

**EVALUATION OF THE IMPACT OF CAPACITY
DEVELOPMENT ON THE PERFORMANCE OF
MUNICIPAL OFFICIALS:
A CASE OF THE AMATHOLE DISTRICT MUNICIPALITY**

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DISTRICT MUNICIPALITY**

BY

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PREFACE

It is my belief that if one thinks about developing the capacity of human resources through training, one cannot miss thinking about evaluating the impact of such a process. Evaluation is not just an add-on to a training programme, but is an integral part of the process that needs to be considered right at the beginning of one's plans for capacity development. If it is perceived as key to a successful training process, it can provide stimulation and focus to help one create training programmes that really do what they are set out to do.

It is an undisputable fact that all managers strive for an improved workplace performance, but again, they sometimes lose track of the fact that it is their prerogative to make means to enhance performance, and making training and learning a natural part of every employees' routine is key. Managers can either excel or flounder, based on the efforts they put together to analyze performance gaps and causes, identify and implement interventions, and evaluate results.

This research study covers a broad spectrum of topics, ranging from the South African legislative imperatives on training in the Public Sector, the legislative framework for capacity building in Local Government, service delivery imperatives for improving the quality of public services, identification of training as a solution to problem of underperformance, approaches to performance oriented training, challenging issues and circumstances that can affect the effectiveness of training, the expenditure on training, as well as the discussion on a conceptual model that relates to the training activity.

It is hoped that the discussion contained in this study, as well as the conclusions drawn from the overall research will help employees, supervisors and managers and inspire them to invest on training with open mind, seeking to test its impact as a continual improvement process.

Akhona Dabula

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I would be remiss if I could not mention the support provided by the administrative and academic staff of Fort Hare Institute of Government. A special gratitude goes to Ms Nomxolisi Maninjwa, who assisted me in many ways when submitting my academic work and getting feedback from the academic staff; Mr Lawrence Valeta, and Professor S. Buthelezi for their constructive academic advices and assistance in the search for relevant literature for this project.

At the pinnacle of my studies, my family stands out with regard to the support they always give me, especially my mother. She is the first person I think of to share my sadness or excitement, and would always know what to say in a given situation. She is the pillar of my strength and the reason for my success.

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CHAPTER 1

1.1 INTRODUCTION

The ushering in of the 21st century has brought about many changes in the workplace. The fact that the organizations are part of the global village means whatever changes that are taking place in one corner of the world will have a direct or an indirect effect on the whole organizational structure. One of the areas that have recently been given more attention is that of capacity development of employees within the organizations. Many organizations have realized that, as it used to be in the past, the qualifications that the employees have are not the only answer to solve the problems faced by many organizations regarding job performance. The information technology age has put a lot of strain on many organizations in that they have to either adapt or be swept away by the winds of change.

Technology is moving at a very high pace in the 21st century, that it has been acknowledged by many in the world of work that in-service training programs cannot be ignored. Many training institutions are always on the alert regarding the changes in different jobs. Many have developed training programs that are packaged to help the employees to be on par with the rest of the world. One of the training programs that are offered by these training institutions is that of Project Management. It is this training program that this research will investigate and the results be published.

1.2 BACKGROUND STATEMENT

Capacity development can be described as a procedure which an organization uses to facilitate employee's living, so that their resultant behaviour contributes to the attainment of the organizational goals and objectives (Rainbird, 2000:16). Walton (1999:53) explains it further by stating that capacity development is an extension of training and development, with a specific orientation towards organizational learning interventions designed to improve skills, knowledge and understanding of employees. Thus, the central goal of capacity development is to develop human potential in every aspect of lifelong learning.

For the purpose of this research, focus will be on the aspect of training as one of the strategies that are used to develop the capacity of officials in municipalities.

Generally, training can be defined as the systematic process of increasing knowledge and skills, and altering the behaviour and/or attitudes of employees in a direction to achieve organizational goals (Phillips 2002:10). The current political dispensation in South Africa requires specific adjustments and changes for the public service, and training has to be designed to meet such objectives.

As the sphere of government that is the closest to communities, Local Government has a critical role to play to restore and rebuild the partial, social and economic environments, which were fundamentally damaged by the apartheid regime in South Africa. Consequently, municipalities are faced with increasing demands and expectations from the community for effective and efficient provision of services, often with inadequate resources to meet these demands. Section 83 (3) of the Local Government Municipal Structures Act, 1998 (Act 117 of 1998) tasks the District Municipalities with the responsibility of assisting local municipalities where capacity to render legislated services is lacking, and develops such a capacity to enable them to fulfill their constitutional mandate. Assistance should seek to achieve the integrated, sustainable and equitable social and economic development of its area as a whole.

Amathole District Municipality is no exception to the above legal requirement. With the demarcation of boundaries of South Africa's municipalities in 1998, the area of Amathole District Municipality became broader, with eight local municipalities under its jurisdiction. It stretches from Peddie to Idutywa in the West and East, and Cathcart and Elliotdale in the North and South, respectively, with Buffalo City Municipality being the biggest, and the Great Kei Municipality the smallest of all.

The Amathole District is popular for its historical and cultural sites, which include frontier battles that were mostly fought in its area than anywhere in the country. The majority of the Xhosa Kings were also born in this area, and it is vastly populated. All this makes the area

interesting and attractive to the tourists. At the same time, one of the biggest challenges in the Amathole District is its socio-economic situation, which is not balanced. According to the Global Insight (2005: 6), the urban industrial economy of Buffalo City area stands in stark contrast with the impoverished underdeveloped hinterland and former areas of Ciskei and Transkei. Most economic activities are concentrated in the small area of Buffalo City, and that rendering the bigger portion of the District poor. The number and percentage of people living below the poverty line has increased by approximately twenty percent between 1996 and 2004 in the Amathole District, especially in areas outside the Buffalo City (Global Insight (2005: 7).

In an effort to change the prevailing situation and deal with the challenges confronted by the area, the Amathole District Municipality has to give adequate and meaningful support to the local municipalities under its area of jurisdiction. To be able to do that, it is incumbent on the District Municipality to make a concerted effort to build the capacity and continuously improve the performance of its employees, as enshrined in Chapter 3 of Section D of the White Paper on Local Government (1998:70) and Section 83 (c) of the Local Government Municipal Structures Act, 1998 (Act 117 of 1998:58). Section 68 (1) of the Local Government Municipal Systems Act, 2000 (Act 32 of 2000) also states that a municipality must develop its human resource capacity to a level that enables it to perform its functions and exercise its powers in an economical, effective, efficient and accountable way (Local Government Municipal Systems Act, 2000: 65). As van Wyk (1992:4) points out, skills development through training has always been the most powerful lever for improving both individual and organisational performance.

1.3 STATEMENT OF THE PROBLEM

The Amathole District Municipality personnel will not be in a position to give adequate and meaningful support to the local municipalities if its employees do not possess adequate knowledge, skills, and desired attitude to provide it. They will also not be able to render the expected satisfactory and qualitative services to consumers within the District.

In the past three financial years which end on the 30 June in each year, Amathole District Municipality has trained 902 officials, and has spent R1, 700 000.00 on training of its officials. This was done in an effort to develop the capacity of its employees in order to improve their performance. The basis for the training needs that were identified was the strategic objectives of the organisation as contained in its Integrated Development Plan (IDP). Thus, the training that was conducted was needs based.

The major concern is that although an outcomes-based training is continuously provided to the officials of Amathole District Municipality as to fulfil this expectation, it is not clear whether it makes any difference to the performance of individual officials or not, and of the organisation as a whole. With regard to the employees of the municipality, provision of right services in the right manner with the highest degree of accountability to constituents is one of the criteria used to determine good performance (The World Bank, 2005:65).

Training intervention is often used as means to improve poor performance. In the case of Amathole District Municipality, performance continues to be a problem despite the number of courses that are conducted for officials targeting to develop their skills, and virtually improve individual performance. Thus, the performance of the employees of the District Municipality has not reached the desired target, despite the continuous effort to develop their skills and exorbitant funds that are spent on training sessions that are conducted for them.

1.4 PURPOSE OF THE STUDY

The study seek to provide an assessment of the training intervention that is provided to officials in the Amathole District Municipality in order to establish whether training makes an impact on the performance of municipal officials or not.

The purpose of this study is to assess whether the training that is provided to the officials of municipalities makes an impact on their performance.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study are to:

- ◆ Investigate the role that is played by the training programs in municipalities.
- ◆ Highlight the ideas of some of the researchers who have investigated the subject of training within organizations.
- ◆ Table the findings regarding the training on project management.

1.6 RESEARCH QUESTIONS

Improved performance in the public sector refers to both hard aspects, such as higher productivity or greater output, less mistakes, less hours required to complete a task – using the most effective method; and soft facets, such as good personnel relations, improved dedication to work, volunteering to work after ours, etc. As Riches and Morgan (1994:155) put it, the spirit of performance requires that there be full scope for individual performance, which virtually leads to the achievement of organizational goals.

In seeking to understand the impact of the training programmes on performance of officials in the Amathole District Municipality, the following questions can be posed:

- ◆ What are the factors that relate to the potential of performance enhancement of training?
- ◆ What are the factors that determine the impact of training on job performance?
- ◆ What factors impede the impact of training on performance? and
- ◆ What factors contribute to the application of training on performance?

1.7 HYPOTHESIS

The following hypothesis may be deduced from the problem statement:

- ◆ The training offered by the service providers had no impact on the performance of officials.
- ◆ There was no interaction between the supervisors and the trainers before and after the training.

1.8 SIGNIFICANCE OF THE STUDY

The purpose of this study is to assess whether the training intervention that is provided to the officials of the Amathole District Municipality makes an impact on their performance or not. The study with regards to the assessment of the impact of training on performance of officials of municipalities in the Amathole District has never been undertaken before, and this study will be important for the following reasons:

- ◆ it will increase the understanding of importance and value that should be attached to the training and development programmes;
- ◆ senior officials will understand the importance of aligning training needs with the strategic business objectives of the municipality;
- ◆ officials will also understand the importance of the process of training needs analysis, and take it more seriously. It is hoped that the process will be given the priority it deserves in future, since senior officials will see its linkage with individual performance gaps, as against the “nice-to-have” type of a list that is usually drawn by the departments during this process;
- ◆ the study will also indicate whether the Council policy on Training and Development is implemented effectively or not, for instance; whether the

appropriate people are sent to the appropriate training for the appropriate reason or not; the relevance of the subject of training to the work expected to be performed; acceptance of training interventions by individual trainees; opportunities are given to the employees to implement the skills and apply the knowledge they gained from the training; and

- ◆ broadly, it is hoped that the study will help in clarifying the mystery around the poor delivery of services, and whether that is related to the training and development interventions that are provided to officials or not. After the research has been completed, the Training Division will submit recommendations to the full Council of the District, which will seek to correct the identified gaps in the current development and implementation of the training programme.

1.9 RATIONALE

It is common knowledge that the quality of the workforce in an organization, with regard to efficiency and competency is important for service delivery. Good and effective service delivery virtually results in the improved economic growth and social development, which are the main responsibilities and reasons for the existence of municipalities. The rationale to conduct this study can be explained as follows:

- ◆ as has been alluded to above, municipalities are faced with increasing demands and expectations from the community for effective and efficient provision of services and such demands and expectations are often beyond the available resources to meet them. It is the responsibility of the managers to ensure that services are rendered in a most responsible and cost effective manner, and consideration should be given to the capacity of human resources to achieve such goals. Evaluation of the impact of efforts that are made to develop the capacity of human resources, therefore, is critical;

- ◆ the District Municipality has an added responsibility that is enshrined in Section 83 of the Local Government Municipal Structures Act, 1998 (Act 117 of 1998) which is to strive for the achievement of integrated, sustainable and equitable social and economic development for the entire district area. To achieve that, it has to ascertain that the capacity of all employees is developed on a continuous basis, so as to be able to perform their functions;
- ◆ besides the effort made by the District Municipality, Local Municipalities also have a responsibility to ensure that the capacity of their staff is developed. Thus, all municipalities, irrespective of their categories, are expected to effectively play a developmental role and improve performance with regard to the provision of services for the benefit of their communities. It is believed, therefore, that this study will reflect on aspects that have potential impediments to the development of the capacity of municipal employees;
- ◆ big amounts of monies are set aside by municipalities and allocated to the training interventions, in order to ensure that the capacity of the workforce is developed on a continuous basis. The requirement is strengthened by Section 68 of the Local Government Municipal Systems Act, 2000 (Act 32 of 2000) which compels municipalities to develop their human resource capacity in order to perform their mandated functions. The Skills Development Act of 1998 and the Skills Development Levies Act of 1999 were introduced by the Government specifically to promote the development of skills of the workplace and to provide the imposition of the Skills Development Levy for matters connected therewith, respectively.

In view of all the monies that the municipalities pay towards capacity development, both directly and indirectly, it is important for the management to know whether the training interventions that are taking place improve work performance or not;

- ◆ in the spirit of cooperative governance, the results of this study will also be circulated to local municipalities within the area of Amathole District. It is hoped that this will benefit municipalities and assist them in shaping up their approaches to the management of training, so that they are able to satisfy the social, environmental, political, and economical needs of their customers; and
- ◆ the results of this study could also be used by other District Municipalities in the Country for the common goal of improving rendition of services to the communities in their areas of jurisdiction.

1.10 DELIMITATIONS

The problem that has been identified is common to all District Municipalities, but due to financial constraints, concentration will only be at the Amathole District Municipality.

Besides officials that are employed by the Council, there are also political office bearers that work within the Amathole District Municipality. These are Councillors who work full time and are Portfolio Heads of various departments in the Municipality and they constitute a Mayoral Committee. In terms of Section 60 (c) of the Local Government Municipal Structures Act , 1998 (Act 117 of 1998: 48) the Executive Mayor may delegate any of the Executive Mayor's powers to the respective members of the Mayoral Committee, and that includes policy development for the municipality and decision making on issues that cannot wait for the decision of the full Council. Such Mayoral Committee members will not form part of the study. This study, therefore, has only focused on officials.

There are also Councillors that are representing eight (8) local municipalities in the District Council meetings, and they make decisions on issues that affect the Council or the district with regard to the provision of services. Such Councillors have also not been included in the study.

Although both categories of politicians referred to above are included in training interventions that are taking place in the municipality, the main body that is responsible for their capacity development is the South African Local Government Association (SALGA). This study, therefore, will only focus on officials as operators and policy implementers.

The eight local municipalities within the Amathole area of jurisdiction are administratively independent, and are responsible for developing the capacity of their employees. They have not been part of the study, although reference to them will often be made.

1.11 LIMITATIONS OF STUDY

Although the study has been focusing on all categories of the employees of Amathole District Municipality, some of the senior employees did not avail themselves to provide the required information and returned the questionnaires very late. Others were very vague in their responses, which prompted the researcher to make a follow up and arrange an interview with those incumbents.

Means were made to allocate enough timeframe for each step to be taken. However, the fact that some offices of certain departments within the organization are scattered throughout the district remained a hindrance. Thus, appointments to meet officials working in such offices for the purpose of hand delivering and collecting questionnaires were often not honoured by certain employees. All the above obstacles resulted in delay in the completion of data collection and analysis thereof.

Local Government elections which took place in March 2006 also had negative effect with regard to the completion of the study on time. The majority of key respondents, especially the senior management, were involved in the preparatory programmes and, virtually, the co-ordination of certain activities that relate to the elections. Even when the elections were over, some officials were busy preparing for the orientation and both formal and informal induction of the new political office bearers and general Councillors that had joined the

Municipality. Thus, focus of the majority of employees shifted towards the voting programmes, which were highly involving.

1.12 DEFINITION OF TERMS

To avoid ambiguity and different interpretations, terms which could assume different meanings to different people have been defined. This will assist in common understanding within the context they are applied. Such concepts are as follows:

1.12.1. Capacity Building

This is a process which is either formal or informal, but aims at developing the potential of person/persons to perform the duties at hand. It's objective is to enhance the potential to utilize skills, abilities, competencies and available resources; change attitudes; and address the issues of values as to achieve set objectives (McGoldrick *et al.* 2002:156). The research will be focusing on the formal process, which is in the form of training.

1.12.2. Municipal Council

A Municipal Council is a formally constituted advisory, deliberative, or administrative body elected to manage the affairs of a city, county or district (Concise Oxford English Dictionary, 2001:325). It consists of members elected by the community to represent them in the management of their affairs.

1.12.3. Impact

Generally, impact refers to the result consequence, impression or change that is produced by an action or cause. In this study, impact refers to the identification of effects on officials as a result of an action of training that has taken place. Thus the

researcher will try and evaluate the impact of training on the performance of officials of the Amathole District Municipality.

1.12.4. Lifelong Learning

This is in regard to how a person's learning over the years hangs together. From the perspective of organized learning, it involves what one has learned from studying, and how that is utilized in life, generally. New experiences one comes across during this process, both positive and negative, form part of the learning experience.

1.12.5. Municipality

Section 2 Of the Local Government Municipal Systems Act 2000 (Act 32 of 2000: 18), a municipality is an organ of state within the local sphere of government exercising legislative and executive authority within an area determined in terms of the Local Government: Municipal Demarcation Act, 1998. It consists of:-

- the political structures and administration of the municipality; and
- the community of the municipality.

According to Section 155 (1) of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), there are the following categories of municipalities:

- a) **Category A:** A municipality that has exclusive municipal executive and legislative authority in its area.
- b) **Category B:** A municipality that shares municipal executive and legislative authority in its area with a category C municipality within whose area it falls.
- c) **Category C:** A municipality that has municipal executive and legislative authority in an area that includes more than one municipality.

1.12.6. District Municipality

Section 2 of the Local Government Municipal Structures Act, 1998 (Act 117 of 1998:14) defines it as municipalities that have municipal executive and legislative authority in an area that includes more than one municipality. In other words, this refers to Category C municipality envisaged in Section 155 (1) of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996).

1.12.7. Outcomes-Based Training

This is the training that is learner-centered or results-oriented, based on the premise that all learners can learn and succeed.

1.12.8. Performance

This refers to the execution or fulfillment of a duty or work with the aim of meeting set objectives.

1.12.9. Performance Enhancement Potential

This is the outcome of a measurement that is done to assess the level of competency an individual has before, during and after training to ensure that training has taken place.

1.12.10. Training

Training refers to a planned effort by a company to facilitate employee's learning of job related competencies. These competencies include knowledge, skills, or behaviours that are critical for successful job performance. The goal of training is for employees to master the knowledge, skills, and behaviors emphasized in

training programmes and to apply or implement them to their day-to-day activities (Neo 2005: 3-4).

1.12.11. Training Evaluation

This refers to the process of collecting the outcomes needed to determine if training is effective (Lapidus 2000: 102). Training evaluation involves both formative and summative evaluation.

- ◆ Formative evaluation: when evaluation is conducted to improve the training process. Thus, it provides information about how to make the programme better.
- ◆ Summative evaluation: when evaluation is conducted to determine the extent to which trainees have changed as a result of participating in the training programme. That is, whether they have acquired knowledge, skills, attitude, behaviour, or other outcomes identified in the training objectives. It can also include measuring the monetary benefits that the company receives out of the training programme (Neo 2005: 172).

The research will concentrate more on summative evaluation.

1.13 OUTLINE OF THE STUDY

The overall structure of the report of this research is as follows:

The second chapter is divided into two parts. The first part presents the South African legislative imperatives on training in the Public Sector. The second part deals with the legislative framework for capacity building in Local Government.

The third chapter is devoted to the review of literature. It also contains sections explaining the service delivery imperatives for improving the quality of public services, the South African legislative imperatives on training, the identification of training as a solution to the

problem of underperformance in the public sector, the legislative framework for training in the public sector, approaches to performance oriented training, challenging issues and circumstances that can affect the effectiveness of training, the expenditure on training, as well as the discussion on a conceptual model that relates to the training activity.

Chapter four of this work outlines the research design, research site, obtaining permission to conduct research, population and sampling procedure, how consent was obtained from participants, data collection instruments and methods used for the study.

Chapter five presents how the collected data has been analyzed in this study. This data relates to the training on Project Management that had been conducted over three years for the officials of the Amathole District Municipality.

Chapter six presents the conclusion drawn from the overall research. This is followed by the recommendations that are made by the researcher.

CHAPTER 2

2.1 INTRODUCTION

This chapter presents the legislative imperatives that compel public sector organizations and institutions to conduct training for their employees. It further deals with the legislative framework for capacity building for Local Government in South Africa.

2.2 THE SOUTH AFRICAN LEGISLATIVE IMPERATIVES ON THE TRAINING OF EMPLOYEES

There are several legislations that govern and enforce the training of the workforce of both the private and public sector in South Africa.

In terms of the Skills Development Levies Act, 1999 (Act 9 of 1999), read in conjunction with the Skills Development Act, 1998, (Act 32 of 1998), each organization has to pay 1% of the tax of its workforce to the South African Receiver of Revenue, and 50% of such funds are re-claimed by such organizations for use towards its skills development strategies for employees. Municipalities are no exception to these legal imperatives.

There are also many other Acts that contain chapters or sections that specifically deal with training and development in South Africa, for instance, Section 68 of the Local Government Municipal Systems Act, 2000 (Act 32 of 2000), and Chapter 3 of Section D of the White Paper on Local Government (1998).8). There are also several government structures that are in place which are intended to regulate the training processes. The South African Qualifications Act, 1995 (Act 58 of 1995) has established the South African Qualifications Authority, which in turn established various structures that enable the implementation of training and development in the country.

The South African Government still had to look into other ways and means to address the logjams and challenges that the Country's economy is facing. It had to come up with a

policy framework that is targeting the accelerated and shared growth initiatives, and the Accelerated and Shared Growth Initiative for South Africa (AsgiSA) was introduced in 2005. According to an extract from the South African Government Information (on-line - 6:2007), for both the public infrastructure and private investment programmes, the single greatest impediment is the shortage of skills, especially those that are professional; such as engineering, scientists, project management, and financial management. In order to respond to this problem, as well as to deliver on Asgisa, the Government immediately followed by launching a Joint Initiative for Priority Skills Acquisition (JIPSA) policy, as a skills empowerment arm of the AsgiSA. One of the main purposes of the JIPSA is to raise the level of skills in areas that are needed by the economy of the Country. According to the address by the Deputy President, Phumzile Mlambo-Ngcuka, at the launch of the JIPSA in 2006, “ ...with JIPSA we are focusing on scarce and critical skills without which we cannot deliver on our Asgisa commitments and targets” (on-line: 2:2006).

On local government and service delivery, the Government is currently focusing on addressing the skills problems through Project Consolidate. Through this programme, the skills intervention strategy employed includes the deployment of experienced professionals and managers to local governments to improve project development implementation and maintenance capabilities. The first deployment started in April 2006.

All the above endeavours reflect the extent of seriousness the South African Government puts on development of the skills level of the nation in order to meet the challenges that face the country, like the improvement of lives of the nation, poverty reduction, the unemployment rate, and promoting economic growth.

Rainbird (2000:269) states that in examining the broader system of vocational training in Britain, there is little external regulation affecting the way companies organized their training activities. There is no legal requirement on them to spend a certain percentage of the payroll as a levy on training or to publish details of their investment in training in their annual reports. Equally, there are no formal requirements for them to consult and inform

employee representatives about their training plans. These are all legislated requirements in South Africa.

2.3 LEGISLATIVE FRAMEWORK FOR CAPACITY BUILDING IN LOCAL GOVERNMENT

The Constitution of the Republic of South Africa, 1996, (Act 108 of 1996) places an obligation on government to play a role in building local government capacity. In section 154 (1) it states that both national and provincial government must, by legislative and other measures support and strengthen the capacity of municipalities to manage their own affairs, to exercise their powers and to perform their functions.

Section 155(6) of the Constitution further states that provincial government, by legislative and other measures, must promote the development of local government capacity to enable municipalities to perform their functions and manage their own affairs. Furthermore, Section 83(3) of the Municipal Structures Act, 1998 (Act 117 of 1998), also places an obligation on each district municipality to build the capacity of local municipalities in its area to perform their functions and exercise their powers where such capacity is lacking.

According to Section 67 of the Municipal Systems Act, 2000 (Act 32 of 2000), the Employment Equity Act, 1998, on the other side, stipulates that a municipality must develop and adopt appropriate systems and procedures to ensure fair, efficient, effective and transparent personnel administration, including capacity building within municipal administrations, as well as training of staff members subject to the requirements of the skills development laws that were introduced by the Department of Labour.

In interpreting the above-mentioned legal provisions one may come to the conclusion that the responsibility to build the capacity of municipalities rests with the national and provincial departments of local government and district municipalities. However, there is also an onus on each municipality in terms of Section 68 of the Municipal Systems Act, 2000 (Act 32 of 2000), which states that, "...a municipality must develop its human

resource capacity to a level that enables it to perform its functions and exercise its powers in an economical, effective, efficient and accountable way, and for this purpose must comply with the Skills Development Act, 1998 (Act 81 of 1998), and the Skills Development Levies Act, 1999 (Act 9 of 1999)”.

Chapter 1 of Section C of the White Paper on Local Government (1998) also states that training and capacity building are an integral part of institutional development. The provincial government is not solely responsible for local government training and capacity building, but individual municipal Councils, as employers, have a responsibility for the development of their staff, and so are the local government training structures (42:1998). It goes on to emphasize that, “... all training and capacity building initiatives should be linked to the national legislative and policy framework for skills development put forward by the Department of Labour” (43:1998).

Further interpretation is provided for in section 41 of the Constitution which states that all spheres of government and all organs of state within each sphere must, amongst others, secure the well-being of the people of the South Africa; provide effective, transparent, accountable and coherent government for the country as a whole and co-operate with one another in mutual trust and good faith by fostering friendly relations and assisting and supporting one another.

The Municipal Systems Act, 2000 (Act 32 of 2000) Section 68, states that a municipality must develop its human resource capacity to a level that enables it to perform its functions and exercise its powers in an economical, effective, efficient and acceptable way, and for this purpose, it must comply with the Skills Development Act, 1998 (Act no 97 of 1998), and the Skills Development Levies Act, 1999 (Act no 9 of 1999).

Although there are various factors that account for the inability of local government to achieve its constitutional objectives, much of the current state is still largely attributed to the lack of capacity on the part of employees to carry out their responsibilities. Any

capacity gaps in an individual have to be filled through training, mentoring, coaching, and learning activities.

CHAPTER 3

3. LITERATURE REVIEW

3.1 Introduction

It was accepted in the past that only students and newly employed individuals specifically needed to be trained, but that dire need and continuous training has become essential for all working people in the modern world. To explore the existing knowledge, perceptions, and on-going discussions around this field, this work has been divided into six sections.

The first section is on service delivery imperatives, which seek to highlight various factors that compel the public sector to put more effort into improving the quality of public services. The section further explains the role of the local sphere of government in service delivery.

In the second section, discussion is on the identification of training as a solution to the problem of underperformance in the public sector, and special reference is made in some instances to the Local Government. Importance of investing in people in order to meet the objectives of the organization is discussed at length.

Approaches to performance related training are discussed under the third section. This entails the discussion on various training approaches that are intended to enhance the effectiveness of training.

Under the fourth section, challenging issues and circumstances that can affect the effectiveness of training, and virtually renders it ineffective and useless, are discussed. Various aspects like personal, organizational and technical factors are cited as possible circumstances that may affect the results of this process. The fifth section discusses the expenditure on training which is often not commensurate to the outcomes that

organizations get. The last section contains discussion on a conceptual model that could be used to measure and evaluate the impact of the training activity.

The purpose of this study is to assess the impact of training on the performance of officials in local government. According to World Bank (2005: 65), the performance of local government is evaluated through conformance to legislative and process requirements, maintenance of fiscal health, provision of right services in response to citizens' needs, efficiency in service provision, and accountability to citizens. Thus, if the municipality is poor in these five focal areas, the performance of such a municipality is regarded as problematic. For the purpose of this study, this is the theory that will be used to define performance.

3.2 Service Delivery Imperatives

Prior to 1994, the South African Government was characterized by the levels of government whose structures, as well as functions, were underpinned by the ideology of discrimination and separate development, as Gildenhuys (2000:43) puts it. This was contradictory to the well-known notion that any form of government, whether central, provincial or local, has as its objective the achievement of the general welfare of the entire community for satisfying its identified needs through rendering effective services. Because of this legacy, the South African democratic state is now facing a formidable challenge of not being only concerned with establishing new democratic forms of governance, but fundamentally transforming society socially and economically. It has to address the inherited fragmented system of the state administration and integrate it into a unified public service that would operate at all levels, with the consequences of tangible gains for all people of the country.

Van der Waldt (2000:315) adds to this notion by stating that the government has to ensure that all residents, no matter where they live, are entitled and have access to good quality public services. In other words, the South African public service need not only ensure that whatever skills are available in the workplace are utilized in such a way as to stimulate

economic growth and provide the private sector with necessary flexibility to adapt to the market, but also to develop new skills that will enable them to meet growing and changing demands of the community it serves. From the responsiveness perspective, South Africans, whether working for the private or the public sector, need to enhance their ability to be responsive at both an institutional and individual level. They have to be even more responsive and more imaginative than other countries in order to leapfrog themselves out of the backlog.

The Local Government in South Africa is in the forefront of the aforementioned service delivery. It is well placed to achieve the balance between the national policy goals and local service delivery. This level of government has a key role to play in enabling people to receive their entitlements. It sets the agenda for local politics, and the way they operate gives strong signals to their own residents and to prospective migrants or investors (White Paper on Local Government, 1998:18). Where it is responsible for providing services to the communities, it is held to account for achieving appropriate standards to the communities across the country. It is this aspect that makes service delivery a critical issue in this sphere of government. The government wants to see a strong, innovative and responsive Local Government that is able to transform municipalities into viable engines that drive economic growth and render improved quality of service to all communities. The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) and The White Paper on Local Government (1998) support this view.

Because of the above mentioned deprivations and injustices of the past, there is a great pressure to achieve tangible outcomes in terms of improved services. However, employers are complaining that they cannot find suitably qualified or relevantly skilled people. Well skilled and experienced managers are also scarce, and because of their scarcity, they demand very high wages which are often unaffordable.

3.3 Training as a Solution

It has become a truism that the need to train municipal employees in a complex society like South Africa has is as great as the need to provide services to the communities. As Noe (2005:3) puts it, training is one of several human resource management practices that can be used to increase a company's competitiveness.

The aforementioned challenges, especially in the local sphere of government, require a workforce that acknowledges its unique role and responsibility to respond to local needs and circumstances with passion, subservience, integrity, diligence and loyalty. Such attributes cannot be witnessed without making an intervention that will deal with the capacity of officials that have to provide such services. Thus, to become the aforementioned envisaged engines, the capacity of officials whose major role is to implement policies that are in place has to be adequately developed. Employees are virtually expected to perform their tasks with diligence and have appropriate orientation and values in addition to the necessary knowledge and technical skills that are required by their jobs.

The effectiveness of organizational reform depends on the availability of staff with the requisite skills to manage financial, technological, developmental, and production resources necessary for effective product and service delivery. This entails identifying the organization's core "business" or productive activities and resource implications, and then nurturing the skills necessary to ensure the success of those activities through training intervention. A framework for a planned approach to setting and communicating business objectives and developing people to meet those objectives has to be developed by each municipality. The envisaged result is the integration of employee's competence with the organization's success.

Today, developing competence has become a crucial issue for establishing a smart workforce that can achieve competitive success. As stated by Gerber and Lankshear

(2000:47), the increasingly importance of developing competence in order to create a smart workforce leads to a further demand for efficient ways to manage training in organisations.

Training is a continuous activity that needs proper planning, organizing and coordination in order to yield expected results. The training activity comes into play when a particular training need has been identified, either at the level of an organization, group/s or individual/s within the organization. The identified need culminates in the formulation of a set of objectives which clearly state the purpose of the training and competencies required of trainees once they have completed the programme. The targeted end result is a better developed workforce contributing directly to the achievement of business or organizational goals. Thus, the chief focus of training is to improve performance and personal growth. Performance improvement concerns how individuals do their jobs in relation to other employees and in terms of the set standards. According to Swanepoel (1998:477) for a very long time organizations in South Africa have neglected to invest in their employees to equip them for the challenges facing the country and for global competitiveness.

In a broader sense, although South Africa has an urgent need for rapid development and empowerment of the majority of its citizens, the new psychological contract between employers and employees; technology; globalization; and the call for good corporate governance have all created a worldwide need to invest in the development of people. As Tuck (2004:66) puts it, things are just moving too fast to leave people to try and upgrade themselves without concerted, focused help from those in authority. Smit and Cronjé (2002:20) take this further by stating that it is expected that the economy of South Africa must grow at a rate of well above three percent per year to reverse the spiral of population growth, economic stagnation, and impoverishment. This will only be possible if there are enough skilled employees to drive the economy.

Training is not only aimed at instilling knowledge and skills to enable the officials to perform their functional and administrative tasks, but also at acquiring virtues and attitudes like diligence, subservience, integrity loyalty and responsibility. It also contributes towards keeping employees abreast of trends in the business environment or a particular field.

It is also a common phenomenon in South Africa that a manager will often encounter employees who find themselves in jobs for which they are not prepared to perform adequately, or which they do not particularly want or they are not particularly suitable for. This is mainly due to lack of employment opportunities in the country, which leads people to join any kind of employment they can get first. The challenge to the management in this case is to identify what such individuals want and are suited to, and find ways to channel or transfer them to where they could better perform. Alternatively, performance gaps could be identified from such individuals and be subjected to intensive training in order to make them suitable for the positions they occupy. This requires a considerable effort from the management, and if it is done extensively, it may pay off in terms of skills retention and improved employee and organizational performance. As stated by Noe (2005:54), training plays a key role in preparing employees to be productive as well as motivating and retaining current employees.

According to Van der Waldt (2004:224), training is a critical success factor in the deliverance of a quality service, as the training ethos determines what service is to be delivered and how this service will, in effect, be delivered. Based on this fundamental fact, the importance of investing in training for employees cannot be over-emphasized. If no formal training exists in an organization, then the values adopted within the organizational culture are left unmonitored and uncontrolled.

Because the Skills Development Act, 1998 (Act 97 of 1998) and Skills Development Levies Act, 1999 (Act 9 of 1999) require employers to invest in staff training, managers are increasingly demanding not only accountability for the time spent on legislative processes, but also greater articulation of how training interventions benefit their companies in terms of the financial year. The idea is to measure the impact of training on organizational performance metrics such as higher productivity, better quality products, service reduced costs, lower labour turnover, reduced absenteeism and increased market share.

According to Tuck (2004:141), fully empowered employees are those who have the autonomy, competence and confidence to make greater contributions to their organizations. Effective training interventions should increase the employees' belief that they are able to adequately cope with events, situations and people they are confronted with and that should be complemented with the provision of practical skills. Thus, the organization needs to create an environment in which employees are proactively encouraged and motivated to apply their newly acquired knowledge and skills to the advantage of the organization. If this opportunity is not made available, those who have really grown and mastered new skills and believe in their own value may be motivated to seek greener pastures and look for alternative employment. They will view their current place of work as unchallenging and a waste of time.

Similarly, individuals engaged in the training field are eager to know if their efforts make a difference. They need to see that their contribution is earning them respect from their colleagues and senior managers. Getting clarity with regards to the impact of training is one of the most convincing ways to earn the desired respect and support of the senior management. Thorne and Mackey (2001: 27) assert that managers respect processes and programmes that add bottom line value to the organization. Concerted efforts, therefore, should be made to ensure that training outcomes convince the senior management that the training function is an important investment, not just an expense. That knowledge is a critical step towards helping the training department to build a successful partnership with the senior management team.

3.4 Approaches to Performance Oriented Training

Even though the government of the Country has laid down numerous legislative framework to govern the training of employees, it cannot detail precisely in such legislations and other directives, the objectives pursued by it, neither can it detail nor control precisely the activities to be undertaken to reach those objectives. It is inevitable, therefore, that officials will always be allowed some latitude and discretion in the interpretation of government's objectives, as well as in the actions taken in the pursuance thereof.

Based on the foregoing, Walton (1999:83) deduces that effectiveness and efficiency of public institution is determined substantially by the manner in which first-line supervisors and operational staff interpret policy directives and prescribe work methods and procedures. To ensure that policy objectives are attained effectively and efficiently, appropriate monitoring, control and feedback mechanisms will have to be devised and put into operation. Walton (1999:83) further suggests that improving the development of first-line supervisors is central to improving organizational performance and productivity in the public sector. First-line supervisors have the most direct contact with the employees who produce the organization's capacity to fulfill its goals effectively and efficiently. The term, "first-line supervisor", refers to the direct oversight of employees who carry out the organizational functions. First-line supervisors are the ones who implement the policies formulated by higher management.

The above mentioned statement could easily be challenged. It suggests that for effective improvement of performance and productivity each department in an institution has to ensure that the capacity of its first-line supervisors is constantly developed. In other words, concentration with regards to training has to be on one category of employees, and the rest need not get formally structured training to become better performers. This assumption should neither be entertained nor encouraged as it has a potential of misleading both the employers and employees. Swanepoel (1998:478) also disagrees with the above notion and further explains that it is important to remember that training should focus on all the employees in an organization because every employee contributes to the attainment of organizational goals.

While it is poor performance in particular that needs to be improved as a priority, good and excellent performance must also be constantly improved and maintained respectively, in order to meet the needs of citizens to improve their quality of life. In order to do this, it is important that the casual and contributory reasons for poor performance are analyzed. Van der Waldt (2004:349) asserts that poor performance may arise out of one or more of the following:

- poor systems and processes;
- inappropriate structure;
- lack of skills and capacity;
- inappropriate organizational culture; and
- absence of appropriate strategy.

The need to link processes to the strategic direction of the company applies to all functions, including training. Thus, individual development needs to be justified in terms of benefits to the organization. McGoldrick *et al.* (2002:150) state that there is enormous evidence that organizational performance is enhanced when there is a good fit between organizational strategy and employees' competencies. Employees' competencies need to be developed to match the strategy of the organisation.

A strategic approach to training can, in general, be characterized by a long-term perspective about how and why training is designed and implemented in the short and long term. Rainbird (2000:73) takes this further by explaining that for training to become strategic, it must have a good fit with the business objectives, be coordinated and managed effectively, and be linked to the function of line management. Examples of organizations that are taking this strategic approach to training are those whose very strategy is developed centrally within the organization, with training needs identified and relayed from line management and affected incumbents. The training strategy is implemented by the line management at operation level, in collaboration with the Human Resources Department. As Boninelli and Meyer (2004:49) put it, Human Resource professionals should be the ones who orchestrate and create the people systems that help a company win.

Since the public manager's job is to accomplish institutional goals through and with people, resolution of human performance problems is a key to effective service delivery. The workplace demands that employees understand their work and the way it fits into the mission of the entire organization, and be able to be innovative to improve service quality (Noe 2005:11). Public managers are expected to take the responsibility of ensuring that this alignment takes place.

3.5 Challenging Issues and Circumstances

Even though training is being identified as an important tool that employers could use to enhance performance of employees, there are various factors that can affect the effectiveness of this operation, and virtually render it ineffective and useless, in spite of the plans developed and the efforts expended.

Various circumstances may be cited in this regard, and some of them can relate to the following:

- personal – which may be as a result of the person that is undergoing training. If the trainee did not want to be sent for training for whatever reason, but was forced by the supervisor or senior management to attend, such an effort might be rejected and becomes a futile exercise;
- organizational – which may be caused by the environment or culture within which employees work. No matter how best the systems and plans that relate to training are in place, if the culture of the organization is not a positive one, such systems and plans may not be appropriately implemented, or may not be implemented at all. Thus, the environment in the workplace needs to be conducive for everybody in it, irrespective of race, gender and religious beliefs for any kind of training to be effective. The prevailing diversity in organizations needs to be adequately accommodated for everybody to have a sense of belonging; and
- technical – this may relate to changes in technology which often need to be coupled with the training of individuals that use such tools. If the trainer is not well versed with the new technology, or the training method that has been used is not suitable for trainees, such an intervention will certainly not improve the performance of employees;

Swanepoel (1998:480) adds to the above factors by citing that one of the main reasons why training fails in an organization is the lack of a systematically developed training model. The principal aim of training is to contribute to an organization's overall objectives.

However, in many instances, such objectives are not clearly formulated, and that results in difficulty to evaluate the impact of training. Training that is undertaken without a careful analysis of requirements is likely to be ineffective and to reduce the motivation of employees to attend future programmes.

It is important that one be absolutely clear about what the underlying reasons for poor performance are. In line with the above cited factors that may render training ineffective, Deming, as quoted by Van der Waldt (2004:219) further states that workers and managers cause fifteen percent of the problems in most organizations involved. The other 85 percent stem from the broader systems within which these people work – the human resources system, the financial system, the legal system and so forth. One can reward people and offer incentives to perform better, but it does not give them the authority or the tools to change systems that lie behind the performance problems.

According to Van der Waldt (2004:224), the idea of improving an employee's skills in line with the challenges connected to his or her job is an important element in the management of expertise. The importance of training has been widely recognized both in public and private sector management, and vast amounts of money are being spent on training programmes. However, a great deal of doubt exists about the nature and value of training, and, in particular, its ability to lead to improvements in individual and organizational performance. Phillips (2002:40) contends that in some cases, the image of the training function suffers to the point that management no longer supports its efforts.

While the unsatisfactory image may be caused by a number of factors, as pointed above, increased accountability often focuses on improving systems and processes, thereby showing up the image of the function. The value of training is realized if the training activity is based not merely on filling gaps and current skill levels, but on ensuring that requisite skills levels are sustained in line with the organization's core strategic activities. One difficulty relating to this is that of identifying the actual benefits derivable from the training.

Similarly, individuals engaged in the training field are eager to know if the efforts make a difference. They need to see that their contribution is earning them respect from their colleagues and senior managers. Getting clarity with regard to the impact of training is one of the most convincing ways to earn the desired respect and support of the senior management. Thorne and Mackey (2001: 27) assert that managers respect processes and programmes that add bottom line value to the organization. Concerted efforts, therefore, should be made to ensure that training outcomes convince the senior management that the training function is an important investment, not just an expense. That knowledge is a critical step towards helping the training department to build a successful partnership with the senior management team.

From the foregoing, it is clear that if an organization does not look into its training shortcomings and successes, training might be meaningless and regarded as a “waste of time and money”. This can be done through the evaluation of personnel performance. This evaluation should be systematic, comprehensive and extensive to give the required results. In order to get accurate results, it is important to measure the performance of an employee before he or she is referred for training, as well as after training has taken place, so as to assess whether training has made any difference in the employee’s performance or not.

It is also uncontentious that workplace learning or any kind of training intervention should certainly have a strong relationship to ideas about continuous improvement. To reveal or prove that relationship, some kinds of evaluation practice could be employed. Evaluation would seek to determine whether acquired learning has led to any noteworthy improvements in performance and productivity. Sommerlad (1992) is quoted by Rainbird (2000:268) as suggesting that if a culture of evaluation could become embedded within institutional processes, then it could provide the underpinnings for establishing the “learning organization”. The objective of achieving the level of being a learning organization may therefore promote the growth of self-evaluation practices. Self-evaluation has many advantages for organizations. If it is built into the everyday practice of organizations, it becomes integral to all activities and therefore findings are more likely to be acted upon.

Rainbird (2000:226) describes evaluation as an activity that throughout the planning and delivery of innovative programmes enables those involved to learn and make judgements about starting assumptions, implementation processes and outcomes of the innovation concerned. It therefore involves a consideration of evaluation needs at the stage of project design as:

- ◆ it allows judgements to be made about the progress of the innovations; it emphasizes learning and improvement;
- ◆ it should recognize the different parties with a stake in the evaluation process;
- ◆ it emphasizes the utilization and dissemination of the evaluation information; and
- ◆ it leads to the reappraisal of actions and policies.

The concept of evaluation has received wide spread recognition as beneficial throughout the world, and enormous resources of time, money and energy are invested in every imaginable kind of training, but the practice of evaluation has lagged behind. Moon (2001:78) states that in practice; the systematic evaluation of training is seldom carried out partly due to the fact that the measurable objectives are difficult to define. Sending people on training courses is seen as a panacea to skills deficiency and low productivity, and almost as a divine solution in its own right. In this regard, training is seen as an act of faith, which is believed to be capable of solving all organizational problems and this has created the spectre of false hopes and blaming training interventions made for all “organizational ills”. It is also often forgotten that no matter what means the management can make to get its staff trained, the control of learning rests with the learners. If a learner does not want to learn, she or he will not learn or will learn something different.

Equally important is to note that training is not always all what is needed as a solution to performance for certain operational handicaps. Lapidus (2000:20) also contends that training is not the answer to all operational or organizational issues and problems. One needs to first assess whether the existing problem can effectively be addressed by training

intervention or not. Being able to differentiate between those issues that can be solved by training and those which training may not be a solution is of central importance.

Moon (2001:70 and 75) also contends that few reports of actual programme evaluation have been published, compared to the number of training programmes. Thus trainers spend time training, and do not bother to evaluate whether the training intervention done gives the expected results, in order to effect the necessary changes if it does not. A survey conducted at a 1984 meeting of Texas Chapter of American Society for Training and Development supported these findings. While ninety percent of the trainers surveyed believed in evaluating the training impact, they did not do it because evaluation was not needed by most organizations for which they worked. Management was reluctant to “waste another time” on evaluating the impact of training.

3.6 Expenditure on Training

From the foregoing, it is clear that the need to develop the capacity of the workforce is an undisputable fact. It is also important to note that one of the major goals of each organization in these economically difficult times is to ensure that the money spent on training programmes is spent wisely, and that the results produced are significant. This can only be possible after demonstrating through evaluation of the programme, whether the training that is conducted is effective or not, and whether it satisfies the perceptions, feelings, and the needs of employees. Thus, the implication of the notion of “cost effectiveness” and “value for money” needs to be ascertained. After spending money and time on training employees for specific reasons, it is logical for the management to know to what extent such training achieves the desired results.

It is every management’s desire to know whether the organization is capable of carrying out its mandate efficiently and effectively or not. Thus, whether investment in employees’ training is regarded as an investment or as a cost, at some stage, account has to be made for this expenditure and its impact assessed. According to Cronje *et al.* (1996:374), this can take the form of follow up studies to determine whether the training was done in a cost-

effective manner and whether the training programme in fact produced the required results. With that knowledge, the management in the training field can intelligently make the decision as to whether to continue using the same approach or method currently used in the process of developing and implementing the training programmes or not.

Considerable amounts of money are set aside by the organizations, worldwide, and allocated to the training of their employees. A recent example is that of the African Capacity Building Foundation, the African continent's premier capacity building institution, which in collaboration with Africa University has set to provide a total of US\$ 12 million to support public sector management training programme that is geared towards developing a critical mass of highly qualified and innovative public sector managers within the eastern and southern African region (Online, 20 October 2005).

An amount of US\$3 million was signed as the first grant agreement for this training on 22 September 2005 in Harare, and it is envisaged that the whole US\$12 million grant agreement will be signed within the current year. This public sector management programme will lay the groundwork for the provision of high quality training in the public sector management in Africa that integrates both an academic and professional curriculum, a critical step towards ensuring the effectiveness of the public sector in Africa. It is believed that the success of the programme depends on the realization of an environment that will promote an effective and sound public sector which is truly accountable to the public it serves. To be able to know that with certainty, constant evaluation of the training interventions made will be required.

According to Phillips (2002: 27), increased interest on the part of the executive suite in seeing or experiencing the best results from funds that have been spent is becoming commonplace in every country around the world. Top executives who have watched their training and performance improvement budgets grow without the appropriate accountability measures are becoming concerned, and they seek means to address their justified concerns. Thus, they want to make appropriate funding decisions based on the impact the programmes bring to the financial health of their organizations. Noe confirms

the above by saying; "...because companies have made large dollar investments in training and education and view training as a strategy to be successful, they expect the outcomes or benefits related to training to be measurable. They want to know whether the money they were investing in training was providing any return" (2005:171).

Fakudu-Parr et al. (2002:3) assert that thousands of people in the developing countries have been trained and educational attainments have increased dramatically, yet development undertakings have constantly faced a lack of necessary skills. Foreign experts have proved that they run multiple seminars and courses that aim to improve the individual skills of thousands of people, however, the capacity of countries appear not to be adequate to meet challenges of development.

3.7 Conceptual Model

It is important to note that all training activities need to be learner-centred and outcomes-based in order to yield the intended results. Thus, if training is not well focused and properly designed to suite the identified need, there is no doubt that the activity will be a real waste of time and money. One can only be able to recognize the difference training can make if one makes a concerted effort to measure the level of knowledge, attitude and skills an individual has before training takes place, and evaluate the same after the training has been undertaken.

According to Phillips (2002:45), an important contribution to the field of training measurement and evaluation is the work of Donald Kirkpatrick. In the 1950s, Kirkpatrick developed a framework of four levels of evaluation. The framework could be illustrated as shown in table 3.8.1:

Table 3.8.1 – The Framework of Four Levels of Evaluation

LEVEL	BRIEF DESCRIPTION
1. Reaction	Measures participants' reaction to the programme
2. Learning	Measures the extent to which participants change attitudes, improve knowledge, and/or increase skills
3. Behaviour	Measures the extent to which change in behaviour occurs
4. Results	Measures the changes in business results

The above table can be explained as follows:

The first of Kirkpatrick's four levels is Reaction, a measure of participants' reaction to the training programme. Level 2, Learning, is a measure of changes in participant's attitudes, knowledge or skills as a result of the programme. Kirkpatrick defined level 3, Behaviour, as the measure of change in behaviour on the job after attending the programme. Kirkpatrick's fourth level, Results, measures changes in business results such as productivity, quality, costs, sales, turnover and higher profits (Phillips 2002:46).

Although Kirkpatrick's model is more than fifty years old, it remains valid, and this is because of its simplicity, comprehensiveness and applicability to a variety of training situations. Since it is only recently that an increasing number of organizations are beginning to be concerned about the non-evaluation of the training function in an organization, use of this model is slowly gaining momentum. In some cases, different words are used instead of the ones used above, as long as they measure the same things and the description is the same.

Kirkpatrick's work provides the initial framework for evaluating training and performance improvement programmes. However, the need to take evaluation a step further has intensified in the past decade. Increasingly, executives require the training function to show the value it brings to the organization in the same terms as other operational functions. In order to address training's need to show its financial contribution to the

organization while balancing that data with the additional measures, Phillips (2002:46) expands Kirkpatrick's four levels to add a fifth level, the Return On Investment (ROI). This compares the monetary value of the business impact with the costs for the programme. Horngrens; Anthony and Reece as quoted by Phillips (2002:45) say, "...the most common measure for value-added benefits in other operational functions is return on investment". In other words, this additional measure takes into account the steps of the cost-benefit analysis process and the calculation of the Return On Investment ratio.

Where Kirkpatrick's fourth level stops at identifying the benefits of the programme (Level 4 – Results), Phillips converts the benefits to monetary value and compares the monetary benefit to the fully loaded costs of the programme. Both Kirkpatrick and Phillips address participant reaction as well as learning and application of skills or behaviour change. Phillips (2002: 47) states that although the distinction between the two frameworks is important, it is necessary to understand that not all programmes are evaluated at all five levels. Perhaps the best explanation for this is that as the level of evaluation increases, so does its difficulty and expense. For instance, it takes time and resources to do a comprehensive ROI study. In other words, it is just not feasible to do it for every training programme. It is also not possible to do it on an outsourced training. At the same time, depending on the purpose or importance of the skills and knowledge to be taught, you may choose to use all the first four levels or you may elect only one or two.

As has been alluded to above, one may also decide not to use the same words as used above, as long as they measure the same things and the description is the same. The key lies in identifying the core constraints that prevent productivity from improving in an institution. According to Osborne (1996: 242), also confirms this by stating that there is no sense in measuring productivity if you are not addressing the core problem, the cause of low productivity. The measurement should be focused on breaking the constraints that prevent an institution from being productive.

The British management guru, Charles Handy, believes that human beings only really learn anything when they are in crisis, because an emergency is the only way of jogging people

out of usual way of doing things (Riches and Morgan, 1994:75). Even the majority of senior managers only feel obliged to go for training when they are forced to by the need to meet new organizational demands. Nevertheless, this does not mean that training is always crisis driven.

Gildenhuys and Knipe (2000:132) agree, and further make an example of the South African organizations, which they see as being under pressure from the Skills Development Act and the targets set for various Sector Education and Training Authorities to disperse and utilize funds that are allocated for training. The consequence in this case is that millions of training rands are being rushed and training intervention is being tackled as an ad hoc and stand-alone exercise. No proper pre-assessment either of the material or the candidates is being done. Material and candidates are not being matched effectively, and candidates are not actually acquiring the skills they should be. The focus is more on the utilization and exhaustion of allocated funds.

Foshay is quoted by Phillips (2002:24) as saying that the importance of linking programmes to organizational strategy is another major reason to pursue a comprehensive measurement and evaluation process. Management often scrutinizes programmes to determine what value they bring to the overall strategy. How do they fit? How will they help the organization achieve its goal? Are the “right” programmes being offered, and if so, how do we know? The extent, to which evaluation establishes value for money, allows for leverage in the allocation of resources or contributes to processes of continuous improvement, will vary according to context and to the purpose of the mechanisms established. Thus the large expenditures and the need to show value are two of the primary drivers placing increased emphasis on the measurement and evaluation of training programmes.

3.8 Conclusion

The workplace, from all corners of the world has undergone a lot of facelifts. These pose as a challenge to all stakeholders in that they have to answer to the call of

change. The training opportunities that are offered should at all times leave a lasting experience on the workers so that they can be able to execute their duties effectively and in a most efficient manner.

CHAPTER 4

4. RESEARCH DESIGN

4.1 Introduction

In this chapter, the focus will be on research design, more specifically on research site, population and sampling procedure, how consent was obtained from participants, the data collection process, as well as the instruments and methods that were used for the study. It sets out the guidelines that were followed in addressing the research problem.

In determining the impact of training on the performance of officials of the Amathole District Municipality, both quantitative and qualitative approaches were used as to ensure validity and accuracy.

According to Bless and Higson-Smith (2000:156) a quantitative research is conducted using a range of methods which use measurement to record and investigate aspects of social reality. It deals with the data that is mainly numerical which represent values of variables. The measures in this type of method are highly structured and they measure characteristics of respondents. The numbers are in a raw form on which is suitable for computers and can be presented in a chart or graph, interpreted to give meaning to the results. They usually use close ended-questions, and may be administered either through interviews or questionnaires. The quantitative method is usually used to complement the qualitative technique, especially where quantities can be determined. In the quantitative approach used in this study, both questionnaires and interviews were used.

Qualitative research is conducted using a range of methods which use qualifying words and descriptions to record and investigate aspects of social reality (Bless and Higson-Smith, 2000:156). It does not manipulate numbers as is the case with quantitative approach. It examines patterns of similarities and differences in all cases or relationships and also uses general ideas and concepts as tools for making generalization. The methodology also deals

with data that is mainly verbal. This verbal method of collecting data relies mainly on interviews, which are usually unstructured. The questions are characterized by being open-ended and probing in nature.

4.2 Research Site

The research was conducted in the premises of the Amathole District Municipality. This is where the project management training had been conducted by the service providers. Although all participants are employees of the Amathole District Municipality, their offices are not confined in one town, but are scattered throughout the District.

4.3 Obtaining Consent from the Management and Participants

The first step to approach the study was to make management aware of the intention of the researcher and how the research will benefit the organization, as well as the District as a whole. To alleviate fears and suspicions, all employees of the Municipality were addressed and their questions and concerns regarding the confidentiality of the information provided, processes to be followed to collect information, what will happen to the study subjects, were all answered.

All questionnaires that were distributed to the participants contained a covering letter, which served as a guide, giving the respondents the reasons for the questionnaire, and containing a request of their co-operation. Regarding the interviews, an information sheet that was accompanied by a consent form was sent to all participants. The information sheet contained all the information with regard to the study. The respondents had to read it, and decide whether they would like to participate in the study or not, since participation in the interviews was voluntary. Consent forms were also attached, where all those that were willing to participate had to sign and return same to the researcher.

With regards to the funding of the project, the management of Amathole District Municipality was approached to sponsor the study since the results will also benefit the

organization, especially with regards to the fulfillment of its mandate to assist local municipalities to build their capacity.

4.4 Target Population and Sampling Procedure

Bless & Higson-Smith (1995:87) defines the target population as "...the set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalized". The target population in this research consisted of officials of the Amathole District Municipality. The focus of the study is on the training on Project Management that was conducted for senior management and officials that manage projects.

A sample was drawn from the Training and Development Database of the institution, which reflects the training that has been conducted, the corresponding names of attendants, as well as the departments they work in.

4.5 Questionnaire Distribution

The Amathole District Municipality currently has a total of four hundred and twenty (420) employees. There are six departments in total, namely: Engineering Services; Finance; Human Resources; Municipal Manager's Office; Health and Protection; and Administration. A sample from each department was selected for this study since candidates for this training were drawn from all six departments.

A total of sixty (60) officials were involved in the study, twenty (20) of whom were the experimental group. The other twenty (20) was the control group. Both groups were randomly selected. The control group was only served with questions that relate to the impact of training on job performance, since comparison of both groups is critical to determine whether difference in performance exists or not. The remaining seventeen (17) comprised of supervisors of participants that attended and those that did not attend the training. To obtain a sample and provide an equal probability of being selected, random sampling was done. However, caution was taken to select only officials with similar

background for each group, for instance; officials that do not have more than five years difference in experience in project management; who have first Degree or 3-year Diploma educational qualification, who are on occupational levels of the Service Worker, Professional or Manager; not more than five (5) years working at Amathole District Municipality; and attended the Project Management course between 2003 and 2005. This has allowed the researcher to generalize her findings of the study to the entire Municipality. The three trainers that conducted the training both formed part of the study, and that gave a total of sixty as the sample.

Occupational categories designed by the National Department of Labour for use in the development of Employment Equity and the Skills Development Plans were of greater assistance for the above selection. A copy of the document with the designed occupational categories is attached as annexure "A". They formed the main basis for the selection of respondents. Identifying respondents according to their occupational categories assisted in indicating the type of function an official performs and his or her employment level, and as alluded to above, only senior managers and officials that manage projects were eligible for selection. Other factors that were considered were the gender and the age of each official. A printout from the payroll system was used as a sampling frame. Thus, the population was stratified to reflect its true characteristics. Officials were clustered according to the above characteristics, and selection was then randomly done.

4.6 Data Collection Methods and Instruments

To collect data from the different groups, a self-designed questionnaire was used. The major content sections in the questionnaire were the personal profile, work related information, relevance of course content to the work of attendants, and general relationship of training provided with performance. Annexure C, D, E and F contain copies of questionnaires samples that were distributed to the officials who attended training, officials who did not attend training, supervisors of officials that attended and did not attend training, and to the Trainers that facilitated the training, respectively. Literature survey was also used to collect information that is relevant to the research topic.

To ensure confidentiality, each respondent was assigned an identifying case number, which was based on his or her sex, department in which he or she is working, occupational category, and qualification. No case numbers was allocated to identify who the person is and respondents were informed about that. To avoid the problem of not returning or returning half-completed questionnaires, as well as delegating the completion thereof by employees at senior levels, all questionnaires were hand delivered to the respondents and collected on the date agreed upon by both parties. Lunch breaks were used for such deliveries.

Interviews were also used to obtain information from the Deputy Heads of Departments, who work close with the subjects of study, although they do not report to them directly. The researcher used structured interviews that included planned and detailed questions beforehand. The interviews were also non-scheduled. According to Bless & Higson-Smith (1995: 107), a non-scheduled interview requires respondents to comment on widely defined issues. The interviewees tend to be free to expand as they deem fit when responding to questions, focusing on particular aspects and relating their own experiences. The interviewer only intervenes to ask for clarification or further explanation but not to confront the interviewee with probing questions. Interviews consist of the opening phase where an introduction was made in an attempt to get the respondent relaxed. Then came the actual phase where questions were asked and answers were recorded. The last phase was the closure where the researcher acknowledged the participation of the respondents and their co-operation.

CHAPTER 5

5. DATA PRESENTATION AND ANALYSIS

5.1 Introduction

The chapter presents the data as collected in the previous chapter. The training as mentioned has been done over the period 2003/2004, 2004/2005 and 2005/2006 financial years.

In order to analyze the collected data, a list of workplace application outcomes for the Project Management training was developed. Likewise, a set of assessment tools to be used was developed to enable each research question to be answered. The general approach for responding to each of the major questions posed in the study is specified below.

- **Identify Factors Relating to Performance Enhancement Potential of Training**

With this question, questionnaires were used to get answers from the trainers, officials who received training, officials who did not receive training and supervisors, with regard to factors that would have enhanced application of the training content. Both quantitative and qualitative data were collected. Descriptive statistics was used to analyze the quantitative data, in order to determine the number of individuals who have identified each factor that is related to the performance enhancement potential of the course. For the qualitative data, themes were identified and evidence in terms of statements were abstracted on each theme.

- **Determine the Impact of Training on Job Performance**

To respond to this question, questionnaires were also used to collect data and all officials who received training, officials who did not receive training, supervisors of both categories, and trainers were expected to respond. With regard to the officials that manage projects, a sample of each group; the one that attended the Project Management training and the other that did not attend the same training were subjected to the study. Qualitative data was collected on the incidence of use of Project Management concepts in the workplace.

- **Factors that Impede or Contribute to the Impact of Training on Performance**

The areas of assessment above were seeking to get answers mainly from the supervisors and officials who received training, and questionnaires were used to collect such data. Respondents were expected to provide information and examples of factors which impede or contribute to the application of training content on the job. Analysis was conducted to determine the frequency with which each of the factors mentioned was cited. Contextual factors were also to describe the circumstances under which some of these variables work to either enhance or impede the application of training content in the workplace.

Although many officials were managing projects in the ADM in 2003/2004 financial year, only thirty two (32) were identified as needing training. Twenty one (21) managed to attend the training and eleven (11) could not attend. Various reasons were cited by the non-attendants.

Table 5.2.1 below shows the percentage attendance of training in Project Management in 2003/2004.

Table 5.1.1 - Percentage attendance of training in Project Management in 2003/2004:

Number of officials identified in 2003/4	Percentage of officials who attended	Percentage of officials who did not attend
100% (32)	66%	34%

The table above shows a positive response in that more than 65% attended the identified training.

In 2004/2005 financial year, fifty (50) officials were earmarked to attend the training in Project Management. Fourteen (14) attended the training, and thirty six (36) did not attend.

Table 5.1.2 below shows the percentage attendance of training in Project Management in 2004/2005.

Table 5.1.2 - Percentage attendance of training in Project Management in 2004/2005:

Number of officials identified in 2004/5	Percentage of officials who attended	Percentage of officials who did not attend
50 (100%)	28%	72%

In the financial year 2004/2005, the research shows that only 28% responded to the call to attend the training compared to 72% who did not attend. This was a negative response since the number of participants is below even half the number that was identified and invited to attend. This was regarded as an almost fruitless expenditure by the Training and Development Division since the trainer's charges for the training were based on the total number identified for training. Even charges for the training venue and meals for trainees were based on the assumption that all invited potential trainees were to attend.

In 2005/2006 financial year, seventeen (17) officials were identified and invited to attend the training in Project Management. Ten (10) officials responded to the invitation, but 7 did not attend.

Table 5.1.4 below shows the percentage attendance of training in Project Management in 2005/2006.

Table 5.1.3 – Percentage attendance of training in Project Management in 2005/2006

Percentage of officials identified in 2003/4	Percentage of officials who attended	Percentage of officials who did not attend
100% (17)	59%	41%

A consolidated number of officials who were identified and invited to attend the course over the three financial years; 2003/2004, 2004/2005, 2005/2006 can be reflected as follows:

Table 5.1.4 - A consolidated number of attendants of training in Project Management in 2003/2004, 2004/2005, 2005/2006

Number of officials identified to attend over 3 financial years 2003/2004, 2004/2005, 2005/2006	Number of officials who attended	Number of officials who did not attend
99	45	54

To summarize the above four tables, officials who manage projects in the Amathole District Municipality responded positive to the invitation to attend training in Project Management in 2003/2004 financial year. The picture began to change to negative in 2004/2005 financial year, as non-attendants were even more than half those who attended. In 2005/2006, the margin between officials who attended and those that did not attend was very little. Although the number of attendants was above 50%, the number of non-attendants was equally high. This clearly shows that the number of attendants declined each year, despite the effort made by the Training and Development Division of the Municipality to develop the capacity of Project Managers of the ADM.

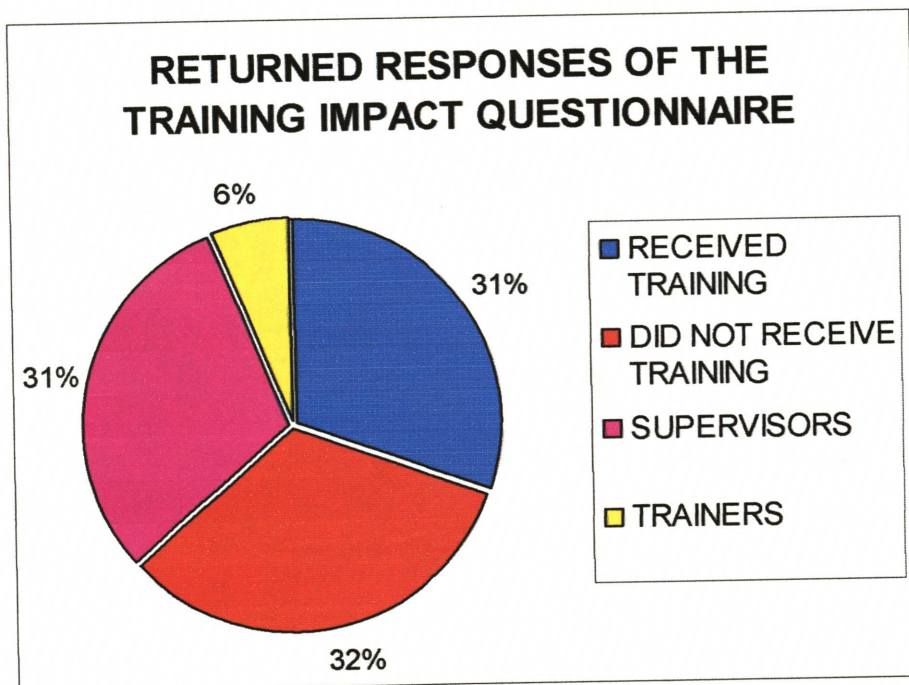
A total of fifty seven (57) questionnaires were distributed to the officials of the ADM, and fifty two (52) of them were returned. Of the returned fifty two (52), three responses were

not completed in full and were subsequently set aside as spoilt responses. They could not provide any sensible information that could be usefull. All three external service providers, here referred to as trainers, that conducted training on Project Management over the three (3) years under study responded and their responses were all complete. The above description can be simplified as follows:

Total questionnaires distributed	= 60
Total responses received	= 52
Total number spoilt	= 3
Total number completed in full	= 49

The returned responses of the training impact questionnaire can be presented as reflected in table 5.1.5 below:

TABLE 5.1.5



5.2 Officials Who Received Training on Project Management

According to the data collected, the responses from the officials who received training can be presented, and analyzed as follows:

◆ Profile of Officials

Most of the respondents who received training over the three years under study fell within the age groups 31 – 40. Of these respondents, 73% were males and 47% of them were from the Engineering Services Department. These results are not surprising as the majority of projects within the ADM are managed by the Engineering Services Department and the dominating gender in this field is mainly males. The majority of them reported to have been managing projects within the Municipality for 2-4 years, in other words, they have enormous experience in the function of project management.

◆ Factors that Relate to the Performance Enhancement Potential of Training

When factors that relate to the performance enhancement potential of training was assessed, more than 80% of the trained officials agreed that all the training conducted on Project Management over the three years covered all the topics that were important and critical to them to carry out their functions. All agreed that the trainers took their interest and potential into consideration, since opportunities were given to ask questions, make comments, and raise questions where they deemed necessary. They also agreed that their questions were responded to by all trainers, and the trainees, in turn, were given sufficient opportunity to respond to questions raised by the trainers.

◆ Impact of Training on Job Performance

More than 90% of the trained officials reported that the training contents were responsive to the requirements of their jobs. About 97% of them reported that their performance in managing projects subsequently improved, and they attributed that to the training they received and the practice thereof after the training sessions. About 87% of the attendants reported that they were able to apply the knowledge and skills gained from the training in their workplace. The remaining 13% wanted to be given more opportunity to practice what they had learnt before they could be confident and become competent in this function.

◆ Factors that Impede or Contribute to the Application of Training on Performance

Although the majority of respondents reported that they were able to apply knowledge and skills gained from the training in their workplace, they also stated that more opportunity than what was provided was desired as to be exposed to more practice. Others complained about being not able to contact the trainers after the training sessions, as to get the required 'after training support'.

5.3 Officials Who Did Not Receive Training on Project Management

The data that was collected with regard to the group of officials who did not receive training on Project management can be presented and analyzed as follows:

◆ Profile of officials and Work Related Information

The majority, which constituted 37% of the total number of respondents who did not receive training were within the age groups of 31-40. Of these respondents, 63% were males and mainly from the Engineering Services Department. About 56% of

them have been managing projects in the Amathole District Municipality for 2-3 years.

◆ Factors that Relate to the Performance of those that did not Attend Training

Statistical analysis shows that more than 90% of officials in this category reported that their performance on project related functions can be rated as only fair. Thus, they are not able to perform as well as the majority of those officials who attended training. About 50% of them confirmed that they get assistance from those officials who attended training, and another 50% responded that they do not get any assistance from their colleagues. However, 75% reported that they sometimes seek and get assistance from their supervisors.

5.4 Supervisors

The data that was collected with regard to the supervisors of both the trained and untrained officials can be presented and analyzed as follows:

◆ Profile of Officials

The majority of respondents in this group, who constituted 46% of the total number, fell within the ages 31-40. About 73% of the total number of respondents was males, and 40%, which was the highest percentage, was from the Engineering Services Department. This was the expected response as Project identification, implementation and management is the core business of the Engineering Services Department in the Amathole District Municipality. Other Departments' involvement in this function is minimal. Given that background, it was also not surprising that the highest number of respondents, which was 40%, have been working at Amathole District Municipality for more than 4 years.

◆ Factors Relating to the Performance enhancement Potential of Training

About 86% of the respondents reported that they were aware which topics were to be covered as course contents before they decided to allow their subordinates to attend, and that was the case with all three training sessions conducted over three years. In other words, the contents of the courses were discussed and agreed with the supervisors before the trainings commenced. They were given opportunities to contribute to the design and the structure of the training manuals. This virtually led to all supervisors agreeing that they were satisfied with the contents of all courses that were conducted. In other words, the contents of the courses were designed according to the needs of the organization.

Nevertheless, 93% of the supervisors responded that trainers failed to give them feedback regarding the performance of the trainees during the training sessions. It is common practice that trainers discuss the proceedings of the sessions after the training with supervisors, for them to know what to expect and where to begin with the trained incumbents. The follow-up communication between the supervisors and the trainers after the training session is always necessary and very important.

◆ Impact of Training on the Job Performance

Results show that supervisors reported that all courses improved the performance of attendants. Thus, attendants were not competent to perform the function of managing projects before the training sessions were conducted. Their capacity was actually improved by the training sessions. They were subsequently able to apply activities that were covered during their training sessions in their working place.

◆ Factors that Impede or Contribute to application of training on Performance

All supervisors reported that they provided employees that received training in Project Management with the opportunities to implement what they learnt during training. Some assigned more responsibilities to them as to ascertain the extent of their capabilities after they had received training, while continuing to coach and mentor them. Others delegated more work on project management to the trained officials, while decreasing close supervision on them as to determine the extent of their competence in this function.

The above report is not in contrast with the report that was provided by 87% of the trained officials, who also confirmed that they were given opportunity to apply knowledge and skills gained from the training in their workplace. However, they further stated that more opportunity than the one that was provided was desired, as to be exposed to more practice. Thus, although support and opportunity was provided to the trained officials to apply their new knowledge and skills, that was not sufficient to expose them to more practice.

Almost all respondents agreed that there were observable differences in the performance of employees who attended the training and those who did not attend with regard to the application of activities under the topics that were covered in the training sessions.

5.5 Trainers

All the three trainers that conducted training in Project Management over the three years under study at Amathole District Municipality responded to all questions asked in the questionnaire, and each of them was responsible for training in each of the years.

◆ Training Related Matters

All the trainers agreed to have had discussions with the supervisors of the trainees regarding the content of the courses, although not all contents were discussed. This then provides reasons for the positive responses from the supervisors when they were asked whether they were satisfied with the course content. They all confirmed that they were satisfied with the topics that were covered in all three training sessions. Nevertheless, all trainers reported that they did not know whether the supervisors were generally satisfied with the course content before the training commenced. This then shows that the discussion around the content of courses was not comprehensive enough. The supervisors did not give the trainers the feedback regarding their view about the proposed contents of the training.

Supervisors and all three trainers agreed that the capacity, as well as the specific need of each trainee were pre-assessed before the training took place. This assessment was done through asking questions, and the group discussions between the supervisor and the potential participants in the workplace, as well as between the trainer and the training attendees in the training venue.

◆ Impact of Training on Job Performance

In line with the responses provided by the supervisors, only one of the trainers responded that he gave supervisors of the trainees the feedback regarding their performance during the training. In other words, the majority of trainers did not bother to provide feedback to the supervisors. All three trainers reported that they never made any effort to get feedback from the supervisors regarding the performance of the trained officials in the application of the content of their training. Only one trainer made an effort to avail himself to render support to trainees after the course to overcome challenges they might have had at the workplace in applying the content of their training.

◆ Factors that may Impede or Contribute to the Application of Training on Performance

Despite the fact that the three trainers did not bother to make an effort to discuss the performance of their trainees after the training sessions with the supervisors, they all stated in their responses that they believed that failure by the supervisors to give the trainees sufficient opportunity to practice what they learned from the training sessions could generally prevent the application of knowledge in the workplace. Thus, they could not communicate or provide advice directly to the supervisors, but their responses show that they were aware that such communication between the two parties was critical.

Although only one of the trainers made an effort to avail himself to render support to the trainees after the training, the three of them acknowledged in their responses the need for the continuation of communication between the trainers and the trained staff after the training has taken place, as means to make the application of the training contents more effective in the workplace.

The response of one (1) trainer that continued to communicate with the trainees after the training, points out that the two areas of project management his assistance was most often sought by the trainees were:

- (i) the ability to develop a Gantt Chart, and
- (ii) to arrange sequence of activities reflecting the logic of the project.

The above can be easily linked to the responses provided by the officials who received training, where 60% and 40%, respectively, reported that they were not able to apply the two activities before the training took place. Their condition only improved after they received training.

5.6 Interviews Conducted

The ADM has a structure called the Skills Development and Employment Equity Technical Committee (SDEETC), whose composition is the officials that represents each Department within the institution. This is where issues that pertain to training and development and employment equity practices are discussed and resolved. Members of this Committee are expected to share the training and employment equity problems that are experienced by their Departments, as well as new ideas the officials working in their Departments have in this regard. This Technical Committee serves as technical backup to the Skills Development and Employment Equity Steering Committee (SDEESC), whose composition includes Councillor and Union representatives.

Interviews were then conducted by the researcher with the officials that serve in the SDEETC, with a view to establish their role in the implementation of the ADM Training Programme. Questions that were asked by the researcher and answers that were provided are reflected below:

RESEARCH INTERVIEWING QUESTIONS: SKILLS DEVELOPMENT AND EMPLOYMENT EQUITY TECHNICAL COMMITTEE MEMBER = MUNICIPAL MANAGER'S OFFICE

Question: What role does the Skills Development and Employment Equity Technical Committee (SDEETC) member play in the development and the implementation of training programme within the Amathole District Municipality (ADM)?

Answer:

- ◆ Go-between my Department and the Committee regarding training issues
- ◆ Contribute in the formulation of Policies
- ◆ Discuss organizational training related issues that need the attention of the Committee

- ◆ Scrutinize, analyze, and make necessary recommendations during the development of the annual training programme for the organization
- ◆ Ensures that all legislated documents are submitted to the relevant bodies by the due date

Question: What is your role in your Department as their representative in this Committee?

Answer:

Catalyst and transmitter of the HRD matters, that is, assisting in training needs analysis for my Department, briefing my Department on HRD and EE issues.

Question: How do you manage information that is training related between the Committee and your Department, and vice versa?

Answer:

Through monthly meetings, I disseminate information or give feedback to the Department or the Committee and submit written reports on serious issues that need attention.

Question: How do you render support to the Training Division of the Department of Human Resources?

Answer:

- ◆ By submitting provisional training needs of my Department on time to the Training and Development Division.
- ◆ By providing advices on training related matters that affect my Department
- ◆ On-going interaction with the Division on HRD related issues.
- ◆ Attending monthly meetings on Skills Development matters
- ◆ Assist in the appointment of Service Providers where there is a need
- ◆ Assist in the selection of learnership candidates

Question: Are you satisfied with the existing platforms to discuss training related issues

- (a) Within the ADM? Explain :
- (b) With other members of the SDEETC? Explain.
- (c) With local municipalities? Explain

Answer:

- a) Yes. We meet on monthly basis and our meetings are professionally conducted.
- b) Same as above
- c) Yes. They are co-ordinated through the District HR Forum meetings, which sits quarterly. Attendance is not satisfactory as consistency is lacking.

Question: In your view, is the training co-ordinated by the Training and Development Division of the ADM linked to the performance of a trainee?

Answer: Yes. The training programme is developed by first conducting the Skills Audit. The results coming out of the skills audit exercise are checked against the Integrated Development Plan, which is the strategic plan of the organization.

Question: In your view, does the training co-ordinated by the Training and Development Division of the ADM show any impact on the performance of a trained official?

Answer:

Yes. Reference could be made to my Unit. Training that is attended is relevant to the function of the Unit. It is decided upon after a skills audit exercise is done, and Summative Assessment is done thereon.

Question: What can be done to improve the current state of affairs?

Answer:

- ◆ Proper co-ordination of training programmes by the Division

- ◆ Support of the National Skills Development Strategy by the overall institution.
- ◆ HRD to be part of the overall institutional strategy
- ◆ Department to support training interventions by allowing employees to attend training scheduled for them

Question: Would you continue to serve in this Committee in the near future? Explain.

Answer:

Yes. HRD is a key factor for the survival of the institution. Institution should be a learning entity that supports the development of the human capital. This further supports the National initiatives of the Government towards skills development. All this is supported by the Joint Integrated Programme for Skills Acquisition (JIPSA) and Accelerated Skills Growth Initiatives of South Africa (AsgiSA) through the provision of learnership programmes. Our Committee thus supports the initiatives of the National Government.

RESEARCH INTERVIEWING QUESTIONS: SKILLS DEVELOPMENT AND EMPLOYMENT EQUITY TECHNICAL COMMITTEE MEMBER = ENGINEERING SERVICES DEPARTMENT.

Question: What role does the Skills Development and Employment Equity Technical Committee (SDEETC) member play in the development and the implementation of training programme within the Amathole District Municipality (ADM)?

Answer:

Facilitate and co-ordinate proper development of training needs in line with Departmental roles in the institution and the employees job focus. Keep the Department updated

Question: What is your role in your Department as their representative in this Committee?

Answer: Keep the Department updated about developments within the skills development and employment equity area. Facilitate discussion and meetings with the Technical Team in events of clarity being needed.

Question: How do you manage information that is training related between the Committee and your Department, and vice versa?

Answer:

By submission of reports to the Technical Committee through the Human Resources Department, after having checked relevance on the part for targeted groups and job focus.

Question: How do you render support to the Training Division of the Department of Human Resources?

Answer:

Facilitating requested data that relates to the particular task at hand, as long as it falls within the mandate of the Technical Committee.

Question: Are you satisfied with the existing platforms to discuss training related issues

- (a) Within the ADM? Explain
- (b) With other members of the SDEETC? Explain.
- (c) with local municipalities? Explain

Answer:

- (a & b) Yes, there is a lot of relevance in the debates and issues that are confronted and it is an empowering exercise for the members
- (c) Yes. Both ADM and Local Municipalities get empowered through sharing ideas and solving problems together.

Question: In your view, is the training co-ordinated by the Training and Development Division of the ADM linked to the performance of a trainee?

Answer:

Yes, as it is linked with the job focus.

Question: In your view, does the training co-ordinated by the Training and Development Division of the ADM show any impact on the performance of a trained official?

Answer:

Yes, either as a short term intervention or a long term benefit towards achievement of the service delivery goals of the institution.

Question: What can be done to improve the current state of affairs?

Answer:

Increase the level of commitment on the part of the processes towards decision making and shorten the response time to the challenges at hand such as learnerships and internships.

Question: Would you continue to serve in this Committee in the near future? Explain.

Answer:

Yes, as I indicated above, it is such an empowering exercise and makes one feels responsible for improvement and developments within the institution, in the two critical areas of employment equity and skills development, which is life skilling.

RESEARCH INTERVIEWING QUESTIONS: SKILLS DEVELOPMENT AND EMPLOYMENT EQUITY TECHNICAL COMMITTEE MEMBER – HEALTH AND PROTECTION DEPARTMENT

Question: What role does the Skills Development and Employment Equity Technical Committee (SDEETC) member play in the development and the implementation of training programme within the Amathole District Municipality (ADM)?

Answer:

Responsible for the analysis of ADM workforce profile

Training skills audit and development plans

Assess applications for bursaries and recommend allocation for rare skills

Identify on-job-the skills development based on IDP

Question: What is your role in your Department as their representative in this Committee?

Answer:

Represent the department, liaise and recommend on behalf of the departmental employees.

Link between the Skills development Unit and the Department.

Question: How do you manage information that is training related between the Committee and your Department, and vice versa?

Answer:

Develop a two-way communication channel with confidentiality of staff information taken into account

Question: How do you render support to the Training Division of the Department of Human Resources?

Answer:

Attend meetings, submit all required information from the department and give feedback on training related issues, assist in the recruitment and placement related issues to ensure the numerical goals of the Employment Equity Plan and levels of training are observed. Assist in the selection of candidates for the learnership programmes.

Question: Are you satisfied with the existing platforms to discuss training related issues

(a) Within the ADM? Explain

(b) With other members of the SDEETC? Explain.

(c) With local municipalities? Explain

Answer:

- (a) Yes. It is transparent and caters for all levels of employment
- (b) Yes- Information is updated frequently and training is provided
- c) Yes, Local Municipalities often benefit from the deliberations of the meetings and sharing of ideas.

Question: In your view, is the training co-coordinated by the Training and Development Division of the ADM linked to the performance of a trainee?

Answer:

Yes .The training provided is linked to Integrated Development Plan (IDP) and Performance management System

Question: In your view, does the training co-coordinate by the Training and Development Division of the ADM show any impact on the performance of a trained official?

Answer:

Yes .The staff is given Summative Evaluation forms to measure impact of training undertaken. The supervisor is given opportunity to comment on the performance of the person trained. These assist in evaluating the impact

Question: What can be done to improve the current state of affairs?

Answer:

More staffing of the department to ensure smooth running of the programme

Question: Would you continue to serve in this Committee in the near future? Explain.

Answer:

Yes. I am benefiting as a manager, and this is part of my function, anyway, that is, to ensure the development of staff.

RESEARCH INTERVIEWING QUESTIONS: SKILLS DEVELOPMENT AND EMPLOYMENT EQUITY TECHNICAL COMMITTEE MEMBER = ADMINISTRATION DEPARTMENT

Question: What role does the Skills Development and Employment Equity Technical Committee (SDEETC) member play in the development and the implementation of training programme within the Amathole District Municipality (ADM)?

Answer:

The role of the above-mentioned Committee is to co-ordinate issues around the training and development of staff within ADM. Mainly, it serves as a communication channel between various Departments and the Training and Development Division.

Question: What is your role in your Department as their representative in this Committee?

Answer:

The member plays a role of a liaison person for his/her Department around issues that relate to the training and development of staff within the Department.

Question: How do you manage information that is training related between the Committee and your Department, and vice versa?

Answer:

That information gets disseminated to staff during staff meetings in the form of reports. The information between the Department and the Committee is conveyed to the Training and Development personnel, so that it gets included in the agenda of the SDEETC for discussion.

Question: How do you render support to the Training Division of the Department of Human Resources?

Answer:

By providing any information that they require pertaining to the Department that I am representing in the Committee.

Question: Are you satisfied with the existing platforms to discuss training related issues

- (a) Within the ADM? Explain
- (b) With other members of the SDEETC? Explain.
- (c) with local municipalities? Explain

Answer:

- a) Yes, because the process is transparent and consultative.
- b) Yes, because issues get discussed by the Committee before they get submitted to the structures of the Council.
- c) Yes, but attendance of all local municipalities is a problem. They do not all attend meetings.

Question: In your view, is the training co-ordinated by the Training and Development Division of the ADM linked to the performance of a trainee?

Answer:

Yes, because Departments are encouraged to align their training needs to the Integrated Development Plan.

Question: In your view, does the training co-ordinated by the Training and Development Division of the ADM show any impact on the performance of a trained official?

Answer:

Yes. There are evaluation tools that are used by the organization, and they come back full of positive responses, both from officials concerned and their supervisors.

Question: What can be done to improve the current state of affairs?

Answer:

The Training and Development Division needs to reserve funds for new employees who join ADM whilst the financial year is in progress as the training budget for a particular year only caters for staff that is already employed.

Question: Would you continue to serve in this Committee in the near future? Explain.

Answer:

Yes, if the Department feels that I am still suitable to serve in the Committee.

RESEARCH INTERVIEWING QUESTIONS: SKILLS DEVELOPMENT AND EMPLOYMENT EQUITY TECHNICAL COMMITTEE MEMBER = BUDGET AND TREASURY OFFICE (FINANCE).

Question: What role does the Skills Development and Employment Equity Technical Committee (SDEETC) member play in the development and the implementation of training programme within the Amathole District Municipality (ADM)?

Answer:

- ◆ Assist in identifying gaps in training needs of Departments.
- ◆ Facilitate the selection of students who are awarded bursaries to study towards qualifications that are scarce in our area, e.g. Civil Engineering.
- ◆ Ensures that all the trained staff has returned the responses of the Summative Evaluation forms to the Training and Development Division.

Question: What is your role in your Department as their representative in this Committee?

Answer:

- ◆ In a position of liaising between the Budget and Treasury Office and the Committee,
- ◆ Facilitates by bringing wish-lists of training initiatives from the Department and advocating for their training when Departmental meetings are held with the Training and Development Division.

- ◆ Assist in selecting candidates for learnership and internship programmes

Question: How do you manage information that is training related between the Committee and your Department, and vice versa?

Answer:

- ◆ Co-ordinate meetings with Heads of Departments report.
- ◆ Report back to the Department on any new initiative agreed on by the Committee
- ◆ Bring back information from the Department that focuses or impact on training in the Department.
- ◆ Negotiate appropriate periods for raining of the BTO staff to take place, as to avoid the clashing of events.

Question: How do you render support to the Training Division of the Department of Human Resources?

Answer:

Being available for meetings and updating on any issues that are impacting on the progress of development of staff

Question: Are you satisfied with the existing platforms to discuss training related issues

- (a) Within the ADM? Explain
- (b) With other members of the SDEETC? Explain.
- (c) with local municipalities? Explain

Answer:

- a) Yes. Because all parties are provided with the same opportunities to express themselves and contribute towards the development of the workforce

- b) Yes. In all discussions, all aspects for each Department are weighed by facts to come to objective discussions.
- c) There is a HR representative that is responsible for assisting Local Municipalities, and he attends to all LM problems and concerns.

Question: In your view, is the training co-ordinated by the Training and Development Division of the ADM linked to the performance of a trainee?

Answer:

Yes. Training is always job related to each candidate to enhance productivity.

Question: In your view, does the training co-ordinated by the Training and Development Division of the ADM show any impact on the performance of a trained official?

Answer:

Yes. Officials that are trained are advancing by getting better jobs within ADM. Employment of the unemployed learners is possible after completion of learnership programmes

Question: What can be done to improve the current state of affairs?

Answer:

More on-the-job training should be done, and also, willingness of the senior management to avail themselves to assist in producing well trained staff.

Question: Would you continue to serve in this Committee in the near future? Explain.

Answer:

Yes.

- ◆ It is fulfilling to see fellow colleagues progressing on their jobs because of having better skills which they obtained through your assistance, to access

opportunities like the Employee Study Assistance Scheme, learnerships, and attending normal training sessions.

- ◆ The initiatives that sometimes are requested by staff challenge management to focus on issues like change management, etc, and one feels satisfied to be part of the “door-opening” team in terms of communication.

An interview was also conducted with the Human Resources and Employment Equity Manager, with a view to establish how she manages the Training and Development Division, and the extent of contribution made by the SDEETC towards improving the training and development function. Questions that were asked by the researcher and answers that were provided by the Manager are reflected below:

RESEARCH INTERVIEWING QUESTIONS: HUMAN RESOURCES DEVELOPMENT MANAGER

Question: What do you perceive to be the role of the Skills Development and Employment Equity Technical Committee (SDEETC) members in the development and the implementation of training programme within the Amathole District Municipality (ADM)?

Answer:

- ◆ Consultation with their Departments on each specific training needs.
- ◆ See to implementation of those training instructions.
- ◆ Monitor and evaluate training in general, and equity issues in particular.

Question: What is your role in the SDEETC as the Head of the Training and Development Division and the representative of the Human Resources Department?

Answer:

- ◆ To manage the deliberations of the Committee and Supervise implementation of training.
- ◆ To ensure adherence to legal requirements.

Question: How do you manage information that is training related between the Committee and your Department, and vice versa?

Answer:

Training needs analysis done for each Department. Information forms are prepared by the Training and Development Division in consultation with the departmental training representatives. These are sent to the Head of Departments for approval. The process is repeated when issues are coming from the SD&EETC. for those recommendations that need approval.

Question: How do you deal with the Training and Development related problems that are raised in this Committee?

Answer:

SDEETC has to come up with recommendations and items are written, based on such recommendations. These are written for HOD's approval. Some problems, depending on their nature of seriousness, are addressed by the Management or political leadership of the organization.

Question: Are you satisfied with the existing platforms to discuss training related issues?

- (a) within the ADM? Explain
- (b) with other members of the SDEETC? Explain.
- (c) with local municipalities? Explain

Answer:

- (a) Yes. There are three functional structures that are related to training, namely; the Skills Development and Employment Equity Steering Committee, Learnership Steering Committee, and the District Skills Development Forum. All deal with training related issues at various levels.

(b) Not exactly, attendance is sometimes a problem. Members sometimes prioritise their core functions and fail to attend scheduled meetings.

(c) No, Local Municipalities are independent entities, decisions sometimes clash eg. selection of candidates. Nevertheless, non co-operation is not much.

Question: In your view, is the training co-ordinated by the Training and Development Division of the ADM linked to the performance of a trainee?

Answer:

It is linked, but further processes can be designed and implemented with regards to linkages.

Question: In your view, does the training co-ordinated by the Training and Development Division of the ADM show any impact on the performance of a trained official?

Answer:

Yes. Training is identified in line with the job of the individual employee. In other words, the training that is conducted has to be job related. After the training session, the Class evaluation of the training is done. Six months after the incumbent has attended training, a Summative Evaluation is done, as to assess the impact of training on one's performance.

Question: What can be done to improve the current state of affairs?

Answer:

Perhaps, a step further could be taken and introduce the Return on Investment evaluation processes.

Question: How did you respond to the problem of non-attendance of training sessions by the expected participants?

Answer:

It was realized that more and more fruitless expenditure was created by non-attendance of training by officials identified to attend. A policy was then introduced for all those invited to attend to complete a form, the Non Attendance Form, which will commit him/her to attend the training session on the set date, failing which, he/she will bear costs incurred by the Department as a results of his/her non attendance. An official can only be excused from attending only if the reason is beyond his/her control, and he has notified the Training Division 7 days before the training commences.

Question: Has the problem now improved? Explain.

Answer:

This step has improved attendance to a great extent. The majority of those that are not able to attend do complete the Non Attendance Form and expenditure is being adjusted on time. However, there are exceptions to the rule.

5.7. Evaluation of Training

The need for the evaluation of a training session has been discussed extensively in this research. This is the tool any organization should utilize to determine the effectiveness of training. According to some representatives of the Skills Development and Employment Equity Technical Committee, as well as the Human Resources Development Manager, the Training and Development Division of the Amathole District Municipality is responsible for the evaluation of all the training sessions they co-ordinate, and two types of evaluation are conducted. With regards to the first type, each session is evaluated at the end of each training activity, and the ADM calls that a Class Evaluation. This is aimed at getting information regarding the relevance and the extent of appropriateness of the training to the recipients, whether the objectives of the training were met, the ability of the service provider to conduct training, and the conduciveness of the learning venue.

Referring back to Kirkpatrick's four levels of evaluation, the ADM is focusing at level 1 at this stage, which is said to be measuring participant's reaction to the programme. Attached as annexure "G" is the copy of the form that is used by the ADM for such an evaluation.

The second type of evaluation is done six months after the training has taken place, and that is called the Summative Evaluation. In line with Kirkpatrick's four levels of evaluation, this is intended to measure the impact of training on the performance of the trained incumbent. This also seeks to evaluate the reaction of the participants to the programme after a period of six months. It is also intended to measure the extent to which participants' attitude has, to some extent, changed, and this is level 2. Most importantly, by this evaluation, the Division intends to measure the results of the training, that is, whether there is any noticeable improvement in the performance of the individual, and whether there are any business results that can be attributed to the training that had been received by the incumbent, and that is level 4 in Kirkpatrick's four levels of evaluation. The copy of the Summative Evaluation form that is used by the ADM is attached as annexure "H".

From the foregoing, it is evident that the ADM evaluate their training programmes, comprehensively. They are, therefore, in a position to have an idea whether their training sessions virtually produce what they are intended for or not.

5.8. CONCLUSION

From the foregoing, it is evident that the need for both the theoretical and practical training to develop the capacity of employees is an indisputable fact. Training sessions need to be followed by keenness to practice what the former learned during the training, and that enthusiasm need to be from the part of both the trained incumbent and his/her supervisor. Thus, no conclusion can be drawn about the successfulness of a training session without providing opportunity to all trainees to implement what they learned, as to determine the extent of effectiveness of training or the competence of the incumbent after training has taken place. This can be determined through a proper and a comprehensive evaluation of the training programme.

CHAPTER 6

6. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter will focus on discussing the findings and drawing some conclusions and generalizations. The chapter will also provide the researcher's recommendations, which will also be based on the findings of the study.

6.2 Discussion of the Findings and Conclusions

The following are general findings that were drawn from the research.

- **Non attendance of training sessions**

The fact that the majority of officials that were identified and invited to attend training did not heed to that call was a challenge. It could have been better if those that failed to attend in one year were made to attend in the following year, but according to the results, that was not the case. The number of attendants kept dropping from year to year. Only seventeen (17) potential trainees were identified to attend in 2005/2006, yet 36 officials did not attend in the previous year.

As a response to the above, the Human Resources Development Manager stated when she was interviewed that on realization that more fruitless expenditure was created by continuous high rate of non attendance of training by officials identified to attend, a policy was introduced for all those identified and invited to attend to complete a form; the Attendance Undertaking Form. The Form compels each official to attend the training session scheduled for him/her, failing which, he/she is bound to bear the costs incurred by the Training and Development Division as a result of his/her non attendance. Thus, when a

letter of invitation is sent out for an official to attend the training, the Attendance Undertaking Form is attached to it for the prospective trainee to complete and return the same to the Training and Development Division. An official can only be excused from attending only if the reason is beyond his/her control, and he has notified the Training and Development Division 7 days before the training commences. The Head of the Department for the official concerned has to be aware and concur with the serious nature of the problem cited.

The above step has been reported to have improved the culture of not attending the scheduled training session, to a certain extent. Attached as Annexure F, is the Attendance Undertaking Form that is used by the ADM to curb the problem of non attendance of scheduled training sessions.

It has further been reported by Human Resources Development Manager that the current experienced problem now is that of not returning a completed Attendance Undertaking Form, until a day before the training commences. The problem has a potential of escalating as those that do not return the Form do not carry the responsibility of incurring the training costs since they never signed an undertaking to attend.

The Human Resources Development Manager also reported that, to encourage managers to take a concerted effort in ensuring that identified officials attend the training sessions scheduled for them, the number of officials that attended such sessions in each Department is linked to the performance bonus that is given to the Head of Department. Those who made more effort earn more points and get rewarded. It is hoped that this step will curb the problem.

- **Comparison of performance of the trained to that of the untrained officials**

According to the research results, almost all trained officials were satisfied that the training contents were responsive to the requirements of their jobs. They also confirmed that their performance in managing projects improved, and they attribute that to the training they

received. The majority of them were often motivated to implement the new ideas they had acquired, and they were able to apply the knowledge and skills gained from the training in the workplace. Those that did not attend the training stated that their performance in project management is below those that attended the training. The majority of them often seek assistance from their trained colleagues and some get it from their supervisors to get work done.

- **Critical roles played by the Supervisors before the training commenced**

The research revealed that almost all supervisors were kept abreast regarding the topics that were to be covered in the training sessions. In other words, there was open communication between the supervisors, the Training and Development Division as co-ordinators of the training sessions, as well as the trainers. This provided them with the opportunity to contribute in developing the training manual, and virtually, in formulating the structure of the training before it commenced. This also enabled them to identify officials according to their performance gap or competency standards in project management.

- **Interaction with the trainers after training**

The research findings prove that the training that took place over the three years was, to a certain extent, effective and it yielded good results to those that received first-hand information by attending the training. Whether the effect of such results will be long lasting raises another concern, given that there were limited reported interaction between the supervisors of the trained personnel and the trainers, and between the trainers and the trainees. Absence of the most critical “after training support” to be provided by the trainers after the training has taken place might have devastating consequences, since there might be no source of knowledge to give appropriate guidance. Some of the supervisors occupy strategic positions within the Department and are often not available to provide the guidance and coaching that might be often required.

The fact that trainers failed to give the supervisors the feedback regarding the performance of the trainees during the training sessions is another cause for concern. This then opened a communication gap which could have been avoided, as to make the training more successful and effective. Thus, the supervisors and trainers are usually expected to discuss the proceedings of the sessions after the training, for the supervisors to know what to expect from the trained incumbents and for them to decide on the appropriate time to evaluate the training that has been conducted. In other words, the follow-up communication between the supervisors and the trainers after the training session could have benefited the organization, and at the same time, given the trainer more credibility.

- **General Observation**

The research findings proved the research hypothesis not to be entirely true, in that:

- ◆ The training offered by the trainers was confirmed to be of high quality.
- ◆ There was an interaction between the supervisors and the trainers prior to the commencement of training, but there was no interaction between the two parties after the training was completed.
- ◆ The employees who attended the training showed an improvement in their job performance, and those that did not attend showed little or no improvement.

6.3 Recommendations

In one of his speeches, Trevor Manuel, the Minister of Finance emphasized the need to develop a skills development programme that will help millions of South African employees to be on par with the rest of the world. He said "...we have lots of people but we don't have sufficient skills" (Gumede 2005:p102).

- **Attendance of training sessions**

It cannot be denied the fact that many of the workforce in our country do not display the competencies and the skills that their jobs require. It is therefore critical that the employers emphasize the importance of attending the scheduled training sessions.

In the context of the Amathole District Municipality, although extra effort is being made to compel employees to attend the scheduled training sessions through the introduction of the Attendance Undertaking Form, that intervention needs to be strengthened since it seems to be losing its effectiveness. This intervention also needs to be replicated in other local municipalities within the District, as they also experience the same problem of failing to honour invitations to attend the scheduled training sessions.

The culture of linking the number of officials that attended training scheduled for them to the performance bonus of managers should also be replicated in other municipalities. This entrenches the notion that the training and development of employees is the responsibility of every manager, and the reward would encourage them to take a concerted effort in ensuring that identified officials attend the training sessions.

It is crucial that the management leads by example. Their attendance of courses scheduled for them should form part of their priority, as to send the positive message about the value the training sessions add to the advancement of the organization and the realization of the organisation's strategic objectives. If they fail to honour such invitations to attend the sessions, it might be difficult for them to instill the positive practice or have a strong argument against those who keep on absenting themselves.

- **Interaction with potential trainees**

Besides the interaction between the supervisors and the trainers pertaining to the structure and the content of the course, interaction should also exist between the potential trainees and the trainers before the training commences, as to assess the extent of knowledge of the

subject matter as well as the existing gaps. Potential trainees should influence the structure of a learning material, or have an input in the compilation of a training manual, either directly or indirectly. This could make the training more interesting to the recipients, effective and goal directed. Thus, the participation of the employees in the initial stages of planning the training session ensures the relevance of the training content to their work, and further encourages them to attend the training sessions since they no longer perceive it as an imposed exercise, but as part of the solution to the problems they identified themselves. No matter how little the involvement of employees is at the planning stage of their training, its existence culminates to a sense of ownership and virtually results to more enthusiasm on their part.

- **Role played by the Skills Development and Employment Equity Technical Committee (SDEETC)**

The role played by the SDEETC to promote skills development in the organization needs to be intensified. At face value, the structure is very important. Whether the Departments utilize the skills and the knowledge the members of the Committee have to their benefit raises a serious concern. The ADM should consider using the services of the SDEETC members for what they are intended for, and improve the communication between them and the management. It should be a policy of the institution to discuss training and employment equity related issues in all meetings within the Departments, and the SDEETC members should be able to play a crucial role in dealing with the concerns of employees, giving feedback from the Committee, and advising the Department about training related programmes that are running or envisaged to commence.

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ANNEXURE 3: Occupational Categories

Employment Equity Act 55 of
1998

PLEASE READ THIS FIRST

**WHAT IS THE PURPOSE
OF THIS ANNEXURE?**

This annexure provides a summary of definitions for occupational categories which may be used by employers when completing forms EEA 2 and EEA 4.

INSTRUCTIONS

Each occupational category contains a description and illustrative list of occupations that may be included in that category. The complete guideline to occupational categories may be obtained from Statistics SA.

1. Legislators, Senior Officials and managers

This group includes occupations whose main tasks consist of determining and formulating policy and strategic planning, or planning, directing and co-ordinating the policies and activities of the organisation in the private and public sectors, determining and formulating laws and for directing and controlling the functions of the organisation. Includes: chief executive officer; president; vice-president; chief operating officers; general managers and divisional heads, managers who provide the direction of a critical technical function; postmaster; superintendent; dean and school principal etc.

2. Professionals

This group includes occupations whose main tasks require a high level of professional knowledge and experience in the fields of physical and life sciences, or social sciences and humanities. The main tasks consist of increasing the existing stock of knowledge, applying scientific and artistic concepts and theories to the solution of problems, and teaching about the foregoing in a systematic manner. Includes: engineers (civil, mechanical, chemical, electrical, petroleum, nuclear, aerospace, etc.); architects; lawyers; biologists; geologists; psychologists; accountants; physicists, system analysts; assayers; valuers; town and traffic planners etc.

3. Technicians and Associate Professionals

This group includes occupations whose main tasks require technical knowledge and experience in one or more fields of the physical and life sciences, or the social sciences and humanities. The main tasks consist of carrying out technical work connected with the application of concepts and operational methods in the above-mentioned fields and in teaching at certain educational levels. Includes: computer programmers; nurses; physio-and-occupational therapists; draftsmen/women; musicians; actors; photographers; illustrating artists; product designers; radio and television announcers; translators and interpreters; writers and editors; specialised inspectors and testers of electronic, electrical, mechanical, etc. products; vocational instructors; technicians (medical, engineering, architectural, dental, physical science, life science, library, etc.); pilot; broker; designer; quality inspector etc.

4. Clerks

This group includes occupations whose main tasks require the knowledge and experience necessary to organise, store, compute and retrieve information. The main tasks consist of performing secretarial duties, operating word processors and other office machines, recording and computing numerical data, and performing a number of customer orientated clerical duties, mostly in connection with mail services, money-handling operations and appointments. Includes all clerical work, regardless of difficulty, in which the activities are predominantly non-manual. Includes: bookkeepers; tellers; cashiers; collectors (bills and accounts); messengers and office helpers; office machine operators; mail clerks; typists; telephone operators; electronic data processing equipment operators; clerks (production, shipping and receiving, stock, scheduling, ticket, freight, library, reception, travel, hotel, personnel, statistical, general office); secretaries etc.

5. Service and Sales Workers

This group includes occupations whose main tasks require the knowledge and experience necessary to provide personal and protective services and to sell goods in shops or markets. The main tasks consist of providing services related to travel, housekeeping, catering, personal care, protection of individuals and property, and maintaining law and order, or selling goods in shops or markets.

Includes: attendants (hospital and other institutions, including nurses' aides and orderlies); barbers; bartenders; guides; food and beverage serving occupations; housekeepers; childcare occupations; conductors; fire-fighters; police officers; advertising agents; real estate agents; sales workers and sales clerks; shop attendants; stock brokers; insurance brokers; travel agents; sales people of technical and business services; etc.

6. Skilled Agricultural and Fishery Workers

This group includes occupations whose main tasks require the knowledge and experience necessary to produce farm, forestry and fishery products. The main tasks consist of growing crops, breeding or hunting animals, catching or cultivating fish, conserving and working forests, and selling agricultural and fishery products to purchasers. Includes: farmers; growers; planter; viticulturists; winemakers; skilled horticultural workers; greenkeepers; skilled fishermen/women etc.

7. Craft and Related Trades

This group includes occupations whose main tasks require the knowledge and experience of skilled trades and handicrafts which, among other things, involve an understanding of materials and tools to be used, as well as all stages of the production process, including the characteristics and the intended use of the final product. They are frequently journeymen/women who have received an extensive period of training. The main tasks consist of extracting raw materials, constructing buildings and other structures and making various products, as well as handicraft goods. Includes: miners; quarriers; stoneworkers; bricklayers; stonemasons; carpenters; shopfitters; plasterers; plumbers; electricians; painters; mechanics; glass-makers; locksmiths; sheet metal workers; etc.

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8. Plant and Machine Operators and Assemblers

This group includes occupations whose main tasks require the knowledge and experience necessary to operate and monitor large-scale and often highly automated industrial machinery and equipment. The main tasks consist of operating and monitoring of mining, processing, and production machinery and equipment, as well as driving vehicles and driving and operating mobile plant, or assembling products from components. Includes: truck and tractor drivers; bus drivers; paving, surfacing and related occupations; roofers; photographic processors; sound and video recording equipment operators; those in apprenticeship training; textile workers; production machine workers etc.

9. Elementary Occupations

This group covers occupations which require relatively low/elementary levels of knowledge and experience necessary to perform mostly simple and routine tasks, involving the use of hand held tools and in some cases considerable physical effort, and, with few exceptions, limited personal initiative and judgement. The main tasks consist of selling goods in streets, door-keeping and property watching, as well as cleaning, washing, pressing, and working as labourers in the fields of mining, agriculture and fishing, construction and manufacturing. Includes: news and other vendors; garage attendants; car washers and greasers; gardeners; farm labourers; unskilled railway track workers; labourers performing lifting, digging, mixing, loading, and pulling operations; garbage collectors; stevedores; sweepers; charworkers etc.

Box 320
East London
5200
27 November 2006

The Municipal Manager
Amathole District Municipality
East London
5200

Dear Sir

APPLICATION TO DISTRIBUTE RESEARCH QUESTIONNAIRES TO EMPLOYEES OF ADM

I am currently busy with the Dissertation towards the completion of my studies; the Masters Programme in Public Administration. The research topic is on the **Evaluation of the Impact of Capacity Development on the Performance of Municipal Officials: A Case of the Amathole District Municipality**, and I have decided to focus on the course in Project Management. This is the course the ADM has been running or co-ordinating over the past 4 years, that is, since 2003.

This is to apply for permission to address the employees of the ADM with a view to distribute questionnaires to some officials that attended the training on Project Management that was organized by the Training and Development Division in 2003/4, 2004/5 and 2005/6, those that did not attend the training, as well as supervisors of both the control and the experimental groups. Responses of the questionnaires will be treated with confidentiality. The envisaged address will be made during lunch times in each Department. Effort will be made to also utilize lunch breaks to distribute and collect the questionnaires, as to avoid disruption of services. This includes permission to interview some of officials the researcher deems necessary to get information from.

There is no doubt that the results of the study could be utilized and benefit the institution since it has been made a case study.

Hoping this application will be approved.

Yours faithfully



A. DABULA

DEPUTY DIRECTOR-HUMAN RESOURCES (For Amathole District Municipality)

Approved 

Box 320
East London
5200
04 January 2007

The Municipal Manager
Amathole District Municipality
East London
5200

Dear Sir

**APPLICATION TO INTERVIEW MEMBERS OF THE SKILLS DEVELOPMENT
AND EMPLOYMENT EQUITY TECHNICAL COMMITTEE**

I am currently busy with the Dissertation towards the completion of my studies; the Masters Programme in Public Administration. The research topic is on the **Evaluation of the Impact of Capacity Development on the Performance of Municipal Officials: A Case of the Amathole District Municipality**, and I have decided to focus on the course in Project Management. This is the course the ADM has been running or co-ordinating over the past 4 years, that is, since 2003.

This is to apply for permission to interview members of staff that represent their Departments in the Skill Development and Employment Equity Technical Committee (SDEETC). The interview is estimated to take 10-15 minutes with each individual, and endeavours will be made to utilize lunch breaks for this exercise. The members of the Committee to be interviewed are :

1. Ms S Taleni
2. Ms N. Ntshingwa
3. Mr N Ncunyana
4. Mr X. Jakatyana
5. Mr L. Somnono

There is no doubt that the results of the study could be utilized and benefit the institution since it has been made a case study.

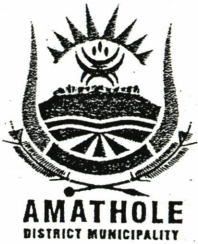
Hoping this application will be approved.

Yours faithfully



A. DABULA

DEPUTY DIRECTOR-HUMAN RESOURCES (For Amathole District Municipality)



AMATHOLE DISTRICT MUNICIPALITY

40 Cambridge Street • East London • South Africa • 5201
P O Box 320 • East London • South Africa • 5200
Tel: +27 (0) 43 701 4000 • Fax: +27 (0) 43 742 0337

Memorandum

To : DEPUTY DIRECTOR HUMAN RESOURCES – MS A DABULA	From: MUNICIPAL MANAGER
CC :	
Subject : APPLICATION TO INTERVIEW MEMBERS OF THE SKILLS DEVELOPMENT & EMPLOYMENT EQUITY TECHNICAL COMMITTEE	
Reference :	Date: 8 JANUARY 2007

Receipt of your letter dated 4 February 2007 is hereby acknowledged.

In my capacity as Municipal Manager for the Amathole District Municipality (ADM), I hereby grant you permission to interview the individual members of the ADM Skills Development and Employment Equity Technical Committee (SDEETC) as indicated by name in your letter during your lunch time for approximately 10-15 minutes.

I would like to take this opportunity to wish you well in your Masters Programme in Public Administration and that you will achieve your goal at the end of your studies.

Kind regards

Mr X.W. Msweli
MUNICIPAL MANAGER



All correspondence to be addressed to the Municipal Manager



ANNEXURE "C"

TRAINING IMPACT QUESTIONNAIRE

OFFICIALS WHO RECEIVED TRAINING ON PROJECT MANAGEMENT

This questionnaire is to be completed by Officials of the Amathole District Municipality who received training on Project Management.

The purpose of the attached questionnaire is to assess the impact of project management training on your job performance.

Do not sign or write your name on the questionnaire. Your name will not be mentioned when discussing the results of the research. Only symbols will be used to indicate your department and sex.

INSTRUCTIONS

- *Use a pen and circle the corresponding number of the answer you have chosen, or*
- *Tick (✓) the appropriate block as instructed*
- *Please write the answers in full if the questionnaire requires you to do so*
- *Please answer all the questions*
- *All questions relate to the training on Project Management only.*

SECTION A : PERSONAL PROFILE

1. AGE *(Circle as appropriate)*

- | | |
|----------------|-----------------------|
| 1. 2-25 years | 2. 26-30 years |
| 3. 31-40 years | 4. 41-45 years |
| 5. 46-49 years | 6. 50 years and above |

2. SEX *(Circle as appropriate)*

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

3. HIGHEST ACADEMIC QUALIFICATION *(Circle as appropriate)*

- | | |
|-----------------------------------|----------------------------------|
| 1. Matric | 2. First Degree / 3-Year Diploma |
| 3. Senior Degree / Higher Diploma | 4. Masters |

SECTION B : WORK PARTICULARS

4. NAME OF DEPARTMENT *(Circle as appropriate)*

- | | |
|-------------------------|-------------------------------|
| 1. Finance | 2. Municipal Manager's Office |
| 3. Administration | 4. Human Resources |
| 5. Engineering Services | 6. Health & Protection |

5. PRESENT OCCUPATIONAL CATEGORY *(Circle as appropriate)*

- | | |
|------------------------------|---------------------------|
| 1. Manager | 2. Professional |
| 3. Clerk | 4. Service Worker |
| 5. Elementary Service Worker | 6. Craft & Related Worker |

6. HOW LONG HAVE YOU BEEN A PROJECT MANAGER AT AMATHOLE DISTRICT MUNICIPALITY? *(Circle as appropriate)*

- | | |
|------------------|-----------------|
| 1. 0 to 1 Year | 2. 1 to 2 Years |
| 3. 2 to 3 Years | 4. 3 to 4 Years |
| 5. Above 4 Years | |

7. OCCUPATIONAL CATEGORY OF YOUR IMMEDIATE SUPERVISOR

(Circle as appropriate)

- | | |
|------------------------------|---------------------------|
| 1. Manager | 2. Professional |
| 3. Clerk | 4. Service Worker |
| 5. Elementary Service Worker | 5. Craft & Related Worker |

8. HOW MANY YEARS HAVE YOU BEEN AT AMATHOLE DISTRICT MUNICIPALITY? *(Circle as appropriate)*

- | | |
|------------------|-----------------|
| 1. 0 to 1 Year | 2. 1 to 2 Years |
| 3. 3 to 3 Years | 4. 3 to 4 Years |
| 5. Above 4 Years | |

SECTION C : TRAINING RELATED MATTERS

9. HOW MANY TRAINING COURSES ON PROJECT MANAGEMENT DID YOU ATTEND BEFORE YOU JOINED AMATHOLE DISTRICT MUNICIPALITY?

(Circle as appropriate)

- | | |
|------------------|-------------------------|
| 1. One Course | 2. Two Courses |
| 3. Three Courses | 4. Four or more Courses |

10. HOW MANY TRAINING COURSES ON PROJECT MANAGEMENT HAVE YOU ATTENDED SINCE YOU JOINED AMATHOLE DISTRICT MUNICIPALITY? *(Circle as appropriate)*

- | | |
|------------------|-------------------------|
| 1. One Course | 2. Two Courses |
| 3. Three Courses | 4. Four or more Courses |

11. STATE THE YEAR/S YOU ATTENDED THE COURSE/S ON PROJECT MANAGEMENT WHILE WORKING AT AMATHOLE DISTRICT MUNICIPALITY

--

ASSESSMENT OF FACTORS THAT RELATE TO THE PERFORMANCE ENHANCEMENT POTENTIAL OF TRAINING

12. TOPICS IN PROJECT MANAGEMENT ARE LISTED BELOW. PLEASE TICK THE APPROPRIATE BOX TO INDICATE

a) *Whether the content was covered in the course*

b) *The topics which were important to you in your job*

Covered in Course Needed for Job

i.	Description of the scope of work for the project	<input type="checkbox"/>	<input type="checkbox"/>
ii.	Compilation of a work breakdown structure for the project	<input type="checkbox"/>	<input type="checkbox"/>
iii.	Development of a Gantt Chart	<input type="checkbox"/>	<input type="checkbox"/>
iv.	Development of a Network Diagram reflecting Critical Path	<input type="checkbox"/>	<input type="checkbox"/>
v.	Development of a Project Human Resources Plan	<input type="checkbox"/>	<input type="checkbox"/>
vi.	Project costs breakdown	<input type="checkbox"/>	<input type="checkbox"/>
vii.	Development of the Risk Management Plan	<input type="checkbox"/>	<input type="checkbox"/>
viii.	Identification of the stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
ix.	Development of the Communication Plan	<input type="checkbox"/>	<input type="checkbox"/>
x.	Processes of project close out	<input type="checkbox"/>	<input type="checkbox"/>

13. LIST OTHER TOPICS THAT WERE NOT COVERED IN THE COURSE THAT WERE IMPORTANT TO YOU FOR YOUR JOB.

14. WHAT FACTORS WERE MOST HELPFUL TO YOU?

15. WAS YOUR PERFORMANCE ASSESSED BEFORE THE TRAINING TOOK PLACE? (Circle as appropriate)

Yes No

16. HOW WAS THE ASSESSMENT DONE? *(Please circle as appropriate)*

1. Through asking questions	2. Through test writing
3. Through role playing	4. Through group discussion
5. Through making presentation	6. Through writing assignments
6. Other _____ _____	

17. WAS YOUR PERFORMANCE ASSESSED AFTER THE TRAINING? *(Tick as appropriate)*

Yes No

18. HOW WAS THE ASSESSMENT DONE? *(Please circle as appropriate)*

1. Through asking questions	2. Through test writing
3. Through role playing	4. Through group discussion
5. Through making presentation	6. Through writing assignments
6. Other _____ _____	

19. DID THE TRAINER TAKE YOUR INTEREST AND POTENTIAL INTO CONSIDERATION? *(Tick as appropriate)*

	Yes	No
i. Opportunity given to ask questions <i>(If yes, describe how this was done: _____ _____</i>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Questions responded to by the trainer	<input type="checkbox"/>	<input type="checkbox"/>
iii. Opportunity given to make comments	<input type="checkbox"/>	<input type="checkbox"/>
iv. Opportunity given to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>
v. Opportunity given to respond to questions raised	<input type="checkbox"/>	<input type="checkbox"/>

20. PLEASE NOTE OTHER WAYS IN WHICH TRAINER TOOK YOUR INTEREST INTO CONSIDERATION

--

21. WAS THE TRAINING CONTENT RESPONSIVE TO THE FOLLOWING REQUIREMENTS OF YOUR JOB? (Please tick as appropriate)

	Yes	No
a. Description of the scope of work for the project	<input type="checkbox"/>	<input type="checkbox"/>
b. Compilation of a work breakdown structure for the project	<input type="checkbox"/>	<input type="checkbox"/>
c. Ability to develop a Gantt Chart	<input type="checkbox"/>	<input type="checkbox"/>
d. Arranging sequence of activities reflecting the logic of the project	<input type="checkbox"/>	<input type="checkbox"/>
e. Identification of role players in the project	<input type="checkbox"/>	<input type="checkbox"/>
f. Project cost breakdown with various phases	<input type="checkbox"/>	<input type="checkbox"/>
g. Determination of the possible risks for the project	<input type="checkbox"/>	<input type="checkbox"/>
h. Identification of stakeholders and their line of communication	<input type="checkbox"/>	<input type="checkbox"/>
i. Processes of project close out	<input type="checkbox"/>	<input type="checkbox"/>

22. IN WHAT OTHER WAYS WAS THE TRAINING RESPONSIVE TO THE REQUIREMENTS OF YOUR JOB ?

ASSESSMENT OF THE IMPACT OF TRAINING ON YOUR JOB PERFORMANCE

23. FOR THE ITEMS LISTED BELOW, PLEASE NOTE

- a) *whether you were able to apply the skills before training*
- b) *whether you were able to apply these skills after the training*
- c) *whether your performance improved as a result of training*

	Applied before training		Applied after training		Performance Improved	
• <i>Ability to describe the scope of work for the project</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to compile a work breakdown structure for the Project</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to develop a Gantt Chart</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to arrange sequence of activities reflecting the logic of the project</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to identify role players in the project</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to do cost breakdown with various phases</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to determine the possible risks for the project</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to identify stakeholders</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Ability to identify stakeholders and their line of communication</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
• <i>Knowledge of processes of project close out</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N

24. ARE THERE ANY OTHER OBSERVED CHANGES IN YOUR PERFORMANCE WHICH RESULTED FROM THE TRAINING ON PROJECT MANAGEMENT THAT YOU RECEIVED?

25. ARE YOU ABLE TO APPLY THE KNOWLEDGE AND SKILLS GAINED FROM THE TRAINING IN YOUR WORKPLACE? IF NO, PLEASE GIVE REASONS FOR NOT BEING ABLE TO APPLY THE KNOWLEDGE AND SKILLS GAINED FROM THE TRAINING)

Yes No

ASSESSMENT OF FACTORS THAT IMPEDE OR CONTRIBUTE TO THE APPLICATION OF TRAINING ON PERFORMANCE

- 26. WHAT FACTORS DO YOU BELIEVE HAVE PREVENTED YOU FROM APPLYING THE KNOWLEDGE YOU HAVE RECEIVED IN THE WORKPLACE?**

- 27. WHICH FACTORS DO YOU BELIEVE WILL CONTRIBUTE MOST EFFECTIVELY TO THE APPLICATION OF TRAINING CONTENT?**

ANNEXURE D

TRAINING IMPACT QUESTIONNAIRE

OFFICIALS WHO DID NOT RECEIVE TRAINING ON PROJECT MANAGEMENT

This questionnaire is to be completed by officials of Amathole District Municipality who did not receive training on Project Management.

The purpose of the attached questionnaire is to assess your knowledge and application of project management content on the job. This information will be compared with those who have had Project Management training to assess whether there is a difference or not.

Do not sign or write your name on the questionnaire. Your name will not be mentioned when discussing the results of the research. Only symbols will be used to indicate your department and sex.

INSTRUCTIONS

- *Use a pen and circle the corresponding number of the answer you have chosen, or*
- *Tick (✓) the appropriate block as instructed*
- *Please write the answers in full if the questionnaire requires you to do so*
- *Please answer all the questions*
- *All questions relate to the training on Project Management only.*

SECTION A : PERSONAL PROFILE

1. AGE *(Circle as appropriate)*

- | | |
|----------------|-----------------------|
| 1. 2-25 years | 2. 26-30 years |
| 3. 31-40 years | 4. 41-45 years |
| 5. 46-49 years | 6. 50 years and above |

2. SEX *(Circle as appropriate)*

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

3. HIGHEST ACADEMIC QUALIFICATION *(Circle as appropriate)*

- | | |
|-----------------------------------|----------------------------------|
| 1. Matric | 2. First Degree / 3-Year Diploma |
| 3. Senior Degree / Higher Diploma | 4. Masters |

SECTION B : WORK PARTICULARS

4. NAME OF DEPARTMENT *(Circle as appropriate)*

- | | |
|-------------------------|-------------------------------|
| 1. Finance | 2. Municipal Manager's Office |
| 3. Administration | 4. Human Resources |
| 5. Engineering Services | 6. Health & Protection |

5. PRESENT OCCUPATIONAL CATEGORY *(Circle as appropriate)*

- | | |
|------------------------------|---------------------------|
| 1. Manager | 2. Professional |
| 3. Clerk | 4. Service Worker |
| 5. Elementary Service Worker | 6. Craft & Related Worker |

6. HOW LONG HAVE YOU BEEN A PROJECT MANAGER AT AMATHOLE DISTRICT MUNICIPALITY? *(Circle as appropriate)*

- | | |
|------------------|-----------------|
| 1. 0 to 1 Year | 2. 1 to 2 Years |
| 3. 2 to 3 Years | 4. 3 to 4 Years |
| 5. Above 4 Years | |

7. OCCUPATIONAL CATEGORY OF YOUR IMMEDIATE SUPERVISOR

(Circle as appropriate)

1. Manager	2. Professional
3. Clerk	4. Service Worker
5. Elementary Service Worker	5. Craft & Related Worker

8. HOW MANY YEARS HAVE YOU BEEN AT AMATHOLE DISTRICT MUNICIPALITY? *(Circle as appropriate)*

1. 0 to 1 Year	2. 1 to 2 Years
3. 3 to 3 Years	4. 3 to 4 Years
5. Above 4 Years	

SECTION C : TRAINING RELATED MATTERS

9. FOR THE ITEMS LISTED BELOW, PLEASE NOTE WHETHER YOUR WORK INVOLVED THOSE ASPECTS OF PROJECT MANAGEMENT AND WHETHER YOU ARE ABLE TO UNDERTAKE THE FOLLOWING ACTIVITIES RELATED TO PROJECT MANAGEMENT?

	Involved Project		Ability to undertake activity		
	Yes	No	Poor	Fair	Well
<input type="radio"/> Description of the scope of work for the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Compilation of a work breakdown structure for the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Ability to develop a Gantt Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Arranging sequence of activities reflecting the logic of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Identification of role players in the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Project cost breakdown with various phases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Determination of the possible risks for the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Identification of stakeholders & their line of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Processes of project close out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. DO YOU GET ANY ASSISTANCE FROM THOSE THAT ATTENDED TRAINING WHEN YOU ARE UNABLE TO PERFORM SOME OF THE ABOVE ACTIVITIES?

*Yes No

** If yes, please explain below*

11. DO YOU GET ANY ASSISTANCE FROM YOUR SUPERVISOR WHEN YOU ARE UNABLE TO PERFORM SOME OF THE ABOVE ACTIVITIES?

*Yes No

** If yes, please explain below*

12. LIST OTHER ASPECTS OF PROJECT MANAGEMENT THAT YOU MAY NEED TO COVER IN ANY FUTURE TRAINING THAT YOU MAY ATTEND?

ANNEXURE "E"

TRAINING IMPACT QUESTIONNAIRE

SUPERVISORS

This questionnaire is to be completed by the Supervisors of Employees of the Amathole District Municipality who attended training session/s on Project Management.

The purpose of the attached questionnaire is to assess the impact of training on job performance.

Do not sign or write your name on the questionnaire. Your name will not be mentioned when discussing the results of the research. Only symbols will be used to indicate your department and sex.

INSTRUCTIONS

- *Use a pen and circle the corresponding number of the answer you have chosen, or*
- *Tick (✓) the appropriate block as instructed*
- *Please write the answers in full if the questionnaire requires you to do so*
- *Please answer all the questions*
- *All questions relate to the training on Project Management only.*

SECTION A : PERSONAL PROFILE

1. AGE *(Circle as appropriate)*

- | | |
|----------------|-----------------------|
| 1. 2-25 years | 2. 26-30 years |
| 3. 31-40 years | 4. 41-45 years |
| 5. 46-49 years | 6. 50 years and above |

2. SEX *(Circle as appropriate)*

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

SECTION B : WORK PARTICULARS

3. NAME OF DEPARTMENT *(Circle as appropriate)*

- | | |
|-------------------------|-------------------------------|
| 1. Finance | 2. Municipal Manager's Office |
| 3. Administration | 4. Human Resources |
| 5. Engineering Services | 6. Health & Protection |

4. PRESENT OCCUPATIONAL CATEGORY *(Circle as appropriate)*

- | | |
|------------------------------|---------------------------|
| 1. Manager | 2. Professional |
| 3. Clerk | 4. Service Worker |
| 5. Elementary Service Worker | 6. Craft & Related Worker |

5. OCCUPATIONAL CATEGORY OF YOUR SUBORDINATE WHO ATTENDED TRAINING ON PROJECT MANAGEMENT *(Circle as appropriate)*

- | | |
|------------------------------|---------------------------|
| 1. Manager | 2. Professional |
| 3. Clerk | 4. Service Worker |
| 5. Elementary Service Worker | 6. Craft & Related Worker |

6. HOW MANY YEARS HAVE YOU BEEN AT AMATHOLE DISTRICT MUNICIPALITY?

- | | |
|------------------|-----------------|
| 1. 0 to 1 Year | 2. 1 to 2 Years |
| 3. 2 to 3 Years | 4. 3 to 4 Years |
| 5. Above 4 Years | |

SECTION C : TRAINING RELATED MATTERS

ASSESSMENT OF FACTORS RELATING TO THE PERFORMANCE ENHANCEMENT POTENTIAL OF TRAINING

7. OF THE PROJECT MANAGEMENT TOPICS LISTED BELOW, TO WHICH EXTENT WERE YOU AWARE BEFORE YOU SENT THE EMPLOYEE FOR TRAINING THAT THE COURSE CONTENT WAS TO COVER THE FOLLOWING ASPECTS OF PROJECT MANAGEMENT? *(Please tick as appropriate)*

	Yes	No
<input type="radio"/> Description of the scope of work for the project	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Compilation of a work breakdown structure for the project	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Ability to develop a Gantt Chart	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Development of a Network Diagram reflecting Critical Path	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Development of a Project Human Resources Plan	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Project cost breakdown	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Determination of the possible risks for the project	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Identification of stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Development of the Communication Plan	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Project Close Out	<input type="checkbox"/>	<input type="checkbox"/>

8. WERE YOU SATISFIED WITH THE COURSE CONTENT?

*Yes No

** If yes, please explain below*

9. WAS THERE ANY TOPIC WHICH WAS LEFT OUT THAT YOU WANTED TO BE INCLUDED IN THE COURSE?

*Yes No

** If yes, please explain below*

10. WAS THE EMPLOYEES PERFORMANCE ASSESSED BEFORE THE TRAINING TOOK PLACE? *(Tick as appropriate)*

Yes No

11. HOW WAS THE ASSESSMENT DONE? *(Circle as appropriate)*

1. Through asking questions	2. Through test writing
3. Through role playing	4. Through group discussion
5. Through making presentation	6. Through writing assignments
7. Other Methods <i>(please describe)</i> _____	

12. DID THE TRAINER GIVE YOU FEEDBACK REGARDING THE PERFORMANCE OF THE TRAINER DURING TRAINING? *(Please tick as appropriate)*

Yes No

ASSESSMENT OF THE IMPACT OF TRAINING ON JOB PERFORMANCE

13. TO WHAT EXTENT WAS THE TRAINED EMPLOYEE ABLE TO APPLY THE FOLLOWING BEFORE AND AFTER HE/SHE RECEIVED TRAINING? *(Please tick as appropriate)*

	Had capacity before training		Had capacity after training	
i. Ability to describe the scope of work for the project	Yes	No	Yes	No
ii. Ability to compile a work breakdown structure for the project	Yes	No	Yes	No
iii. Ability to develop a Gantt Chart	Yes	No	Yes	No
iv. Ability to arrange sequence of activities reflecting the logic of the Project	Yes	No	Yes	No
v. Ability to identify role players in the project	Yes	No	Yes	No
vi. Ability to do cost breakdown with various phases	Yes	No	Yes	No
vii. Ability to determine possible risks for the project	Yes	No	Yes	No
viii. Ability to identify stakeholders	Yes	No	Yes	No
ix. Ability to identify stakeholders and their line of communication	Yes	No	Yes	No
x. Knowledge of processes of project close out	Yes	No	Yes	No

14. HAS THE TRAINED EMPLOYEE APPLIED THE FOLLOWING ACTIVITIES SINCE HE/SHE RECEIVED TRAINING? (Tick as appropriate)

		Had capacity before training		Had capacity after training	
i.	Ability to describe the scope of work for the project	Yes	No	Yes	No
ii.	Ability to compile a work breakdown structure for the project	Yes	No	Yes	No
iii.	Ability to develop a Gantt Chart	Yes	No	Yes	No
iv.	Ability to arrange sequence of activities reflecting the logic of the Project	Yes	No	Yes	No
v.	Ability to identify role players in the project	Yes	No	Yes	No
vi.	Ability to do cost breakdown with various phases	Yes	No	Yes	No
vii.	Ability to determine the possible risks for the project	Yes	No	Yes	No
viii.	Ability to identify stakeholders	Yes	No	Yes	No
ix.	Ability to identify stakeholders and their line of communication	Yes	No	Yes	No
x.	Knowledge of processes of project close out	Yes	No	Yes	No

15. DID THE TRAINING RECEIVED BY EMPLOYEE HELP HIM/HER TO PERFORM ANY BETTER IN RESPECT TO THE FOLLOWING? (Tick as appropriate)

		Had capacity before training		Had capacity after training	
i.	Ability to describe the scope of work for the project	Yes	No	Yes	No
ii.	Ability to compile a work breakdown structure for the project	Yes	No	Yes	No
iii.	Ability to develop a Gantt Chart	Yes	No	Yes	No
iv.	Ability to arrange sequence of activities reflecting the logic of the Project	Yes	No	Yes	No
v.	Ability to identify role players in the project	Yes	No	Yes	No
vi.	Ability to do cost breakdown with various phases	Yes	No	Yes	No
vii.	Ability to determine possible risks for the project	Yes	No	Yes	No
viii.	Ability to identify stakeholders	Yes	No	Yes	No
ix.	Ability to identify stakeholders and their line of communication	Yes	No	Yes	No
x.	Knowledge of processes of project close out	Yes	No	Yes	No

ASSESSMENT OF FACTORS THAT IMPEDE OR CONTRIBUTE TO THE APPLICATION OF TRAINING ON PERFORMANCE

16. DID YOU PROVIDE EMPLOYEE THAT RECEIVED TRAINING ON PROJECT MANAGEMENT WITH THE OPPORTUNITY TO IMPLEMENT WHAT HE/SHE LEARNT DURING TRAINING?

Yes No

17. EXPLAIN HOW YOU PROVIDE OPPORTUNITY TO THE EMPLOYEES THAT RECEIVED TRAINING ON PROJECT MANAGEMENT TO PRACTICE WHAT THEY HAVE LEARNT

18. TO WHAT EXTENT, IS THE TRAINED EMPLOYEE NOW ABLE TO APPLY THE KNOWLEDGE AND SKILLS GAINED FROM THE TRAINING IN HIS/HER WORKPLACE? *(Please circle as appropriate)*

1. Perfectly well

2. Fairly well

3. Sometimes

4. Not at all

19. ARE YOU ABLE TO ACCESS THE ASSISTANCE OF THE TRAINER WHEN THE TRAINED EMPLOYEE IS UNABLE TO IMPLEMENT WHAT HE/SHE LEARNT DURING THE TRAINING? *(Please circle as appropriate)*

Yes No

20. DO YOU ALWAYS PROVIDE THE TRAINED EMPLOYEE WITH ENOUGH RESOURCES TO IMPLEMENT WHAT HE/SHE LEARNT DURING THE TRAINING? *(Please give a full explanation of your response)*

Yes No

21. ARE THERE ANY OBSERVED DIFFERENCES IN THE PERFORMANCE OF EMPLOYEES WHO ATTENDED THE COURSE AND THOSE WHO DID NOT ATTEND WITH REGARD TO THE FOLLOWING ASPECTS OF PROJECT MANAGEMENT? *(if yes, please explain in the space provided)*

i.	Ability to describe the scope of work for the project	<input type="checkbox"/> Yes	<input type="checkbox"/> No
ii.	Ability to compile a work breakdown structure for the project	<input type="checkbox"/> Yes	<input type="checkbox"/> No
iii.	Ability to develop a Gantt Chart	<input type="checkbox"/> Yes	<input type="checkbox"/> No
iv.	Ability to arrange sequence of activities reflecting the logic of the Project	<input type="checkbox"/> Yes	<input type="checkbox"/> No
v.	Ability to identify role players in the project	<input type="checkbox"/> Yes	<input type="checkbox"/> No
vi.	Ability to do cost breakdown with various phases	<input type="checkbox"/> Yes	<input type="checkbox"/> No
vii.	Ability to determine the possible risks for the project	<input type="checkbox"/> Yes	<input type="checkbox"/> No
viii.	Ability to identify the stakeholders	<input type="checkbox"/> Yes	<input type="checkbox"/> No
ix.	Ability to identify stakeholders and their line of communication	<input type="checkbox"/> Yes	<input type="checkbox"/> No
x.	Knowledge of process of project close out	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TRAINING IMPACT QUESTIONNAIRE

TRAINERS

This questionnaire seeks to assess the contribution of trainers to the impact of training on the performance of training participants.

Since trainers are critical to the content and results of training, the questionnaire seeks to assess the factors that are related to the role and performance of trainers which can potentially have an impact on the outcomes of training.

Trainers are requested to respond to the items of the questionnaire as honestly and as completely as possible.

INSTRUCTIONS

- *Use a pen and circle the corresponding number of the answer you have chosen, or*
- *Tick (✓) the appropriate block as instructed.*
- *Please write the answers in full if the questionnaire requires you to do so.*
- *Please answer all the questions.*
- *All questions relate to the training on Project Management only*

SECTION A : PERSONAL PROFILE

1. AGE (Circle as appropriate)

- | | |
|----------------|-----------------------|
| 1. 2-25 years | 2. 26-30 years |
| 3. 31-40 years | 4. 41-45 years |
| 5. 46-49 years | 6. 50 years and above |

2. SEX (Circle as appropriate)

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

SECTION B : TRAINING RELATED MATTERS

FACTORS RELATING TO THE PERFORMANCE ENHANCEMENT POTENTIAL OF TRAINING

3. For each course you have facilitated, please note below the date on which you facilitated training in Project Management at Amathole District Municipality:

	Course	Month	Year
1.	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Before facilitating this course, did you have any discussions with the supervisors of the trainee regarding the content of the course? Tick (✓) appropriate box.

Yes* No

(* If Yes, go to Question 5)

5. In your discussion(s) with the supervisor(s), which of the following topics of the course was of general concern? Please tick (✓) appropriate block.

	Yes	No	Unsure
1. Description of the scope of work for the Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Compilation of a work breakdown structure for the Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Development of a Gantt Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Development of a network diagram reflecting critical Path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Unsure
5. Development of a project Human Resources Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Project Cost Breakdown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Development of the Risk Management Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identification of the stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Development of the Communication Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Project close out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **Were the supervisors generally satisfied with the proposed course content before the course?**

Yes No Do not Know

7. **Was the pre-assessment of the capacity of participants done before the training took place?**

Yes* No Do not Know

(* If Yes, go to Question 8)

8. **If yes, how was the assessment done? Please tick (✓) appropriate block.**

- | | |
|--------------------------------|--------------------------|
| 1. Through asking questions | <input type="checkbox"/> |
| 2. Through test writing | <input type="checkbox"/> |
| 3. Through role playing | <input type="checkbox"/> |
| 4. Through group discussion | <input type="checkbox"/> |
| 5. Through making presentation | <input type="checkbox"/> |
| 6. Other | <input type="checkbox"/> |

9. **Was a pre-assessment of the specific needs of the participants undertaken before the course?**

Yes* No Do not Know

(* If Yes, go to Question 10)

10. If yes, how was the assessment done? Please tick (✓) appropriate block

- 1. Through asking questions
- 2. Through test writing
- 3. Through role playing
- 4. Through group discussion
- 5. Through making presentation
- 6. Other

11. Did you give supervisors of trainees feedback regarding the performance of trainees during the training? Please tick (✓) the appropriate block.

- Yes No

ASSESSMENT OF IMPACT OF TRAINING ON JOB PERFORMANCE

12. Have you made a follow up to get feedback from the supervisors of the trainees regarding the performance of the trained staff in the application of the content of the course? Please tick (✓) the appropriate block.

- Yes No

13. Did you make yourself available to render support to trainees after the course to overcome challenges they may have at the workplace in applying the content of the course? Please tick (✓) the appropriate block.

- Yes No

ASSESSMENT OF FACTORS THAT MAY IMPEDE OR CONTRIBUTE TO THE APPLICATION OF TRAINING ON PERFORMANCE

14. What factors do you believe will generally prevent the application of knowledge in the workplace after the course?

15. What factors do you believe will contribute most effectively to the application of training content in the workplace?

16. Are you able to provide assistance to the trained employees when they are unable to implement what they learnt during the training?

Yes No

17. Have any of the trainees sought assistance from you since the training was conducted?

Yes No

18. How do you provide assistance? *Tick (✓) as many options as appropriate*

Visits to workplace Email Telephone
Appointments with participants Other

19. How do trained employees access your assistance? *Tick (✓) as many options as appropriate*

Visits to workplace Email Telephone
Appointments with participants Other

20. For which areas of the project management is your assistance most often sought?

1. Ability to describe the scope of work for the project
2. Ability to complete a work breakdown structure for the project
3. Ability to develop a Gantt Chart
4. Ability to arrange sequence of activities reflecting the logic of the project
5. Ability to identify role players in the project
6. Ability to do cost breakdown with various phases
7. Ability to determine the possible risks of the project
8. Ability to identify stakeholders
9. Ability to identify stakeholders and their line of communication
10. Knowledge of processes for project close out

AMATOLA DISTRICT COUNCIL**COURSE EVALUATION FORM**

The purpose of this questionnaire is to help the Department of Human Resources in determining how beneficial the course has been to you, and to enhance the learning results in future. Your participation, therefore, will be of great assistance in this regard. It is trusted that you will supply correct and true information in your response. Thank you for your co-operation.

1. COURSE IDENTIFICATION DATA

Course:	Date:	to
Venue:	Course leader:	

2. COURSE OBJECTIVE

2.1 Please indicate how well the course objectives as stated before were met:

Extremely well	4
Well	3
Satisfactory	2
Poorly	1

3. PRACTICAL VALUE

3.1 Practical value of course in present job situation:

Very good	4
Good	3
Average	2
Poor	1

3.2 Relevance of exercises and/or case studies:

Very good	4
Good	3
Average	2
Poor	1

4. COURSE STYLE

		Very good	Good	Average	Poor
4.1	Opportunity given for trainees to participate	4	3	2	1
4.2	Opportunity to raise questions and concern	4	3	2	1
4.3	Handling of questions and concerns	4	3	2	1
4.4	Presenter's use of trainees experience	4	3	2	1
4.5	Presenter's use of her own experience	4	3	2	1

5. GENERAL ASPECTS OF COURSE QUALITY

		Very good	Good	Average	Poor
5.1	Room arrangement	4	3	2	1
5.2	Audio- visual aids	4	3	2	1
5.3	Pre- course arrangement	4	3	2	1

6. REMARKS AND SUGGESTIONS

6.1	Which sessions or activities did you find most valuable?
6.2	Which sessions or activities did you find the least valuable?
6.3	General comments:

Thank you for your help

AMATOLA DISTRICT COUNCIL

SUMMATIVE EVALUATION

The purpose of this evaluation is to help the Department of Human Resources in determining whether the training intervention was effective or not, and to enhance the learning outcome in future. Your participation will be of great assistance in this regard. Please be honest in your response. Thank you for your co-operation.

Please complete in block letters

OFFICIAL' S NAME:		COURSE ATTENDED:	
DEPARTMENT:		PROVIDER & INSTITUTION:	
DIVISION/ SECTION:		DURATION:	
IMMEDIATE SUPERVISOR:		VENUE:	
CURRENT JOB FUNCTION:		COURSE DATE:	

Please answer Yes or No to the following questions:

YES / NO

		YES	NO
1.	Did the training you attended assist you in order to fulfill your current job function?		
2.	Were there any areas covered in training that you felt had no relevance to your current job function?		
3.	Are there any areas that you would like to see included that were not covered in the training material?		
4.	Are you able to use the training material that was issued to you as reference, now that you are back in your Department?		
5.	Are you able to contact the trainer for getting clarity or more information concerning the course when you are stuck?		

6.	In your opinion, is the training material used current and user friendly?		
7.	In terms of course objectives, did the training intervention fulfill its purpose?		
8.	Would you recommend that your co-workers, who are in the same job function as yourself, attend this particular training in future?		
9.	Would you attend another course on the same topic in future?		
10.	Is it easy for you to implement what you learnt from the course?		
11.	Do you get a support from your supervisor when implementing what you learnt from the course?		
12.	Were you able to share with your colleagues what you learnt?		

- 1) Should you have answered any of the above questions in the negative, please use the space provided below with corresponding numbers to expatiate on your response and /or comment on how the training intervention could be improved.
- 2) In point 9, if the answer was in positive, please briefly explain why.

1.	
2	
3.	
4.	
5.	

6.	
7.	
8.	
9.	
10.	
11.	
12.	

SUPERVISOR=S AND/OR HEAD OF DEPARTMENT@S COMMENTS:

