Integrity							

12. Management of Human Resources							
13. Management of Non-Financial Data/ Performance Information							
14. Management of Foster Care							
15. Poverty Alleviation and sustainable livelihood							
16. Monitoring and Evaluation							
17. Non-Profit Organization Management							
18. Management of Social Welfare Services							
19. Management of Children and Families							
20. Management of Restorative Services							
21. Management of Development and Research							
22. Other line function training							
23.							
24.							
25.							
26.							
27. Other transversal training							
28.							
29.							
30.							
31.							

(b) In relation to the table above, if you have never attended, what were the reasons for non-attendance?

_____

_____

(c) The department has a Human Resources Development Implementation Plan that is approved and being implemented.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d) The Human Resource Development Implementation Plan does not address skills gaps of employees such that the department is unable to fulfil its service delivery goals and objectives.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(e) The top management reviews progress against the Human Resource Development (HRD) Monitoring Tool and take action if required.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f) The Human Resource Development activities are monitored and the output is evaluated.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

C5. Human Resource Development strategy and the strategic plan of the department.

(a) The department does not timely submit an approved annual human resource development implementation plan by the Head of Department to the Department of Public Service Administration (DPSA) by the due date (31 May).

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b) The department is partially compliant with the skills development acts/regulatory requirements.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(c) The Human Resource Development strategy is not in line with the Strategic plan of the department.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d) If the answer is "agree or strongly agree", what remedies would you suggest to ensure that the aforementioned strategies relate to one another to improve service delivery?

_____

_____

(e) The Executive and management Committee strategic meetings do not consider Human Resource Development matters as critical components for effective service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f) The involvement of the Human Resource Development Manager in Executive Management meetings where decisions are made about future changes in training is essential.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(g) The management of the department through training and development programmes interventions is effective in terms of exercising oversight responsibility regarding financial, non-financial performance and service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(h) Overall I am satisfied about the competent knowledge, skills and attitude of employees on the performance of the department in service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

Thank you for your kind cooperation

Appendix H

EMPLOYEE QUESTIONNAIRE

EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS FOR EFFECTIVE SERVICE DELIVERY IN THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT

Introduction

The capacitation of employees with relevant training programmes is important for the department to achieve its vision which is that of "A Caring and Self-reliant Society". It is important to determine on how employees of the department perceive training and development programmes offered to them. It is on this basis that the researcher saw it imperative to conduct a research on the effectiveness of training and development programmes provided by the department. The researcher would be grateful if you could spare your few minutes to complete the questionnaire. There are no wrong answers. The questionnaire is adapted from Kirkpatrick's Model. In view of the aforementioned, you are kindly requested to honestly answer the following questions.

Your name will not appear in the questionnaire.

SECTION "A" : GENERAL DETAILS

A Personal Information

1. In terms of age, how old are you? (Please use the box below)

2. Gender:

Male	Female

3. Educational qualification:

a) Matriculate Certificate ☐

4) Academic Qualifications

a) Diploma ☐

b) Degree ☐

c) Honors ☐

d) Masters ☐

e) PhD. ☐

f) **Other: _____**

5. Racial Group, please tick

a) African ☐

b) White ☐

c) Colored ☐

d) Indian ☐

SECTION "B" : PUBLIC SERVICE

1. Occupational Classification:

a) Social Workers ☐

b) Community Dev. Workers ☐

c) Social Auxiliary Workers ☐

d) Probation Officers ☐

e) Human Resources ☐

f) Labour Relations ☐

g) Information Technology ☐

h) Finance ☐

i) Supply Chain Management ☐

j) Auxiliary Services ☐

k) Corporate Services ☐

l) **Other:** _____

2. Number of years in your current position: (Use the box below)

3. Employment Classification **Salary Levels**

(a)	Supervisor	**7 - 8**
(b)	Lower level	**2 - 6**

4. Number of years in this department: (Use the box below)

5. Workstation (Please mark with an (x))

a)	Head Office	
b)	Pietermaritzburg	
c)	Durban	
d)	Ulundi	
e)	Midlands	

SECTION "C" : QUESTIONS

Please put an (X) mark when choosing the answer in a scale below.

C1 Training and development for effective service delivery.

(a). The training and development programmes in which you have been exposed to in this department are very important.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b). Training and development in the department is considered as a priority to empower employees which ultimately lead to improved service delivery.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(c). The training programmes attended by employees modify employees' competencies to enable them to achieve service delivery.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d). There are ongoing development opportunities created for employees to improve and maintain high levels of performance.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(e). The training and development reduce consumption of time, cost and improve service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f) Training is usually presented when current work standards are not being maintained, and when this situation can be ascribed to a lack of knowledge and/or skills and/or attitudes among individual employees.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(g) The development interventions such as mentorship programmes, career development and ongoing seminars in which employees are given opportunities to keep abreast of changes and trends in the department are not implemented in the department.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

C.2 Impediments of the transference of skills acquired from training and development environment.

(a). The middle and lower rank personnel feel that it is not in the interest of senior management for them to apply the acquired learning to the work environment?

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b). In your opinion, what are the challenges impeding the transference of skills from the learning environment to the workplace?

_____

_____

(c). What recommendations would you suggest to the department to address the impediments of the transference of training knowledge acquired to a working environment?

_____

_____

(d). The inadequacy of financial, human and physical resources serve as hindrances in the provisioning of training and development for effective service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(e). The department does not offer its employees an equal opportunity for training and development hence the lack of effectiveness in service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

C3. Trained employees plough back skills acquired from a learning environment into a working environment.

(a). The department lives up to its objective of promoting developmental social welfare services and community development to people of KwaZulu-Natal through provisioning of relevant training and development programmes.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b). The skills and knowledge imparted to you increased your training and development knowledge and overall performance.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(c). The learning gained would enable you to confidently plough back knowledge and skills acquired from the learning environment to your working environment.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d). There has been a positive change in your job performance after attending training and development programmes.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(e). The employees of the department are unable to implement the Service Delivery Improvement Plan (SDIP) at the workplace environment because they are not properly trained.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f). Managers are concerned that you are not responding to the organizational needs and yet you are being trained.

Strongly disagree = 1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

C4. Human Resource Development Business Unit coordinated training and development programmes and the operational plans.

During the past few months, you might have attended various training programmes facilitated by different training providers, how would you rate the training courses and the facilitator.

(a). The facilitator presented the content relevant to your working environment competently.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b). Please rate the extent to which you believe that the following training and development courses, workshops, seminars or information sessions which you might have attended during the **past 5** years improved your work performance.

Training	**Duration**	**Strongly disagree (1)**	**Disagree (2)**	**Neutral (3)**	**Agree (4)**	**Strongly agree (5)**	**Never attended**
e.g Supervisors Course	**5 days**			**x**			
1. Change Management							
2. Advanced computers							
3. Project management							
4. Report writing skills							
5. Communication Skills							
6. HIV/AIDS							
7. Events management							
8. Supervisory Skills							
9. Asset management							
10. Conflict management							
11. Public Service Induction							
12. Customer Care							
13. Restorative Service training							
14. Social Values and Principles							
15. Poverty Alleviation and sustainable livelihood							
16. Trauma Counselling and Human Trafficking							
17. Social Workers Code of ethics							
18. Early Childhood Development							
19. Older Persons Act							
20. Bereavement Therapeutic Counselling							
21. Restoration and Healing Programme							
22. Children's Act							
23. Management of Foster Care							
24. Community and Household Profiling							

25. Institutional Capacity Building							
26. Monitoring and Evaluation							
27. Non-Profit Organization Management							
28. Financial Management							
29. Non-Financial Performance/ Data							
Other Line Function training							
30.							
31.							
32.							
33.							
Other transversal training							
34.							
35.							
36.							

(c) In relation to the table above, if you have never attended, what were the reasons of non-attendance?

_____

(d). The training programmes were relevant in terms of the training contents, timing, duration and meet the identified training needs as contained in the Individual Development Plan.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(e). Overall the training and development programmes organised by the department improved my performance for effective service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f) Training and development in this department may be considered as a waste of time and waste of money.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

C5. Human Resource Development strategy and the strategic plan of the department.

(a). The department considers performance appraisal as part of a human resource development strategy that links with the strategic plans of the department.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(b). The Human Resource Development invites you to participate when training needs assessment are conducted.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(c). The Human Resource Development directorate implements your Personal Development Plan / Work Place Skills Plan (WSP) in relation to your Performance Agreement, to the fullest.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(d). In relation to question (c) above, if you disagree /strongly disagree, what are the possible causes for the Human Resource Development Directorate not to implement your Personal Development Plan / workplace skills plan to the fullest**.**

_____

_____

(e). The District Offices where service delivery happens do not have Human Resource Development Committees to address training and development matters.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(f). The Human Resource Development Directorate of the department evaluates the impact of training and development programmes offered for effective service delivery against the Strategic Plan of the department.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

(g) Overall I am satisfied about the quality and impact of training and development on my performance in service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

Thank you for your kind cooperation

Appendix I

CUSTORMER SURVEY QUESTIONNAIRE

EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS FOR EFFECTIVE SERVICE DELIVERY IN THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT

Introduction

Service quality and customer satisfaction are very important concepts that the department must understand in order to remain productive. Service quality is considered very important because it leads to higher customer satisfaction, profitability, reduced cost, customer loyalty and retention. The researcher thanks you for this opportunity to determine on how satisfied you are in terms of services rendered to you by the Department of Social Development. The researcher would be grateful if you could spare few minutes to complete this Customer Satisfaction Questionnaire to help him ensure that the standard of customer care exceeds expectations wherever possible. This questionnaire is adapted from SERVQUAL model

SECTION "A"

1. Racial Group, please tick

(a) African ☐

(b) White ☐

(c) Coloured ☐

(d) Indian ☐

2. Gender

Male	**Female**

3. Cluster (Please mark with an (x))

a) Head Office ☐

b) Pietermaritzburg ☐

c) Durban ☐

d) Ulundi ☐

e) Midlands ☐

SECTION "B" QUESTIONS

1. How long does it take you to receive services from the officials of the department? Please provide your responses in minutes, hours, days, weeks months and years by using the boxes below.

☐

2. How many times did you have to contact the department before the outcome of your matter was received?

☐

3. The performance of employees in this department has been improving overtime.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

4. The employees I speak to treat me with courtesy.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

5. Staff and management always behave in a descent manner.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

6. As a customer you are given an opportunity to express your concerns when dissatisfied with the manner in which you have been treated by staff members.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

7. The department has a documented procedure on how to deal with complaints.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

8. Do you have any suggestions on how we can improve our services?

Yes	**No**

9. If the answer is "yes", please illustrate on how the services can be improved.

_____

10. When a customer has a problem, the staff members show a sincere interest in solving it.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

11. The behaviour of employees in this office instils confidence in you as a customer.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

12. Physical facilities like offices, premises and ablution are visually appealing.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

13. The customers are consulted about the quality of service and have equal access to the services to which they are entitled to receive so that they know what to expect.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

14. The employees' professionalism in attending to your needs is exceptional.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

15. The service rendered by employees of this office meet your needs and expectations regarding quality and performance.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

16. Overall I am satisfied with the competence of employees in terms of service delivery.

Strongly disagree =1	**Disagree =2**	**Neutral =3**	**Agree =4**	**Strongly agree =5**

Thank you for your kind cooperation

Appendix J

MANAGEMENT INTERVIEW QUESTIONS

EVALUATION OF TRAINING AND DEVELOPMENT OF PUBLIC SERVANTS FOR EFFECTIVE SERVICE DELIVERY IN THE KWAZULU-NATAL DEPARTMENT OF SOCIAL DEVELOPMENT

The study seeks to evaluate the effectiveness of training and development programmes offered to public servants for effective and efficient service delivery. The study also explores the expectations and experiences of the recipients of competency-based training programmes. The study is located within the skills development terrain of human resources in the field of public management. In view of the aforementioned, may I therefore request you to assist in providing your responses to the following interview questions?

1. What is the relationship between "training and development" and "effective service delivery"?
2. How well do the current training and development programmes respond to the skills needs of the Department of Social Development?
3. What is the influence of human, physical and financial resources on effective, efficient and equitable service delivery?
4. What are the challenges impeding the transference of skills acquired from training and development programmes and how do they affect service delivery in the Department of Social Development?
5. What recommendations can be proposed to effectively implement training and development programmes for effective service delivery?

For more information, may you please do not hesitate to contact Mr C.M Kunene (KK) at 083 6582 581.